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Student Nurses Perception of Poor Academic Performance in Bayelsa State, Nigeria

By Dimkpa, Daisy I., Inegbu & Buloubomere
Niger Delta University, Nigeria

Abstract- This research was conducted to examine the causes of poor academic performance by student nurses in the Bayelsa State School of Nursing in Nigeria, using the descriptive survey. The population consisted of 206 student nurses. As a result of their small size, they were all adopted for the study. However, only a total of 201 of the student nurses who completed their questionnaires participated in the study. A researcher-designed instrument named 'Student Nurses' Academic Performance Questionnaire' (SNAPQ) was employed in generating data for the study. The instrument was validated and a reliability index of 0.87 was obtained. The instrument was analyzed using simple percentages and t-test statistics.

Keywords : *student nurses, reorientation, poor academic performance, counselling, nigeria.*

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Student Nurses Perception of Poor Academic Performance in Bayelsa State, Nigeria

Dimkpa, Daisy I. [α], Inegbu Buloubomere [σ]

Abstract- This research was conducted to examine the causes of poor academic performance by student nurses in the Bayelsa State School of Nursing in Nigeria, using the descriptive survey. The population consisted of 206 student nurses. As a result of their small size, they were all adopted for the study. However, only a total of 201 of the student nurses who completed their questionnaires participated in the study. A researcher-designed instrument named 'Student Nurses' Academic Performance Questionnaire' (SNAPQ) was employed in generating data for the study. The instrument was validated and a reliability index of 0.87 was obtained. The instrument was analyzed using simple percentages and t-test statistics. Results showed that the five perceived causes of poor academic performance among student nurses included: giving the students too many assignments, parents' inability to provide all the text books needed, student nurses lacking all their basic needs, lack of library and internet facilities and students' inability to understand the science subjects. The t-test employed showed a statistically significant difference in students nurses' perception of causes of poor academic performance on the basis of class level. The recommendations included provision of counselling services for the students and teachers, restructuring the nursing curriculum and reducing the number of assignments given to the students by their teachers, students' formation of study groups, provisions of library and internet facilities, amongst others.

Keywords: student nurses, reorientation, poor academic performance, counselling, nigeria.

I. Introduction

The standard of education in Nigeria is frequently brought to focus by stake holders in the education industry. This is obviously due to the emphasis placed on education by every nation as a means of economic, social and political development. The public outcry of the dilapidating scenario, arouses researchers' curiosity to uncover the root cause of the problem. For example, Imogie (2002) expresses great concern as regards the declining quality of education of Nigerian graduates with little technical know-how. This was considered as a serious setback in the industrial development of Nigeria.

According to Mac-Farlane (2002), academic performance is the ability of students to cope with their studies as well as how various tasks assigned to them by their instructors are accomplished. It also includes the ability to study and remember facts and to be able to express such knowledge gained either verbally or in writing (Mac-Farlane, 2002). While Aremu (2003) describes poor academic performance as a performance that is adjudged by the examiner as falling below an expected standard, Adesemowo (2005) decries the poor academic performance in specialized basic sciences such as Mathematics and English especially in tertiary institutions.

Academic failure is not only frustrating to the students and parents but leaves a devastating effect on the society in terms of shortage of manpower in all spheres of the economy and the nation's health challenges (Aremu, 2000). Education at the tertiary level is expected to be the peak and crown towards higher knowledge, an instrument used to achieve a more rapid economic, social, political, technological, scientific and cultural development of any country (Aremu, 2000).

a) Statement of the Problem

The role of the nursing education is to prepare student nurses for professional competence in the field. Nursing education is described as 'a planned educational programme which provides broad and sound foundation for effective practice of nursing (Adeoye & Popoola, 2011). However, in a situation where this is lacking as a result of poor academic performance, there are likely to be problems at subsequent levels outside the four walls of the institution, especially when the students do not possess adequate knowledge needed to enhance professional skills required in executing basic nursing procedures for health. This study has become necessary, meriting scholarly attention in part because all the student nurses trained would eventually work in the hospitals where precious lives of the patients are deposited in their care. Therefore, a poorly trained nurse becomes a threat to the lives of the patients he/she might be responsible for, which could result to loss of lives and compound the poor state of the health sector in Nigeria.

Furthermore, a lot of emphasis have been placed on the academic performance of students over the years by researchers, and that deterioration had occurred in all fields of education in the society (Mendezabal, 2013). Previous research asserts that poor academic performance may be as a result of intermittent non-payment of teachers' salaries, poor

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remuneration of teachers, poor reading habits, problems caused by parents, society, as well as poor funding (Ajila & Olutola, 2007). Others include low retention, association with peers, a teacher's non-use of verbal reinforcement strategies and laziness of students (Aremu & Sokan, 2003; Aremu & Oluwole, 2001; Morakinyo, 2003; Rowe, Stewart & Patterson, 2007). These studies were carried out in different locale, using secondary school subjects. A similar study carried out in Niger Delta University investigated the relationship between anxiety and poor academic performance of student nurses. It found that physiological anxiety was one of the factors responsible for their poor performance while there was no significant difference between male and female students regarding the causes of their poor academic performance (Afolayan, Donald, Onasoga, Adeyanju & Agama, 2013). This study used such variables as gender with special attention to physiological and psychological anxiety syndrome. Anxiety However, the focus of the present study is on such variables as class level of the student nurses in determining their perception of poor academic performance.

Available information from the Bayelsa State School of Nursing Admissions and Records (2011) indicates that as the admission rate increases, the passing rate decreases. Therefore, this study sought to find out the main causes of the poor performance reported by the authorities.

b) Purpose of the Study

The study was carried out to:

1. examine the causes of poor academic performance as perceived by student nurses in Bayelsa State School of Nursing, Nigeria
2. determine the differences in the causes of poor academic performance of student nurses on the basis of their class levels.

c) Research Questions

The research questions posed by the study were as follows:

1. What are the main causes of poor academic performance as perceived by student nurses in Bayelsa State School of Nursing?
2. What are the perceived causes of poor academic performance between Year 1 and Year 3 student nurses?

d) Research Hypothesis

The following hypothesis guided the study:

1. There is no statistically significant difference between Year 1 and Year 3 students' perception of the causes of the poor academic performance of student nurses in Bayelsa State School of Nursing.

II. Methodology

a) Research Design

The study adopted the descriptive survey method. The method is appropriate because Nwankwo (2006) posits that the general purpose of survey research is to reveal current condition or provide a factual descriptive picture of the situations as they exist in their natural setting and also reveal the need for change. Furthermore, it allows the researcher to do an in-depth study on the sample with a view to unearthing the major characteristics among a set or unit. Thus, survey design was considered as the most appropriate method in finding out the perceived causes of poor academic performance among student nurses in Bayelsa State School of Nursing, Nigeria.

b) Population of the Study

The population of the study consisted of 206 student nurses (Bayelsa State School of Nursing Admissions and Records, 2011). This comprises 84 males and 122 females from Year 1-3.

Table 1 : Population Distribution of the student Nurses (N=206)

S/N	Class/Level	Male	Female	Total
1.	Post PTS	37(38.1)	60(61.9)	97
2.	(Year 1)	30(49.2)	31(50.8)	61
3	Year 2	17(35.4)	31(64.6)	48
	Year 3			
	Total =	84	122	206

Source: Bayelsa State School of Nursing Admissions and Records, 2011

Note: Figures in parentheses are percentage values.

c) Sample and Sampling Technique

As a result of the small number of student nurses in the school, the sample was purposively selected, made up of all the 206 student nurses from Year 1-3. This consisted of 97 (Year One); 61 (Year Two) and 48 (Year Three) student nurses respectively. Of the 206 student nurses, 84(40.8%) were males and 122(59.2%) were females. The age of the students ranges from 22-37years. However, only 201 correctly filled questionnaires were considered suitable for the analysis. This is because 5 of the students did not respond to some of the statements.

d) Instrumentation

A researcher-designed instrument named Student Nurses Academic Performance Questionnaire (SNAPQ) was employed in generating data for the study. The instrument consisted of two sections. Section A sought the demographic details of the respondents such as age, sex, class level, etc; and Section B was made up of 14 statements on the perceived causes of poor academic performance of the students. The items of the questionnaire were derived from review of related

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literature on the causes of poor academic performance of students. The response pattern used was 'Yes' and 'No'.

e) Validity and Reliability of the Instrument

The instrument was assessed by two experts in Sociology and Counselling and they ascertained the content validity of the instrument which indicated that the instrument measured what it was intended to measure. Thus, the contributions made by the assessors were integrated in the final draft of the questionnaire. The test re-test reliability index obtained was 0.87 using the Pearson Product Moment Correlation Coefficient (r).

f) Data Administration and Collection Procedure

The Researchers sought the permission of the school authority indicating the purpose of the study. Upon receiving a letter of consent from them, the aim of the study was explained to the students who unanimously agreed to participate voluntarily. The instrument was thereafter administered on the respondents by the researchers and collected back as soon as the respondents finished. This was made possible with the help of one research assistant per class/level. At the end, 201 copies which were correctly filled were used for the analysis.

g) Data Analysis Technique

In analyzing the data from the respondents, frequency counts and simple percentages were employed. Furthermore, ranking order was used to determine the most and least important factors responsible for the poor academic performance of student nurses; and a t-test for differences in the students' responses on the basis of their class levels.

III. Results

Table 2 : Causes of Poor academic Performance by the Respondents

Statement Student nurses perform poorly in academics because:	F	%	Rank Order
1. Students are saddled with too many assignments.	107	53.2	1st
2. Parents do not provide all the text books needed.	18	9.0	2nd
3. Student nurses lack most of their basic needs.	16	8.0	3rd
4. There are no library or internet facilities.	14	7.0	4th
5. Student nurses do not understand the sciences.	9	4.5	5th
6. The male nurses believe that nursing is for females only.	8	4.0	6th
7. Most students start the programme when advanced in age.	7	3.5	7th
8. Student nurses live in poor hostel environment.	6	3.0	8th
9. Student nurses are not given tutorials	5	2.4	9th
10. The teachers do not explain the lessons well.	3	1.5	9th
11. Student nurses whose parents are less educated perform poorly	3	1.5	11th
12. Parents do not provide extra lessons for students.	2	1.0	12th
13. The school lacks well trained teachers.	2	1.0	12th
14. Student nurses are not supervised by their parents.	1	0.4	14th
Total=	201	100	

Table 2 shows that the top five perceived causes of poor academic performance among student nurses included: giving the students too many assignments (53.2%), parents' inability to provide all the text books needed by the student nurses (9.0%), student nurses lack all their basic needs (8.0%), lack of library and internet facilities (7.0%) and students' inability to understand the science subjects (4.5%).

Table 3 : t-test Analysis comparing the Perceived Causes of Poor

Class Level	N	X	SD	Df	Calculated t	Critical t	Decision
Year One	97	30.0	15.1	153	5.42*	1.96	Rejected
Year Three	48	19.0	9.2				

- Significant; $P<0.05$

Table 3 indicates that the calculated t-test of 5.42 is greater than the critical t of 1.96 at the 0.05 level of significance. Based on the result, the hypothesis was rejected, meaning that there is a statistically significant difference between year one and year three respondents' perception of the causes of poor academic performance of student nurses.

IV. Discussion

This study revealed that five main causes of poor academic performance of student nurses as perceived by the respondents were giving the students too many assignments, parents' inability to provide all the text books needed for studying, students lacking basic needs, lack of library and internet facilities and

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students' inability to understand the science subjects.. Others include the belief that nursing is meant for the females only, age of entry of the students into the programme, poor hostel environment, etc.

As regards giving students too many assignments, the researchers are of the view that when students are busy with too many assignments, it will not give them sufficient time to read their books, which invariably results into poor academic performancr. The finding as it relates to the poor living conditions indicated by the respondents agrees with previous study by Isangedighi (2008) who reports that the unattractive environment of learners was capable of de-motivating them in achieving good academic results. This was considered as 'learners' environment mismatch' (Isangedighi, 2008). . Similarly, Bakare (1994) observes earlier that school location and the physical building militates against good academic achievement.

In view of the finding that poor academic performance of student nurses was related to the inability of parents to provide all their basic needs, it corroborates a previous report which posits that lack of basic nutrition could affect the academic standard of students (Bakare, 1994). In the same vein, factors militating against good academic performance could be resident in the family such as cognitive stimulation by care givers and the ability of parents to encourage the development of basic cognitive skills in children during the first 2 years of life (Bakare, 2004). Similarly, the finding is consistent with the submissions of Morakinyo (2003) which reports that a relationship exists between the socio-economic status of parents and the academic achievements of individuals. In other words, the level of parents' socio-economic status determines the availability of instructional as well as all other necessary materials for learning. The students' view of nursing as a profession for females alone could be one major factor of student nurses' abysmal academic performance.

Furthermore, in trying to weigh the responses of year one and year three student nurses as regards the causes of their poor academic performance, it revealed that they were significantly different. This could be because the year one students are saddled with more assignments than the year three who are involved in more practical work. Experience has shown that the curriculum content of first year students have more of theoretical than practical work.

V. Conclusion

The major obstacles hindering good academic performance of the student nurses were found to include the way teachers in the profession assign too many home works to the student nurses, poor facilities, provision of inadequate basic needs by parents, students' perception, especially the idea that nursing is meant for the females, amongst others. The perception of the respondents that nursing is meant for the females is very important in drawing the conclusion that they might have opted for the nursing profession as a last resort. It therefore stands to reason that the way humans perceive a thing would influence their likeness and performance at the task. The role of parents in providing the needed encouragement for the students was also associated with increased academic performance of the student nurses.

VI. Counselling and Educational Implications

The outcome of this study will enable school counsellors to organize a symposium for parents, school administrators, nursing teachers and students themselves. Counselling services should be extended to this group of people because counselling enables people to overcome anxieties and worries. Parents for instance would be enlightened by knowing that adequate provisions of students' basic needs are vital to their academic performance.

The study will expose school administrators on the need to provide a conducive environment for the student nurses, and the teachers would also realize that giving too many assignments is detrimental to students' academic performance. This is because the students may not have the time to read. Finally, the students themselves should be orientated into forming study groups and given some tips on effective study habit techniques. This will enable them to realize their individual roles in enhancing good academic performance. Therefore, counsellors should utilize group and individual counselling techniques in bringing this about. More importantly, the students need academic counselling in helping them develop rational ideas about the nursing profession rather than relating performance to gender differences.

VII. Recommendations

In view of the findings of this study, the following recommendations were proffered:

i. The nursing academic curriculum should be restructured and made flexible to provide adequate space for practical learning and interaction by the students. In this regard, the lecture hours should be reduced to give the students opportunity for personal study.
ii. Student nurses themselves must have adequate time to form their own personal study time table and engage in group studies in order to improve their academic performance.
iii. The school administrators should ensure that adequate or conducive environment with library and internet facilities are available to encourage the students to learn.

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iv. The provision of guidance and counselling services by the government will also improve the all round performance of the students, not only academically, but socially, psychologically and morally.

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Management of Disciplinary Problems in Secondary Schools: Jalingo Metropolis in Focus

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Keywords : *management, disciplinary problem and secondary school.*

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Management of Disciplinary Problems in Secondary Schools: Jalingo Metropolis in Focus

Olaitan Temitayo [α], Mohammed A. Nayaya [σ] & Ajibola A. Lukman [ρ]

Abstract- The research study titled "Management of Disciplinary Problems in Secondary Schools with Reference to Jalingo Metropolis" aimed at investigating the types of disciplinary problems, their possible causes and means of managing them. The study used a questionnaire titled Managing Disciplinary Problem Questionnaire (MDPQ). Four point likert rating scale was used to collect data. One thousand (1000) respondents were sampled in four (4) government owned secondary schools in Jalingo metropolis. The results showed truancy, absenteeism, fighting, stealing and drug addiction among others as typical examples of disciplinary problems experienced in the study area. The study also revealed parental/home, political, social and economic, school environment, school curriculum and peer group influence among others as the causes of disciplinary problems. Finally, the study posits that disciplinary problems can be dealt with if school staffers develop a spirit of team-work and there must be a well spelt out code of conduct for all staff and students to follow.

Keywords: management, disciplinary problem and secondary school.

I. Introduction

School institutions remain a preparatory ground to empower and certify the requirement for human development. The teacher is faced with the challenges of educating, socializing, empowering and certifying students, but with the help of good teaching atmosphere (Fafunwa, 2004; Farrant, 2004; Wasagu, 2009). By implication, the task of a teacher, which includes sustaining education system, do not rest on his or her professional competency alone, but on the entire features of the school climate (Loukas, 2007).

The school is a type of service organization vested with primary function of educating the child and the control is a problem faced by all organizations especially learning institution, which work with people. For the efficient functioning of the school, school managements reserve power to control the conduct of students through reasonable rules and regulations. Once these rules and regulations are made, they must be enforced on the problems, which beset secondary schools, indiscipline comes first. Disciplinary problems dominate the issues of the day in both large and small schools both in towns and villages. Students disobey school rules and regulations with impunity. They have little or no respect for their teachers and even the school administration.

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Students' misbehavior is a prevailing problem affecting schools not only in Nigeria but also across the many nations around the world. Students' misconduct in the classroom interferes with teaching and learning and is thought to be precursor to later school dropout and similar negative social outcomes. Students' behavioral problems are also thought to be a leading contributor to teachers' stress and attrition.

The indiscipline problem in schools is ranked as a major problem among students of secondary schools in Nigeria. Disruptive behavior is a concern to schools and parents and to fellow students, whose education may be adversely affected. Therefore, disruptive behaviour cannot be ignored, and schools must tailor a well-understood sound behavior and discipline policy.

In secondary school, the situation is worse because the learners as adolescents, now become aware of their rights namely; to privacy, to freedom of religion, belief, opinion, and expression, among others. According to Pager (1994), educators at one school in the Southwest Nigeria reported high levels of absenteeism, truancy, laziness, substance abuse, and subversion of assessments of achievements by learners. Another author (Ferguson & Johnson, 2010) also found that the lack of a supportive and friendly school environment influences educators' disciplinary attempt and may cause them to remain cold.

Petersen & Rosser (2008) contend that serious breaches of school discipline policy include assault by students on teachers and other students, verbal abuse, offensive language against teachers and other students, sexual and other forms of harassment, threat and intimidation of teachers and other students, possessing offensive weapons, supplying or using illegal drugs, and intrusions into the school or classrooms by adults with the intention of confronting teachers. The problem now is rather alarming and jeopardizing the administration of the secondary school.

It is against this background that the management of disciplinary problems in schools needs urgent attention. There is much work to be done since in some schools the situation has reached alarming proportions. This study therefore concentrates on unraveling the various dominant factors attributing to the discipline problems among secondary school students in Jalingo metropolis with a view to providing the means of managing disciplinary problems.

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II. Statement of the Problem

The study of Management of Disciplinary Problems in Secondary Schools in Jalingo metropolis aimed at unraveling types of disciplinary problems, their causes and far reaching means of managing disciplinary problems among the secondary school students in Nigeria and Taraba state in particular. Indiscipline in school is certainly a matter of immediate concern to the teaching profession.

In lieu of the above, the study will find out whether the problems stated below are the main contributing factors that hinder effective management of disciplinary problems in the study area.

(i) Truancy is the disciplinary problem in secondary school.
(ii) Absenteeism is the disciplinary problem in the study area.
(iii) Fighting and stealing cause disciplinary problem in the study area.
(iv) Political, social and economic factors cause disciplinary problem in the said area.
(v) School curriculum and peer groups are the causes of disciplinary problem in the study area.
(vi) Family/Home is the cause of disciplinary problem in the study area.
(vii) School environment/teacher causes disciplinary problem in secondary school.

III. Objectives of the Study

This study titled "Management of Disciplinary Problems in Secondary Schools; Jalingo Metropolis in Focus" aimed to conduct an empirical study into disciplinary problems with regard to;

i. The types of disciplinary problems that are being experienced in Jalingo secondary schools.
ii. The causes of disciplinary problems that are being experienced in these schools.
iii. The means of managing disciplinary problems in the said study area.
iv. Finally, to recommend to stakeholders in education to address the indiscipline plight in Jalingo secondary schools.

IV. Conceptual Approach of School Discipline

Discipline defines the limitations of an individual or a group of people. It is the practice of restraint, which may be self-imposed. The study of psychology reveals that a person possesses boundless urges and impulses, which are constantly seeking expression. These include need for security, sexual activities, exploration and success. On the other hand, the society stipulates laws and traditions, which does not permit free expression of these inner forces without following the appropriate procedure acceptable by balance between his inner tendencies and the external restrictions. Self-discipline is a willingness to accept rules and regulations laid down for guidance and the ability to act in accordance with what is expected of the individual by the society (Joseph, 2010).

School discipline is an essential element in school administration. This is because discipline is a mode of life in accordance with laid down rules of the society to which all members must conform, and the violation of which are questionable and also disciplined. It is seen as a process of training and learning that fosters growth and development (Imaguezor, 1997). The aim of discipline is therefore, to help the individual to be well adjusted, happy and useful to his society. The doctrine of school discipline according to Nolte (1980) and Barrell (1978) is based on the concept of "loco parentis" which allows school authorities full responsibility for children's upbringing, the right of discipline and control.

Consequently, in the field of child development, discipline refers to methods of modeling character and of teaching self-control and acceptable behaviour. To be disciplined is then, subject to content, either a virtue, which may be referred to as discipline procedure or a euphemism for punishment, which may also be referred to as disciplinary procedure (Reyes, 2006).

School discipline refers to regulation of children and the maintenance of order ("rules") in schools. These rules may, for example, define the expected standards of clothing, timekeeping, social behaviour and work ethics. The term may be applied to the punishment which is the consequence of transgression of the code of behaviour. In other words, the usage of school discipline sometimes means the management of disciplinary setback in conformity with the school rules.

V. Types of Disciplinary Problems in Secondary School

a) Common Disciplinary Problems

Rosen (1997) distinguishes the following ten types of disciplinary problems which may lead to a learner's suspension, namely; Defiance of school authority; Class disruption; Truancy; Fighting; The use of profanity; Damaging school property; Dress code violations; Theft; and Leaving campus without permission.

The other common types of disciplinary problems experienced in secondary schools as mentioned by Donnelly (2000) include fights, insubordination, little support for educators, a general climate of disrespect, and distrust of the administration. Those types of disciplinary problems mentioned above are similar to the ones being experienced in Jalingo secondary schools.

McManus (1995) lists several types of misbehaviours which make the work of educators

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difficult. These include; Repeatedly asking to go to the toilet; Missing lessons, absconding; Smoking in the toilets; Pushing past the educator; Playing with matches in class; Making rude remarks to the educator; Talking when the learner is supposed to be writing; Being abusive to the educator; Fighting in class; Chasing one another around the classroom; Packing up early, as if to leave; Taking the educator's property; Wearing bizarre clothing and make-up; Threatening the educator; Leaving class early; and Commenting on the work.

b) Severe Disciplinary Problems

Alidzulwi (2000) attested to the fact that severe disciplinary problems have been experienced in secondary schools, stressing that some schools have developed into battlefields, since learners carry weapons such as guns to schools. Incidences have been reported of learners stabbing their educators and principals with pangas, and they also fight each other.

A survey on educators' opinions on violence in education conducted by Frazer and others (in: Smith 1999) reveals serious cases of learner violence. These include the burning down of classrooms, learners attacking educators and principals, learners setting fire to educators' cars, and attacking taxi drivers, in order to steal their cars.

Moodj (in: Smith 1999) distinguishes the kinds of perpetrators of school violence as those making themselves guilty of

- Verbal violence (name-calling, creating disorder, bullying);
- More serious behaviour, including vandalism, theft, blackmail;
- Extortions, or using a weapon on the school premises;
- Planned violence, which includes physical violence with weapons in or outside the school; and
- The sexual harassment of girls.

c) Analyzing Disciplinary Problems

The ills and vices that go on in the society have their effects in schools. Students, teachers and even school managers are involved in one form of indiscipline or the other. Some of indiscipline among secondary school students can be analyzed as follows:

i. *Truancy:* This is irregular attendance in school or classes with many factors within or outside the school building, peer group infxluence, teacher methods of teaching or discipline are some school factors that can lead to truancy. Factors outside the school may include poverty where the child might need to fend for him/herself, engage in labour to raise money, parenting/guarding methods of discipline, security among others.
ii. *Absenteeism:* This may result from the type of leadership obtaining in a school. The school exercise greater control over students and may lead students to frustration, if there is insufficient supply of school materials and facilities such as food, water, toilet facilities which may lead to absenteeism or rebellion against authority. If a student has formed destructive habit, he is also likely to consistently be absent or revolt against authority unaware of the consequences of his actions. Teachers may have poor attitude to class teaching by using inappropriate materials and contents in such a manner that may constitute them into a certain source of absent on the part of students as resulting from dissatisfaction and frustration from schoolwork.
iii. *Fighting:* Children fighting at the secondary school level are very low in self-esteem. The chief impetus for fighting during the normal course of classroom and playground life tends to lie in the child's basic sense of inadequacy and feelings of not being valued or worthy. In other words, the four psychological needs of the child have not been met: the need for love, security, new experience and need for responsibility. Home background may contribute to frequent fighting nature of a child.
iv. *Stealing:* This is the removal of another person's property without his permission. The socio-economic environment including status of parents, home background and a natural tendency to steal is responsible for this among students. This conduct is mostly influenced by peer-group pressure. The value structure of the society, such as the get rich quick syndrome in Nigeria has led many young people to the false convention that there is no need to pursue life course with appropriate hard work and consequent success. Some parents spoil their children by exhibiting highly permissive behaviour. They allow children to have everything on demand and task themselves to overdo what they believe is their responsibility. This attitude encourages children to interpret any form of lack as hardship and frustration to the extent of justifying their removal of other peoples' property.
v. *Drug Addiction/Abuse:* This is one of the most dangerous and most common school disciplinary problems. It means taking drug without prescription by the appropriate person. Abused drugs include cigarettes, alcohol, tobacco, heroine and smoking of herbs. There is a general moral decadence in this regard because many parents are also guilty of the same misbehavior and are unable to instruct correct, advice or guide children along the proper paths concerning the use of drugs.

VI. Causes of Disciplinary Problems

a) Parental/Home Factor

Most authors regard parents as of the greatest importance in creating a conducive teaching and

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learning atmosphere. It seems that the lack of parental involvement is the major cause of disciplinary problems in secondary schools. Alidzulwi (2000), points out that many parents are not involved in the education of their children, causing poor results, high dropout rates, and the absence of discipline in schools. Bowman (2004) is of the opinion that parents' failure to teach their children discipline is identified as the greatest contributing factor to disciplinary problems in schools. Louw and Barnes (2003) affirmed that they have never seen a problem child, only problem parents. In his study, Varma (1993) also points out that those learners who behave badly at school do not receive proper discipline at home.

When analyzing the inability of parents to take care of their children on all socio-economic levels and in all racial groups, Rossouw (2003) regards the decline in discipline in most schools as originating from the communities rather than from schools. Stressing that parents show a lack of tolerance and respect towards government authorities as well as towards educators, and some have a laissez-faire approach towards their children.

Some other factors related to the lack of parental involvement in schools that influence discipline are,

- single parent homes;
- a lack of parental control at home;
- the negative influence of television;
- neighbourhood and community problems that influence the home;
- values differences between the home and the school.

b) Political, Social and Economic Factors

Rossouw (2003) claims that educators have reported that they are uncertain, confused and afraid of infringing upon learners' rights, and of being accused of misconduct. Saying that the over-emphasis placed on learners' rights may cause a "don't-care attitude" and a lack of regard for the educators' role in the classroom. This may cause some learners not to strive to excel. Instead, they try to influence their classmates negatively to exhibit the same lack of discipline.

Children who experience social alienation from others are often misbehaved. According to Lewis (1991), this situation arises within most families where children feel rejected. This finding (the significant relationship between isolation and poor behavior) is supported by Butchart in 1998 when he indicates that emotional disconnection from family, friends, and peers results in feelings of isolation and alienation for the child. According to Butchart (1998), "These feelings experienced by the child may ultimately develop into what is referred to as 'psychological pains', which may cause problems such as physical assault, gang violence, substance abuse, and many others".

The political situation in Nigeria is also blamed for children's misbehavior. Moloi (in: Rossouw 2003) states that the involvement of the youth in the political stability and national elections in 1999 caused them to develop arrogance towards adults, that is, both educators and parents". Accordingly, Maree (in: Rossouw 2003) also blames the political situation of the nineties in Nigeria where the causes of violence in schools were politically motivated.

c) School Environment

Every school manager is committed to ensuring that school provides a safe and orderly environment in which teaching and learning take place each day. Bazemore (1997) posits that safe and supportive school environments depend on students, staff and parents demonstrating mutual respect. In other words, all members of the school community students, staff and parents must know and understand the standards of behaviour which all students are expected to live up to and the consequences if these standards are not met.
Every student has the right to a learning environment free from bullying and intimidation and to feel safe and happy at school. They have a right to be treated fairly and with dignity (Terry, 2001). In addition, every community has rules. The school community is no exception. A school makes reasonable rules for the good order of the school and the discipline of students. Schools have the power to enforce these rules by using discipline or punishment. According to Rowne (2005)

> "The school priorities are designed to ensure that all students are provided with a harmonious environment where they can learn and thrive. Therefore, good discipline in a school is required to ensure that school is able to provide quality education for all students and to guarantee the care and safety of the school community. A harmonious work environment at school increases the chance of students realizing their full educational potential".

However, a lawless community raises unproductive members for the society. In the same vein, a lawless school environment promotes disciplinary challenges to the school manager and teachers. Students in such school disrespect their fellow students, teachers and community members and engage in protest which promulgates violence, discrimination, harassment, bullying and intimidation, using of weapons, drugs, alcohol and tobacco (Mitchell, 1996).

d) The Curriculum

The relevance of the curriculum to learners' needs also influences discipline at school. In research done by Raven (in: Besag 1991), it was ascertained that learners engage in several forms of deviant behaviour if the curriculum is not able to offer them opportunities for self-development and a sense of personal worth, and do not address the aims that are promoted by society.

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Besag (1991) further maintains that learners resort to taking matters into their own hands if they believe that the curriculum is irrelevant and boring. Accordingly Doveton (1991) indicates that deviant behaviour is always experienced if the curriculum that is offered to learners is irrelevant to their interests and the needs of their communities.

e) Peer Group Influence

The peer group influences what the child values, knows, wears, eats and learns. The extent of this influence however depends on other situational constraints, such as the age and personality of children and the nature of the group (Harris, 1998; Hartup, 1983). There is no doubt that considerable evidence supports the statement that peer relationships influence the growth of problem behaviour in youth. The peer group can demand blind obedience to a group norm, which can result in socially alienated gangs with pathological outlooks (Perry, 1987). Douge (1993) indicated that poor peer relationships were closely associated with social cognitive skill deficits.

According to Seita, Mitchell and Tobin (1996) "When the family has been unable to fully meet a child's needs, other adults who play a significant role in the child's life have extraordinary potential for influencing the child in taking charge of his or her life". It is worth noting that peer influence can lead to discipline problems and delinquent behaviours both inside and outside school. It is also clear that one of the major ways that deviant youths become even more deviant is through unrestricted interaction with deviant peers. Hartung (1965) posited that criminality is socio-culturally learned in the process of interacting with family members and peers in small intimate groups. This process includes learning the techniques to commit delinquent acts and developing the rationalizations to protect one's self-concept.

VII. Theoretical Framework: Management of Disciplinary Problems

In this study, the focus is on the means of managing disciplinary problems among secondary school students in Jalingo metropolis. Geiger (2000) regarded a lack of discipline as a chronic problem in the classroom, and the manner in which it is being handled as determining the amount of learning that is taking place in schools. While Fuentes (2003) indicated that every year more than three million students are suspended and nearly 100 000 more are expelled from primary up to university in the United States of America. Many learners face police action for disciplinary problems that cannot be handled by the schools.

However, students' indiscipline seems to be ubiquitous in the 21st century in secondary schools in Nigeria. With recent problem of increase in school enrollment, discipline problems are bound to accentuate and cause more burdens on teachers and school administration. According to Rigby (2000) 'students indiscipline has plagued schools leading to series of unrest particularly in secondary school". Consequently students resort to unconstitutional measures in channeling their grievances.

Furthermore, there is a feeling that school discipline practices are generally informed by theory from psychologists and educators. Bell (1995) identified the following theories to form a comprehensive discipline strategy for an entire school or particular class:-

i. *Positive Approach:* This approach is grounded in teachers' respect for pupils. It instills in pupils a sense of responsibility by using youth/adult partnerships to develop and share clear rules, provide daily opportunities for success and administer in-school suspension for noncompliant pupils.
ii. *Teacher Effectiveness Training:* This method differentiates between teacher-owned and pupil-owned problems, and proposes different strategies for dealing with each. Emmer (2005) opined that effective teacher training reflects in pupils' knowledge through problem-solving and negotiation techniques.
iii. *Appropriate School Leaving Theory and Educational Philosophy:* It is a strategy for preventing violence and promoting order and discipline in schools, put forward by educational philosopher Greenberg (1987) and practiced by some schools. Positive school culture and climate will to a large extent aid reduction of indiscipline in school.
iv. *Detention:* This requires the pupils to remain school at a given time of the school day (such as lunch, recess or after school) or even to attend school on a non-school day, e.g. "Saturday detention" held at some US and UK schools. In the UK, the Education Act 1997 obliges a school to give parents at least 24 hours notice of a detention outside school hours. This is not common in Nigerian schools but in specialized schools like "Command Secondary Schools or Navy Secondary Schools" such practice is common perhaps because of the military nature of the schools.
v. *Suspension or Temporary Exclusion:* This is mandatory leave assigned to a student as a form of punishment that can last anywhere from one day to several weeks, during which time the pupils cannot attend regular lessons. The student's parents/guardians are notified of the reason for and duration of the out-of-school suspension. Pettit (1997) contends that sometimes pupils have to complete work during their suspensions for which they receive no credit. Stressing that students only

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report in school but serve punishment like cutting grass or digging holes or uprooting a plant or work in school farm.

vi. *Exclusion or Expulsion:* Withdrawing or permanent exclusion is the removal of a pupil permanently from the school. This is the ultimate last resort, when all other methods of discipline have failed. However, in extreme situations, it may also be used for a single offense. For in Nigerian schools, school head can only suspend a pupil while exclusion or expulsion of pupil from school is the right of the Ministry of Education based on the school had report. However, expulsion from a private school is a more straightforward matter, since the school can merely terminate its contract with the parents.

vii. *Deprivation of Privilege:* It is useful and efficient form of punishment. Dodge (1993) affirmed that loss of position, prohibition from playing any game in the school compound for a certain period could go a long way in improving the wrong doer.

viii. *Moral Punishment:* Moral punishment such as apologies, public or private degrading from positions etc is sometimes resorted to. Widman (1987) contended that great care and discernment are needed before such form of punishment is resorted to because it could never halt self-respect of the wrong doer.

ix. *Self-government:* It means the organization of community life of the school in such a manner that responsibility for managing the school and running it in certain activities is shared with the pupils. It therefore, enables the pupils to learn in a practical way the principles of citizenship, co-operate living and democratic organization.

x. *Praise and Blame:* The teacher must be very careful in his allocation of praise and blame. Tongue is said to be most powerful weapon in the teacher's armory and its use may vary from a mild reproof to the bitterest sarcasm and vulgar abuse. Wasmund (1965) described sarcasm as a weapon which is sometimes resorted to by the teacher, which creates a conflict between the teacher and the student easily. Stressing that sarcasm lower the self-respect of the pupil, tampers with his or her ego and permanently estrange him from the teacher and the school order.

xi. *Rewards:* There is a belief that reward is not only right and desirable but also indispensable. Rewards can be given for attendance, conduct, progress, games, badges and certificates may be given as rewards. Group rewards might be given, for pupils will become socio-centric not egocentric. Teamwork can be fostered and wholesome all school spirit can be secured.

xii. *Punishment:* It has a necessary place in the school economy but it must be based on certain principles if it is not to be a "hit or miss" affair. Seita (1996) identified the following guidelines for the use of punishment:-

- Punishment should fit the "crime" as well as the "criminal". This is because individuals differ from one another in the basic temperamental patterns which they inherit, and in those which they subsequently develop. For example, some children are extremely self-assertive, others unduly submissive. Some are very easily provoked to anger, others relatively placid and others patient while some are by nature very sociable and others solitary in their outlook. Therefore, one needs to exercise care in making any general statement regarding the effectiveness or otherwise upon children of any form of correctives.
- There should be no uncertainty about the punishment. The element of uncertainty in punishment renders it almost inoperative and postponement is almost fatal.
- Punishment should help the offender to improve and this condition is satisfied only when he realized his mistake, feels regret or shame for his conduct and makes up his mind not to commit the offence again. When the offender realized that he deserves punishment, punishment becomes necessary.
- Punishment should be inflicted to the barest possible minimum. Familiarity breeds not so much contempt, as indifferences in such matters.

In a nutshell, all the above-mentioned measures except blame and sarcasm are positive measures to secure discipline but the instinctive and impulsive reactions of children themselves may lead to evil, if not properly directed. Scult (2009) opined that children are dynamic, effervescent and therefore, heedless. They need checks to prevent excesses, restrictions to keep them within the speed limit of property. In lieu of this, Rogers (1995) came up with a school discipline policy which provides a framework that corresponds with what a school will seek to practice. The framework aims at achieving the following namely to;

- establish a stable social learning environment;
- encourage students to be responsible for their own behaviour, to develop self-discipline, and enhance their self-worth, and to respect the rights and feelings of others, such as their fellow students and teachers;
- set out the school's expectations and rights, and to enhance positive behaviour;
- establish a set of preferred practices and due processes, whereby the staff may address unacceptable student behaviour.

VIII. Method

Quantity survey was used for this study. The study area had school management population of one hundred and fifty (150), four hundred and fifty (450)

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teaching staff and a population of five hundred and seventy-four (574) non-teaching staff as provided for by the registry departments of each school. On the whole, the target population for this study was one thousand one hundred and seventy-four (1174). Four government owned secondary schools were randomly sampled with the following population:

Table 1

S/N	Schools	Population
i.	Government Day Secondary School Sabon-gari	250
ii.	Government Day Secondary School Magami	250
iii.	Saliu Dogo Secondary School Jalingo	250
iv.	Government Day Secondary School Nukkai	250

On the whole, a total sample size of one thousand (1000) comprising management staff, teaching and non-teaching staff for the selected schools.

A self-developed questionnaire titled Managing Disciplinary Problem Questionnaire (MDPQ). This questionnaire was administered to seek the opinion of school management, teaching and non-teaching staff on effective management of disciplinary problems in secondary schools in Jalingo metropolis. The questionnaire is divided into three sections A, B and C. Section A comprises: T_1, T_2, T_3, T_4

The first part T1 contains questions on truancy as a disciplinary problem in secondary schools in Jalingo metropolis. T_2 has questions on absenteeism as a disciplinary problem faced by school management, teaching staff and non-teaching staff. T_3 focuses on fighting as a disciplinary problem while T_4 seeks information from the school management, teaching and non-teaching staff on stealing as a disciplinary problem in secondary schools.

Section B comprises C_1, C_2, $C_3\neg$, C_4, and C_5. In the same vein, C_1 contains questions on political, social and economic factors as the cause of disciplinary problems in secondary school. C_2 has questions on school curriculum as the cause of disciplinary problem; C_3 asks questions on family/home background as the cause of disciplinary problem; C_4 focuses on school environment/teacher as the cause of disciplinary problem while C_5 seeks information on peer group as the cause of disciplinary problem in secondary schools in Jalingo metropolis. Section C explores means of managing disciplinary problems in secondary school.

The four (4) point likert responses rating scale was used to collect data. The likert scale pattern was provided to aid the respondents in providing their responses by ticking the appropriate box [√] that most describes their opinions. The response categories are: Strongly Agree (SA), Agree (A), Disagree (D) and Strongly Disagree (SD).

The scores were analyzed using the Cronbach alpha. Out of the one thousand (1000) questionnaires administered, eight hundred (800) were dully completed and returned while the remaining was wrongly filled. Thus, retrieved data were analyzed using descriptive statistics.

a) Types of Disciplinary Problems

Table 2.1: Truancy as a Disciplinary Problem

Statement	SD %	A %	D %	SD %
1. Truancy is the most disciplinary problem that happened frequently in the schools.	68	20	4.5	7.5
2. Learners regularly bunk classes.				
3. Some learners repeatedly ask to go to the toilet.	55	28	12	5
4. Truancy happened most to male students.	51	36	12.2	0.8
	58	30	3.9	8.1
5. Strict school rules encourage the students in truancy act.				
	57.5	35.7	3.8	3

From the above table, the following truancy disciplinary problems could be deduced as 50% and above of the respondents indicated:-

- 68% of the respondents affirmed that truancy is the most disciplinary problem happened frequently in the schools.
- 55% of the respondents claimed that learners bunk classes.
- 51% agreed that some learners repeatedly ask to go to the toilet.
- 58% argued that truancy happened mostly to male students.
- 57.5% agreed that strict school rules encourage student truancy.

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Table 2.2 : Absenteeism as a Disciplinary Problem

Item	SA %	A %	D %	SD %
6. Learners in my class are often absent from school.	55	20	17	8
7. Learners in my school are often late for school.	61	25	2.9	11.1
8. Learners often leave the school premises without permission.	53.5	20.5	16	10
9. Learners in my school often leave school before school closing time.	55.7	21.6	12.7	10
10. Learners attendance records were bad.	72.9	24	10.5	0.9

From table 2.2 above, the following absenteeism disciplinary problems could be deduced as 50% and above of the respondents indicated:-

- 55% of the respondents said that learners in their class are often absent from school.
- 61% affirmed that learners in their school are often late for school.
- 53.5% argued that learners often leave the school premises without permission.
- 72.9% said that students' attendance in class was not good.
- 55.7% agreed that learners in their school often leave school before school closing time.

Table 2.3 : Fighting as a Disciplinary Problem

Item	SA %	A %	D %	SD %
11. Some learners bring dangerous weapons to school.	56	35	3.9	5.1
12. Students fight a lot in school.	57.2	18.5	19	5.3
13. The students disobeyed the prefects.	52	38	3.7	6.3
14. Boys are more troublesome than girls do.	51.9	32.1	12	4
15. Many of the cases were recorded in the schools' book of discipline.	69.4	25	3.5	2.1

From the table above, the following fighting disciplinary problems could be deduced as 50% and above of the respondents indicated:-

- 56% of the respondents agreed that some learners bring dangerous weapons to school.
- 57.2% affirmed that students fight a lot in school.
- 51.9% said boys are more troublesome than girls do.
- 69.4% agreed that many of the cases were recorded in the school's book of discipline.
- 52% said that students disobeyed school prefects.

Table 2.4 : Stealing as a Disciplinary Problem

Item	SA %	A %	D %	SD %
16. Students steal one another's property.	56	23	9.3	11.7
17. Students liked to steal school's properties.	40.7	25	18.6	15.7
18. Students liked to steal teachers' valuables and money.	52	18	12	18
19. Students steal money from home and bring to school to squander.	61.8	30	5.9	2.3
20. Many of the cases were recorded in the schools' book of discipline	50.6	11.1	18.9	19.4
	8	10	30	52

From the above table, the following stealing disciplinary problems could be deduced as 50% and above of the respondents indicated:-

- 56% of the respondents said that students steal one another's property.
- 52% affirmed that students liked to steal teacher's valuables and money.
- 61.8% claimed that students steal money from home and bring to the school to squander.
- 50.6% agreed that many of the cases were recorded in the school's book of discipline.
- 52% of the respondents strongly disagreed that most of the cases were ignored by the school.

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b) Causes of Disciplinary Problems

Table 2.3.1 : Political, social and economic factors cause disciplinary problem

Item	SA %	A %	D %	SD %
21. Children learn thuggery act which make them to misbehave in school during political campaign.	52.1	22	15.9	10
22. The desire for power which was learnt and acquired during political campaign leads to deviant behaviour.	59	21	9.1	10.9
23. Societal celebration of negative values over positive values makes children to indulge in deviant behaviour.	55	27	10	8
24. Poverty as a result of lower socio-economic family status enhances poor discipline.	61	35	2.9	1.1
25. Acquisition of negative information from audio-visual materials promotes disciplinary problems in school.	53	36.1	2.7	8.2

From the table above, the following political, social and economic factors could be deduced as the cause of disciplinary problems as 50% and above of the respondents indicated:-

- 52.1% of the respondents claimed that children learn thuggery act which make them to misbehave in school during political campaign.
- 59% agreed that the desire for power which was learnt and acquired during political campaign leads to deviant behavior.
- 61% said poverty as a result of lower socio-economic family status enhances poor discipline.
- 55% of the respondents agreed that societal celebration of negative values over positive values makes children to indulge in deviant behavior.
- 53% affirmed that acquisition of negative information from audio-visual materials promotes disciplinary problems in school.

Table 2.3.2 : School Curriculum causes Disciplinary Problem

Item	SA %	A %	D %	SD %
26. The curriculum does not take care of the entire societal aspiration.	56.1	25.4	7.9	10.6
27. School curriculum is deficient in moral training.				
28. The curriculum is unrelated to learners' needs.	62.5	26.1	8.7	2.7
29. The ever-changing curriculum confuses learners.	54.3	10.5	18.1	17.1
30. Learners find the curriculum boring.	55.5	13.8	15.7	15
	18.1	55	10.9	16

From the table above, the following school curriculum could be deduced as the cause of disciplinary problems as 50% and above of the respondents indicated:-

- 56.1% of the respondents claimed that the curriculum does not take care of the entire societal aspiration.
- 62.5% affirmed that school curriculum is deficient in moral training.
- 55% said learners find the curriculum boring.
- 54.3% agreed that the curriculum is unrelated to learners' needs.
- 55.5% claimed that ever changing curriculum confuses learners.

Table 2.3.3 : Family/Home causes Disciplinary Problem

Item	SA %	A %	D %	SD %
31. Most times bad behaviour emanate from parenting at home.	52.1	30	14	3.9
32. Troublesome parents have problem children.				
33. Neglected children are troublesome at school.	60.7	35	2.5	1.8
34. Parents hardly paid attention if their children are absent from school.	32	50.1	12.9	5
35. Financial problem makes most parents to ignore their children's education.	52.1	30	10	7.9
	50.3	25.4	15.1	9.2

From the table above, the following family/home factors could be deduced as the cause of disciplinary problems as 50% and above of the respondents indicated:-

- 52.1% of the respondents claimed that most times bad behavior emanate from parenting at home.
- 60.7% agreed that troublesome parents have problem children.

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- 50.1% said neglected children are troublesome at school.
- 52.1% affirmed that parents hardly paid attention if their children are absent from school.
- 50.3% agreed that financial problem makes most parents ignored their children's education.

Table 2.3.4 : School Environment/Teacher causes Disciplinary Problem

Item	SA %	A %	D %	SD %
36. Fierce teachers caused the students to dislike his or her class.	58	30	8.4	3.6
37. School environment was one of the factors that influence disciplinary problems among students.	57.2	33.1	5.9	3.8
38. Overcrowded population of students in the classroom caused the teacher difficulty in handling the class effectively.	58.3	36	3.7	2
39. Committed teachers have less disciplinary problems than others do.	28.5	61	7.1	3.4
40. Classes with more boys than girls are uncontrollable.	55.1	39	3.8	2.1

From the table above, the following school environment /teacher factors could be deduced as the cause of disciplinary problems as 50% and above of the respondents indicated:-

- 58% of the respondents affirmed that fierce teachers caused the students to dislike his or her class.
- 55.1% said classes with more boys than girls are uncontrollable.
- 58.3% claimed that overcrowded population of students in the classroom caused the teacher difficulty in handling the class effectively.
- 57.2% agreed that school environment was one of the factors that influence disciplinary problems among students.
- 61% said committed teachers have less disciplinary problems than others do.

Table 2.3.5 : Peer Group causes Disciplinary Problem

Item	SA %	A %	D %	SD %
41. Some students imitate the unruly behaviour of their colleagues.	52	36	8	4
42. The students have many friends that do not go to school regularly.	25.2	55	9.8	10
43. The students' friends push them to misbehave in the school.	18.5	52	8.5	21
44. The students' friends do push them to fight.	64.9	21	11	3.1
45. The students always spend their time in the company of friends.	50	35	6.9	8.1

From the table above, the following peer group factors could be deduced as the cause of disciplinary problems as 50% and above of the respondents indicated:-

- 52% of the respondents claimed that students' friends push them to misbehave in the school.
- 55% said students have many friends that do not go to school regularly.
- 52% agreed that some students imitate the unruly behavior of other learners.
- 64.9% claimed that students' friends do push them to fight.
- 50% agreed that students always spend their time in the company of friends.

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c) Management of Disciplinary Problem

Table 2.4 : Disciplinary problems could be dealt with through

Item	SA %	A %	D %	SD %
46. Team-work among educators will improve discipline at school.	65	25	3.6	6.4
47. More commitment on the part of educators will improve discipline in the school system.	33.5	58.1	3.9	4.5
48. Suspension/temporary exclusion will improve the tone of discipline management.	59.8	28.1	2.1	10
49. Moral punishment, rewards, praise and blame will improve discipline in the school system.	66.6	25.1	4.8	3.5
50. Deprivation of privilege in the school.	55.9	40	3.9	0.2

From the table above, the following means of managing disciplinary problems could be deduced as 50% and above of the respondents indicated:-

- 65% of the respondents affirmed that team-work among educators will improve discipline at school.
- 58.1% agreed that more commitment on the part of educators will improve discipline in the school system.
- 59.8% claimed that suspension/temporary exclusion will improve the tone of discipline management.
- 66.6% of the respondents agreed that moral punishment, rewards, praise and blame will improve discipline in the school system.
- 55.9% claimed that deprivation of privilege in the school will improve school discipline.

IX. Discussion of the Findings

Based on this study, the respondents agreed with kinds of disciplinary problems cited in the work. For instance, Rosen (1997) lists the following types of disciplinary problems; Defiance of school authority; Class disruption; Truancy; Fighting; The use of profanity; Damaging school property; Dress code violations; Theft; and Leaving campus without permission. While Donnelly (2000) mentioned other common types of disciplinary problems experienced in secondary schools as follows; fights, insubordination, little support for educators, a general climate of disrespect, and distrust of the administration.

In the same vein, over 65% of the respondents argued in favour of causes of disciplinary problems cited in the work. For example, Alidzulwi has once stressed parental/home factor as the cause of indiscipline among students. According to Alidzulwi (2000), many parents are not involved in the education of their children, causing poor results, high dropout rates, and the absence of discipline in schools. Political, school environment, curriculum and peer group were considered as causes of disciplinary problems. Hartung (1965) posited that criminality is socio-culturally learned in the process of interacting with family members and peers in small intimate groups. This process includes learning the techniques to commit delinquent acts and developing the rationalizations to protect one's self-concept.

Finally, over 70% of the respondents agreed with means of managing disciplinary problems as contained in the study. Bell (1995) identified the following theories to form a comprehensive discipline strategy for an entire school or particular class: positive approach, teacher effectiveness training, appropriate school leaving theory and educational philosophy, detention, suspension or temporary exclusion, exclusion or expulsion, deprivation of privilege, moral punishment, self government, praise and blame, rewards and punishment.

X. Recommendations

Based on the findings, the following recommendations are made for effective management of disciplinary problems:-

i. All members of the staff, including the principals and vice principals should exhibit the spirit of team-work in order to energize morale and enhance staff motivation.
ii. The causes of disciplinary problems are addressed if teaching staff are actively involved in the teaching programmes of their school. This will lead to active participation of the students which subsequently confine their frivolities.
iii. Parents should make education a priority for their children, this will make the children achieve better and behave in an acceptable manner.
iv. Moderate right syndrome and formulation of behavioural expectations for teachers and learners will improve school discipline. In view of the above, a Code of Conduct for learners and staff is very important in all schools. It serves as an important stepping-stone towards fostering a culture of learning, mutual respect, accountability, tolerance, co-operation, personal development within the school and its surroundings.
v. Teacher effectiveness training leads to increase in classroom activity engagements of the students

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thereby monitoring efficiency through data base evaluation.

vi. Moral punishment, rewards, praise and blame create room for reinforcement of positive performance which is the guideline for the impulsiveness of the students.

vii. Self-government and appropriate school leaving theory defines the role of learners beyond classroom and improves sense of the commitment for the learners.

viii. All staff should cultivate model self-discipline bevahiour. This serves as role-models for their learners thereby inculcating self-discipline in learners.

ix. School management should approach the problem of discipline with empathy for the possible problems the learners may be experiencing at home or at school that cause their poor behavior. This necessitates the services of a guidance and counselor in all schools.

x. Since parents have been cited as influential in the development of disciplinary problems in learners, it is also of vital importance to look into how parent involvement in the education of their children may be improved. Parents have a major role to play in ensuring that proper teaching and learning are attainable in our schools. Therefore, the parents, school management, and other staffers of the school should join hands in ensuring that a climate conducive to teaching and learning is prevalent in Jalingo secondary schools.

XI. Conclusion

National Policy on Education (2004) described secondary education as the education children receive after primary education and before the tertiary stage. The broad goals of secondary education include to prepare individual for useful living within the society; and higher education. To achieve the objectives, there is need for effective management of disciplinary problems among secondary school students. It was discovered that students' misbehavior is a prevailing problem affecting schools not only in Jalingo metropolis but also across many towns in Taraba state. Students' misconduct in the classroom interferes with teaching and learning and is thought to be precursor to later school dropout and similar negative social outcomes.

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Higher Education in Nigeria: Its Gain, its Burden

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Abstract- One of the most enduring legacies parents and the country can pass on to its youth is education. Indeed education is the fabric of any culture, with it, culture is transmitted thought are conceptualized and information transmitted. It is hardly inconceivable to imagine a learning process without education, in this case higher education. For instance, how and where would a professor transmit his knowledge to students? How can the innermost recesses of a teacher be tapped by students? Any serious response to these questions may probably x-ray the importance of higher education and its contributions to educational system in Nigeria. The challenges, politicking and benefits of higher education. This paper recognizes the benefits of higher education and the challenges faced in attempting to provide higher education. It notes that government alone cannot provide the resources needed to provide qualitative higher education, and advocates for other sources of dealing with these challenges.

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Higher Education in Nigeria: its Gain, its Burden

Jones M. Jaja

Abstract- One of the most enduring legacies parents and the country can pass on to its youth is education. Indeed education is the fabric of any culture, with it, culture is transmitted thought are conceptualized and information transmitted. It is hardly inconceivable to imagine a learning process without education, in this case higher education. For instance, how and where would a professor transmit his knowledge to students? How can the innermost recesses of a teacher be tapped by students? Any serious response to these questions may probably x-ray the importance of higher education and its contributions to educational system in Nigeria. The challenges, politicking and benefits of higher education. This paper recognizes the benefits of higher education and the challenges faced in attempting to provide higher education. It notes that government alone cannot provide the resources needed to provide qualitative higher education, and advocates for other sources of dealing with these challenges.

I. Introduction

Education is an experience, the sum total of a person's experience (Nduka, 1964). Some scholars see it as culture – a way of life and the process of transmitting, advancing and consolidating culture as the process of education (Jaja, 1996). The national education system transmits art, music, custom, tradition, the language and the skills of the society to the younger generation with a view of perpetuating and advancing the culture of the people. This paper therefore set to underscore the importance of higher education. The quality of knowledge impacted, the dysfunctional system and the challenges faced in an attempt to carryout this all important function and the politicking in the system.

II. Education

Education is the process of acquiring knowledge, skills and other capabilities. Education could be formal with clearly intended consequences and informal with unintended consequences. It is a universal aspect of any culture. Although it is a universal feature of society, educational systems vary according to organizational structures, pedagogical practices, and philosophical and cultural organizations (Kunle and Rotimi, 2006).

This may be readily observed when one examines educational systems in a variety of cross-cultural settings, (and even among the myriad of public, private, parochial, and alternative educational networks). What is to be learned, how the learning is designed to a great extent, is a function of culture. For instance, in pre-colonial Africa, the pattern of learning was chiefly informal with the family playing the major role. It was not only the responsibility of the immediate nuclear family, but also that of the extended family and community at large to educate the younger generation (Jaja, 1996).

There were particularly no systems of organized educational training. The acquisition of skills and language was achieved through the simple process of observation and imitation with little or no overt instructions. However, there were also elements of deliberate learning in specialized occupations such as goldsmithing, weaving, carving and specialized religious acts and functions. This was the result of prolonged training based primarily on decent i.e. the younger understanding the older (Chuku, 2008).

III. Higher Education: A Concept

Higher Education Refer to the western type of education which is organized after college education. There are rules and regulations formulated and administered by the Ministries of Education. Policies are drawn up to guide and direct such institutions by Government. In the Higher Education laws are to be found rules and regulations guiding the type of buildings, facilities, equipments required in the institution, the entry qualifications of students, their ages, the curricula, the rules guiding the students movement, the qualifications of the teachers, their workloads, their conditions of service and the students certification and graduation. There is usually quality control mechanism, in the case of Nigeria it is the universities and the National Universities Commission (NUC) that is saddled with that responsibility. It became obvious that for Nigeria to effectively grow and develop it needed the universities, and in the observation of Curle (1970) for a country to develop, the citizens must be educated, he declared:

> *… in order to develop; a country must have a very considerable proportion of trained citizens, not only to act as doctors, engineers, teachers and agriculturists but also to establish its own values of justice, selection on merit, flexibility, empiricism and efficiency.*

Higher Education Refer to all organized learning activities at the tertiary level. The National Policy on Education (2004) defined tertiary education to include,

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universities, colleges of education, polytechnics and monotechnics. Tertiary education is aimed at:

a) To contribute to national development through high-level relevant manpower training.
b) To develop and inculcate proper values for the survival of the individual and society.
c) To develop the intellectual capability of individual to understand and appreciate their local and external environment.
d) To acquire both physical and intellectual skills which will enable individuals to be self-reliant and useful members of the society.
e) To promote and encourage scholarship and community services.
f) To forge and cement national unity; and
g) To promote national and international understanding and interaction.

The first institution of higher education was the Yaba Higher College, established in 1934. This became the nucleus of the first university college, established in 1948 at Ibadan. At independence in 1960 there was need for expansion, the university of Nigeria, Nsukka was established in 1960, Ahmadu Bello University, Zaria, University of Lagos, and the University of Ife (all in 1962) and much later, the University of Benin (1970). These are known as the first generation universities. In 1975, with the twelve states structure, and the agitation for more universities by Nigerians, the Federal Government established seven additional universities at Jos, Maiduguri, Kano, Sokoto, Ilorin, Calabar and Port Harcourt. These universities became known as the second-generation universities (Olaniyan and Adedeji, 2007). Virtually, all states have either a higher institution or a Federal one located there.

The establishment of Higher Institutions was to train various crop of people. Nigeria now has a crop of well educated graduates despite the now popularly taunted falling standard. And are readily making contributions in all spheres of the country's development.

Nigeria has witnessed a phenomenal growth in the number of Universities from 2 at independence in 1960, to 55 as at November 2004, to 73 in 2012, and about 181 other tertiary institutions with student enrolment up to 24 million (Universities inclusive). In 2004/2005 session only 14.5% applicants were admitted into Nigerian Universities, while 2008/2009 18.9% applicants were admitted. (See Fig. 1). In 2005 the male/female admission profile stood at 780,001 and 1,014,337 in 2008/2009. Those of mono/polytechnics and colleges of education are also indicated in (Fig. 2). The factors leading to this explosion range from need to meet the goals of the national policy on education of the 1970's, which provided for equal educational opportunities for all citizens at all levels (primary, secondary and tertiary) Gboyega and Atoyebi, 2002), through establishment of specialized universities (of agriculture, education and technology) to the quest for private and state ownership of universities, to the need to meet the educational needs of qualified candidates who could not be admitted in the Federal Universities.

IV. Dysfunctions in University Education in Nigeria

The main reason for the heavy investment in university education is the belief that education can solve all our socio-economic and political problems. This is not however true, our experience so far show indiscipline in high places, examinations malpractice, corruption, laziness and immoral practices.

Unfortunately university education has not librated Nigerians from the bondage of parochialism, ethnicity, tribalism, oppression and injustice. Disappointingly those who fan the embers of tribalism and ethnicity, and are dangerously corrupt are the educated class. Many have argued that education has not transformed Nigerians Development (Aghenta, 1983). The quality of university education in Nigerian appears elusive because the six inputs into learning are poor.

1) Proprietal responsibility
2) Marketability of products of the university
3) Subjects taught
4) The teacher capable of teaching the subjects
5) Strikes in Nigerian universities
6) Morality of the student

And here lies the burden of Nigerian universities. These we will attempt to address.

V. Proprietal Responsibility

Unfortunately, this rapid expansion in number of universities is not matched with available qualified lecturers and increased funding, either by federal or state governments, since most of the expansion took place at periods of economic decline in real terms. The level of funding of education thus declined over the years with attendant decay of infrastructure and low staff morale. It is governments statutory responsibility to bear the cost of higher education in the country but the instability of the oil market and the monolithic nature of the Nigerian economy have conspired to make funding of universities and other higher education decline sharply. Some have argued that the failure syndrome is symptomatic of the general failure in all aspect in the Nation (Adedeji, 1998).

The bulk of finance allocated to education largely comes from the performance of oil. Consequently, the management of public finance is the management of oil resources (Olaniyan and Adedeji, 2007).

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Higher institution in Nigeria are funded in a number of ways. The proportion of funding and modalities vary across institutions. Government believes, it has the responsibility of providing Nigerians with free and quality education. consequently, government through the National Universities Commission (NUC) makes it mandatory for all Federal Universities to generate 10% of their annual funds internally. The Education Tax Decree No. 7 of 1993 make it mandatory for limited liability companies registered in Nigeria to pay 2% tax on profits. This is disbursed according to the ratio: 50:40:10 to higher, primary and secondary levels of education respectively. The share of higher education is further re-distributed to universities, polytechnics and colleges of education according to the 2:1:1 ratio respectively.

So far the budgetary allocation to education is not in anyway encouraging. It falls far short of expectation in a country like Nigeria. Table 1 show government expenditure on education over the period 1998 – 2008

Table 1 : Budgetary allocation on education in Nigeria (1998 – 2008) (%)

Years	Ratio of GDP (%)	Ratio of Total Govt Exp. (%)
1998	8.27	5.1
1999	9.12	8.6
2000	8.36	7.1
2001	7.00	7.6
2002	6.82	6.4
2003	7.20	6.6
2004	6.68	6.4
2005	6.80	6.3
2006	7.28	6.6
2007	7.68	6.4
2008	7.82	6.8

Source: Nigerian Bureau of Statistics (Various Years).

This level of funding by the Nigerian government falls far below the 26% of government expenditure as recommended by UNESCO, and illustrates her poor priority index and poor commitment to education. It also explains the little progress made in this sector since the 1990s. The result being the exodus of academic staff for greener pasture.

The resultant brain drain has left a gap in quality manpower development in the country. According to Jaji (2004), the effects of inadequate funding of the Nigerian education sector include, among others:

- Inadequate and outdated library books and journals;
- Inadequate scientific materials;
- Non-existent fund for conferences and exchange programme;
- Inadequate resources for recurrent expenditures;
- Inadequate capital resources, which have led to suspension and or non-completion of capital projects, leading to overcrowded and rundown facilities, lecture hall and hostels;
- Inadequate staffing and training, poor motivation and low staff morale;
- Instability in academic calendar caused by incessant strike actions by students and teachers;
- Deficiencies in the curriculum and its delivery;
- Cultism in student life;
- Examination malpractices;
- Mercenary attitude to teaching and research.

The solution to these problems, which range from human to infrastructural, requires economic, social and psychological approaches (Jaji, 2004). This informed the decision of Government to set up the Education Tax Fund in 1993 under Act No. 7. This fund alone is incapable of solving the problem. Lack of adequate financing led to the establishment of the Education Tax Fund (ETF). It was established by Decree in 1993 (Amended by Act 40 of 1998) with the sole objective of using funds combined with project management to improve the quality of education in Nigeria. The act provides for all companies and organization registered in Nigeria and operating in Nigeria to contribute 2% of their annual assessable profits to the fund. This contribution compliment Federal and State budgets allocation to education. Between the period 1999 and 2005 the ETF released funds to different levels of Higher education as shown in table 2 below.

Table 2 : Summary of ETF allocation to higher education in Nigeria

Years/Institutions	Universities	Polytechnics	Monotechnics	Colleges of Education
1999	2,124,999,960	1,087,209,288		1,099,137,930
2000	1,050,000,000	450,000,000	230,000,000	520,000,000
2001	1,794,128,000	967,500,000	345,000,000	1,116,069,500
2002	3,243,500,500	1,642,500,000	448,000,000	1,742,625,000
2003	1,440,500,000	630,500,000	290,000,000	678,625,000
2004	1,515,750,000	722,750,000	285,000,000	739,625,000
2005	2,025,000,000	1,667,500,000	348,000,000	1,259,000,000

Source: ETF, Cited: National Bureau of Statistics (NBS) Various Years.

In (October 12, 2004) alumni associations of various institutions met to brainstorm on ways out of this situation. Several other fora have discussed this problem and ways of assisting the Universities. One

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sure way of doing this is for public – private partnership to take care of infrastructural provision. The private sector can partner with public schools in the areas of:

a) Providing land, building or classroom blocks.
b) Providing equipment.
c) Furnishing or equipping existing classroom blocks.
d) Providing teaching programs.
e) Providing maintenance services and utilities.
f) Providing management expertise and infrastructure after a specific period.
g) Management of schools board.

Although there have been massive development in tertiary education, since 1960, it is doubtful if this developments has translated to equity and access to quality higher education among Nigerians. The Federal Government has also realized the enormity of the problem and is now taking measures to improve the condition of the Universities. This issue of quality of higher education in Nigeria must be given priority, otherwise it will be difficult for the Nigerian educational system to play the crucial role of supporting knowledge driven economic transformation and the construction of a democratically and socially cohesive societies.

VI. Marketability of Products of the Universities

Student are important in the transformation of the Nation. In Nigeria, many of the students are brilliant but lack the zeal to learn. They have side attractions and are negatively charged – they take to intimidation, black-mail, and examination malpractices. Many of them avoid classes and when there, do not pay attention to learning. The students are the catalyst of change and development and once they are not ready to study there can never be genuine transformation. Student's capacity and zeal to learn are determined by their state of health, nutrition and parental advice/background.

The result is the product of our universities are not marketable and cannot compare favourably with counterparts in other parts of the world. This is translated into the many unemployable graduates roaming the streets of Nigeria. Moreover, its time our universities begin to train products on skills they can use rather than waiting for government employment.

VII. The Subjects Taught

The culture of the people – the ways of living, their values, skills, language, guide the drawing up of courses and define the subjects taught and how they are taught including the frequency and duration of instruction. From the course, syllabus each subject area are closely linked to performance standard and measures of learning outcome. In Nigeria, this had been adequately done for all programme. The only problem here is the effective implementation so that the student can meet the standard of contemporaries outside the country. The course outline are never adequately covered nor are they thoroughly taught because of many constraints including teachers' lack of dedication, lack of adequate knowledge and training, lack of equipment long periods of strikes, lack of tools and so on. Moreover courses taught does not prepare the student for life outside the campus. They are not taught how to be self employed. For sometime now, not more than 40 percent of the normal period for teaching during the academic year has been used for actual teaching.

VIII. Teachers Capable of Teaching the Subjects

Quality teachers have never been in good supply in our universities. The 2006 audit showed that there are even more senior non-academic staff than very senior academic staff. Fig. 3 is quite instructive and could explain why adjunct staff of various categories are used in tertiary institutions. As at 2006 50,000 academic staff was required as against the current figure of 30,450 then, showing a short fall of 39.1%. The poly/monotechnics require 30,016 academics as against the 2006 figure of 12,938 showing a short fell of 56.9% (Fig. 4). In the colleges of education the 2006 faculty staff was 11,256, the number of staff required was 26,114 showing a shortfall of 56.9%. In the National Teachers Institute, staff required was 7000 the 2006 figure was 6,526 showing a short fall of 0.6.8% (See fig. 5). Nigerians graduate from one level to the other up to the doctorate programmes in the universities, they have graduated without proper and indept foundation or grounding, but have continued to contribute to the development and transformation of nation.

Outside the university system, Nigerians contribute in agriculture and quarrying, mining, building and construction, manufacturing, commerce and trade, public utilities, transport and communication, health, civil service, defence, police, prisons, judiciary and the political system. University give literacy enlightenment and skills to many Nigerians, but still many university graduates lack professional training. The new generation of university teachers know their subjects but cannot impact knowledge because teaching is not their calling. They are just passing through and are not patient to learn lessons about teaching. The only authority they rely on, to teach the students is that they stand in front of the class. Consequently their teaching is ineffective and dangerous. In the present dispensation, there are two categories of this generation of teachers:

a) Contact staff

These are those who after their degree programme and usually after trial and error decide on a career outside the ivory tower. But with a good masters degree in related field, though unwilling to go through

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the ranks from graduate assistant, assistant lecturer etc in the ivory tower. On retirement from their chosen career, look for jobs in the universities. They may be good materials if they had started a career in academics. There are, however, problems with this group of teachers. They are a spent force, old, weak, not capable of research, since there is no motivation for upward mobility, encumbered by family and social responsibilities, age and more important having no experience in the classrooms, they just float through. A growing and expanding profession like university teaching cannot rely on such a group for the teaching of all the subjects. Besides, experience has shown that most of those in this category do so, not out of love for teaching or students welfare but to shore up their dwindling finances on retirement or out of want of what to do. A good profession cannot rely on such teachers.

b) Conversion by Administrative Personnel

Today more than ever before is a growing group of administrative personnel in the senior staff cadre desiring to become teaching staff. This is a great cause for concern as most of them had little knowledge of what teaching is all about. First of all they are not professionally sound the bright ones amongst them didn't see teaching as a first calling or profession but rather as an option to fall back on only after they reach the barr/peak of the administrative career where there are no more avenue for promotion or upward mobility. Conversion becomes their next option. Because they were not properly trained, many things were left undone and these non professional teachers cannot provide the much needed quality education, to the detriment of the system and the nation.

IX. Strikes in Nigerian Universities

Students of Nigerian tertiary institutions, especially the university have been more out of school than in school since 1986. This is a result of incessant strikes by either the teaching or administrative staff or both". It is time for us as teachers of these students to address squarely the problem of strikes (warning, impending, solidarity). The beauty of the ivory tower is in the supremacy of superior argument unlike democracy where majority viewpoint hold sway, it is the nation that has everything to loose on the long run.

Government is being called upon to fund universities adequately. In 2009 226,676,000,000 being 7% of the total budget was allocated to education out of 3,445,410,000.00 trillion naira. In 2010, out of N4,206,465,684.00 trillion N271,196,102,115.00 billion representing 6.45% was allocated to education. (See Fig. 6). The so called autonomy should be seriously adhered to and governing councils should be composed of technocrats who know and understands how a university system operates. Better still retired Professors/Vice Chancellors should be made chairman of councils and not politicians. University councils are not a place for political job seekers and should not be used for political patronage. Some councils have become a thorn in the flesh of some Vice Chancellors and the Academic Staff Union (ASSU), causing unnecessary friction in university campuses. It is time to ensure that all arms and unions on campus work in synergy to achieve desired goals.

Moreover, the unions must learn the value of dialogue and that strike should only be used as a last resort. Vice Chancellors are members of the academic union and should deal with the union and other unions as colleagues and not play God. It is only when these parameters are clearly understood and respected that meaningful academic pursuit can exist in our campuses.

Finally, universities must increase their sources of revenue generation as well as be more prudent in the use of available resources; and the lecturers on their part must be ready to live up to their responsibilities and the expectations of parents and students by being disciplined and more committed to their duties. The damage done to the psyche of lecturers in the recent past led to massive brain drain in our universities. It is not all about increasing salaries. There is the need for patience, understanding and continuing dialogue, not politicking, if we must transform our society (Jaja, 2005b).

X. Morality of the Students

Students who eventually graduate are products of the university and carry with pride the certificate, the aura and personality of the university. It is therefore the burden of the university to produce graduates who will reflect positively on the image of the university. Not one that will attract second or third rating in the market place. How do lecturers inculcate that on the students? How do lecturers inculcate the habit and love to digest and bury ones (students) head in reading when emphasis is no longer in buying books to read? How can value of hard work be instilled on students when "everybody must pass" whether they study or attend classes or not? How would malpractice be taken as misconduct when sanctions are not meted out on those caught, for fear of cult reprisal attack? How can lecturers call students to order when students have direct access to the Vice Chancellor, making nonsense of the channels of administration? Or when some students are on the payroll of Vice Chancellors. When these happens, we find that products of universities have disdain and disrespect for channel of administration and authority, therefore diminishing the place of the lecturer as a role model.

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XI. Benefit of University Education

Students, parents, guardians, individuals, voluntary agencies, and Governments have invested and have continued to invest in university education because for society and government it is a tool for development. National resources committed to education is about 16 percent of annual budget. Private contribution to education is as high as the social contributions. The human resources committed to education in form of teachers and non-teaching in universities are tremendous. Facilities and equipment committed to education both publicly and privately as well as to formal and non-formal education are countless. This is because education performs many functions.

1) Politically, education brings about enlightenment among members in the country. Through political education, national unity can be achieved especially in a plural society like Nigeria. Although for Nigeria, our politically educated seem to be our problem. However, it makes one better informed to play better roles in society.
2) It confers permanent literacy, numeracy and the ability to communicate effectively. It provides sound citizenship as a basis for effective participation in and contribution to the life in the society. Education develops in the recipients, the ability to adapt to changing circumstances. It provides tools for further advancement and equips the recipients to live effectively in a modern society of science and technology, while at the same time develops and projects culture, art and languages.
3) Economically, the university provide skills and techniques necessary to improve human competencies. The educated man provides the society with human capital as a result of his income which represents not only his earnings, but also his potential for further achievement. It increases stock of knowledge and ensures its diffusion. University education raises recipients level of productivity, creativity, initiative and innovation. The educated are prime movers of innovation in various areas of economic endeavour (Hasbison, 1971).
4) Socially, higher education play a vital role in group, occupational effectiveness and development of self-confidence. It brings changes in attitude, motivation and incentive which lead to technology changes, invention, innovation and initiation (Adams, 1970). It instills discipline, hard work and morality.

XII. Conclusion

The central theme in this paper is Higher Education as a tool in the transformation of graduands, with emphasis on the role of universities in the production of ambassadors and catalyst of change. The paper attempts at espouncing the challenges confronting universities in their desire to meet the onerous responsibilities expected of them by government, parents and society.

It is worthy to note that, higher education should be better planned and controlled by quality, in terms of students in take and lecturers; emphasis should be more in science/technology and the professions. These are areas of great need for a country like Nigeria. Emphasis should also be in the acquisition of knowledge and skills in agriculture, mining, building, construction, manufacturing, industrialization, health, education among others. Less attention should be placed on politicking on campus as politicking is more, dangerous than politics itself. In politicking, set down laws and guidelines, rules are neglected, as naked power is exhibited. There is no doubt that if the university authorities could overcome the burden that seem to have held her captive, and faithfully purge itself, then the road to genuine transformation and development is indeed much brighter. Then the universities role of training of qualified professionals, inculcating, right attitude, norms and values as well as developing human and social capacity, which are the bedrock of societal and economic development will greatly be affected. Unless the issue of quality of Nigerian educational system in general and higher education in particular is addressed, the socio-economic transformation of Nigeria is yet to be out of the woods.

Conclusively therefore, the continuous relevance of the university system is hinged on its ability to carry out its responsibility to society; only then can the continuous existence and relevance of the universities be appreciated by society.

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Appendix

Application And Admission Profiles Into Nigerian Universities

Years	No. of Applicants	No. Admitted	% Admitted
2004/05	841,878	122,492	14.5
2005/06	916,371	76,984	8.4
2006/07	803,472	88,524	11.0
2007/08	911,653	107,370	11.8
2008/09	1,054,060	200,000	18.9

HEIs – Summary Of Students Enrolment

INSTITUTIONS 2005/2005	MALE	FEMALE	MF
Universities	494822	285179	780001
Mono/Polytechnics	198455	143979	332434
Colleges of Education	150093	201162	351255
GRAND TOTAL			1,463690

INSTITUTIONS 2008/2009	MALE	FEMALE	MF
Universities			1,014,337
Mono/Polytechnics	183717	127864	311581
Colleges of Education	182790	182433	365223
GRAND TOTAL			1,691,141

Faculty Staff in Tertiary Institutions

S/No	System	Academic	No. Required	Shortfall
1	Colleges of Education	11,256	26,114	14,858 (56.9%)
2	National Teachers Institute	6,526	7,000	474 (06.8%)
3	Poly/Monotechnics	12,938	30,016	17,078 (56.9%)
4	Universities	30,452	50,000	19,548 (39.1%)
5	NOUN	5,220	15,000	9,780 (65.2%)

**2007 System Wide Staff Audit*

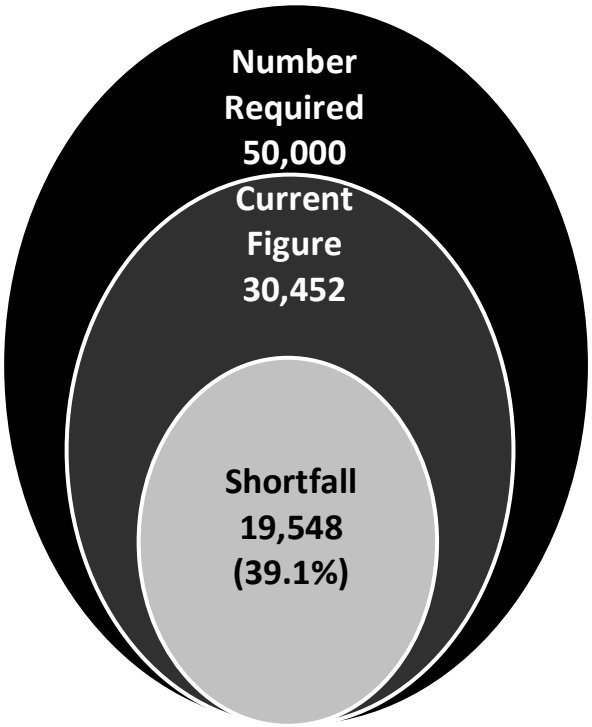
Universities – Academic/Non Academic Staff*

ACADEMIC STAFF 2006		TOTAL
PROFESSOR/READER		5483 (20%)
SENIOR LECTURER		6475 (23.6%)
LECTURER I AND BELOW		15436 (56.4%%)
TOTAL	27394	
NON-TEACHING STAFF		
SENIOR NON-ACADEMIC		30275 (42%)
JUNIOR		41795 (58%)
TOTAL	72070	
GRAND TOTAL ALL STAFF		99464
Academic Staff: Non-academic staff = 1:2.6 *2007 System Wide Audit		

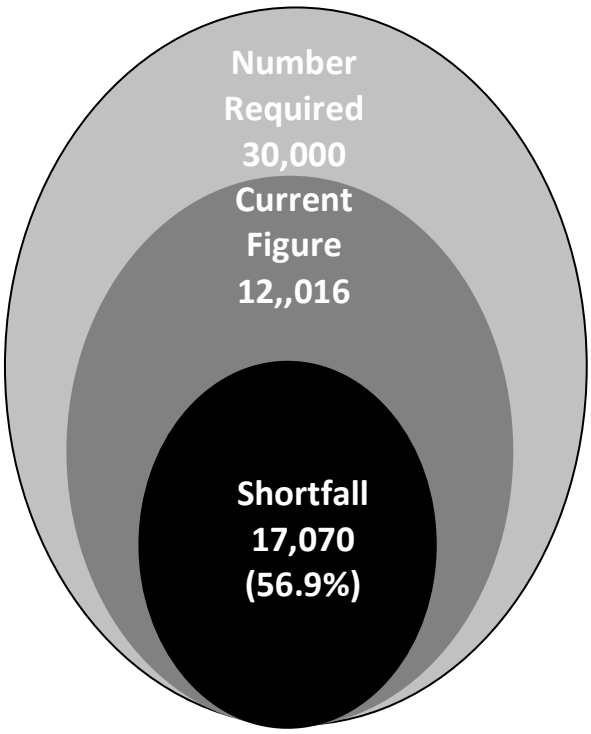
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Faculty Staff in Tertiary Institutions

University – Academics

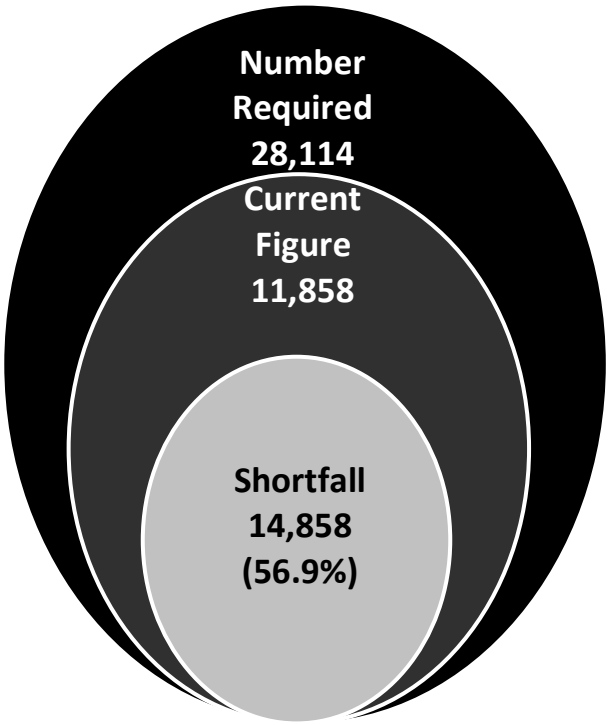


Poly/Monotechnics – Academics

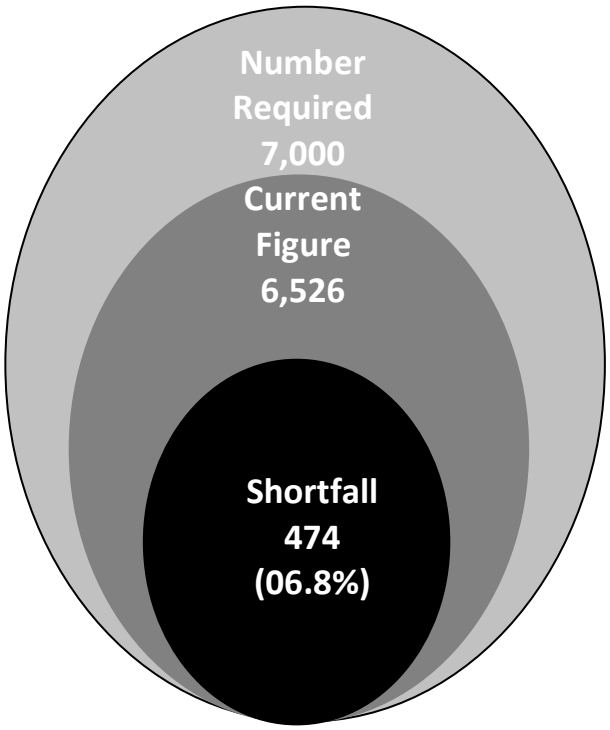


Faculty Staff in Tertiary Institutions

Colleges of Education



National Teachers Institute



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Federal Government Appropriation

YEARS	TOTAL FEDERAL BUDGET (N) trillion	EDUCATION BUDGET (N) Billion	%
2009	3,445,410,000.00	226,676,000,000.00	7%
2010	N4,206,465,684.00	271,196,102,115.00	6.45%

Budget does not include expenditure for other Tiers of Government. Federal Education Budget includes funding for all Federal Institutions & subsectoral interventions. UBE is funded from the first charge of the Consolidated Revenue Fund. Education Trust Fund is a 2% Tax on Mega Companies/Industries.

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Socio-Psychological Predictors of EFL Learners' English Language Proficiency

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Abstract- By extending the findings of Hu's (2001) investigation on how socio-psychological variables and EFL students' English language proficiency are related, this study examines the demographic significance between different target groups and the subsequent implications towards predictions of EFL proficiency, thereby further assisting EFL practitioners. Stepwise multiple regression analyses reveal that as the predominant factor, self-confidence, accounts for 39% of the variance in determining the prediction of English language proficiency among Taiwanese students in a technological institute. This finding contrasts with that of Hu (2001), in which motivation accounts for the largest determinant among Taiwanese university students.

Keywords : *socio-psychological variables, stepwise multiple regression analysis, self-confidence, technological institute students, efl.*

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Socio-Psychological Predictors of EFL Learners' English Language Proficiency

Rou-Jui Sophia Hu

Abstract- By extending the findings of Hu's (2001) investigation on how socio-psychological variables and EFL students' English language proficiency are related, this study examines the demographic significance between different target groups and the subsequent implications towards predictions of EFL proficiency, thereby further assisting EFL practitioners. Stepwise multiple regression analyses reveal that as the predominant factor, self-confidence, accounts for 39% of the variance in determining the prediction of English language proficiency among Taiwanese students in a technological institute. This finding contrasts with that of Hu (2001), in which motivation accounts for the largest determinant among Taiwanese university students. University students slightly outperform technological institute students (Hu, 2007, 2011) in terms of either academic performance or English language proficiency attainment. This phenomenon further diminishes the self-confidence of the technological institute students, ultimately hindering their attempts to increase English language proficiency. For EFL students in a technological institute, self-confidence profoundly impacts their attainment of English language proficiency.

Keywords: socio-psychological variables, stepwise multiple regression analysis, self-confidence, technological institute students, efl.

I. Introduction

Socio-psychological variables have been widely discussed in second language acquisition since the 1970s. Considerable research has established a strong correlation between socio-psychological variables and second language acquisition (e. g. Clement et al., 1994; Dornyei, 1990a; Dornyei, 1990b; Gardner, 1979; Gardner, 1982; Gardner, 1983; Gardner & Lambert, 1972; Labrie & Clement, 1986). With the increased amount of socio-psychological research in a foreign language milieu (e.g. Clement, Dornyei, & Noels, 1994; Dornyei, 1990a; Dornyei 1990b; Lin & Warden, 1998; Rahman, 2005; Warden & Lin, 2000, 2005), most research has focused only on one or two variables, including attitudes or different motivation types. However, social and psychological variables in an Asian EFL context have seldom been addressed. This study extends the finding of Hu's (2001) study by contrasting different participants to determine English language proficiency attainment of EFL learners, based on socio-psychological factors in an Asian context.

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a) Background of the Problem

As English is a compulsory subject taught in Taiwanese secondary education, language proficiency is required for high school and university admissions. Tertiary education in Taiwan is categorized into universities and technological institutes. Students admitted to universities come mainly from senior high schools, while most students admitted to technological institutes come from vocational high schools. English language proficiency of most technological institute students is inferior to that of university students because students with high scores on their high school entrance examinations can select which senior high school they want to attend. However, students scoring low on those examinations normally choose to study at vocational high schools (Hu, 2007, 2011).

As is widely assumed, low academic achievement often results in a diminished sense of self-efficacy. Low self-confidence, deactivated motivation, and other interrelated variables may subsequently lead to unsatisfactory English language acquisition skills. Thus, further investigating the relationship between socio-psychological variables and English language proficiency of Taiwanese technological institute students is of worthwhile interest.

II. Literature Review

a) Socio-psychological variables

Gardner and Lambert (1959) successfully explained second/foreign language acquisition from a socio-psychological perspective for the first time. Their studies posited that the motivation for language learners to learn a second/foreign language hinge on their attitude towards the target language society and their orientation during language learning. The twelve years study in the Philippines and the United States examined how attitude and motivation influence language proficiency attainment. Notably, Gardner and Lambert (1972) identified two orientations towards language learning: integrative and instrumental, which were based on two clusters of attitudes. Socio/affective or socio-psychological perspectives have received increasing attention (Deci & Ryan, 1985; Maple, 1982; Oller et al., 1977; Schumann, 1978; Spolsky, 1969; Stauble, 1978). Gardner (1985) postulated that second language acquisition combined sociological and psychological variables by intertwining individuals and cross-cultural

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interactions. Ramage (1990) found that his study participants, high school students, when positively and intrinsically motivated to learn, wanted to attend college. Chang (1997) demonstrated that as opposed to extrinsic motivation, intrinsic motivation provided more potential in second language learning through means of creativity and conceptual learning, ultimately fostering an intellectual desire for challenges, as well as a sense of accomplishment. Rahman (2005) investigated attitude and motivation orientations of Bangladeshi undergraduate students in a private university towards learning English. According to their results, students focused on English for its utilitarian value, as opposed to integrative motivation. That study further demonstrated that the learners studied English for "instrumental" reasons, as opposed to previous studies, which indicated that "integrative motivation" was the dominant motivational orientation for Bangladesh students to learn English.

Hu (2001) investigated how socio-psychological variables and English language proficiency of EFL learners are related. Among the proposed socio-psychological variables of motivation, language shock, self-confidence, dominance, attitude, and indirect culture contact, motivation accounted for the greatest variance in determining the English language proficiency of EFL university students. Categorized as integrative motivation, learning interest accounted for 31% of the variance in predicting English language proficiency of Taiwanese university students (Hu, 2001). Krashen (2002) asserted that highly motivated learners with sufficient self-confidence, good self-image, and low level of anxiety are better equipped to succeed in second language acquisition than others.

b) Gardner's social-psychological model of L2 learning

The rationale behind Gardner's social-psychological model of L2 learning was the belief that the acquisition of an L2 was social-psychological rather than an educational phenomenon (Au, 1988). Gardner's model can be described by the following five propositions:

1. Integrative motive hypothesis—integrative motive positively contributes to L2 achievement.
2. Cultural belief hypothesis—local cultural beliefs can stimulate integrative motive, thus advancing L2 potential directly.
3. Active learner hypothesis—active, integratively motivated learners hold a distinct L2 learning advantage.
4. Causality hypothesis—a causality relationship exists between integrative motive and L2 achievement.
5. Two-process hypothesis—linguistic aptitude and integrative motive are independent, coexisting factors affecting L2 achievement.

c) Schumann's Acculturation Model

Schumann (1978) posited in the acculturation model that in terms of second language acquisition, social and affective factors were the underlying variables. That study further hypothesized that social factors and affective factors merged into a variable which he called acculturation. His term "acculturation" referred to the partial social and psychological merging and/or heterogeneous blending between the learner and target language (TL) group. That model assumed that the extent of linguistic integration varied with the degree of cultural acclimation.

Social variables have seven embedded elements: dominance pattern, integration strategies (assimilation/preservation/adaptation), enclosure, cohesiveness & size, congruence, attitude, and intended length of residence. Psychological variables consist of language shock, cultural shock, motivation, and ego-permeability

III. Methodology

a) Participants

The study participants were sampled from a technological institute in southern Taiwan. Totally, 486 students, 233 male and 253 female from ten classes participated in this study. Their majors varied from social studies, engineering, and business administration. All students had received the six-year standard formal English training in the Taiwanese education system.

Given the nature of this study, selective subject sampling was necessary. While preferred in terms of generalizability of findings, a random sample would have failed to produce the desired results in the focus of technological institute students' EFL proficiency.

b) Procedure

Written permission was received from the students' instructors before the survey was administered. Students were instructed to fill out their background information and express their opinions on a five-point Likert scale. The grammar test and listening comprehension test were undertaken shortly afterwards. All instructions were given in Chinese to ensure comprehension. The survey of the ten classes lasted up to four weeks.

c) Instrument

The instrument for measuring socio-psychological variables was a questionnaire. The questionnaire contained fifty-seven statements pertaining to the students' learning motivation, experience regarding language shock, self-confidence, dominance, attitude, and indirect culture contact. Of the six variables, motivation, language shock, dominance, and attitude were variables adopted from Schumann' acculturation model (1978); meanwhile self-confidence

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and indirect culture contact were two variables adopted from our previous study. These six hypothetical variables were selected based on the adjusted needs of the target's foreign language context.

The instrument for measuring students' English language proficiency consisted of two 50-question multiple-choice English language proficiency tests: an English grammar test and a listening comprehension test. The grammar test contained grammar and reading comprehension-related questions, while the listening test contained short statements and dialogues. Both tests were taken from the pre-intermediate level General English Proficiency Test (GEPT). As one of the most accessible and reliable English language tests in Taiwan, GEPT is categorized into the following placement levels: pre-intermediate, intermediate, upper-intermediate, advanced, and top-tier. The pre-intermediate level test is appropriate for junior high students while the intermediate level test is intended for high school students. According to the Technological & Vocational Branch of the Ministry of Education in Taiwan, the previous years' passing rates of pre-intermediate level for English language proficiency of technological institute students hovered around 15.8%, 14.9%, and 18.1%, respectively (http://erdos.csie.ncnu.edu.tw/~rctlee/article/930405.htm). This observation indicates that the average technological institute student did not reach the threshold of pre-intermediate level, let alone the intermediate one. We can thus infer that the pre-intermediate level could best quantify the English language proficiency of the study participants.

Cronbach's alpha reliability coefficient for the questionnaire was calculated to determine the internal-consistency reliability, which was computed as .92, indicating that the questionnaire used in this study is a reliable instrument. Pearson product-moment correlation analyses were also performed to explore the relationship between socio-psychological statements and students' English language proficiency.

d) Data analysis

Whether two or more variables are related was using Pearson's Product Moment Correlation tests. This approach is the conventional means of computing a correlation coefficient between variables that are linearly related (http://www.le.ac.uk/bl/gat/virtualfc/Stats/pear.html). The correlation coefficient ® varies between +1.00 and -1.00. A higher absolute value of the correlation coefficient implies a stronger relationship between two variables (Maple, 1982). However, a correlational analysis can be viewed as assessing the contribution of an independent variable to a dependent variable; while it typically does not illuminate, in the optimal sense, the reality that most researchers want to study (Bailey, Onwuegbuzie, & Daley, 2000; Tatsuoka, 1973). Due to the situation where most phenomena involve multiple effects, multiple egression was performed in this study as a major analysis approach.

Stepwise multiple regression is an important means of locating the most significant predictor (socio-psychological) variables within each criterion (English language proficiency) variable. Each variable is entered sequentially and its value is assessed. A variable is retained if it contributes to the model. However, all other variables in the model are then re-tested to determine if they still contribute to the model. Correspondingly, variables that no longer contribute significantly are removed. Thus, this method ensures that the model includes only the smallest possible set of predictor variables. While R denotes a measure of the correlation between the observed value and the predicted value of the criterion variable, R Square (R2) represents the square of the measure of correlation and indicates the proportion of the variance in the criterion variable which is accounted for by the proposed model. In this example, the proportion of the variance in English language proficiency was accounted for by our set of predictor variables (i.e. socio-psychological variables). In essence, knowing the predictor (i.e. socio-psychological) variables allows us to increase the prediction accuracy of our criterion (English language proficiency) variable. The beta value is a measure of how strongly each predictor variable influences the criterion variable. Thus, a higher beta value implies a greater impact of the predictor variable on the criterion variable. (http://www.palgrave.com/pdfs/0333734718.pdf)

IV. Results

a) Correlational Analysis

According to Table 1, "motivation", "language shock", "self-confidence", "attitude", and "indirect culture contact" had a considerable amount of items correlating with two criterion measures at the .01 level of significance. Among the correlated items, the items from self-confidence "I can sufficiently read English." (SELF22), "I am proficient in English composition." (SELF24), and "I can learn a foreign language." (SELF 18) ranked the highest (.41**), the second highest (.40**), and the fourth highest (.38**) correlation coefficients with one of the criterion measures at .01 level of significance, respectively. Clearly, for the survey subjects, self-confidence is a major criterion in determining their mastery of English. Under Motivation, "I am interested in learning English." (MOTI7) scored the third highest (.39**) correlation coefficient with one of the criterion measures. Interest in learning a foreign language (integrative-oriented motivation) also demonstrated its significance in determining individual mastery of English proficiency.

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Table 1 : Correlations of Socio-psychological Variables and English Language Proficiency Variables

Socio-psychological Variables	English Language Proficiency Variables	
	Grammar Test	Listening Test
Motivation		
I want to be a U. S. immigrant (MOTI1)	---	---
I want to get a better job (MOTI2)	---	---
English is useful when travelling abroad (MOTI3)	.13**	.10*
I want to be able to communicate with foreigners in English (MOTI4)	.25**	.22**
I want to study in English-based countries (MOTI5)	.27**	.25**
I can obtain greater social appreciation (MOTI6)	---	---
I am interested in learning English (MOTI7)	.39**	.31**
English is required for my schoolwork (MOTI8)	---	---
English is a required course (MOTI9)	---	---
I am interested in English-based cultures (MOTI10)	.32**	.24**
Other reasons:_____(MOTI11)		
Language Shock		
I can communicate clearly when using English (LANG12)	.26**	.15**
I can do impromptu conversation drills in class (LANG13)	.30**	.20**
I can emulate the teacher's pronunciation in class without feeling anxiety (LANG14)	.25**	.19**
I have no difficulty when speaking in English (LANG15)	.32**	.20**
I don't feel nervous when I don't understand what the addresser says to me in English (LANG16)	.18**	---
When the addressee doesn't understand what I have said, I have the courage to say it again (LANG17)	.23**	.17**
Self-confidence		
I feel that I am talented in learning foreign languages (SELF18)	.38**	.30**
I am talented in acquiring up a foreign language pronunciation (SELF19)	.31**	.23**
I am quick to pick up pronunciation techniques (SELF20)	.29**	.23**
I can quickly learn new vocabulary (SELF21)	.33**	.24**
I can sufficiently read English (SELF22)	.41**	.30**
I can listen to English language radio shows without difficulty (SELF23)	.37**	.32**
I am capable of English composition (SELF24)	.40**	.31**
Dominance		
U. S. government policies can influence that of Taiwan's (DOMI25)	---	.10*
The U. S. economy influences Taiwan's economy (DOMI26)	---	---

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U. S. technology is superior to that of Taiwan's (DOMI27)	---	---
U.S. mass media influence excessively extends into Taiwan (DOMI28)	.09*	---
U.S. culture has significantly influenced Taiwanese culture (MOTI29)	---	---
U.S. culture has positive, beneficial impact on Taiwan (DOMI30)	---	---
Attitude		
I can appreciate Americans for their refined sense of humor (ATTI31)	.10*	.10*
I can appreciate Americans for their respect of an individual's privacy (ATTI32)	.12**	.10*
I can appreciate Americans' openness towards sexuality(ATTI33)	.10*	---
I can appreciate the way American parents educate their children (ATTI34)	.10*	---
I can appreciate Americans' heuristic educational methods (ATTI35)	.11*	---
I can appreciate the American spirit of liberty (ATTI36)	---	----
I can appreciate the American tradition of democracy (ATTI37)	---	---
I can tolerate the cultural gaps between U.S. and Taiwan (ATTI38)	---	---
I can accept a foreigner as my neighbor (ATTI39)	.10*	.11*
I can accept American style cuisine (ATTI40)	.09*	---
I prefer to use English textbooks instead of their translated counterparts (ATTI41)	.25**	.20**
Learning a foreign language changes a person's cultural perceptions (ATTI42)	.17**	.12**
A person who speaks English well perceives his own country differently than one who does not (ATTI43)	---	---
Foreigners who actively criticize my country are personally biased (ATTI44)	---	---
I do not favor cross-cultural matrimony (ATTI45)	.17**	.12**
Over all, I prefer the U.S. culture over my own (ATTI46)	.17**	---
Indirect Culture Contact		
The frequency of which I listen to English radio programs is: (INDI47)	.28**	.26**
The frequency of which I watch English movies is: (INDI48)	.15**	.16**
The frequency of which I read English magazines is: (INDI49)	.32**	.26**
When possible, I proactively befriend foreigners (INDI50)	.17**	.16**
I love to listen to English songs (INDI51)	.18**	.18**
When I listen to English songs I try to learn the lyrics (INDI52)	.26**	.20**
I proactively go to intensive English programs to strengthen my English skills (INDI53)	.16**	---
When choosing English programs, foreign	.21**	.14**

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teachers are a critical criterion I seek (INDI54)		
Whenever I see a foreigner, I always take the initiative to talk to him/her (INDI55)	.20**	.15**
On my own initiative, I buy English books or CDs to improve my English proficiency (INDI56)	.26**	.20**
I use English TV programs to sharpen my listening comprehension (INDI57)	.39**	.30**

**p<0.01, *p<0.05

b) Stepwise multiple regression analysis

In this study, although 57 items were designed to predict two criterion measures, the stepwise multiple regression program was run only with predictor items correlating at the .01 level of significance. Totally, 33 items correlated at the .01 level of significance with at least one criterion variable. The items were then put into the respective stepwise multiple regression equations of the grammar test and listening test.

According to Table 2, six entered items accounted for a total of 31.1 % (R2 at the last step) of variance in the grammar test equation, suggesting a strong predictive power. The first and second entered items were both from the predictor variable of self-confidence, which accounted for 25 % of the variance, demonstrating its significant contribution in predicting English language proficiency.

The remaining items entered were from the variables of motivation and indirect culture contact. According to the non-multicollinearity characteristics of predictor items when applied to stepwise multiple regressions, the entered items showed very distinctive traits from each other. The six entered items were as follows: "I can sufficiently read English." (SELF22), "I am proficient in English composition." (SELF24), "I am interested in learning English." (MOTI7), "I actively participate in intensive English programs to strengthen my English skills." (INDI53), "I want to study in English-speaking countries." (MOTI5) and "I frequently read English language magazines." (INDI49).

Table 2 : Stepwise multiple regression model for predicting grammar test[a]

Step	Predictor	F-to-enter	P	Multiple R	R^2
1	SELF22	100.37	.000	.433	.188
2	SELF24	72.74	.000	.501	.251
3	MOTI7	57.75	.000	.535	.286
4	INDI53	44.99	.002	.543	.295
5	MOTI5	37.41	.025	.551	.303
6	INDI49	32.24	.030	.557	.311

[a]Model

According to Table 3, three entered items accounted for 16.5 % of variance in the listening test equation, indicating a medium effect size. The entered items came from two predictor variables: self-confidence and motivation. Two variables from self-confidence were entered at the first and third step, respectively. Again, self-confidence emerged as the most significant predictor variable in the listening test equation.

Table 3 : Stepwise multiple regression model for predicting listening testb

Step	Predictor	F-to-enter	P	Multiple R	R^2
1	SELF23	60.244	.002	.347	.120
2	MOTI7	38.518	.001	.386	.149
3	SELF24	28.985	.004	.407	.165

[b]Model

c) Ranking of hypothetical variables

Based on the number of predictor items entered into the sum total of the two regression equations, as well as the change in R2 when entered, the component variables were listed in a descending order of importance:

1. *Self-confidence:* three items entered into two equations (total change in R2 = .39)
2. *Motivation:* two items entered into two equations (total change in R2 = .08)
3. *Indirect culture contact:* three items entered into two equations (total change in R2 = .02)

V. Discussion

a) Self-confidence

Stepwise multiple regression analysis lends support to the strong predictive power of self-confidence (total change in R2 = .39) with a total of three self-confidence items entered into both of the equations.

Self-confidence seems to be what Taiwanese technological institute students lacks the most, due to their own perception of academic inferiority (Hu, 2007, 2011). Clement, et al. (1994) assessed the role of linguistic self-confidence, suggesting that anxiety and self-perception of L2 competence can be determinants of L2 achievement, even in contexts lacking in opportunity to use L2. That study further indicated that anxiety and self-confidence in the L2 classroom were intimately linked to educational processes. While investigating EFL proficiency of Taiwanese university students in relation to their socio-psychological factors, Hu (2001) indicated that motivation explained the most variance in predicting the English language proficiency of EFL university students. Comparing the findings of Hu (2001) and those of this study reveal that self-

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confidence, not motivation, of technological institute students is the major deciding factor for the successful mastery of foreign language proficiency. For EFL university students, motivation, especially their interest in learning English, played a significant role in predicting their attainment of English language proficiency. However, for technological institute students, self-confidence preceded motivation and accounted for the greatest variance in the prediction of their English language proficiency. This result corroborates with the observation that the low self-confidence of Taiwanese technological institute students in academic achievements had evidently impeded their English language acquisition skills. Above results clearly demonstrate that low self-confidence, language anxiety, and demotivation in a foreign language environment were bounded phenomena.

b) Motivation

MOTI7 ("I am interested in learning English.") ranked as the highest correlation coefficient among motivational items; it entered both criterion equations at significant levels. Dornyei (1990b) noted that intended contact with target language speakers was significantly related to affectively based motivation. Instrumental items (such as MOTI3—"English is useful when travelling.", and MOTI5—"I want to study in English-speaking countries.") were also found to correlate with EFL measures. However, neither of the items were sufficiently influential to be entered into the equations. Dornyei (1990b) suggested that instrumental goals played a prominent role in acquiring English skills up to an intermediate level. However, Clement et al. (1994) asserted that learners whose interest in learning English included sociocultural and nonprofessional considerations demonstrated the highest degree of desired proficiency. That is, those students wished to master the English language rather than acquire only a minimalistic, functional grasp of it. According to Clement et al. (1994), even in a context where foreign language learning was largely an academic matter, student motivation remained socially-grounded. We can thus infer that regardless of the motivation, learning without interest ultimately leads to null and void achievements.

c) Indirect culture contact

Taiwanese foreign language students learn English primarily throughout their school years. However, the average student is often not considered proficient in English, even after the completion of the formal, six-year English language training. The obtained findings showed that not only did all of the survey's indirect culture contact items significantly correlate with EFL measures, two indirect cultural contact items were also found to enter one stepwise multiple regression equation.

This phenomenon has important implications for EFL practitioners in that students should be encouraged to actively participate in related English activities. Related research has indicated that some learners are more successful than others because they approach learning tasks with more efficient methods (Chamot, 1987; Oxford, 1992; Rubin, 1975). Huang and Tzeng (2000) examined how competent English achievers effectively utilize available learning strategies. They found that nearly all participants adopted active attitudes in seeking input and output opportunities to practice their English. In addition to passively receiving reading and listening materials and instructions provided by their institutions, the study participants also actively searched for additional sources of English input. The respondents were also found to effectively utilize their time by listening to English radio programs, speaking English with friends or during class, reading English language materials, and leaving messages in English. Huang and Tzeng (2000) claimed that in environments, such as Taiwan, where English was a foreign language, a sufficient supply of English input and practice opportunities were necessary to fully immerse the students in a meaningful foreign language experience. Additionally, learners needed to become self-motivated to the extent that they could independently seek out English input and practice opportunities to increase their English exposure.

VI. Conclusions

This study thoroughly elucidates the socio-psychological variables for EFL learning among technological institute students in Taiwan. Stepwise multiple regression analysis indicates that self-confidence is the most significant predictor variable of English language proficiency. We believe that the lack of self-confidence stems from the students' history of lower academic performance than that of the average university student. While self-confidence was perceived as an affective state, external supplementation through positive reinforcement, as well as socially interactive encouragement may significantly boost students' self-confidence. These technological institute students were generally considered to be less academically successful than university students, resulting in a foreign language acquisition impediment. For technological institute students, therefore, building self-confidence with a foreign language not only involves the learners' psychological state, but also additional effort on the language practitioners' behalf. Horwitz and Young (1991) suggested that increasing students' knowledge of the language-learning process increased their acquisition and self-confidence capabilities. Clement et al. (1994) noted that building self-confidence in second language usage would lower learner anxiety and increase self-perceptions.

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Motivation, the second most significant predictor in this study, was also the most significant predictor variable in Hu (2001). Comparing those results demonstrated the significance and viability of academic background based precursors towards English language proficiency of Taiwanese EFL learners. Additionally, senior high school students appeared to be more confident of their academic achievement than their vocational high school counterparts. Although not located as the most significant predictor, motivation was still a significant predictor variable for technological institute students. Therefore, motivating students, integratively or instrumentally, was vital when helping them build self-confidence. When equally motivated, a major separator between technological institute students and university students was the confidence stemming from their knowledge base: university students excelled in their existing, broader academic foundation. Academically underdeveloped, technological institute students were faced with the additional difficulty of reconstructing a healthy self-confidence. Moreover, comparing motivation and self-confidence revealed that the latter was a generally more difficult barrier: motivation could be externally influenced, while constructing self-confidence required a systematic combination of various factors, including psychological, intellectual, and tactile learning experiences.

The third significant predictor variable – i.e. indirect culture contact – was also noteworthy. Taiwanese language teachers should encourage students to indulge themselves in popular, yet effective English learning strategies, including watching English movies and TV programs (without Chinese language subtitles), as well as learning English songs to further aid them in their learning process. When integrated into the student's learning experience, all of the previous conditions can allow students to become proficient in English as a foreign language.

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Web 2.0 Incorporated Dynamic Assessment to Assess Writing Ability of Iranian EFL Learners

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Abstract- In dynamic assessment which emphasizes the process rather than product learners are provided with corrective feedback in categorized levels. On the other hand, Blog is an on-line and user-value driven technology widely used in language learning. This study was an attempt to investigate the effect of the Web 2.0 on writing ability of Iranian EFL learners through the process of dynamic assessment. To do so, twenty low advanced EFL learners were randomly selected to take part in an eight-session class in advanced writing. The participants were assigned into two control and experimental groups consisting of ten members. Both groups were exposed to dynamic assessment however they differed in that the dynamic assessment of the experimental group was applied online through using a blog and the dynamic assessment of the control group was based on traditional paper-and-pencil method.

Keywords : *blog, call, dynamic assessment, web 2.0, writing ability.*

GJHSS-G Classification : *FOR Code : 139999, 199999p*



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Web 2.0 Incorporated Dynamic Assessment to Assess Writing Ability of Iranian EFL Learners

Shiva Seyed Erfani [α] & Ahmad Agha Ebrahimiyan [σ]

Abstract - In dynamic assessment which emphasizes the process rather than product learners are provided with corrective feedback in categorized levels. On the other hand, Blog is an on-line and user-value driven technology widely used in language learning. This study was an attempt to investigate the effect of the Web 2.0 on writing ability of Iranian EFL learners through the process of dynamic assessment. To do so, twenty low advanced EFL learners were randomly selected to take part in an eight-session class in advanced writing. The participants were assigned into two control and experimental groups consisting of ten members. Both groups were exposed to dynamic assessment however they differed in that the dynamic assessment of the experimental group was applied online through using a blog and the dynamic assessment of the control group was based on traditional paper-and-pencil method. The quantitative data were analyzed through using a paired t-test and the answers to open-ended questions extracted from distributed questionnaires among the experimental group were analyzed qualitatively. The results indicated that the use of blogs not only improved the writing ability of the learners but also facilitated the procedure of their writing assessment.

Keywords: blog, call, dynamic assessment, web 2.0, writing ability.

I. Introduction

It is generally believed that the traditional method or the psychometric model of language testing is no longer adequate. Therefore, it has been replaced by assessment as a means of comprehensive testing which gradually shifted to dynamic assessment in which the emphasis is on the process rather than product. In fact the idea of the difference between competencies which were already completed and had turned into performance and the ones which are being developed and flourished (by Vygotsky) is the main motivator for dynamic assessment (DA) in the realm of assessment.

Lidz terms DA as the interaction between examiner as an intervener and learner as an active participant that seeks to estimate the degree of modifiability of the learner and the means by which positive changes in cognitive functioning can be induced and maintained (Lidz, 1987). In this perspective DA is basically different from traditional assessment (TA).

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In contrast to TA which emphasizes on what a learner knows and can perform now, DA focuses mainly on what a learner can acquire in future. Another distinction between formal assessment and DA has been made by Lantolf & Poehner, 2011 where they state that in the former learners receive no form of feedback during the process of assessment while in the later they do in different and orderly levels.

In Web 2.0 technology users can produce their own contents, vote to others' contents, review, comment, syndicate, mash-up and even edit others' work without having to know sophisticated aspects of software engineering and even programming. Web and web 2.0 are rather recent developments in assessment with a vast range of tools and applications such as blogs, v-blogs, m-blogs, audio and video conference, chat, instant messaging, email, e-journal, Wiki, e-note (Tuparova & Tuparov, 2010) or more modern approaches such as Skype, iPod's, etc.(Sarica & Cavus, 2009).

Web 2.0 and its related applications have been widely used in language learning (Bran, 2009; Dettoria, & Lupib, 2010; Ivanovaa, & Ivanov, 2010; Kovacic, Bubas, & Coric, 2012). But their use in the realm of assessment is rarely touched. This paper focuses on one of these technologies (blogs) to find out how effective they are on the writing ability of EFL learners in the process of dynamic assessment. The concept of Web 2.0 and its function in Dynamic Assessment is two-fold. It not only connects to the area of Computer-Assisted Language Learning (CALL) but also goes under the domain of assessment.

II. Review of Literature

a) Related Studies On Dynamic Assessment

Dynamic assessment is theoretically rooted in Vygotsky's notion of mediation and zone of proximal development (ZPD). Mediation is by definition the process by which other-regulated activities are transformed into self-regulated ones (Birjandi & Ebadi, 2012). This process happens through scaffolding which is defined as the process of data mediation from more proficient peers (or instructors) to less proficient ones in the borders of Zone of Proximal Development. This zone is an area in which learners current capabilities are distinguished from those capabilities that can be

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acquired with the help of other more proficient peers or instructors. Based upon this theory, Aljaafreh and Lantolf (1994) distinguished a distinction between learners' actual level of performance (what is actually assessed in traditional assessment) and their potential development level of performance (what is supposed to be assessed in dynamic assessment).

Sternberg and Grigorenko (2002) identified three differences between TA and DA. The first refers to the distinction between considering performance as a static state or a dynamic process. The second is about feedback. In DA a form of explicit or implicit feedback is provided for learners while this is not the case in TA until the test is done. Finally the third is about the relation between test-giver and test-taker. While this relation in TA is completely neutral, in DA it is somehow an interactive and mutual relation. In all three cases, Web 2.0 and its related technologies (specifically in the case of this study; blogs) are powerful and at the same time flexible tools for dynamic assessment of learners' performance. Although the related studies are all on the effectiveness of any type of treatment using these technologies (Delclos, Burns, & Vye, 1993; Yeh, & Lo, 2005) there are few studies on utilizing such technologies in the field of language assessment (e.g. Shresthaa & Coffin,2012; Swanson & Lussier, 2001). These technologies can be categorized into synchronous computer-mediated communication (SCMC) and asynchronous computer-mediated communication (ACMC).

SCMC includes applications such as instant messaging systems or online chat rooms (textual or multimodal) in which learners are provided with real time communication in the form of written or audio and visual texts. Most studies on the bridge between web2.0 and DA is done in this category for instance, Birjandi and Ebadi (2010) explored learners' socio-cognitive development through DA in a web-based qualitative inquiry in SCMC and with Google Wave Interface Assistance. They used micro genesis as a general analytical framework to investigate the change in learners' progress by means of mediation. They concluded that Web 2.0-incorporated DA can provide better insights into the participants' level of regulation and their potential socio-cognitive development in future based on Vygotsky's ZPD model.

In another study, Oskoz (2009) explored the plausibility of applying DA to SCMC by examining students' performance in oral interaction following DA and of Aljaafreh and Lantolf's (1994) 5-level scale (based on the frequency and type of assistance provided to the learner) to assess learners' development in English. She claimed that although traditional assessment still needed to be performed for learners, the 5-scale framework of Aljaafreh and Lantolf can provides a more accurate picture of learners' stage of development.

Internet chat relay system is another instance of SCMC systems. It is among other prevalent technologies which is incorporated in education though not yet specifically in assessment. Ingram, Hathorn and Evans (2000) studied chat rooms in terms of providing opportunities in addition to pitfalls of using graphical chat programs in education. They concluded that chat rooms are likely be used effectively to hold discussions with students over a distance to bring together people who may not otherwise communicate.

What have been mentioned thus far were manifestations of SCMC systems, another approach is ACMC available in services such as email, use net, news groups, on-line forums and blogs (to mention a few) in which learners are provided with a semi–real time communication mostly through written texts and other static graphical aides such as emotions and masks. According to Ellis (2008) these technologies provide learners with self-paced and enough time for their competence to be emerged in proper time. Since the instrument of the present study is blogs it seems necessary to deal with its different aspects.

b) Related Studies On Blog

Blog or weblog as defined in Wiki is a personal electronic journal which is published on the net (World Wide Web), consisting of discrete entries, usually around a specific subject and which is updated usually on regular bases by its users and is displayed in reverse chronological order. Free access and user-friendliness (site maintenance without having knowledge of programming) are two aspects of blogs which have helped to their widespread use and utilization in different areas. Another reason for such a growth is that blogs are an application for social networking and Web 2.0 technologies.

A study by Azizinejad and Hashemi (2011) reveals that a blog provides its users with a customized environment in which they can write their own contents and then update, edit or delete it. The users can comment on others contents and make suggestions which can be considered as a guide for further evaluation and modification. On the other hand, Kovacic, Bubas and Coric (2012) by foregrounding psychological aspects of blog, introduced it as a means to provide learners with an encouraging, non-threatening, collaborative, self-paced learning environment according and in concordance with their own learning style in which they can organize and structure their own learning contents.

In addition to the mentioned facilities provided by different instances of Web 2.0 applications, Grosseck and Holotescu (2010) introduced other advantages of such technologies such as cost of maintenance and

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customizability, personalized and customizable environment and more importantly, collaborative facility in writing which are specific to blogs. Blogs allow subscribers or bloggers to learn from other subscribers in terms of ideas, language and structure, and organization of their essays.

Autonomy is another important factor in using blogs which is investigated by Zaini, Kemboja and Supyan (2010). They proposed that blog helps to gain and offers to learner a sense of autonomy in which they see themselves as an author who is capable to produce their own content, then to review and to modify it gradually until to turn it to something acceptable. They described it as self-learning process and believed that self-learning signals students ability to be independent and thus become their own player in learning process.

III. Purpose of the Study

Dynamic assessment encourages assessing the process of learning rather than its product and evaluating potential performance of learners instead of their current one. Since learning environments which are provided by Computer Mediated Communication (CMC) technologies in many cases (chat rooms, blogs, etc.) show the process which is taking place in the mind of learners to produce their final product blog (as an instance of a CMC system) with assistance to DA provides it with an excellent homogeneity with its underlying assumptions therefore it seems that it can be utilized as a suitable tool for learner's assessment.

Because of the difference which lies between traditional assessment (which emphasizes on product) and DA (which emphasizes on process), the assumption underlying CMC (which is mostly interested in the process of learning rather than its product), the difficulty of learners assessment in terms of learning processes and the widespread use of such systems in education today, this study intends to evaluate the effectiveness of the use of blog in the process and product of dynamic assessment. To accomplish the purpose of the study, the following research question was posed:

Is there any significant difference in the process and product of dynamic assessment by using blog instead of regular paper and pencil in teaching advanced writing to Iranian EFL learners?

While the term 'product' pinpoints the final works of participants which are analyzed quantitatively using statistical procedures, the term 'process' points to the processes and procedures which participants are involved in to perform their tasks. These processes are discussed qualitatively based on the outcomes of the questionnaires.

IV. Method

a) Participants

Students of an engineering college were called to register for an eight-week English advanced writing course. Sixty students who registered for the course took a pre-test based on the ACTFL guidelines (2012) of the low advanced level. Twenty participants were selected and ten of them who had access to a broadband connection to the Internet at their place were randomly assigned in the experimental group. Other ten participants were considered as the control group. Both groups received the same contents and took part in the same classes for the same period of time (two-month advanced writing program; 8 weeks; one session per week). The groups went through dynamic assessment. However, while the control group submitted their works and were assessed traditionally, the experimental group did so through a specially designed blog for this purpose.

b) Instrumentation

The instruments used in this study included a pre-test of writing, ACTEFL guidelines, teaching materials drawn from "Steps to Writing Well" by Wyrick (2008), the blog **(**http://www.dainallame.blogfa.ir**),** and a questionnaire.

c) Design

The design of the study was Qual/Quan (mixed method) approach to investigate the effect of using blog in making improvement in the process and product of dynamic assessment of writing ability in Iranian EFL learners. The information gathered from questionnaires was analyzed qualitatively and for the quantitative data gathered from the writings of the students a paired t-test was used to see the differences between the groups' means.

d) Procedure

This study was an attempt to investigate the effect of Web 2.0 ASMC (Asynchronous computer mediated communication) systems (specifically blogs) as a medium to facilitate the process and improvement of the product of dynamic assessment of Iranian learners in an advanced writing class. The experiment and control groups of the study both underwent an 8-session treatment on an advanced writing program. In control group, the students submitted their writings manually and received their ratings on the spot three times per session (per week). On the contrary, the students of the experiment group submitted their writings on line in the blog and received their ratings on-line. They were able to see the ratings of the other members as well as the recommendations and corrections to the others' essays. The procedure will be discussed in two parts; treatment and assessment.

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e) Treatment

The treatment included instruction, assessment and correction (dynamic assessment). Since the participants' level were reckoned as high intermediate, a lesson plan including 8 sessions of treatment on advanced writing based on some chapters of the book "Steps to Writing Well" were planned and administrated. The book is popular in teaching advanced writing courses in many higher education institutes in Iran. The treatment was conducted for both groups at the same time and in the same manner. The following shows details of the lesson plan for each session as well as the criteria for objective scoring.

i. Lesson Plan and criteria for rating

Full credit for all essays was 100 from which a fraction (as it is clarified fully in each session's lessen plan) was deducted for each error. The students were informed that their essays would be rated according to these ratios:

30% grammatical structure and vocabulary (-5 for each error)

30% adherence to above guidelines (-5 for each deviance)

40% how successful were they to transfer their thought (subjectively; 10 for not comprehensible, 20 for hard to understand but perceivable, 30 for understandable and normal, and 40 for eloquent).

First session: English rhetorical structure

– You need to organize your essay into three logical sections; introduction, body and conclusion.
– English has a linear rhetoric structure, neither circular (like Persian) nor zigzag. So write to the point and avoid beating around the bush.
– Choose the topic of your essay and jot down different aspects of it on your scratch paper. These are the main ideas of your essay. Include each one of them in one paragraph. All these paragraphs constitute the body part of your essay.
– Your paragraphs in this class should be processed deductively. It means that they start with a sentence containing the main idea of that specific paragraph. This sentence then should be followed by some supporting sentences and finally a concluding sentence.

Second session: Introductory paragraph and thesis statement

Begin your essay with a paragraph in which you introduce the topic in a couple of brief sentences. (Don't forget the guidelines of the previous session). Through these sentences you should convey to your reader what you think about the topic. This paragraph ends with a preferably simple (or compound) sentence including the main ideas of your essay and your mood about the whole subject. A good thesis statement should:

– Be specific and clear.
– Contain only one main point.
– Contain all main ideas of that main point which you are going to elaborate in succeeding paragraphs:
– Be narrow enough to be explored in your essay.
– Have something valuable to say for your readers.

Third session: Body paragraph development; comparison and contrast

Your opinion about the two elements in comparison or contrast is your thesis statement.

Your essay should be in one of these formats; point to point or block format

Avoid 'so-what' theses.

– Your subject should be stated clearly.
– Use enough transitional devices to ensure smoothness of the text.

Forth session: Body paragraph development; description and elaboration

– Decide whether your description is objective (based of factual information) or impressionistic and subjective. Don't confuse the two in your essay.
– Describe as clearly as possible, use specific details.
– Focus on relevant and appropriate details.
– Make your essay vivid and illustrative.
– Avoid any sudden change in perspective.

Fifth session: Body paragraph development; definition

– Don't forget your audience; make your definition as clear as possible.
– Use variety of strategies (giving example, explain, compare and contrast with a similar process) for clarification.
– Your definition should be complete.
– Avoid writing equivocally or generally.
– Avoid circular definitions.

Sixth session: Body paragraph development; process analysis

–Select an appropriate subject to describe; you should know your subject thoroughly, it should be in a manageable size.
– Describe any necessary equipment or specific term which is used in your essay.
– State your steps in logical and/or chronological order.
– Explain each step clearly and accurately.
– Bring your essay to a close smoothly.

Seventh session: Body paragraph development; argumentative writing

– Explore different dimensions of your subject and then state your own opinion.
– Anticipate opposing views and refute them appropriately.
– Decide which points of your subject should be included in your essay.
– Argue your ideas logically.
– Use enough evidence to support your ideas.
– Use one of the prescribed patterns (A, B or C).

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Eighth session: Body paragraph development; Final examination

The last session of our treatment was conducted as a means of assessing the overall capability of the participants on using the previous seven strategies in developing body and introductory paragraphs.

They were asked to choose among four predetermined subjects and write about them by each strategy they prefer. Their essays were rated according to the common criteria which were practiced in the previous 6 sessions.

f) Assessment

The participants were required to write an essay on a free topic and in line with what they had learned in their class. At this phase, the two groups split. The students of the control group wrote their essays on paper and submitted them to their instructor two or three days after the day of instruction. Their papers were rated by their instructor and returned to them on the spot. Then they had to modify their essays according to the graded guidelines given by their instructor and to resubmit it in two days time. This process was repeated for three times to satisfy the three basic levels of correction in the framework of Aljaafreh and Lantolf (Aljaafreh & Lantolf, 1994). Aljaafreh and Lantolf proposed a model of mediation from other-regulation to self-regulation in learners which included five transitional levels. These levels are:

Level 1: participant is not able to notice his error
Level 2: participant notices his error with assistance and can correct it with explicit help.
Level 3: participant notices his error with assistance and able to correct it with implicit help.
Level 4: participant notices his error with assistance and able to correct it without help.
Level 5: participant notices his error without assistance and corrects it himself.

The essays of the participants were rated for the first time. The criteria for this rating were elaborated in details in procedure. The scoring procedure of the essays indicated the level of students. If no marks were spotted on the essay then admittedly he was in the level 5 of the framework. Otherwise if any error was spotted, it was underlined by the rater and was delivered to the participant. Each participant received his paper with marked errors. Then he made required adjustments according to the rater's guidelines and resubmitted the essay.

In the second submission if the participant was able to correct the underlined errors he would be considered in level 4. Otherwise in the second rating administration his error would be marked again by drawing a line through the error in addition to the line beneath it. The source of the difficulty was also implicitly stated in this phase.

If the participant in third submission corrected his error he would be in the level 3. Otherwise his paper would be rated for the third time with an explicit explanation about the source of the error accompanied by only a straight line through the middle of the spotted error. The ability of the learner to correct this spotted error distinguished level two participants from the level one. Otherwise he would be considered in the first level. At the end of each week, every participant had three scores indicating his progress.

The rating of the experimental group's assignments was the same except that they submitted their essays on-line and were received their score on-line too. They were also able to see the essays and the assigned score for each essay by their classmates.

In order to increase the reliability of the rating, each paper was rated twice by two raters. The inter-rater reliability is reported to be 79%. Although each rater used their own idea to rate the essays, they always adhered to the criteria on which each session's instruction was focused. This process led them to more objectivity.

V. Results

a) Quantitative Findings

All the essays were rated twice by two independent raters and the inter-rater reliability was estimated using Pearson correlation which showed:

There was a positive correlation between the two raters; $r=0.7982$, $n=480$.

Moreover, using the mean scores of all scores in each group of each session and conducting a paired t-test procedure between the mean scores of experimental and control group show:

There is a significant difference between the scores of experimental ($M=64.854$, $SD=14.92$) and control group ($M=48.958$, $SD=12.35$); conditions: $t(14)=2.62$, $P<0.01$

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Groups	Number	Mean	SD.	t observed
Experimental	8	64.854	14.92	4.98
Control	8	48.958	12.35	

b) Qualitative findings

In order to gain qualitative insight into the reaction of the participants to the program and to triangulate the findings of statistical analysis a questionnaire containing three questions were distributed to the members of the experimental group. All questionnaires except one (one unreachable participant) were completed and returned. One of the nine completed questionnaires appears in appendix A.

Question number one asked the participants whether the program had an effect on their writing ability and if so how. All participants answered this question positively by providing their own reasons. Some of them evaluated the program effectual for an algorithmic procedure they had been offered for writing and others for usefulness of the program in their other courses.

Question number two asked the participants about their preference on on-line rating versus traditional or face to face rating. Again all participants (except one who liked to be rated face to face because he preferred real communication to the virtual one) preferred to be rated on-line. Some of their reasons for this preference included:

-Faster rating,
- Economy in terms of time and material consumption
-Peer-effect of learning (learning from others' errors)
-Physiological factors (face-saving and ego enhancement)

Question number three asked the participants to list advantages and disadvantages of using blogs in the process of teaching and testing in terms of four criteria of time, effectiveness, satisfaction and motivation. In answering this question again roughly all participants (except two who had technical problem) advocated using blogs in teaching and assessment as a fascinating, motivating as well as a time-saving and cost effective tool.

VI. Conclusion and Implications

Computers are not supposed to replace teachers. But those teachers who are able to work with computers will replace those who are not. In contrast to some rare studies which maintain there is no improvement in using computers compared to traditional mechanisms in teaching and assessing learners and according to numerous papers (Azizinejad, & Hashemi, 2011; Birjandi, & Ebadi, 2010; Grosseck, & Holotescu, 2010; Kovacic, Bubas, & Coric, 2012; Zaini, Kemboja, & Supyan, 2010;) which advocate the role of computers in enhancing the learning process this study showed that at least for low advanced Iranian EFL learners in learning process of advanced writing there is a significant difference between traditional DA and technological DA.

Based on the qualitative analysis of the participants' answers to the questionnaires items, the study revealed many advantages of using technology (in this specific case, blog) in the process of learning mentioned by the participants.

The first and the foremost of these advantages is the capacity of blogs in making a collaborative environment for learners in which they learn from each other. Time effect of the program was another advantage of using technology which was the most cited advantage by all participants. Some older participants rightly mentioned the ability of the program to saving their face and making an anonymous environment in which they can focus on their job without being worried about others judgments. Most participants stated the fact that for many people (especially youngsters) technology is always mysterious and fascinating. And finally, they believed that using blog could enhance the quality of a learning program. All these advantages have some implications for scholars in the field specifically for materials developers, course designers and teachers.

Materials developers should bear in mind that although books will never be replaced by computers, they are not the king of educational media anymore. The computer application is increasing day by day with more flexible, fascinating, motivating and easily achievable software. If materials developers are to maintain their share of market it seems that they need to switch gradually to virtual materials which are engineered to be used as a source of instructional course.

Likewise for course designers, it is the time to reconsider their methods of compiling materials for educational stuff in virtual space rather than printed media. They are to design more attractive, authentic, up-to-date and more effective syllabi and curricula.

It should be mentioned that CMC applications are not to be digital version of regular books and courses. Students expect something novel, exciting and at the same time effective. They don't expect to see their books in the screen of their computers.

Contents, coloring and types of the materials, multimedia enhanced materials (use of sound, pictures, animation, movies, etc.), order and customization of materials presentation, according to the level and performance of learners, access control, availability of options and many other factors that are usually discussed under the realm of HCI (Human- Computer Interaction) science need to be considered in materials development and course design.

Teachers need to become familiar with technological advancements in the field to help their students develop their writing ability with the most recent achievements in learning technologies.

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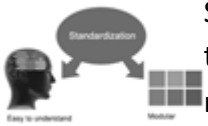


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28. Make colleagues: Always try to make colleagues. No matter how sharper or intelligent you are, if you make colleagues you can have several ideas, which will be helpful for your research.

29. Think technically: Always think technically. If anything happens, then search its reasons, its benefits, and demerits.

30. Think and then print: When you will go to print your paper, notice that tables are not be split, headings are not detached from their descriptions, and page sequence is maintained.

31. Adding unnecessary information: Do not add unnecessary information, like, I have used MS Excel to draw graph. Do not add irrelevant and inappropriate material. These all will create superfluous. Foreign terminology and phrases are not apropos. One should NEVER take a broad view. Analogy in script is like feathers on a snake. Not at all use a large word when a very small one would be sufficient. Use words properly, regardless of how others use them. Remove quotations. Puns are for kids, not grunt readers. Amplification is a billion times of inferior quality than sarcasm.

32. Never oversimplify everything: To add material in your research paper, never go for oversimplification. This will definitely irritate the evaluator. Be more or less specific. Also too, by no means, ever use rhythmic redundancies. Contractions aren't essential and shouldn't be there used. Comparisons are as terrible as clichés. Give up ampersands and abbreviations, and so on. Remove commas, that are, not necessary. Parenthetical words however should be together with this in commas. Understatement is all the time the complete best way to put onward earth-shaking thoughts. Give a detailed literary review.

33. Report concluded results: Use concluded results. From raw data, filter the results and then conclude your studies based on measurements and observations taken. Significant figures and appropriate number of decimal places should be used. Parenthetical remarks are prohibitive. Proofread carefully at final stage. In the end give outline to your arguments. Spot out perspectives of further study of this subject. Justify your conclusion by at the bottom of them with sufficient justifications and examples.

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

Informal Guidelines of Research Paper Writing

Key points to remember:

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

Final Points:

A purpose of organizing a research paper is to let people to interpret your effort selectively. The journal requires the following sections, submitted in the order listed, each section to start on a new page.

The introduction will be compiled from reference matter and will reflect the design processes or outline of basis that direct you to make study. As you will carry out the process of study, the method and process section will be constructed as like that. The result segment will show related statistics in nearly sequential order and will direct the reviewers next to the similar intellectual paths throughout the data that you took to carry out your study. The discussion section will provide understanding of the data and projections as to the implication of the results. The use of good quality references all through the paper will give the effort trustworthiness by representing an alertness of prior workings.

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

General style:

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

To make a paper clear

· Adhere to recommended page limits

Mistakes to evade

- Insertion a title at the foot of a page with the subsequent text on the next page
- Separating a table/chart or figure - impound each figure/table to a single page
- Submitting a manuscript with pages out of sequence

In every sections of your document

· Use standard writing style including articles ("a", "the," etc.)

· Keep on paying attention on the research topic of the paper

· Use paragraphs to split each significant point (excluding for the abstract)

· Align the primary line of each section

· Present your points in sound order

· Use present tense to report well accepted

· Use past tense to describe specific results

· Shun familiar wording, don't address the reviewer directly, and don't use slang, slang language, or superlatives

· Shun use of extra pictures - include only those figures essential to presenting results

Title Page:

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



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Abstract:

The summary should be two hundred words or less. It should briefly and clearly explain the key findings reported in the manuscript--must have precise statistics. It should not have abnormal acronyms or abbreviations. It should be logical in itself. Shun citing references at this point.

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

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

- Reason of the study - theory, overall issue, purpose
- Fundamental goal
- To the point depiction of the research
- Consequences, including definite statistics - if the consequences are quantitative in nature, account quantitative data; results of any numerical analysis should be reported
- Significant conclusions or questions that track from the research(es)

Approach:

- Single section, and succinct
- As a outline of job done, it is always written in past tense
- A conceptual should situate on its own, and not submit to any other part of the paper such as a form or table
- Center on shortening results - bound background information to a verdict or two, if completely necessary
- What you account in an conceptual must be regular with what you reported in the manuscript
- Exact spelling, clearness of sentences and phrases, and appropriate reporting of quantities (proper units, important statistics) are just as significant in an abstract as they are anywhere else

Introduction:

The **Introduction** should "introduce" the manuscript. The reviewer should be presented with sufficient background information to be capable to comprehend and calculate the purpose of your study without having to submit to other works. The basis for the study should be offered. Give most important references but shun difficult to make a comprehensive appraisal of the topic. In the introduction, describe the problem visibly. If the problem is not acknowledged in a logical, reasonable way, the reviewer will have no attention in your result. Speak in common terms about techniques used to explain the problem, if needed, but do not present any particulars about the protocols here. Following approach can create a valuable beginning:

- Explain the value (significance) of the study
- Shield the model - why did you employ this particular system or method? What is its compensation? You strength remark on its appropriateness from a abstract point of vision as well as point out sensible reasons for using it.
- Present a justification. Status your particular theory (es) or aim(s), and describe the logic that led you to choose them.
- Very for a short time explain the tentative propose and how it skilled the declared objectives.

Approach:

- Use past tense except for when referring to recognized facts. After all, the manuscript will be submitted after the entire job is done.
- Sort out your thoughts; manufacture one key point with every section. If you make the four points listed above, you will need a least of four paragraphs.

- Present surroundings information only as desirable in order hold up a situation. The reviewer does not desire to read the whole thing you know about a topic.
- Shape the theory/purpose specifically - do not take a broad view.
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Procedures (Methods and Materials):

This part is supposed to be the easiest to carve if you have good skills. A sound written Procedures segment allows a capable scientist to replacement your results. Present precise information about your supplies. The suppliers and clarity of reagents can be helpful bits of information. Present methods in sequential order but linked methodologies can be grouped as a segment. Be concise when relating the protocols. Attempt for the least amount of information that would permit another capable scientist to spare your outcome but be cautious that vital information is integrated. The use of subheadings is suggested and ought to be synchronized with the results section. When a technique is used that has been well described in another object, mention the specific item describing a way but draw the basic principle while stating the situation. The purpose is to text all particular resources and broad procedures, so that another person may use some or all of the methods in one more study or referee the scientific value of your work. It is not to be a step by step report of the whole thing you did, nor is a methods section a set of orders.

Materials:

- Explain materials individually only if the study is so complex that it saves liberty this way.
- Embrace particular materials, and any tools or provisions that are not frequently found in laboratories.
- Do not take in frequently found.
- If use of a definite type of tools.
- Materials may be reported in a part section or else they may be recognized along with your measures.

Methods:

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

Approach:

- It is embarrassed or not possible to use vigorous voice when documenting methods with no using first person, which would focus the reviewer's interest on the researcher rather than the job. As a result when script up the methods most authors use third person passive voice.
- Use standard style in this and in every other part of the paper - avoid familiar lists, and use full sentences.

What to keep away from

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

Results:

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

The page length of this segment is set by the sum and types of data to be reported. Carry on to be to the point, by means of statistics and tables, if suitable, to present consequences most efficiently.You must obviously differentiate material that would usually be incorporated in a study editorial from any unprocessed data or additional appendix matter that would not be available. In fact, such matter should not be submitted at all except requested by the instructor.



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Content

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

What to stay away from

- Do not discuss or infer your outcome, report surroundings information, or try to explain anything.
- Not at all, take in raw data or intermediate calculations in a research manuscript.
- Do not present the similar data more than once.
- Manuscript should complement any figures or tables, not duplicate the identical information.
- Never confuse figures with tables - there is a difference.

Approach

- As forever, use past tense when you submit to your results, and put the whole thing in a reasonable order.
- Put figures and tables, appropriately numbered, in order at the end of the report
- If you desire, you may place your figures and tables properly within the text of your results part.

Figures and tables

- If you put figures and tables at the end of the details, make certain that they are visibly distinguished from any attach appendix materials, such as raw facts
- Despite of position, each figure must be numbered one after the other and complete with subtitle
- In spite of position, each table must be titled, numbered one after the other and complete with heading
- All figure and table must be adequately complete that it could situate on its own, divide from text

Discussion:

The Discussion is expected the trickiest segment to write and describe. A lot of papers submitted for journal are discarded based on problems with the Discussion. There is no head of state for how long a argument should be. Position your understanding of the outcome visibly to lead the reviewer through your conclusions, and then finish the paper with a summing up of the implication of the study. The purpose here is to offer an understanding of your results and hold up for all of your conclusions, using facts from your research and generally accepted information, if suitable. The implication of result should be visibly described. Infer your data in the conversation in suitable depth. This means that when you clarify an observable fact you must explain mechanisms that may account for the observation. If your results vary from your prospect, make clear why that may have happened. If your results agree, then explain the theory that the proof supported. It is never suitable to just state that the data approved with prospect, and let it drop at that.

- Make a decision if each premise is supported, discarded, or if you cannot make a conclusion with assurance. Do not just dismiss a study or part of a study as "uncertain."
- Research papers are not acknowledged if the work is imperfect. Draw what conclusions you can based upon the results that you have, and take care of the study as a finished work
- You may propose future guidelines, such as how the experiment might be personalized to accomplish a new idea.
- Give details all of your remarks as much as possible, focus on mechanisms.
- Make a decision if the tentative design sufficiently addressed the theory, and whether or not it was correctly restricted.
- Try to present substitute explanations if sensible alternatives be present.
- One research will not counter an overall question, so maintain the large picture in mind, where do you go next? The best studies unlock new avenues of study. What questions remain?
- Recommendations for detailed papers will offer supplementary suggestions.

Approach:

- When you refer to information, differentiate data generated by your own studies from available information
- Submit to work done by specific persons (including you) in past tense.
- Submit to generally acknowledged facts and main beliefs in present tense.

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Segment Draft and Final Research Paper: You have to strictly follow the template of research paper. If it is not done your paper may get rejected.

- The **major constraint** is that you must independently make all content, tables, graphs, and facts that are offered in the paper. You must write each part of the paper wholly on your own. The Peer-reviewers need to identify your own perceptive of the concepts in your own terms. NEVER extract straight from any foundation, and never rephrase someone else's analysis.

- Do not give permission to anyone else to "PROOFREAD" your manuscript.

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- To guard yourself and others from possible illegal use please do not permit anyone right to use to your paper and files.

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

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