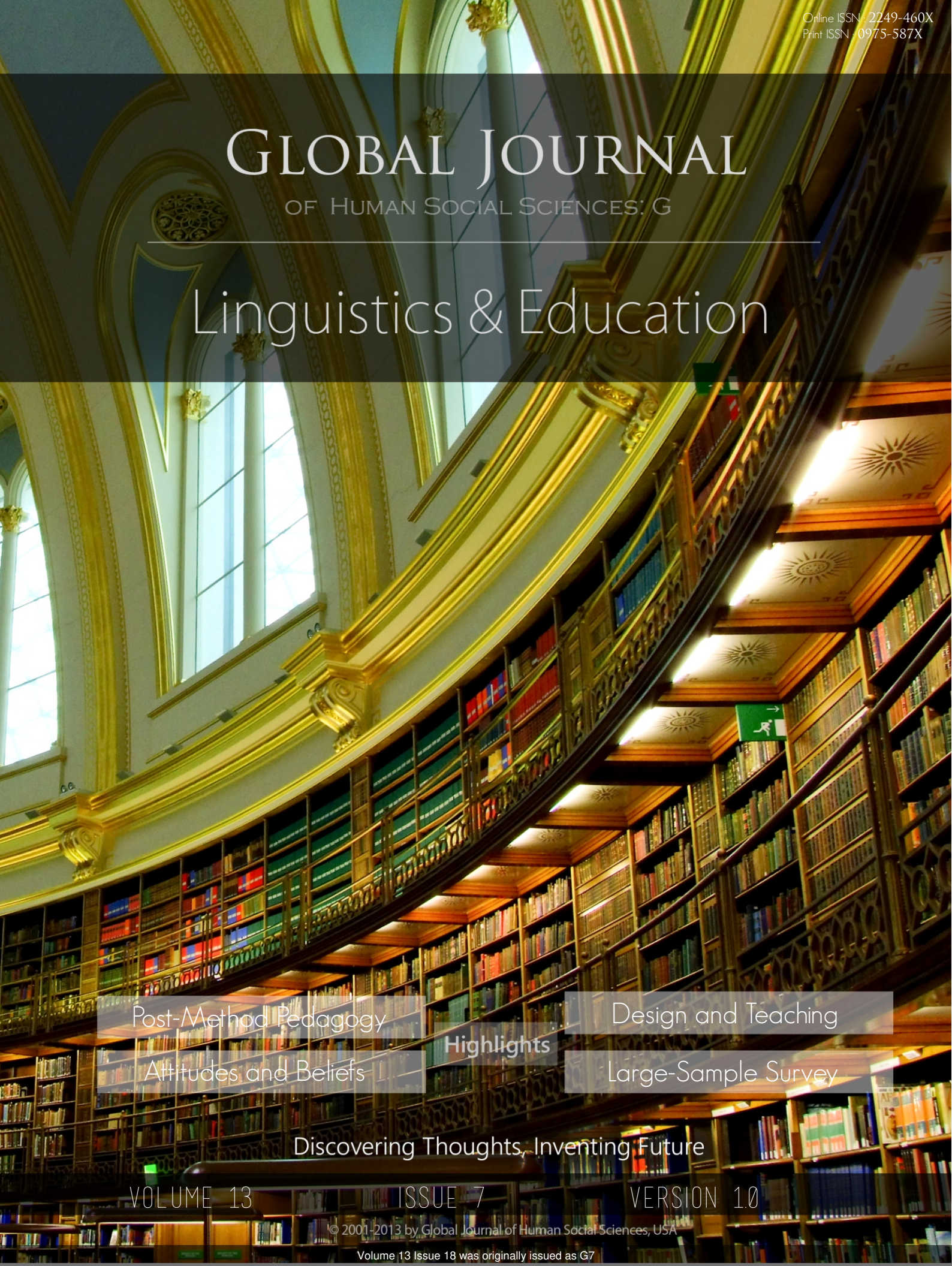
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Contents of the Volume

i. Copyright Notice
ii. Editorial Board Members
iii. Chief Author and Dean
iv. Table of Contents
v. From the Chief Editor's Desk
vi. Research and Review Papers

1. Human Resource Development and Educational Standard in Nigeria. *1-6*
2. Post-Method Pedagogy and ELT in Bangladesh. *7-14*
3. Products of Primary Education: Asset to Societal Development, a Link to Basic Decision Making. *15-18*
4. Integrating Mobile Learning Resources and its Repercussions on Instructional Design and Teaching Processes in the Virtual Environments. *19-24*
5. Hris Practices in Universities: An Exploratory Study on the Private Universities in Bangladesh. *25-30*
6. Urban Middle and High School Students' Reading Attitudes and Beliefs: A Large-Sample Survey. *31-49*

vii. Auxiliary Memberships
viii. Process of Submission of Research Paper
ix. Preferred Author Guidelines
x. Index

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Human Resource Development and Educational Standard in Nigeria

By Dr. Asaju Kayode, Dr. Thomas John Kajang & Silas Felix Anyio
Federal University Wukari, Nigeria

Abstract - Human Resource Development strategy constitutes a major component of educational system of a nation. In many countries of the world including Nigeria, this has been accorded an important place in their efforts at achieving developmental goal. However, Human Resource Development is greatly determined by the standard of education in a country. This paper is aimed at examining the effects low standard of education in Nigeria on its Human Resource Development. Using only secondary data, it was discovered that both the National Policy on Education and the Nigerian Constitution emphasis the importance of investing in human resource through education for accelerated economic, political and social development. However, finding shows that, the present rate of underdevelopment and poverty among other social ills experience in Nigeria is a consequence of the decline in the quality and functional education in the country. The paper thus suggests that, for a reversal of the trend, there is the need for proper educational planning strategy, monitoring and evaluation, better learning environment and adequate funding. Corruption and indiscipline in the educational sector should also be tackled headlong.

Keywords : *development, education, educational standard, human resource, policy.*

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Human Resource Development and Educational Standard in Nigeria

Dr. Asaju Kayode [α], Dr. Thomas John Kajang [σ] & Silas Felix Anyio [ρ]

Abstract - Human Resource Development strategy constitutes a major component of educational system of a nation. In many countries of the world including Nigeria, this has been accorded an important place in their efforts at achieving developmental goal. However, Human Resource Development is greatly determined by the standard of education in a country. This paper is aimed at examining the effects low standard of education in Nigeria on its Human Resource Development. Using only secondary data, it was discovered that both the National Policy on Education and the Nigerian Constitution emphasis the importance of investing in human resource through education for accelerated economic, political and social development. However, finding shows that, the present rate of underdevelopment and poverty among other social ills experience in Nigeria is a consequence of the decline in the quality and functional education in the country. The paper thus suggests that, for a reversal of the trend, there is the need for proper educational planning strategy, monitoring and evaluation, better learning environment and adequate funding. Corruption and indiscipline in the educational sector should also be tackled headlong.

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I. Introduction

The importance of qualitative human resource in the economic, social and political development of any nation cannot be overemphasized. No nation is known to have achieved great economic height or technological advancement without having a qualitative human resource. Even in the technological advanced and industrial nations of the world, qualitative human resources is still very essential to keep them abreast to changes. Thus, qualitative human resource is fundamental in deciding how much a nation can accomplish in its developmental objectives. The most effective developing countries have not only had a high rate of physical capital formation, they have also given priority to human capital formation (ILO 1995:89. Thus investment in human capital can enjoy rates of return that are at least as high as the returns of conventional investments. (Ojo, 1997)

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Countries like China, Japan, Korea, Israel, have experienced high level of development, despite the absence of any natural endow resource because of their investment in Human Resource or Capital. As Kuznet (1950) rightly asserts:

The major capital stock of an industrially advanced country is not its physical equipment. It is the body of knowledge amassed from tested findings and discoveries of empirical studies and the capacity and training of its population to use this knowledge.

No wonder, the developed countries have continued to be in the fore front of global technology breakthrough including the unfolding electronic, computer and internet revolution and due principally to the availability of various categories of qualified skilled manpower and technical experts. Therefore, the nature and quality of Human Resource Development programmes of a nation has a symbiotic relationship with its level of economic, social and political development. The Human Resource Development programmes of a nation are inculcated in its educational system. Thus, the quality of the educational system of a nation determines the caliber and quality of its human resource.

Apart from the numerous primary and secondary schools scattered across the country, Nigeria had in recent times witness proliferation of many Universities, Polytechnics and Colleges of Education. As at 2007, Nigeria had over 100 Universities (the Federal, State and Private), 90 Polytechnics and 70 Colleges of Education. Apart from these tertiary institutions, there are other specialists and professional Institutions established to train effective human resources for the nation. However, despite the large number of these educational institutions, and couple with the large turnout of graduates annually, the country is still lacking in terms of qualitative and skilled manpower. This is an indication that there is a problem with the educational system in the country. The paper therefore examines the important place of qualitative education in Human Resource Development in Nigeria and its effects on national development.

The paper derives its data solely from secondary sources and the method of analysis was the content analysis.

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II. Conceptual Issue

a) Meaning of Education

There is no acceptable definition of Education and this is because it connotes different things to different people, culture and society. Ukeje (1979) sees Education as a process, a product and a discipline. As a process, Education is a set of activities which entails handling down the ideas, values and norms of the society across generation. As a product, Education is measured by the qualities and traits displayed by the educated person. Here, the educated person is traditionally conceived of as a "knowledgeable "and "cultured" person. While as a discipline, Education is defined in terms of the benefits of organized knowledge to which students are exposed to. Fafunwa (1974) defines Education as the aggregate of all the processes through which a child develops abilities and other forms of behaviour which are of positive value to society.

Thus, we can see from the above definitions that Education does not end at the acquisition of knowledge. It is the ability to apply it for enhancing individual and societal progress. But the technological gap between the developing countries including Nigeria and the developed nation has continued to widen as these developing countries are still finding it difficult to provide her citizens with the basic necessity of life (i.e. food, cloth and shelter etc). In other words, these countries are still battling with the problems of poverty, hunger, and other vices of underdevelopment despite the availability of abundant human and natural resources.

b) Aims of Education

Although the aims of Education differs, it has been realized that the building of a modern nation rests on the development of individual personalities to strengthen a series of social and national solidarities; prepare men and women for the better services of their fellows; raise the general level of knowledge, technology, wealth, and the standard of living within the society (Ezewu and Tahir; 1997; 85)

The aims of Education in Nigeria as stated in the Nigerian National Policy on Education (2004) include "the desire that Nigeria should be a free, just and democratic society; a land full of opportunities for all citizens; able to generate a great and dynamic economy; and growing into a united strong and self-reliant nation". Furthermore, there is a consensus of opinion too that if Nigeria educational system is made functional, positive changes which can accelerate National development in the country will emerge. Thus, ensuring and maintaining a high educational standard is paramount in achieving the above educational objectives.

c) Standard of Education in Nigeria

While there is a convergence of opinion that the standard of education has been on a steady decline in the last two decades, (Ojo, 1997:160, Olaofe, 2005, Ezewu and Tahir 1997), the same convergence is difficult to attain in trying to identify the reasons for this decline. According to Ojo (1997: 161), the problems which beset the Nigerian educational system have been the causes of the marked fall in the country's educational standard. These include shortages of qualified teachers, inadequate financial and infrastructural facilities, deterioration of norms and values in society including the schools and government misplaced priorities and monopolistic control of the educational systems.

Olaofe (2005) pointed out that the major reason for the declining standard of education in Nigeria is the learning environment. He describes the situation thus:

e*ducational community demands, adequate educational facilities and conducive education environment- education with a ratio of one textbook to twelve students, dilapidated school classrooms and lecture halls, education without the basic teaching, learning facilities, and teachers who themselves are not better than the children they teach, is a complete mockery of sound education system.*

Thus, to solve the problem of declining standard of education, the major problems associated with the learning environment has to be resolved. This was supported by Akpan (2000) when he opined that with a physical environment conducive, teaching and learning will be accelerated. Adagba, et al. (2006) subsumed the factors responsible for the declining standard of education in Nigeria under the following headings; teachers/lecturers; learner/students; learning environment; school management; government policy; and societal factor. The effects of these factors on the standard of education are all-compassing and intertwine.

d) Human Resource Development

Human Resource Management (HRM) is a strategic and coherent approach to the management of an organization's most valuable asset… the people working there who individually and collectively contributes to the achievement of its objectives (Armstrong, 2004: 30). From the above definition, Human Resource Management implies the effective manipulation of people to get the best out of them towards achieving organizational goals or objectives.

According to Frank (1974) Human Resource Management is a series of activities in which the Job, the individual and the organisation all interact as each develops and changes. He further identified two major activities within the human resource area. The first is concerned with recruitment, selection, placement, compensation, and human resource appraisal. These

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groups of function are usually referred to as personnel or human resource utilization. The other groups of function are those directed at working with the existing human resource in order to improve their efficiency and effectiveness. These activities are designed to enable the existing members of the organization to assume new roles and functions. These activities according to Frank (1974) are concerned with Human Resource Development.

Human Resource Development (HRM) according to Ojo (1997:155) is the process of increasing the knowledge, skills and capabilities of people. He further identified the following five major means of developing human resources, formal education, training, extension services, health services and migration. He however, singled out formal education as constituting a strategic component of Human Resource Development. Thus, Education is synonymous with Human Resource Development. Human Resources Development is concerned with the provision of opportunity to increase one's skill and knowledge through training. Development of qualitative human resource is imperative considering the dynamic nature of the world, globalization, couple with the constant changes in science and technology and various socio- economic and political challenges in Nigeria.

Thus, it could be said that any nation, which refuses to develop her human resource would go into extinction. This also suggests that qualitative education is a prerequisite for the existence of a nation. No wonder, Onah, (2003) argued that any organisation or nation who refuses to develop her human resource will experience paralysis. A country which fails to achieve a proper balance in Human Resource Development will produce the wrong kind of high-level of manpower; allow the perpetuation of the wrong kind of incentives and emphasis the wrong kind of training (Harbison and Myers: 1975). The above statement is better appreciated when one looks at the issue of declining standard of education in Nigeria.

Despite, the numerous primary, secondary and tertiary institutions in the country, couple with the various educational reforms in place, the belief is that the standard of educational is falling. Also, the low level of science and technological breakthrough in the country can be attributed to the falling standard of education.

III. The Role of Education in Human Resource Development

Education is inevitable for human survival and it implies the development of valuable knowledge and skills in a society. Hence, O'Connor (1957:7) sees the educational system of any society as an elaborate social mechanism designed to bring about in the persons submitted to it certain skills and attitudes that are adjudged to be useful and desirable in the society. Education is expected to generate new knowledge in various fields of learning, accelerate economic growth, equalize income distribution, forge national unity and integration, and enhance cultural and social advancement (Umo, 1978).

In view of the importance of education, there is that general believe that he who ceases to learn ceases to exist even when he is still alive and to exist is more than to live Frieze (1970:34). Thus, one who exists has attributes of transcending, discerning, communicating and participating with others who are in existence. Whereas, one who is merely living does not possess these critical attributes. Therefore, one whose development of knowledge ceases has also stopped to exist, he is merely living (Osugu, 2004).

Education is also a supplier of trained manpower. The educational system of a nation determines the type, nature and caliber of manpower to be supplied to the various sectors in the nation. In recent times, the caliber of manpower graduated from the tertiary educational institutions in Nigeria is an indicator that the educational system is ineffective. This is so, because the knowledge acquired make them readily unfit for the labour market. This simply means that there is a mismatched between the skills acquired and labour market requirements.

Education is also an employer of the same trained Manpower. Tobias (1969) had a long time ago observed that education is the biggest user of high-level manpower whether in the developed or developing countries. Indeed, it is the biggest industry in terms of employment payroll and investment in plant. In Nigeria, since the early days of Nigeria independence, the Ashby Commission (1960:50) noted in its report that the most critical factors in Nigeria's development were capital and high level manpower. These two were emphasized by the Commission. However, the Commission concluded that of all the resources required for economic development, high-level manpower required the consistence lead time for creation.

To Obaji (2005), the responsibility of producing highly quality manpower and specialist is that of the nation's tertiary educational institutions. According to her, in the time past, thousand of well trained manpower turned out in the tertiary institutions across the country was highly sought after both at home and abroad. The exploits of Nigerian experts abroad is a clear affirmation of the quality of training impacted on them by the Institutions. However, that is not the same situation now as most Nigerian graduates are no longer employable. The quality of teachers constitutes a major determinant of the quality of education, because no educational system can rise above the quality of its teaching staff. The quality of teaching staff in the nation's educational institutions, whether primary, secondary or tertiary is a cause for concern. Their ability to deliver would be impaired by the ineffective training received.

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Human Resource Development through Education also constitutes a source of investment which is expected to yield economic returns. The National Policy on Education (1998:5) understands the strategic role of Education when it observed that "not only is Education the greatest force that can be used to bring about redress, it is also the greatest investment that a nation can make for the quick development of its economy, politics, sociological and human resource". The justification to invest in the labour force must have emanated from the treaties of Human-Capital Economists that the most valuable of factors of production is Human Capital translated into investment in human beings through formal and informal education, on- the- Job training and migration (Nwankwo 1981:57-58). Thus, investment in Human Capital can enjoy rates of return that are as high as the returns to conventional investments.

The Asian Tiger countries and other developed and highly successful economies are so because of the priority given to Human Capital formation. The emphasis on human resource investment through education in some of these countries had not only led to economic growth but has also resulted to rapid growth in employment. The growth in employment pattern has also resulted to an exceptionally fast increase in the real wages of workers and a drastic decline in poverty.

In Nigeria, this intensive investment in human capital is missing. Apart from lack of political will and commitment on the part of the government to invest in human resource development, the rate of government funding of education is very low. This has impacted negatively, on the standard of education from 1990-1997 as the real value of government allocation for higher education declined by 27% even as enrolments grew by 79%. Statistics also shows that the budgeted allocation for education in the country is still low as compared to the international standard. The UNICEF standard is that every country should invest 26% of its total annual budget on education. This has not been the case in Nigeria as revealed in the table below.

Table 1 : Federal Government Budgetary Allocation to Education from 1999 – 2001

Year	Allocation
7.2	
1995	12.32
1996	17.59
1997	10.27
1998	11.12
1999	8.36
2000	7.00
2001	7.9

Source: Dike (2000).

As revealed in the table above, the low funding of Education has its own implications on the standard of education in Nigeria.

Education also constitutes a major factor in occupational mobility and it is a leveler of opportunities. However, the caliber of staff employed, especially as teachers into the educational institutions, constitutes a major barrier to maintaining high educational standard in Nigeria. Employment which is expected to be based on merit had been jeopardized by sentiments and other primordial factors. As Olaofe (2006) rightly observed "the appointment of teachers who themselves are not better than the children they teach, among other factors is a complete mockery of a sound educational system". In some of the government educational institutions, appointment of staff (both academic and non-academic) is hinged on ethnocentrism and other sentiments instead of merit. Interview and other forms of selection processes are done to officially and legally formalize these irregularities. Added to this, posting of staff on schedule of duty is done without regard for the person's area of specialization. With this, unqualified and mediocrities were introduced into the educational system and they tend to serve the interest of those who brought them into the system rather than serving the interest of the institution. As Onah (2003:122) has rightly said, "an untrained staff is a liability to a dynamic organization as he not only applies the wrong skills, but also impacts the wrong knowledge to others coming after him and those he happens to be supervising". This is the situation in most of our educational institutions in Nigeria today.

Human development through education has a symbolic relationship with a nation's development efforts. Manpower is the basic resource and it is the indispensable means of converting other resources to mankind's use and benefit. Therefore, how well we develop and employ human skills is fundamental in deciding how much we will accomplish as a nation. The manner in which we do so will moreover, profoundly determine the kind of nation we become" (U.S Dept of Labour). The assertion that qualitative human resource is a key to development cannot be contested. The availability of skills manpower is a sine- qua- non for modernization in general and economic growth in particular (Ojo, 1985)

Making reference to Korea and other newly industrialized countries In Asia, Park (1992:30) believes that when there are fairly well developed human resources, lack of abundant supplies of other factors such as (physical) capital and technology does not pose an insurmountable barrier to sustained growth. Harbison, (1973:7) also asserted that:

Human resources- not capital or income, not material resources constitute the ultimate basis for wealth of nations. Capital and natural resources are passive factors of production. Human beings are the

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active agents who accumulate capital, exploit natural resources, build social, economic and political organisation and carry forward national development. Clearly, a country which is unable to develop their skills and knowledge, the national economy will be unable to develop anything else.

It is in view of this that the International Labour Organisation (ILO, 1995:89) concluded that the most successful developed countries have not only a high rate of physical capital formation, they have also given priority to human capital formation. Thus, the developed countries have continue to be in the fore front of global technological breakthrough including the unfolding electronic and computer revolution due principally to the availability of various categories of skilled manpower and technical expertise. Due to the same reason, the technological gap between the developed and developing countries is widening as many of the latter are finding it increasingly difficult to meet basic needs such as food, clothing and shelter. In Nigeria, 70% of the population are till wallowing in abject poverty and the development of other sectors, i.e., transport, power, education, health among others are still at rudimental stages.

Olaofe attributed the lack of development to low quality of education in Nigeria. According to him, the resultant effect of the low quality of education has often been witnessed in the lack of modernization across levels of the Nigerian life. Education has placed Nigeria far behind in the modernization role and the defect has been the mother and father of all evil that follows, poverty, debt burden, violent, conflicts, corruption, abuses of human right, abuses of power, killer disease, epileptic democratic government and so on. The statistical figure backing up these ends are disheartening and depressing. Nigeria is at the bottom of a list of 21 African nations in terms of learning achievement.

Human resource development through education remains the only solution to solving the problem of poverty, unemployment and other development problems experience in Nigeria and other developing countries. With effective human capital through sound educational system, the wealth of the nation would be equitably distributed, especially in favour of the poor thereby improving their wellbeing. As Jones (1975) rightly asserts, "education sector in any country particularly in a developing country is very strategic as a proportion of government budget of the same manpower, and as the main sector through which national identity and national goals and aspiration are given meaning and reality among the people." Thus, human resource development through education is the means and the end of all developmental efforts.

IV. Conclusion/Recommendations

There is a consensus of opinion that if Nigerian educational system is made functional, positive changes which can accelerate national development in the country will emerge. The importance of Human Resource development through sound and effective education cannot therefore be over emphasized. The fact remains that the quality of human resources of a nation determines the rate at which a nation overcomes some of its developmental problems and challenges and as well achieve its development goals. Therefore, a qualitative and functional education is a sine- qua- non to qualitative human resources development in Nigeria.

- Thus, for Nigeria to develop, and overcome the various evils of underdevelopment, its educational system has to be made functional. The right type of education needed for accelerated development should be emphasized. That is, more emphasis should be on Science and Technology related courses, rather than other Arts and Social Science courses where a larger percentage of Nigerian graduates were been turnout.
- Similarly, technical, vocational and entrepreneurial education should be emphasized rather than theoretical knowledge as obtained in the system. Thus, the school curricular needs to be reviewed to make them relevant and practice oriented.
- Added to this, only qualified qualitative teachers and lecturers should be allowed to take up teaching appointments in our educational institutions. Teaching appointment should not be made for the Jobless or those who are looking for a place to earn income for a living. It should be for those with the ability, aptitude and knowledge. Merit should be the watch word in terms of appointment of teachers and lecturers.
- Also, an environment conducive for teaching and learning (i.e. quantitative and qualitative instructional and infrastructural facilities, funding, motivation etc) should be provided.
- Effective structures for the supervision and monitoring of educational policies and programmes as well as the activities of the educational institutions should be put in place.
- Corruption which has been the bane of our developmental efforts should be checked in the educational sector. Finally, government political- will is needed to make the educational sector more effective.

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Post-Method Pedagogy and ELT in Bangladesh

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Abstract - A widespread dissatisfaction with the conventional concept of method has led to the development of a new concept named post-method pedagogy. The proponents of this concept argue for formulating a new style of classroom practices for teaching English as a foreign or a second language based on contextual realities and teachers' experiences and knowledge. As to ELT in Bangladesh, there is a necessity to reconstruct the present ELT practices since CLT, which is now being followed as an approach to second/foreign language teaching, has failed to produce expected result. For the purpose of constructing an effective pedagogy for ELT in Bangladesh, there is a scope to utilize the concept of post-method pedagogy. In the present article, attempts have been made to explore the various features of this concept to determine which of them are practical for the context of Bangladesh and, therefore, significant for ELT practices in the country.

Keywords : post-method pedagogy, methods and approaches, communicative language teaching, learning to communicate, communicating to learn, contextual realities, particularity, practicality, possibility, teaching-learning practices, etc.

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Post-Method Pedagogy and ELT in Bangladesh

Mohammad Emdadul Huda

Abstract - A widespread dissatisfaction with the conventional concept of method has led to the development of a new concept named post-method pedagogy. The proponents of this concept argue for formulating a new style of classroom practices for teaching English as a foreign or a second language based on contextual realities and teachers' experiences and knowledge. As to ELT in Bangladesh, there is a necessity to reconstruct the present ELT practices since CLT, which is now being followed as an approach to second/foreign language teaching, has failed to produce expected result. For the purpose of constructing an effective pedagogy for ELT in Bangladesh, there is a scope to utilize the concept of post-method pedagogy. In the present article, attempts have been made to explore the various features of this concept to determine which of them are practical for the context of Bangladesh and, therefore, significant for ELT practices in the country.

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I. Introduction

The emergence of the -concept of post-method pedagogy is related to the dissatisfaction with the methods and approaches that have so far emerged in the foreign and second language teaching domain over the last century. This concept began to take a shape from the mid-nineties of the last century as the existing methods and approaches, specially the CLT, failed to come abreast with the hopes and expectations with respect to second/foreign language teaching. None of the existing methods and approaches proved sound and perfect, and therefore, could produce expected results irrespective of language teaching contexts. Even CLT that came into being in the 1970s with a big bang in the backdrop of the failure of the Audiolingual Method and the popularity of which spread all over the world failed to prove effective in many contexts, specially in the main stream of education of Afro-Asian countries. Soon after its introduction in these countries, people concerned with teaching English as a second or foreign language began to complain against many principles of this approach, putting the efficacy of this approach into question, which ultimately led to the emergence of the concept of post-method pedagogy.

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In Bangladesh CLT was introduced in the mid-nineties of the last century, and since then it has been being used for teaching English as a foreign language in the country. But the introduction of CLT has been the cause of deterioration of the quality of English education in the country, instead of being the cause of improvement. Therefore, the present state of ELT practices in the country necessitates a rethinking. In such a backdrop, the concept of post-method pedagogy can be properly utilized for reconstructing the paradigm of the ELT practices in the country. The present article has attempted to discuss firstly what we know about the concept of the post-method pedagogy and then how some points of this concept can be utilized for the purpose of developing an appropriate methodology for ELT in the country.

II. The Concept of Post-Method Pedagogy

A method is generally understood as a package of guidelines about how language teaching should be done. According to Richards and Rodgers (2001, p. 245), it refers to "a specific instructional design or system based on a particular theory of language and of language learning". It embodies some assumptions about language and language learning, and accordingly provides some guidelines about the role and nature of instructional materials, roles of learners and teachers, mode of classroom instructions, tasks and activities to be practised and so on. That is, a method on the basis of some assumptions or theories about language and learning dictates different aspects of language teaching-learning practices. Defining a method Nunan (2003, p. 5) says, " A language teaching method is a single set procedures which teachers are to follow in the classroom. Methods are usually based on a set of beliefs about the nature of language and learning".

In contrast to the idea of a method, the concept of the post-method pedagogy asserts that none of the conventional methods or approaches is complete or absolute individually for second/foreign language teaching. Therefore, there is no need for the wholesale adoption of any method for the purpose of language teaching. Rejecting the exclusive use of a method, the proponents of the post-method pedagogy argue that language teaching or learning is a complex process and is subject to various factors such as participants, contexts, time, purpose, etc. Therefore, "The notion that one method can be appropriate for every teacher and every learner in every time and every place is absurd

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absurd when one considers the myriad factors that comprise a given language classroom" (Cattell 2009, p. 59). Instead of relying on any existing method, they suggest the language teachers to construct their own methods on the basis of the local contextual variables. While in case of the existing methods it was the theorizers who devised theories and developed methods based on them, in case of the post-method pedagogy it is the teachers who are to formulate their own methods or theories of practice based on local contexts and their own experiences in classroom teaching. Distinguishing the concept of post-method from that of method, Kumaravadivelu (1994, p. 29) says, while the concept of method involves theorizers constructing "knowledge-oriented" theories of pedagogy, post-method involves practitioners constructing "classroom-oriented" theories of practice. Therefore, when generalization and centredness are the criterion of a method, individuality, practicality and localness are the key points of the concept of post-method.

The term 'post-method' was first coined by Pennycook (1989) and then was taken up by others, including Prabhu (1990), Alright (1991), Stern (1992) and Kumaravadivelu (1994, 1999, 2001, 2003, 2006). Though the main thrust in the post-method concept is to develop a new set of strategies and procedures for language teaching, it does not advocate for complete abandonment of the existing methods. Instead, it endorses any attempt on the part of the teachers to modify and adjust an established method to the realities of their local contexts, thus recreating them as their own (Richards and Rodgers 2001, p.251). By drawing on a number of methods, teachers can develop an eclectic method harmonious with the local contextual variables. In this regard Cattell (2009, p. 59) says, "One way to overcome the limitations of the methods paradigm would be to simply allow teachers to choose from a variety of methods".

As the key points of the concept of the post-method pedagogy Kumaravadivelu (2001, p. 538) has suggested three parameters—*particularity, practicality and possibility*. By the parameter of *particularity*, he argues that language teaching practices should be sensitive to "a particular group of teachers teaching a particular group of learners pursuing a particular set of goals within a particular institutional context embedded in a particular sociocultural milieu" (p. 538). That is, post-method pedagogy has to be sensitive to the context where language teaching will take place, taking into consideration the teachers, the learners, and the institutional and sociocultural factors of a context. By the parameter of *practicality*, Kumaravadivelu (2001, p. 541) points out that there should be a harmony between what the teachers of a particular context will theorize and what they will practise in classroom teaching. According to him, a theory is meaningless unless it can be applied in practice. Therefore, teachers themselves should try to derive their own theories from their language teaching practices on the basis of their understanding of the problems they face while teaching in their contexts. By his third parameter of *possibility*, he (2001, p. 543) states that second language teaching and learning should be seen not only as learners' grasping new linguistic and cultural knowledge, but also as a tool to help them to come to grips with their own identity. That is, language education has to provide "its participants with challenges and opportunities for a continual quest for subjectivity and self-identity", and also for connecting their linguistic needs to their social needs.

The concept of post-method pedagogy considers teachers and learners as very significant because it is they who are to play the central role in a language teaching programme. Teachers are to shoulder the responsibilities of devising their own theories from their constant practical experiences, and then of applying those theories into practice. However, to do their job properly they are expected to be knowledgeable and skillful, and should have adequate amount of information about both the theoretical and practical aspects of language teaching and learning. That is, in this pedagogy they, as Kumaravadivelu (2006, p. 173) has argued, need to "develop the knowledge and skill, attitude, and autonomy necessary to construct their own context-sensitive theory of practice". As to learners, they need to be not the mere recipients of knowledge, but actively take part in pedagogic decision-making to promote the idea of learner autonomy.

III. The Present Scenerio of ELT in Bangladesh

English language teaching-learning practices in Bangladesh are still revolving round the conventional concept of a method. That is, Bangladesh like many other countries of the world is still suffering from the CLT phobia and, therefore, has not been able to come out of the method paradigm. Before the introduction of CLT, it was the Grammar-Translation Method that was traditionally followed for teaching English in the country. As with other methods, dissatisfaction was also with this method, especially for its failure to impart communicative competence to learners. Therefore, the switch over from this method to the CLT approach was made on the expectation that this change would improve the quality of English teaching and learning in the country as a whole. Thereupon, new textbooks compatible with the principles of CLT were written for the students of the primary to the higher secondary levels of education, and training on this new approach was given to the English teachers so that they could properly apply the principles of this approach to the classroom teaching. But in spite of all these efforts, the desired result is yet a far cry. Even after fourteen years of the introduction of CLT in the country the quality of English

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education here has not improved at all. A number of studies/investigations done on the application of CLT for teaching English in Bangladesh report that the quality of English education has alarmingly deteriorated after the introduction of CLT. According to the report of a baseline study done by English in Action (EIA) project in 2008-09, a significant number of students even after many years of schooling have not progressed beyond initial level of competence in spoken English (p. 26). In the report, it is also mentioned that the overall competence in spoken English of the teachers, learners and community adults of the country is very frustrating (p. 14).

Neither the teachers nor the learners of Bangladesh are enthusiastic to follow the principles of CLT. In teacher training programmes, seminars, workshops, textbooks, etc., ELT teachers are advised to apply the principles of CLT in the classroom, but in actual practices there is no reflection of this instruction or advice. Islam (2011, p. 384), in a study on the practice of CLT in the country, finds that teachers here are very reluctant to promote the ideals of CLT and therefore avoid its application. The new English textbooks based on the principles of CLT contain a lot of communicative tasks and activities in the forms of pair work, group work, role-play, etc., but the learners do not practise them in classrooms. What they do in the classroom is nothing more than translating the reading-texts available in these textbooks into Bangla. In addition to this, what they care most is practising the answers to the model questions from notebooks or guidebooks to prepare themselves for examinations. The teachers on their part do not teach by following the lesson-plans of the textbooks. Instead, they are mainly seen using 'Bangla translations to explain the meaning of the text' (Haider and Chowdhury 2012) or helping the learners solve the model questions of the guidebooks. Obviously, one kind of chaotic situation is prevailing in the name of CLT in the present scenario of English language teaching and learning in the country.

IV. Using the Concept of the Post-Method Pedagogy for ELT in Bangladesh

The above picture of the present circumstances of ELT in Bangladesh asserts that the country badly needs to reconstruct the existing teaching-learning practices for ELT. To make the present practices effective, there is no alternative to making them compatible with the contextual realities of the country and thus developing a method or pedagogy of the country's own. In this respect, the concept of the three parameters of the post-method pedagogy—*particularity, practicality and possibility*—as proposed by Kumaravadivelu (2001) may come to a great help. The methodology or pedagogy to be developed particularly for Bangladesh can be based on the key ideas of this concept, that is, on *particularity, practicality* and *possibility*. However, at the same time, it is essential to be cautious about some other points of this concept as they are not applicable in the context of Bangladesh. In other words, only the points which are practical, and hence, applicable in Bangladeshi context can be utilized.

a) Using the Parameter of Particularity

As it has been mentioned earlier, the concept of *particularity* argues for making language teaching practices context-sensitive so that they do not conflict with the local variables. Every context has its own peculiarities, and therefore, needs to be considered separately while constructing pedagogy for that context otherwise language teaching will not be effective and practical. As to Bangladesh, it can be said that she has her own contextual peculiarities, which are different from those of many other countries of the world. The need for English language, the cultural profiles of the teachers and the learners, the skills of the teachers in the target language, the situational strengths and weaknesses, etc., of Bangladesh are different in nature and quality from those of many other countries. Obviously, the methodology to be developed for ELT in Bangladesh has to be corresponding to these peculiarities as per the concept of *particularity.*

CLT has failed to work in the context of Bangladesh mainly because the parameter of *particularity* has been ignored. The teaching-learning practices which CLT embodies match with the cultural and situational realities of its origin countries, the countries which Holliday (1994) has referred to as BANA countries (Britain, Australia and North America), but mismatch with those of Bangladesh. That is why, the teachers and learners of the country do not feel any cultural affinity with the teaching-learning practices assigned by CLT. The roles it assigns to teachers and learners, the learning items it suggests, the types of tasks and activities it advocates, the skills it prioritizes, the patterns of interactions it recommends, the procedures it claims, etc., do not properly match with the beliefs, the styles, the preferences, the experiences and the values of the teachers and learners of this country which are deeply rooted in its culture.

Due to their cultural orientation in family, educational institutes and wider society, the learners of Bangladesh like to depend on teachers for their learning rather than pursuing autonomous and discovery-oriented learning or pursuing the strategies of peer-correction and peer-learning as suggested by CLT. To learn grammatical rules explicitly, they like to get them explained by their teachers. On the part of the teachers, they like to control the classroom activities to have an authority over learners, instead of merely monitoring or facilitating those activities as suggested by the ideology

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of CLT. Teachers here are like guardians and "asking too many questions to and entering into a debate or argument with the teachers is a sign of disrespect and teachers hardly appreciate it" (Islam 2000).

The same cultural orientation inculcates in the beliefs of the teachers and learners that knowledge is 'a monolithic entity' which needs to be transmitted to learners by teachers, that learning is something to be pursued in a systematic way and to be memorized, that a textbook is an embodiment of knowledge and is, therefore, sacred and so on. About the beliefs of the people of Bangladesh, Rahman (1999) says, "knowledge is seen as monolithic entity, a finite, inflexible 'object', to be accepted whole and to be memorized and regurgitated." Therefore, the reluctance of the teachers and learners of Bangladesh to follow the instructions of the present English textbooks should be sought in their cultural profiles. Besides, the situational variables such as class-size, duration of class, infrastructural realities, availabilities of teaching-learning aids, efficiency of teachers, etc. do not support the principles of CLT.

The cultural phenomena of Bangladesh assert that the teachers here have to remain at the centre of the classroom, control all the classroom activities and also take the responsibilities of the learners for their learning, especially at the primary and secondary levels of education. It is the teachers who need to introduce the required interactions in the classroom and to ensure the learners' practice of using English. Commenting on the appropriate classroom practices in Bangladesh, Shahidullah (1999) says that individual works under teachers' control will prove more useful here than group and pair works. Besides, he suggests that interactions with texts, free discussions in whole class sessions, seminars, tutorial discussions, etc., can also be utilized more meaningfully and effectively in the country. Therefore, while determining the features of the teaching-learning practices for ELT in Bangladesh all these points of distinctness of the culture and situation of Bangladesh have to be taken into account.

b) Using the Parameter of Practicality

The parameter of *practicality* according to the concept of post-method pedagogy claims that any theory to be chosen for any pedagogy must have the quality to be applied into practice (Kumaravadivalu 2001). That is, the appropriate pedagogy for a particular language teaching context will be the one that will be based on such a theory or theories as can be translated into reality. CLT in Bangladesh is lacking this essential quality of *practicality,* and it can unmistakably be understood if the learning theory underlying this approach is analyzed in relation to the context of the country.

The learning theory of CLT advocates that any language can be learnt best through communication as it is done in case of a child's learning its mother language. In other words, the process of second or foreign language learning should be similar to the way a child acquires its mother tongue. Krashen (1982) has termed this process of language learning as *natural approach* in which there is no need to learn explicit grammar. While involved in communication in the target language, learners can pick up the elements of the language implicitly without being conscious of the grammatical rules. But the success of this natural approach to language learning mainly depends on learners' opportunity for getting exposure to the target language both inside and outside the classroom. If learners in this approach do not get exposure to the target language in the way a child gets it to its mother language, this approach does not prove effective. It is found that learners' exposure to the target language is generally ensured in an environment where the target language is widely/extensively used as a medium of daily communications and where the target language is used as a medium of instructions in the classroom. Generally, the society where the target language is used as a second language or a first language can provide learners with such an ideal environment.

But the context of Bangladesh is quite different from such an ideal environment since English is treated here as a foreign language and seldom used for daily communications in the society. Bangladesh being a monolingual country, English is not required to be used as a link language for daily communications in the way it is used in many countries like India where people of different language communities live together. Besides, its status being a foreign language, its official use is restricted. Therefore, the learners here do not get any exposure to English outside the classrooms. In the classrooms too, they do not get any remarkable exposure to it as the medium of instructions in the country is not English. English is spoken here only in English classes and that too is not done properly since teachers here at the lower levels of education are not skilled enough to speak it competently and continuously in the classroom. In a study on some secondary schools of Bangladesh Haider and Chowdhury (2012) found that a very small portion of the English language teachers here can use English thoroughly in the classroom. In such an environment, the theories of CLT appear to be absurd since they are not applicable.

Therefore, there is no denying that the theory of CLT which underpins the present teaching-learning practices in Bangladesh should be given up, and in its place the theory which is applicable in her context has to be adopted. Therefore, in a context like Bangladesh, the main approach to learning English should not be through communication, but through learning its system. English as a language is a system consisted of so many rules and structures, and what is practical and logical for the learners of the country is to learn these rules and

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structures in their attempt to learn it. According to McDonough and Shaw (1993, p. 35), a more grammar-oriented syllabus is to be preferred in a context where English is a foreign language and where learners have very little scope for exposure to it. However, to cope with their communicative needs in English in practical life, the learners of Bangladesh also need to get involved in the practice of communication in it. Therefore, considering both the points- to learn English as a system as well as to learn how to communicate in it- the trend of English language learning in the country has to be 'learning to communicate', instead of 'communicating to learn.' The 'learning to communicate'-approach attempts to help learners master the knowledge of the system of English, on the one hand, and the ability to use it for practical communication purposes, on the other hand. Waters (2012), through an investigation into the trends in methods, has found that though at the theoretical level 'communicating to learn' approach still persists in the ELT domain, at the practice level 'learning to communicate' approach is growing stronger day by day. To identify the cause of this gap between theorizing and actual practice, he refers to an argument of Ur (2011) which she has made in one of her article with respect to the teaching of grammar. In the article Ur (ibid, p. 518 cited in Waters 2012) argues that the actual practice of second language teaching not only involves SLA theories but also many other practical things including learners' socio-cultural background, and that these practical features often exercise more influence on classroom teaching than the SLA theories. After a classroom-based research conducted over the last 15 years, Lightbown and Spada (2006, p. 176 cited in Waters 2012) comment that the form-focused instruction and corrective feedback within the context of communicative and content-based programmes will be more effective than the programmes limited to a virtually exclusive emphasis on comprehension, fluency or accuracy alone.

The psychological dispositions of the teachers and learners of Bangladesh also correspond to the demand of the practical situation of the country with respect to English language teaching and learning. In an empirical study, Huda (2004, p. 123, 126) finds that the learners in Bangladesh prefer to learn English by learning its grammatical rules in the one hand, and also believe in the requirement of getting involved in the practice of using it for communicative purposes. The teachers too like to teach grammatical rules and believe in the necessity of engaging their learners in the practice of using English. Therefore, the learning theory for ELT in the country has to accommodate both these aspects of language teaching. Any attempt to teach English only through communication, without teaching its grammatical rules or system will prove futile.

c) Using the Parameter of Possibility

Like the parameters of *particularity* and *practicality*, the parameter of *possibility* is also very much important for ELT in Bangladesh. Bangladesh is an independent country with her own population, history, culture, language, literature, geography, vision and so on. But at the same time she is a member of the United Nations and many other international organizations. That is, she has different kinds of needs for using English both at national and international levels. Obviously, ELT in the country has to provide the learners with the opportunities for recreating their identities both from local and global perspectives as per the concept of *possibility*. To put it in other words, the ELT methodology that has to be developed for this context must promote learners' opportunities to explore their new identities based on their relationships with both localness and globalness. On the one hand, the methodology should enable the learners to know how to promote their own culture, literature, history, language, etc. at the international arena with the help of their new linguistic capability; on the other hand, it should also enable them to be conscious of the cultures, life-styles and perspectives of the people of other countries and thereby rebuild their own identities with this new consciousness. Obviously, with these views in end, the English textbooks of the country have to include remarkable amount of literary texts, along with other kinds of texts, embedded both in the local and foreign cultures, with priority to the local cultures. Commenting on the usefulness of local literary texts over native speaker ones, Alam (2007, p. 381) says, "Such texts allow students to engage with material issuing from the world around them and help learners develop their confidence in their ability to use the language and to write back through it." But the present English textbooks of the country at the primary, secondary and higher secondary levels include neither local nor foreign literary texts. With some exceptions, they include only non-literary texts, and the quantity of these texts too is not sufficient for requirements, especially for reading purposes. The necessity of extensive reading texts cannot be undermined for learning a language. According to Alam (2007, p. 383), "Students should always read more rather than less if they are going to learn a language."

d) Looking Critically at Some Points of the Concept of Post-Method Pedagogy

Though many of the points of the concept of the post-method pedagogy are applicable to ELT in the context of Bangladesh, some other points of it are not practical, and therefore, not appropriate for this context. It is seen that in this concept an enormous volume of responsibilities has been imposed on the shoulders of teachers, asking them "to theorize from their practice and practice what they theorize" (Kumaravadivelu 1999).

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To do their job properly, they need to "understand and identify problems, analyze and assess information, consider and evaluate alternatives, and then choose the best available alternative that is then subjected to further critical evaluation" (Kumaravadivelu 2006, p. 173). That is, every individual teacher needs to devise his/her pedagogical principles and then develop his/her own materials for teaching purposes. To put it in other words, he or she has to determine his/her own repertoire of the most effective strategies and techniques for classroom teaching through the exercise of his/her autonomy and individuality in his/her job. But to do all these activities or to carry out all these responsibilities on the part of the teachers of this country is neither practical nor possible due to various kinds of contextual as well as their personal limitations.

In Bangladesh the ELT teachers at the primary and secondary levels of education, as it has been mentioned earlier, are not equally competent and qualified, and therefore, unable to develop their own teaching materials or to develop their own sets of strategies and techniques through constant research. Making a comment on the ability of language teachers all over the world, Khatib and Fat'hi (2012) say, "Not every single teacher is competent and confident enough to be autonomous and draw upon his her 'sense of plausibility'." The ELT teachers in Bangladesh have their own limitations in terms of their time, energy, opportunity, resources, quality to shoulder the enormous responsibilities assigned to them by the concept of post-method pedagogy. They have high workload as well as financial and occupational constraints, and are too busy to devote adequate time and energy to make their experiments on teaching practices in the fashion of, as Kumaravadivalu (2001, p. 539) suggests, 'trying them

In addition to the qualificational and personal constraints of the teachers, there are also various kinds of contextual constraints in Bangladesh, which create impediments in the way of teachers' developing the pedagogy of their own. The teachers here need to operate within the tight administrative and financial frameworks at their educational institutes. They have to teach in accordance with the prescribed syllabuses, textbooks and time schedule, and enjoy little freedom to go beyond these restrictions. The syllabuses and the textbooks they are required to follow provide them with the specific work-plans and guidelines regarding what to teach, how to teach and also how long to teach in the classroom. They have no space at their educational institutes to avoid these work-plans and guidelines, and therefore, cannot pursue their own autonomous plans. They have also obligation to prepare students for examinations, which intensely compels them to act up to the demand of the question-papers. Besides, the lack of teaching-learning aids, lack of library resources, shortage of teachers, large class-size, financial crisis and other situational realities of Bangladesh pose problems for them to act freely to construct their own method or pedagogy.

The massive roles that teachers need to play in the post-method pedagogy are impractical not only for the teachers of Bangladesh, but also for the average teachers of any context. A teacher's empowerment and autonomy have been emphasized in this concept, but in practice "the teacher is not given much elbowroom to perform freely and to make his or her decision" (Khatib and Fat'hi 2012). Expressing the similar views, Akbari (2008) says that the post-method pedagogy has neglected the social as well as the professional limitations which teachers confront in their day-to-day negotiation of their identities and practice.

To comment on the appropriateness of the post-method pedagogy in the context of Bangladesh, it can be said that though the parameters of *particularity, practicality* and *possibility* of the post-method pedagogy sound good and hence can be utilized for ELT practices in the country, it is not the teachers of the country, especially those at the primary and secondary levels, who are the right persons to 'theorize from their practice' or to 'be engaged in constant research' as Kumaravadivelu (2001) has suggested. Rather it is better to assign this load to the researchers or ELT experts or some selective and qualified teachers of higher education who are capable of doing meaningful research. While doing this research, they need to go deep into the socio-cultural features and also the situational realities of this country. They need to investigate into the beliefs, experiences, expectations and preferences of the teachers and the learners of this country because all these issues are deeply rooted into the culture of this country. Besides, they also need to seek the views and opinions of other concerned stakeholders to base the teaching-learning practices on the practical, effective and pragmatic principles and norms.

On the part of the teachers what they are required to do is to co-operate the researchers and share with them their experience, preferences and beliefs about language teaching and learning so that those can be taken into account properly. In other words, teacher's role in the context of Bangladesh will be that of a mediator. Widdowson (1990, p. 22) expresses a similar view when he says, "it is teachers who have to act as mediators between theory and practice, between the domain of disciplinary research and pedagogy."

As to the idea of learner autonomy, as advocated by the concept of post-method pedagogy, it creates a complete mismatch with the cultural profiles of the learners of Bangladesh. In an empirical study on the teaching-learning culture of Bangladesh, Shahidullah (1997, p. 124, 185 & 200) finds that the learners of Bangladesh want to learn under the guidance of their teachers. The teachers too believe that learners learn

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best when they learn under their control. Therefore, learner-autonomy or learner-centredness, though forwarded by the concept of post-method pedagogy, has to be avoided in the context of the country.

V. Conclusion

The introduction of CLT as an approach to English language teaching in Bangladesh has failed to produce any positive result. The main cause of this failure should be searched in the mismatch between the principles of CLT and the contextual realities of the country. The context of Bangladesh has its own peculiarities in terms of cultural and situational variables, which claims a specific kind of teaching-learning practices for ELT in the country. Therefore, it is essential to reconstruct the ELT teaching methodology of the country with a view to making it effective, taking the local contextual features into account. In this regard, there is much scope to utilize the concept of the post-method pedagogy, the concept which has emerged in the backdrop of the failure of all the established methods and approaches. However, at the same time it should be kept in mind that the wholesale application of this concept will not bring any fruitful result as some of its suggestions are not applicable in the context of the country.

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Products of Primary Education: Asset to Societal Development, a Link to Basic Decision Making

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Abstract - This study examined the product of primary education as asset to societal development and a link to basic decision making. The subject (180) primary six pupils and 90 primary school teachers were drawn from the schools that were involved in the study. The study was a descriptive one in which the ex-post facto survey method was used. Thee different instruments were used. They are: English Language Achievement Test (ELAT), Primary Mathematics Achievement Test (PMAT) and the Teachers' questionnaire. The results showed that the products of primary school education are useful to themselves and to the society at large (Chi squared calculated = 72.80, df = 2; $p < 0.05$). The study further established government intentions to make products of primary education functional and productive citizens/ members of the society (Chi squared calculated = 18.07, df = 2; $p<0.05$). Recommendations were made based on the outcome of the study..

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Thee different instruments were used. They are: English Language Achievement Test (ELAT), Primary Mathematics Achievement Test (PMAT) and the Teachers' questionnaire. The results showed that the products of primary school education are useful to themselves and to the society at large (Chi squared calculated = 72.80, df = 2; $p < 0.05$). The study further established government intentions to make products of primary education functional and productive citizens/ members of the society (Chi squared calculated = 18.07, df = 2; $p<0.05$). Recommendations were made based on the outcome of the study.

I. Introduction

The inception of primary school education was fully packaged and associated with meaningful and laudable reasons and ideas. Though the main reason behind the Western world's establishment of primary school education could be seen as for the selfish purpose. Obanya (2003) and Afe (1990) in Komolafe (2000, 2010) identified the critical role of primary school education even before independence as a national system of education that perfectly suit the needs of its citizenry and making it development-oriented. Nigeria, like many other countries of the world, has through her universal primary education programmes and policies (NPE, 2004) have been providing equal educational opportunities for all her citizens. This is why government at the federal, states and local levels has always made substantial efforts to make primary education available and accessible to all children of school age irrespective of their geographical location, religion, socio-economic status and political affiliations (Komolafe, 2010).

The universal primary education programme of the Old Western Region in 1955, the National UPE programme in 1976 and the current Universal Basic Education (UBE) programme have made some appreciable impact on the expansion of primary education in Nigeria in order to provide its' citizens with human capabilities as observed by Sen 1999 which are essential both to the members of the society and for the development of the nation. In Afe's view, he explains that what is normally ignored about Nigeria education through the missionary is centred on the fact that "the zeal for missionary endeavour coincide with European interest in the commercial and political drive to penetrate the interior of the African continent'. He further revealed that to believe that the missionaries connived with the traders and explorers to exploit the people under the disguise of making them Christian converts could be erroneous. Thus the Bible and the plough were seen to be complimentary Taiwo (1980) opines that:

> "In short, the aims of the Christian missions generally were the Bible and the plough (this was the famous slogan from the memorable statement by Thomas Fowell Buxton" it is the Bible and the plough that must regenerate Africa as well as the development of the local languages and the identification and training of evangelical leaders".

With reference to what Boyd (1961) cited by Afe (1990), the assertions of Taiwo (1980) and Osokoya (1989) and also considering what Akinbote, Oduolowu and Lawal (2001) revealed, it could invariably be deduced that, the missionaries purpose of education were nothing short of the aim of church of the dark ages, which was education provided not because the church regarded education as good in itself but because the clergy and his loyalists needed as much of the formal learning as was required for the study of the sacred writings and reading of the Bible. At that stage products of primary schools were basically seen as the clergy's assistants or the catechists and they were also part of the church decision making body who contributed to the church development. It was observed then that some of these products became teachers, church clerks, interpreters in the government service and the commercial houses, while others became artisans such as tailors, carpenters and bricklayers.

Thus, Taiwo (1980) revealed that:

> "It is kept alive by constant attention to the educational content and the structure of the system, the quality of the final product from the institutions, the main goals of education, the relevance of education to the manpower needs of the country, the quality of the teachers, the religion and moral tone of the schools and the employability and the employment opportunities of their pupils".

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At that time, initially the population of educators were very few, coupled with the refusal of the then Nigerian government to be involved in education, thereby giving those who sponsored education the optimum opportunity to reap its products to meet its target.

The interest of Nigeria government in education according to Ogunni (1990) was first indicated in 1877 when the Lagos administration of the British colonial office made grants of two hundred British pounds (£200) to each of the 3 missionary societies in charge of education then. This began the involvement of government financial support after three decades after the commencement of the westernized education in the country. However, it could not be ascertained if the government has been gaining from the education of its nation neither could there be any denial of this. It could, therefore be deduced that government must have been realizing and enjoying the dividends of education through its products, otherwise, the promulgation of different ordinances and policies on education starting from 1882 Education Ordinance to the present Universal Basic Education (UBE) (1999) programme culminating in the National Policy on Education of 2004 would not have been necessary nor received government's attention.

These are (policies and programmes) the means government has been using to elicit information, instruction and even to identify difficulties and problems facing primary school education. There was no doubt that there were a lot of achievement through these means which at the end have been highlighting the educational desire in which the expectations of the primary education were clearly written. The products of primary education today as far as Nigeria is concerned is expected to be functional member of the society even if such citizen formal education terminates at the primary school level. This is why this paper examined if the products of primary school education are asset to societal development in decision making. It also focused on how far the primary education through States' Universal Basic Education Boards have been able to achieve the set up goals and the pursued objectives that would change Nigeria to a 'royal model' as acclaimed by Yoloye (1998).

II. Methodology Hypotheses

This study sought answers to the following null hypotheses.

1. Government does not intend to make primary school education functional for its productive citizens.
2. The products of primary school education are not useful to themselves and to the society at large.

The total number of 180 primary 6 pupils of both sexes from 6 schools were selected randomly from the local government area that participated in the study. The instruments were achievement tests on literacy (English Language) and numeracy (mathematics). The achievement tests were administered to the pupils to test their performance and competence as primary school products. Also, 90 primary school teachers were selected purposively and used for the study taking into consideration vital information such as teaching method, area of specialization, year of experience, qualification and teacher-pupil ratio.

The design of this study is ex-post-facto and descriptive. The design is 3x2x2 ex-post-facto factorial design, with the lay-out below in figure 1.1

3x2x2 Factorial Design

	L		N	
TQ	M	F	M	F
TR	M	F	M	F
T/PR	M	F	M	F

Where:

TQ, TR, T/PR are some of the policy statements.
TQ represents – Teacher's qualification
TR represents – Teacher's experiences
T/PR represents – Teacher-pupil ratio

The study has three distinct variables, which are the dependent variable – Achievement in both literacy and numeracy test.

Independent variable which is the policy statements, which are: teachers' qualification, teacher's roles and teacher-pupil ratio and the moderator variable which is gender manipulated at 2 levels – Male and Female.

The three instruments were validated using Kuder-Richardson 21 (KR-21) method to calculate their reliability. The English Language Achievement Test (ELAT) reliability coefficient was 0.72, the Primary Mathematics Achievement Test (PMAT) has the coefficient of 0.68 while Teacher's perception questionnaire (TPQ) has the reliability coefficient of 0.59.

The data was collected, analysed and explained using chi-square and simple percentage.

III. Results

Table 1 : Chi-square of Teacher's Opinion on the Government Intention to make Primary Education Products Functions

Category	Observed Frequency	Expected Frequency	Residual
1	49	30.00	19.00
2	21	30.00	-9.00
3	20	30.00	-10.00
Total	90	90.00	0.00

X^2 calculated = 18.07; D.f = 2, Significance = 0.0001.

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Null Hypothesis, HO: Government does not intend to make primary education functional for its productive citizens.

Reject HO, since, X^2 calculated = 18.07 > X^2 table (2, 0.05) = 4.60 at 0.05 level of significance.

Table 2 : Chi-square of Teacher's Opinion on the Government Intention to make Functional Primary Education Products Functional

Category	Observed Frequency	Expected Frequency	Residual
1	49	30.00	19.00
2	21	30.00	-9.00
3	20	30.00	-10.00
Total	90	90.00	0.00

X^2 calculated = 18.07; D.f = 2, Significance = 0.0001.

Decision Rule:

Reject H_O, since, X^2 calculated = 18.07 > X^2 table (2, 0.05) = 4.60 at 0.05 level of significance.

The results showed that government has intention of making primary education functional for its productive citizens.

Table 3 : Chi-square of Teacher's Opinion on the Usefulness of Products of Primary Education to themselves and to the society at large

Category	Observed Frequency	Expected Frequency	Residual
1	8	30.00	-22.00
2	68	30.00	38.00
3	14	30.00	-16.00
Total	90	90.00	0.00

X^2 calculated = 72.80; > X^2 table (2, 0.05)= 4.60.

H_O is rejected because of X^2 cal is greater than the table X^2 value, that is X^2 calculated = 72.80 > X^2 table = 4.60 at 0.05 level of significance. This simply implies that the products of primary education are useful to themselves and also to the society to a large extent.

IV. Conclusion

This study has examined the products of primary education in Oyo State in order to see the level of achieved objectives. It also found out what the primary education product can do as functional member of the society in order to support the immediate environment and the society at large.

From the findings, it was revealed that teachers' qualification in primary school has significant effect on their (pupils) achievement both in literacy and numeracy. This buttressed the stated policy in the NPE (2004) that the inculcation or permanent literacy and numeracy, the first of the objectives of primary education can be achieved.

The study also established government intention at making primary education functional and productive, to its citizens. Apart from this, the policy recommends that primary education should be made functional by the government. The result funding on this statement showed that apart from the fact that the product of primary education are functional both to themselves and to the society to a large extent, the study shows and stresses the intention of government at making primary education more functional for its productive citizens. This is why government recently has taken into considerations measures such as employment of trained and qualified teachers, salary increment, inform of improved teacher's salary scale, and other incentives, regular and intensive supervision by the school supervisors from the monitoring unit in the Ministry of Education and some other beneficial measures in order to promote this, and most importantly, the 9 years basic education programme all at ensuring that the foundation for further studies is solidly laid at this level. Finally, the pupils' literacy level does not affect their numeracy level.

It is therefore recommended that government should intensify more effort at making her intention known to the general public through enlightenment/ awareness programme in order to sensitize all and sundry on the importance of this level of education in order to make its' products functional. This could be realized through immediate and prompt execution of their intention, up-to-date record keeping of their achievement, proper monitoring and periodical evaluation of primary education objectives.

In addition, government should make provision for the products of primary education who for one reason or the other could not go beyond this level of education by creating more job opportunities suitable for this level of school leavers so that they will be useful to themselves and the general public at large.

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Integrating Mobile Learning Resources and its Repercussions on Instructional Design and Teaching Processes in the Virtual Environments

By María Soledad Ramírez Montoya
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Abstract - The objective of this research was to analyse repercussions on instructional design and teaching when integrating mobile devices with virtual learning environments. The study was conducted in a graduate program, at a university in Mexico offering distance programs. The methodology followed was exploratory and descriptive, conducting open interviews with faculty, program directors, and educational and innovation technology directors to explore two units of analysis: mobile learning devices and virtual environments. From the results obtained, it became evident that working with mobile devices in virtual environments has repercu-ssions at different levels: organizational, structural, social, technological, ways of thinking and actions. These results contribute information concerning the integration of new generation devices to virtual environments and may lead to future studies.

Keywords : *mobile learning resources, curriculum design, teaching processes.*

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Keywords : mobile learning resources, curriculum design, teaching processes.

I. Introduction

The accelerated advance in technological development creates many innovation possibilities within virtual learning environments when integrating them with curriculum design and educational practices. Such is the case presented in this study, where mobile learning devices were incorporated into a graduate course, generating novel ways to deliver educational programs.

This article presents research results concerning the repercussions on curriculum design and teaching derived from integrating mobile devices with virtual learning environments. The subject matter is addressed through exploratory and descriptive research, with two units of analysis that should be considered to achieve meaningful learning: mobile learning devices and learning environments.

The paper is divided in four sections. It begins with the nature and dimension of the research topic; where the context, the history, and the problem are established. The second section presents the conceptual framework and the units of analysis (mobile devices and learning environments). The third section addresses the method; with information on the sources, instruments, units, and data analyses. Finally, the fourth section presents results and conclusions.

II. Nature and Dimension of the Research Topic

The objective of the first section of the article is to present the problematic situation evidenced through the research. It begins with the contextual location where the research took place, the first actions related to the idea of integrating mobile devices, and delimits the research problem regarding its repercussions on curriculum design and instructional practices when mobile devices are used in virtual environments in a graduate program.

Context of the Research: Where does the Experience of Integrating Mobile Devices to Learning Environments take place? The research presented in this article was obtained from a recent experience during a graduate program supported by mobile wireless devices, as part of a distance program offered by a private university in Northern Mexico.

The institution where this program is offered conceives mobile learning as the convergence of "e-learning" and the use of mobile technology, where three important flexibility elements are incorporated; those of time, space, and place; while trying to reinforce the capability for interaction, communication, and support in the teaching-learning process. From this standpoint, the institution decides to integrate mobile learning within its programs as a complement to the educational processes while also designing new programs which will incorporate mobile devices as a natural element.

The graduate program which initiates with mobile learning processes has the objective of: Developing integral business administrators capable of breaking the barriers of conventional arrangement in organizations and becoming transformational leaders who can achieve change and maintain high performance enterprises, by means of the effective use of Information Technology. There are three approaches in this graduate program: a) data processing resource management, b) observation, evaluation, and adoption of emerging information technology, and c) training in business design with data processing resources.

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In the learning environments of this program, teaching resources have been incorporated to support students' learning through mobile technology devices: cell phones, smartphones, digital agendas, and portable digital audio and video players. The program began with four courses, two considered introductory to the program (Remedial and Administration) and the other two of specialization (Knowledge Administration and Competitive Strategy). The plan to introduce mobile devices was elaborated by the directors of the program, directors of the innovation centre at the institution, faculty, and multidisciplinary teams from the educational technology area (instructional designers, graphic designers, data processing designers, and Web programmers).

Context of the Research Problem: How does the Use of Mobile Devices arise within Educational Programs? Activities surrounding the notion of mobile learning at the institution this research concerns, began in the summer of 2006 with a project called "Aprendizaje en Movimiento" ("Learning on the Move"). As the project developed, its incorporation to programs of the institution was envisioned, and the name was changed to "Mobile Learning" with the purpose of allowing the users to become familiar with this style of learning.

Launching at the institution took place with two pilot projects. On one hand, the podcast was included as a method for delivering educational contents in several academic courses of distance programs; on the other hand, text-messaging via cell phones was included to establish communication to the students about the course contents. At the time, it was believed that the text-message quota could be exceeded since no multimedia messages could be incorporated to the course due to the lack of technological infrastructure and unavailable telecommunication services (Burgos, 2007).

As a result of implementing both projects, the institution decided to evaluate the telecommunication service technology available in the country, finding only one provider which could support third generation technology (bandwidth for audio and video messages and a delivery transfer system for both on demand). Therefore, the institution signed an agreement with this service enterprise to offer students the possibility to use these types of learning media at a considerably low cost.

Defining the Research Problem: What is involved when Integrating Mobile Learning Devices with Virtual Environments? Virtual environments can make multiple combinations in their educational designs, based on the conceptions of learning and the objectives to be achieved. Jonassen (2000) has stated that it can go from the objectivist concept of learning; which establishes that knowledge can be transferred by teachers or transmitted through technology and acquired by students where the educational design includes analysis, representation, and reorganization of the contents and the exercises to be transmitted with more anticipation and reliability; to the constructivist concept of learning which establishes that knowledge is elaborated individually and socially by the students based on their own interpretations of their experiences in the world, in this case the educational design determines that the teaching processes consist of experiences that facilitate the construction of knowledge.

From the theory of environment design, it may seem simple to set the combinations, delimitations, and formulations; but what happens when we engage in virtual environments where technological instruments intervene?; furthermore, what happens when new areas like mobile devices are approached?, what conceptions are present when we speak of "mobile learning"?, what impact do these conceptions have on educational design?, how are these designs put into practice?, how are mobile devices integrated with learning environments? These and other questions gave birth to the question that underlies this study: What are the repercussions on curriculum design and teaching when integrating mobile learning devices to virtual environments?

III. Conceptual Framework and Unit of Analysis

Two were the units of analysis addressed in this study, one is mobile learning devices and the other is virtual environments in their curriculum design and teaching elements. Each is described in this section, from a theoretical point of view, to establish the research elements.

First Unit of analysis: What are Mobile Learning Devices? A mobile device is a processor with a memory with different input options (keyboard, screen, buttons, etc.) and several output options (text, graphs, screen, vibration, audio, cable). Some mobile devices associated with learning are laptops, cell phones, smartphones, Personal Digital Assistants (PDAs), portable audio players, iPods, watches with Internet connection, game platforms, etc.; connected to Internet or not necessarily (when materials have already been "saved").

In this sense, it is proper to define what mobile learning is. Mobile learning (m-learning for short or "learning in movement") has several definitions, depending on the point of view within the field of learning environments. A common ground could be found in the search for a conceptual specification of the term mobile learning in specific learning environments, that is, that there are two elements involved: mobility and learning, where the equality of both terms would help create a new definition in agreement with the educational design and the learning that are considered

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valuable by the institutions. Here lies the importance of defining contextually how the term mobile learning is to be delimited and how mobile devices are integrated with learning environments (Ramírez, 2008; Ozdamli & Cavus, 2011). First study point for the research: conceptual delimitation of institutional mobile learning.

Second Unit of Analysis: Do Virtual Environments Change in their Design and Teaching Elements? Another point of agreement between the different m-learning definitions is found in the place where the learning occurs and this has a direct influence on the learning environments and their educational design. Moreover, the transition from e-learning to m-learning is characterized by a change in terminology (Laouris and Eteokleous, 2005; Taleb and Sohrabi, 2012). For example, e-learning includes such terms as computers, multimedia, interactivity, hypertext, distance learning environments, collaboration, media, simulated situation, etc.; m-learning speaks of mobility, spontaneity, objects, situated intimacy, connectivity, informality, GPRS (General Packet Radio Service), G3, Bluetooth, networks, situated learning, real situations, constructivism, collaboration, etc. Based on the terminology, it is evident that the e-learning environment is connected more to a classroom setup whereas m-learning is centred on more independent environments and time spans. Second study point for the research: process spaces.

The contents of a virtual environment constitute the central axis of the learning that will be promoted in an educational situation. In e-learning, the organization of the content can be arranged in different ways; that is by projects, units, themes, definitions; m-learning requires an atomistic content organization, similar to working with learning objects (Ramirez, 2007) where it is recommended to divide the topics into small units of content with complete information and being self-containable. Considering this, is it possible to convert learning contents from e-learning to m-learning? What aspects should be considered to carry out this conversion? Third point of study for the research: content.

While e-learning includes more activities such as reading, text, and graphics to describe instructions; m-learning has more use of voice, graphics, and animations to describe instructions, and field learning is promoted more (Sharma and Kitchens, 2004, cited and modified by Laouris and Eteokleous, 2005). But, it is important to mention that the design of activities does not concentrate on the "delivery of activities" (if voice is used instead of text, for example), but on the learning to be achieved, the content that is going to be transmitted, and the strategy that is to be used. Fourth point of study for the research: activity design.

Participant communication in a virtual learning environment is one of the most important aspects in achieving objectives. M-learning communication media, by being "connected" at all times at any place, enable instant communication (no need to find a place with computers connected to Internet) and include audio and video for teleconferencing; it is also important to determine what types of communication are convenient in virtual learning environments, what can be contributed through them, what capabilities the resources have, and what are the possibilities of compatibility between the users and the technological resources. Fifth study point for the research: communication.

Materials used in virtual learning environments are another point to consider (Ramírez, 2009). In e-learning environments, materials used are digitalized readings, remote laboratories, digital libraries, cases, problems, exercises, etc. In m-learning, the materials such as: videos, capsules, conceptual maps, graphics, photographs, audio, and learning objects must overcome the limitation of the size to which they are reproduced by the device, the size of the screen and the amount of data that can be stored in memory. However, Quinn (2007) mentions that, beyond these limitations, the most difficult task is to step away from linear thinking when designing the materials and have imagination to think more of the content to be transmitted than in the "delivery" limitations. Sixth study point for the research: materials design.

The evaluation process is a relevant means to verify the achievement of objectives in learning environments. Basabe (2007) in a 25 institutions study of e-learning environments found that exams and essay rubrics were mentioned mostly to evaluate the students' performance, while self-evaluation and co-evaluation were less frequently mentioned. Application is asynchronous, at specific times using standardized instruments for massive testing, occasionally applying simulations, and lab experiments with a predominance of submitted written documents. These same evaluation instruments are being applied in m-learning, but their application varies and may be synchronized or non-synchronized, include personalized instruction, gradual performance, real-life cases and experimentation cases, except for submitted written documents (Contreras, Herrera, & Ramírez, 2009; Ramos, Herrera & Ramírez, 2010). This comparative view sets off the following questions: what impact do mobile devices have on evaluation design? , is it directly related to the teaching processes when using m-learning devices? Seventh study point for the research: evaluation.

IV. Research Method

This section describes the method followed for data collection, the population and sample, the data collection strategies, units of analysis and their construes, and it ends with the type of analysis which was followed.

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The method to approach the research was exploratory-descriptive and consisted in determining the units of analysis, conceptualizing them theoretically, to determine the construes which would enable exploration of the situation by applying instruments to different sources, and to obtain data that would describe the situation.

a) Population and Sample

The participants purposely selected for the study sample were a program director, a director from the innovation area, two members of the faculty and the director of the educational technology team who participated in integrating mobile learning devices in the distance courses program.

b) Data collection

The instrument used to collect information was face-to-face open interviews conducted with the above mentioned. One of these was recorded as a videoconference to later perform an information analysis. During the interviews, data was inquired according to the two units of analysis, that is, mobile learning devices and virtual environments, from the curriculum design and teaching perspective.

c) Units of Analysis and Construes

To explore the units of analysis on mobile learning devices in the graduate distance program, the construes of history and conceptual delimitation were analysed. In the unit of analysis of virtual environments regarding curriculum design and teaching, the construes of determining learning, content, activity design, communication, materials design, and evaluation were analysed.

d) Data Analysis

The data collected was analysed triangulating the information between the different sources, crossing the information supplied for each construe, with the purpose of determining if the data remained the same.

V. Results and Conclusions

Results will be presented for each of the two units of analysis to answer the research question will end with some reflections.

a) First unit of Analysis: What are Mobile Learning Devices?

For the institution which is the object of our study, mobile devices are considered an additional resource which supports the teaching-learning process in the virtual environment, where the student remains the main constructor of his knowledge and the mobile devices are just an additional resource to those in his virtual environment.

To decide for integrating these devices, surveys were applied among the students and it was found that the majority had a cell phone; the delivery by the podcast method was evaluated and it was found that there was audio and video reproduction in iPods or cell phones. Based on this information, the institution conducted additional research with companies which had the required technology, to establish agreements which would enable a good content delivery.

It must be mention that the need to incorporate mobile devices in distance programs did not arise from the institution itself, but from students who expressed the need for flexibility to access the contents. On the graduate level, students are usually executives who have their “dead-times” at the airport, so they began to express a need to have access to the course contents away from the office and away from home. They wonder possibility of overcoming the online mode.

b) Second Unit of Analysis: Do Virtual Environments Change in their Design and Teaching Elements?

In the study performed, it was found that there is a change in the virtual environments, because the incorporation of mobile learning devices compels program directors, faculty, and instructional designers to think differently; to visualize the contents, the materials, and the strategies differently when students are to interact in different spaces and scenarios with these resources within independent learning situations different from what is considered a “static” experience.

There was also a change in the way of working the contents with these mobile devices; the study began with an analysis of the contents which were already on the e-learning platform to select the topics that could be transferred to a mobile device concrete version. Out of the 100% of the course, 30% of the contents will be handled with these mobile devices. It has been a teamwork effort where the academic areas and the technology and innovation area have evaluated technologies to enrich what already exists.

The design of activities with mobile devices in virtual environments represents a significant change, but so far, the teacher continues to have the role of content author and facilitator of the teaching-learning process. Although the e-learning processes at the institution already included multidisciplinary support in teaching, now, with the incorporation of these devices there is greater support from the areas of audio-visual production, graphic design, instructional design, data processing, and Web programming. With instructional design, an effort has been made towards developing interactive learning abilities, self-studying, reading, learning simulation, among others. Resources have been designed for audio-cases and defining scenarios where situations and questions are established so the students can learn about the situational definition of the strategy and may solve the problems presented. The director of the educational technology area is evaluating the possibility of implementing the design of activities which will modify the interactivity, using audio, video, surveys or quick tests (Lopez, 2007). Furthermore, it has

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been mentioned that the experience is one of continuous learning, where new knowledge will be learned every day; the new learning will guide the efforts and have a direct impact on the design of learning activities.

As for communication of the participants in the virtual learning environment which has incorporated these mobile devices, communication channels have increased in number from the moment in which the reception of messages is instantaneous, and so the opportunity to have synchronous bidirectional contact and to download the resources for later reproduction anywhere has increased (for example, a conference).

Additionally, with the agreement signed between the institution and the enterprise, the student will be connected to the net at all times with no extra cost, as well as communicate with the users subscribed to the plan, for free. The difficulty here remains in the capabilities of the devices to store those resources, the bandwidth required, and the compatibility between the users and the technological resources.

The design of materials for these virtual environments has also changed. Lopez (2007) reports that work has been intense for the educational technology area, more human resources are being included than those forecast in his working days, scripts for audios and videos are being generated which have resulted in a re-learning of new formats that can be applied to mobile learning devices. There is a cumulus of previous experience, but the design of these resources has implied a new form of logistics and anticipated preparation to help the professor achieve his objectives. There has been much revision, learning from mistakes to make corrections and create standards for the designs. Finally, the evaluation processes of mobile devices in these virtual environments are being addressed through simulations and quick tests so the student can answer these instruments. These evaluation activities are directly related to the learning activities where these resources were also integrated. It might be in this section where one of the main challenges for mobile devices in learning environments can be found. The student will require a greater commitment to his own learning; he or she will assume responsibility of his learning processes and will find in self-evaluation (as a possibility) the way to assess his or her own learning process and make decisions to improve it. After presenting the results for the units of analysis, comes the research question: What are the repercussions on curriculum design and teaching when integrating mobile learning devices to virtual environments? Based on the results of this study, there are different types of repercussions in designing and teaching when incorporating mobile devices with virtual learning environments. These are organizational, structural, social, technological, ways of thinking and action. Quinn (2007) has stated that there is a large window of opportunity, but a different way of thinking is required, systematically, seeing the world from a wider perspective regarding performance, in the world of magic. The limits are no longer set by technology, the limit is our own imagination; new capabilities are on the way, so we have to think outside of the box, think of the possibilities of action for mobile devices. This paper is an open invitation to explore these actions, to investigate their effects, possibilities, impacts, relationships and competences which may generate knowledge on these devices of the new generation.

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HRIS Practices in Universities: An Exploratory Study on the Private Universities in Bangladesh

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Abstract - The study aims at finding the application of Human Resources Information Systems (HRIS) in the private universities of Bangladesh. The paper is based on primary data collected through structured questionnaire from the HR personnel of 35 out of 61 Private Universities of Bangladesh. A five scale Likert technique has been used to investigate the interviewees' opinion. The study reveals that only 22.9 % universities studied are using HRIS in full extent while 42.9% use HRIS to some extent. In 34.3% universities there is very limited applications of HRIS. Again, the highest use of HRIS is observed in recruiting and selection in private universities which is 80%. 74.3% universities use HRIS in their payroll system while the least use of HRIS is found in training and development of employees as only 14 (40%) universities apply HRIS technique for need assessment and train their employees. The paper explored that there is a gap between expected application of HRIS and present level of use in the selected private universalities. Among the main reasons of such gap Lack of infrastructure and high cost are found vital. The other reasons are lack of expertise in this field and insufficient training of the employees.

Keywords : *HRIS, payroll, private universities, recruitment and selection, training and development.*

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Abdul Kadar Muhammad Masum [α], Faruk Bhuiyan [σ] & Mohammad Rokibul Kabir [ρ]

Abstract - The study aims at finding the application of Human Resources Information Systems (HRIS) in the private universities of Bangladesh. The paper is based on primary data collected through structured questionnaire from the HR personnel of 35 out of 61 Private Universities of Bangladesh. A five scale Likert technique has been used to investigate the interviewees' opinion. The study reveals that only 22.9 % universities studied are using HRIS in full extent while 42.9% use HRIS to some extent. In 34.3% universities there is very limited applications of HRIS. Again, the highest use of HRIS is observed in recruiting and selection in private universities which is 80%. 74.3% universities use HRIS in their payroll system while the least use of HRIS is found in training and development of employees as only 14 (40%) universities apply HRIS technique for need assessment and train their employees. The paper explored that there is a gap between expected application of HRIS and present level of use in the selected private universalities. Among the main reasons of such gap Lack of infrastructure and high cost are found vital. The other reasons are lack of expertise in this field and insufficient training of the employees.

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I. Introduction

Human Resources (HR) are the key elements to run any organization [1]. Its importance becomes pivotal when it is being related with a service and skilled related organizations like universities. To manage HR in an efficient manner almost all the organizations possess Human Resource Management Division, the main purpose of which is to manage HR in a more efficient way [2][3][4]. Private universities in Bangladesh have shown a tremendous growth over the last decade showing a huge demand of skilled, knowledgeable, energetic and enthusiastic for learning personnel. But such huge demand often mismatches with inadequate supplies of such potential candidates. With the development of modern technology the world has become a global village and thus, HRM is no more a manual task to perform; rather the invention of computer based information systems made it technically sound and more efficient to manage the HR. Consequently, Human Resource Information Systems (HRISs), nowadays, is a part and parcel of HRM.

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In this context, HRIS is defined as a computer based application for assembling and processing data related to the human resources [5]. It is worth mentioning that HRIS is not limited to the computer hardware and software applications that comprise technical part of the systems it also include the people, policies, procedures and data required to manage the HR functions [6][7][8]. Many authors concluded that this technology offers several benefits for both HR and Operational people. Overman [9] argued that the potential advantages of HRIS are faster information processing, greater information accuracy, improved planning and program development, and enhanced employee communications. Sadri and Chatterjee [10] identified the most important benefits that can be derived from HRIS is that it enables faster decision making, development, planning and administration of HR as data is much easier to store, update, classify and analyze. On the other side of the coin, the most challenging and limiting constraint of HRIS in a country like Bangladesh is its high cost of conversion from manual based HRM, inadequate training for HR people, lack of supportive infrastructure, as well as the shortage of technical know-how[11]. Here, we have tried to explore the current scenario of HRIS in the various aspects of HRM and expectation of HR people related to the use of HRIS in the private universities in Bangladesh. We have also tried to find out the reasons behind the mismatch between the actual & expected applications of IT-enabled HRM.

II. Objectives of the Study

The study mainly aimed at finding the applications of HRIS in Private Universities in Bangladesh. The specific objectives can be identified as:

i. To evaluate to what extend HRISs is being practiced in recruitment & selection, training & development and in payroll system of the selected private universities.
ii. To explore the perceptions of HR people of Private Universities regarding the application of HRIS in recruitment & selection, training & development and in payroll system
iii. To investigate the reason behind the deviation between expected use and actual use of HRIS in recruitment & selection, training & development and in payroll system.

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III. Literature Review

The use of HRIS should lead to valuable outcomes for the organization as it decreases costs, improve communication and decrease time to accomplish HR related activities [12]. The last decade has seen a significant increase in the number of organizations gathering, storing and analyzing human resources data using Human Resource Information Systems (HRIS) [13][14] [15][16]. Though in the earlier studies HRIS practices in manufacturing and product oriented organizations were emphasized, the necessity of such practices has been felt from all corners. Thus, it is important to find the uses of HRIS in different HRM functions like; selection & recruitment, training & development and payroll systems of private universities. Targowski & Deshpande [17] and others have suggested that part of the utility of an HRIS is its positive impact on traditional HR processes such as; recruitment, selection and training and development. HRM starts of by the staffing practice because organization is nothing without its HR. HRM provides the rules to hire the employees. Almost all the organizations take their stars by hiring their employees, but it is always not possible that organization get all its potential HR from the same place [18]. IT brought revolution by the discovery of web, by shifting most of manual work to computer system making things more clear and effective [19][20]. However, the extent to which HRIS is used in a strategic fashion differs across organizations, with the vast majority of organizations continuing to use HRIS simply to replace manual processing and to reduce costs [21] [22]. Guest [23] has argued that the Impact of HRM on performance depends upon worker's response to HRM practices, so the impact will move in direction of the perception of HRM practices by the employee.

IV. Methodology of the Study

The study is conducted with an aim of exploring the application of HRIS in HRM, especially in service organization like universities. Thus, the research is exploratory in nature.

a) Sample Selection

There are 61 private universities in Bangladesh out of which 35 private universities have been selected on a random basis to investigate the role of HRIS in HRM.

b) Study Period and Data Collection Method

The study is conducted over a six month period from March 1, 2012 to August, 2012. Data for the study were collected through structured interview with the HR personnel of the selected private universities. Thus, the nature of the data is primary.

c) Demographic Characteristics of the Respondents

A total of 35 HR personnel of 35 private universities, who lead their respective HR department, were interviewed whose age ranges from 28 to 52. Out of 35 respondents 29 found male while 6 were female. Among the HR personnel 27 have expertise in HR field as they have specific training on HR whereas the rest of the 8 have some HR related degree but not HR expertise in real sense.

d) Statistical Tools Used

The collected data were fed to the statistical software called SPSS-20 to analyze. Simple statistical tools like, frequency distribution, percentile etc. were applied to highlight to what extend HRIS is being practiced the perception of HR people about the necessity of HRIS and the reason behind the gap between actual and expected practice of HRIS.

V. Results and Discussions

a) Present Status of HRIS Practices in Private Universities

Table 1 : Frequency Distribution: Overall Practices of HRIS

	Frequency	Percent	Valid Percent	Cumulative Percent
Limited extend	12	34.3	34.3	34.3
Some extend	15	42.9	42.9	77.1
Full extend	8	22.9	22.9	100.0
Total	35	100.0	100.0	

The above frequency Table shows that out of 35 universities surveyed only 8 private universities are practicing HRIS in HRM process which is only 22.9%. Again, in 15 (42.9%) universities it is being practiced to some extend while the HRIS practice is observed in a limited extend in 12 (34.3%) universities.

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Table 1 (a) : Frequency Distribution: HRIS Practices in Recruitment, Training and Payroll

Description	Frequency		Percentage	
	No	Yes	No	Yes
Practice of HRIS in Recruitment and Selection	7	28	20	80
Practice of HRIS in Training and Development	21	14	60	40
Practice of HRIS in Payroll	9	26	25.7	74.3

Table 1(a) specifies to what extend HRIS is being applied in Recruitment, Training and Payroll. The results reveal that the maximum application of HRIS can be observed in recruitment and selection as 28 (80%) universities out of 35 applies HRIS in recruiting and selecting their employees. 26(74.3%) universities use HRIS in their payroll system while the least use of HRIS is found in training and development of employees as only 14 (40%) universities applies HRIS technique for need assessment and train their employees.

b) Perceptions of HR People about the Importance of HRIS

Table 2 : Perceptions of HR People about the Importance of HRIS

Description	Very Important		Important		No Comment		Not Much Important		Not Important at all	
	Frequency	%	Frequency	%	Frequency	%	Frequency	%	Frequency	%
Practice of HRIS in Recruitment and Selection	25	71.42%	9	25.71%	1	2.8%	0	0	0	0
Practice of HRIS in Training and Development	18	51.42%	15	42.85%	2	5.7%	0	0	0	0
Practice of HRIS in Payroll	22	62.85%	10	28.57%	3	8.6%	0	0	0	0

The study results in table: 2 show that none of the respondents denied the necessity of HRIS. Only 2.8% respondents made no comment about the importance of HRIS in Recruitment and Selection and rest of the 97.2% persons think it is an important aspect in this regard among which 71.42% of the respondents think it very important and 25.71% think important. Similarly, in cases of Training & Development and Payroll 94.3% & 91.4% respondents respectively consider HRIS as an important tool for HRM.

c) Reasons behind the Deviation between Expected and Actual Application of HRIS

The results of table: 2 and table: 3 as discussed in the earlier sections clearly indicate that there are huge gaps between actual applications of HRIS and the expectation of HR people, as viewed through their emphasis on its importance, about its application at present. The following table highlights the causes of such gaps according to the views of the respondents.

Table 3 : Reasons behind the Deviation between Expected and Actual Application of HRIS according to the view of the interviewees

Reasons	Frequency	Percentage
Costly	25	71
Time Consuming	5	14
Lack of Proper Infrastructure	28	80
Lack of Expertise	22	63
Lack of Training for the HR people in HRIS	18	51

As shown in table: 3 the main reasons for gap between actual and expected application of HRIS are high cost, time consumption, Lack of Proper Infrastructure, Lack of Expertise in HRIS and Lack of Training for the HR people in HRIS. Among the above causes the highest priority has been given on the lack of proper infrastructure to ensure its application as 80% of the respondents think the present infrastructures of many of the private universities are insufficient to provide necessary support. 71% thinks that it takes a huge initial cost to introduce HRIS which creates an obstacle. 63% and 51% respondents thinks Lack of Expertise and Lack of Training for the HR people in HRIS respectively are the reasons for which there is a gap between

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expectation and actual application. Only 14% of the total respondents consider HRIS as a time consuming tool which has got the least score among all the factors.

VI. Conclusion

The study aimed at exploring the role of Human Resources Information System (HRIS) in private universities in Bangladesh. The study revealed that HRIS plays important role in recruitment and selection, training & development and payroll administration in private universities. It also explored that there is a gap between the expected and actual application of HRIS the main reasons of which are lack of infrastructural development, high cost and insufficient training. Hence, it can be said that the eradication of the hindrances in terms of infrastructure, cost and training would enable the private universities to recruit and select right people, provide appropriate training to them and to ensure better education through providing with desired reward for performances.

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Urban Middle and High School Students' Reading Attitudes and Beliefs: A Large-Sample Survey

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Abstract - Reading attitudes and beliefs about reading competency are thought to affect reading frequency, and thus exert an indirect influence on reading achievement. This study examines student attitudes and beliefs concerning recreational and academic reading among a large sample (N = 14,315) of urban middle and high school students (grades 7 to 12). Contrary to previous findings on elementary age students, the present study found that positive attitudes toward reading do not appear to decline as students get older, nor does the gap in positive attitudes widen between good and poor readers. Consistent with other research, beliefs about reading competence were stable or rising in high school. Girls were found to have more positive attitudes toward reading than boys, and students with higher self-reported English/reading grades had substantially higher levels of reading motivation and reading self-efficacy. Implications for theories of reading attitude formation, reading self-efficacy, and reading instruction are discussed.

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Urban Middle and High School Students' Reading Attitudes and Beliefs: A Large-Sample Survey

Jeff McQuillan

Abstract - Reading attitudes and beliefs about reading competency are thought to affect reading frequency, and thus exert an indirect influence on reading achievement. This study examines student attitudes and beliefs concerning recreational and academic reading among a large sample (N = 14,315) of urban middle and high school students (grades 7 to 12). Contrary to previous findings on elementary age students, the present study found that positive attitudes toward reading do not appear to decline as students get older, nor does the gap in positive attitudes widen between good and poor readers. Consistent with other research, beliefs about reading competence were stable or rising in high school. Girls were found to have more positive attitudes toward reading than boys, and students with higher self-reported English/reading grades had substantially higher levels of reading motivation and reading self-efficacy. Implications for theories of reading attitude formation, reading self-efficacy, and reading instruction are discussed.

I. Introduction

Mc Kenna, Kear, and Ellsworth (1995) observe that student attitudes toward reading are important for at least two reasons. First, attitude may influence reading proficiency by affecting the amount of reading students engage in (Greaney & Hegarty, 1987). Students who read more typically read better, a finding that has held true for both first (Anderson, Fielding, & Wilson, 1988) as well as second language (Elley, 1991) readers. Second, attitude is important in understanding students who are proficient readers but choose not to read, sometimes known as *aliteracy*. Despite the professed importance of attitude in determining reading success, there is little known about how attitudes toward reading change over time and across dimensions for students in middle and secondary school. Large-sample surveys have previously focused on younger students (grades 1-6) (e.g. Mc Kenna, Kear, & Ellsworth, 1995; McKenna, Stratton, Grindler, & Jenkins, 1995) or have not had the benefit of a multi-dimension instrument to measure different types of attitudes displayed by students (e.g the National Assessment of Educational Progress (NAEP)). This study examines data on reading attitudes and beliefs among a large sample of urban middle and secondary age students, analyzing differences by grade level, gender, and self-reported reading achievement.

II. Background

a) Theoretical Approaches to Reading Attitudes

The development of *reading attitudes* has received considerable attention at the theoretical level. One of the most comprehensive models is that of Mathewson (1994), whose model of attitude formation consists of three central elements: feelings about reading, readiness to engage in the act of reading, and beliefs about reading. This tripartite construct of attitude combines three approaches commonly taken toward the definition of attitude in the psychological literature--affective, conative, and cognitive--and has it roots in a longer philosophical tradition. According to Mathewson, reading attitudes are part of a causal system in which they affect and are affected by a number of variables. Attitude, for example, is influenced by two other factors. The first is what Mathewson calls "cornerstone concepts," consisting of personal values, goals, and self-concepts. The second factor is labeled "persuasive communications," and consists of both "central route" persuasive messages, such as the teacher telling students that reading will lead to demonstrated benefits, and "peripheral route" persuasive messages, such as an attractive book cover. Central route persuasive messages are thought to be more permanent, since they involve some change in the students' cognitive belief system. In any case, students' reading attitude are a function of both the cornerstone concept and the persuasive messages they encounter, both of which are to some extent under the control of larger school and home environments.

Reading attitude indirectly affects reading behavior by way of one's *intention to read*. The path between attitude and behavior is not direct, in Mathewson's view, because attitudes are not always able to be operationalized into action. Intention to read is required, which itself may be vague and weak, and therefore unlikely to lead to action, or firm and strong, resulting in the commencement or continuation of the reading act. You may, for example, be sitting in a

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waiting room with favorable attitudes toward reading. But you must form, according to Mathewson, an intention to read that particular issue of the news weekly laying on the table in order for actual reading to result.

Influenced by work by Fishbein, Ajzen, and Liska (Ajzen & Fishbein, 1980; Liska, 1984), McKenna (1994) proposed an alternative model of reading attitude acquisition to compensate for the weaknesses he perceived in Mathewson's formulation. McKenna argued that a more complete model of attitude formation must show how evaluative beliefs (the cognitive leg of Mathewson's tripartite definition of attitude) affect attitude as a *separate* construct. In addition, McKenna noted that the Mathewson model does not sufficiently address how attitudes develop over time, nor does it provide sufficient attention to the impact of subjective norms in the decision to read.

In McKenna's model, beliefs about reading are distinct and causally antecedent to reading attitude. Attitude is re-defined without a cognitive component, and instead is considered primarily affective in nature. The model posits two types of beliefs that influence attitude: (a) a reader's beliefs about the outcomes of reading in light of his/her perceived desirability of those outcomes; and (b) beliefs about the expectations of others in view of one's own desires to conform to those expectations. (Beliefs about one's ability to perform an action--what Bandura (1977) calls "self-efficacy"--are not an explicit part of Mc Kenna's system (see below)). Another difference in McKenna's model involves the relationship among attitude, intention to read, and reading behavior. Unlike Mathewson's model, the McKenna model claims that the ultimate decision to read is affected directly by attitude, unmediated by intention. Intention to read is still present in McKenna's model, but now appears as a separate, direct influence on reading behavior, in addition to subjective norms. McKenna hypothesizes that these three causal influences on reading behavior--attitude, intention to read, and subjective norms--do not influence each other directly.

How do these reading attitudes develop over time? McKenna's model predicts that a person's belief about the outcomes of reading will be influenced by the two antecedent beliefs noted above (normative beliefs and beliefs about the outcomes of reading), as well as by a third "feedback" loop from the results of specific reading experiences. According to this view, beliefs related to the outcomes of reading (pleasurable, dull, exciting) are formed in reference to competing activities and their subsequent outcomes. Thus, as a child grows older, the possibility of engaging in other, more desirable pastimes may have a negative effect on beliefs about reading, and subsequently on attitude. Similarly, the social norms surrounding reading behavior, influenced by both cultural and gender-related practices, may influence one's attitudes toward reading. Finally, negative experiences while reading will also cause more negative attitudes to develop toward reading, such that poor readers will develop more negative attitudes as a result of their frustration or boredom.

All models of attitude formation are predicated upon some definition of the object of the attitudes being examined. The object of reading attitudes is often thought to consist of a hierarchy ranging from general to specific reading interests. In a factor analysis of a reading attitude survey, McKenna and Kear (1990) found that there appear to be two dimensions to reading attitudes among elementary students, one recreational and one academic. McKenna states that it is likely there is also a global attitude toward reading which is correlated with these specific types of reading, since the decline of global attitudes toward reading over time is similar to the decline in the number of reading interests (McKenna, 1986).

b) Self-Efficacy, Attitudes, and Reading Motivation

Models of reading attitude formation have not typically included any explicit mention of *motivation* as a separate construct in explaining the decision for students to engage in reading. For Mathewson, "motivation" is defined as a function of intention; to say that a students is "motivated to read" means that he or she "has developed firm intentions to read for a variety of reasons" (Mathewson, 1994, p. 1139). Mc Kenna believes that attitude affects reading decisions directly, without any further mediating variables.

Other theorists, such as Wigfield and Guthrie (1997), have analyzed the cognitive and affective variables involved in reading through traditional and emerging constructs related to motivation (e.g. Csikszentmihalyi, 1990; Deci & Ryan, 1992; Dweck & Leggett, 1988). One variable that forms part of this broader view of motivation is *self-efficacy*. Self-efficacy has been defined as "people's judgments of their capacities to organize and execute courses of action required to attain designated types of performances" (Bandura, 1986, p. 391). Central to this capacity for organization and execution is one's belief in one's ability to perform the task at hand (Bandura, 1977). Those with a strong sense of self-efficacy will have positive expectations about their success in performing a task, and therefore will be more likely to choose to engage in it, to persist when difficulties arise, and to be more successful in coping strategies necessary for task completion (Bandura, 1977). Research on self-efficacy has found that it is related to a diverse range of behaviors both in and out of school, affecting one's choice of activities and persistence in task performance (Bandura, 1986; Schunk, 1991).

With respect to reading, Wigfield, Guthrie, and other researchers have posited that self-efficacy and attitude are two aspects of a larger, multifaceted

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construct of *reading motivation*, which in turn has a direct influence on one's decision to read (see also Wigfield, 1997; 2000). In this view, Mc Kenna's set of processes for attitude formation becomes a subset of a more comprehensive model in which both affective components (such as attitude) and cognitive components (such beliefs about outcomes, social expectations, and competency) are seen as contributing to motivation and, ultimately, to reading behaviors. Supporting this broader view is research showing that both attitude and self-efficacy have been found to correlate significantly with students' reading behavior (Mc Kenna, Kear, & Ellsworth, 1995; Wigfield & Guthrie, 1997). As such, it seems reasonable to examine both concepts together when looking at the larger process of what Guthrie and Anderson (1999) call "reading engagement," a complex set of relationships involving motivation, strategies, conceptual understanding, and social interactions.

c) Previous Studies of Reading Attitudes and Behavior

Previous studies of elementary-age children have confirmed McKenna's key predictions regarding reading attitudes. Attitudes toward reading do tend to become more negative over time, from grade 1 through grade 6. McKenna, Kear, and Ellsworth's (1995) study of a national sample of elementary school children from a variety of socio-economic and ethnic/racial backgrounds found that the overall developmental trend in reading attitudes was steadily negative, beginning in grade 2. While the size of the drop from year to year was not large, the cumulative effect was substantial. McKenna, Stratton, Grindler, and Jenkins (1995) noted similarly large drops across grade levels for a sample (N = 1,146) of elementary school children, regardless of the type of instruction they received ("whole language" or "basal"). Kush and Watkin's (1996) longitudinal survey of 190 children in grades 1 through 4 over a three year interval showed an overall decline on the ERAS as well, confirming cross-sectional evidence found in McKenna's studies. Similar drops were found in studies of elementary-age students by Anderson, Tollefson, and Gilbert (1985), Barnett and Irwin (1994), Parker and Paradis (1986), and Ross and Fletcher (1989).

Studies among elementary and middle school students also seem to confirm that poor readers have more negative attitudes toward reading, and their attitude toward reading becomes more negative more quickly as they grow older. Greaney and Hegarty's (1987) study of Irish 5th graders found that reading attitude was correlated significantly with achievement, and similar correlations were noted in Askov and Fischbach's (1973) study of first and third graders (see also Martin, 1984; Swanson, 1982; and Wallbrown, Vance, & Prichard, 1979). McKenna, Kear, and Ellsworth (1995) found further that the gap in recreational reading attitudes between high- and low-achieving students widened over time, although not in academic reading attitudes.

Girls tend to have more positive attitudes toward reading than boys (Stevenson & Newman, 1986), although this situation is confounded by the fact that girls tend to be slightly better readers than boys as well. Nevertheless, even after removing the effects of achievement, Askov and Fischbach (1973) found that girls had significantly more positively attitudes toward reading than boys in the early grades. Indeed, almost every study that has measured attitudes and gender has found that girls are more favorably disposed to reading than boys are (Anderson, Tollefson, & Gilbert, 1985; Barnet & Irwin, 1994; Greaney & Hegarty, 1987; Kush & Watkins, 1996; McKenna et al., 1995; Ross & Fletcher, 1989; Shapiro, 1980; Swanson, 1982; Wallbrown & Levine, 1981).

While the trends predicted by McKenna hold true for students in the elementary grades, it is still unclear whether they are true at the higher grade levels among a large sample of students. Small scale surveys of older students have provided mixed support for some of McKenna's predictions. Anderson, Tollefson, and Gilbert's (1985) survey of gifted students revealed that while there was a drop in positive attitudes toward leisure reading after grade 4 on some items of their survey, there was not on others. Ley and Trentham's (1987) survey of nearly 400 gifted students found no drops from grades seven to eight, but Ley, Schaer, and Dismukes' (1994) study of students from a broader range of abilities did report a decline in positive attitudes between grades six and eight, consistent with McKenna's model. Mitchell and Ley (1996) found a small but steady *increase* in positive attitudes toward reading for students in grades nine through twelve, with grade 12 students having significantly higher scores than their peers in grade 9. It is not known, however, whether this is due to less-motivated students dropping out in the upper grades, leaving a more select sample by grade twelve.

As in the lower grades, girls in secondary schools have been found to have more positive attitudes toward reading than boys did. Longitudinal surveys such as Stevenson and Newman (1986) found that girls continue to express greater enjoyment of reading through high school, a finding replicated in other studies (Anderson, Tollefson, & Gilbert, 1985; Mitchell & Ley, 1996; Ley & Trentham, 1987; Kennedy & Halinski, 1975). Smith (1990) found that this gender difference appears to continue through adulthood. Among his sample of 84 adults, women had more positive attitudes toward reading than men did.

Martin (1984) provides confirmatory evidence of McKenna's model for junior high students when it comes to attitude and achievement interactions. His study of 124 sixth, seventh, and eighth grade students found that attitude was strongly related to achievement:

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high-achieving students were more likely to have positive attitudes toward reading than their low-achieving peers. No data were reported on changes across grade levels, however. Mitchell and Ley (1996) found that higher achieving students had more positive attitudes, again consistent with other research, although the possible interaction between achievement and grade level was not analyzed. Similar results on the link between achievement and attitudes are reported in studies of high school students by Kennedy and Halinsky (1975) and Shannon (1980).

d) Previous Studies on Reading Self-Efficacy and Behavior

Many similarities with the findings on reading attitudes can be found in the research on self-efficacy and reading, although there are some important differences as well. Wigfield and Guthrie (1997) surveyed 105 fourth- and fifth-grade children and found that self-efficacy declined as children grew older. When self-efficacy was combined with measures of "curiosity" and "involvement" to form a scale for "intrinsic motivation," Wigfield and Guthrie found that those who scored in the upper third on the intrinsic motivation scale read more and read with greater breadth than those in the bottom two-thirds. Indeed, those who scored high in intrinsic motivation read nearly three times as much as those who scored in the lowest third. These results can be seen as complementary to the findings on reading behavior for those with more positive attitudes toward reading--more self-efficacy is related to greater amounts of reading. No measures of reading achievement or self-reported achievement were administered in the Wigfield and Guthrie's study, so we cannot say whether higher achievement levels were correlated with higher levels of self-efficacy. Other studies have made such a link, however (see Schunk & Zimmerman, 1997, for a review), including Pintrich and De Groot's (1990) examination of seventh graders' self-efficacy in English class and academic performance, where positive correlations were noted between the two variables. In addition, there is considerable research to suggest that avid readers have higher levels of reading proficiency (Author, 1998; Krashen, 1993), so it appears likely that high-achieving students also have higher levels of self-efficacy than low-achieving students, as has been found in other academic areas and with a broader construct sometimes thought to encompass self-efficacy, "self-concept" (Bandura, 1977; Wigfield & Karpathian, 1991; Schunk, 1991). Also consistent with previous findings on reading attitude and beliefs, Wigfield and Guthrie found that girls had a higher sense of self-efficacy than did boys.

Wentzel (1996) examined the link between self-efficacy and reading, this time in a longitudinal design which followed over 200 middle school children from grade six through grade eight. Wentzel surveyed students at the end of their sixth and eighth grade years, and had available language arts/English class grades for each student. Self-efficacy was significantly correlated with English grades in grades six and eight, confirming that reading achievement is linked to beliefs about reading competence. Gender differences were also noted; girls reported higher levels of self-efficacy than boys, as in Wigfield and Guthrie (1997). Unfortunately, Wentzel does not report longitudinal comparisons of self-efficacy scores between grades six and eight, but such evidence is provided by a large-sample study by Marsh, Craven, and Debus (1999), who found that children's assessment of their competency in reading declined steadily from elementary grades to junior high school, as well as by Wigfield et al. (1991), who noted declines in students' self-concept regarding English from the fall of grade six to the spring of grade seven.

Despite some similarities between the findings on reading attitudes and reading self-efficacy, large-scale, cross-sectional studies of adolescents on the more multi-dimensional construct of self-concept have produced results not entirely consistent with those that might be predicted by models of reading attitude formation. In terms of developmental trends, academic self-concept beliefs have been found to decline in the elementary years, but not necessarily continue to decline as children grow older (Eccles, Midgley, & Adler, 1984; Eccles et al., 1989; Stipek & MacIver, 1989). Some have posited that self-concept takes on a "U" shape in the adolescent years: Student beliefs about their competence in academic subjects may drop in the elementary and junior high grades, only to rebound in the upper grades of high school or in early adulthood (Marsh, 1989). Wigfield and Karpathian (1991) review several studies showing that middle school-age adolescents, for perhaps a variety of reasons related to their physical and emotional transition to adulthood, have lower self-concepts than those students who are older and younger. Other researchers have found that these declines tend to be subject specific. Eccles, Midgley, and Adler (1984), for example, found that while perceived competence in math class decline from grades five through twelve, no such decline was noted for English class. Wigfield and Karpathian also note that there are few documented interactions between grade level and gender in the literature on self-concept, again unlike some of the findings on reading attitudes or what might be predicted by reading attitude formation models (Mc Kenna, Kear, & Ellsworth, 1995). The reversal or stemming of the decline in self-concept among older children and adolescents leads to the speculation that, to the extent that self-efficacy and self-concept beliefs have an influence on attitude formation, reading attitudes may not continue to decline through the high school years, and may even become more positive in the upper grades.

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Thus, while McKenna's model of attitude formation for reading receives some support from previous small-scale studies in terms of gender and achievement at the middle and high school level, there is no large-scale study showing that attitudes toward reading become more negative over time, and little data on the interactions among attitude, time, and achievement in the upper grades. Similarly, more evidence on the role of self-efficacy in reading motivation, how it changes over time, and how it is influenced by achievement and gender differences is needed to confirm previous studies on the nature of self-concept among adolescent readers. The current study seeks to address these gaps in the literature through the use of a large-scale survey among junior and senior high school students in a diverse, urban school district.

III. Purpose of the Study

The current study seeks to examine how reading attitudes and beliefs change among a large sample of urban middle and high school students. Changes across grade levels, gender, and self-reported English and reading academic performance are analyzed for attitudes toward academic and recreational reading, as well as for beliefs about one's competency as a reader. The specific research questions addressed are:

1. How do attitudes toward and self-efficacy beliefs about reading change over time among junior and senior high school students?
2. How does the development of attitudes toward and self-efficacy beliefs about reading interact with gender and self-reported reading achievement among junior and senior high school students?

IV. Method

a) Sample

Students for the study were drawn from a large, urban school district located in southern California, grades 7 through 12. The cross-sectional data were collected by the district as part of a larger examination of reading curriculum and achievement, and were provided to the researcher *post-hoc* for additional analysis. The demographics of the district closely matched those of other major urban centers in the Southwest United States in terms of ethnicity and first language background. The ethnic composition of the district is heavily Latino/Hispanic (over 70%), with large proportion of students coming from families where a language other than English is spoken. This may, of course, influence the results of the study and limit its generalizability to other populations. Of the more than 17,000 students who were administered the questionnaire, 14,315 provided surveys that contained complete data on gender, grade, and all 20 items of the instrument. Table 1 shows the breakdown by gender and grade level for the final sample. There were slightly more girls than boys in the sample, with fewer students at grades 11 and 12 than in the lower grades.

Table 1 : Descriptive Statistics for Sample (N = 14, 315)

	Boys		Girls		Total	
Grade	n	%	n	%	n	%
7	1,255	50.4	1,237	49.6	2,492	17.4
8	1,284	48.7	1,353	51.3	2,637	18.4
9	1,273	48.9	1,328	51.1	2,601	18.2
10	1,205	47.5	1,331	52.5	2,536	17.7
11	991	46.5	1,128	53.5	2,129	14.9
12	867	45.2	1,053	54.8	1,920	13.4
Total	6,875	48.0	7,440	52.0	14,315	100

b) Instrument

The BJP Middle/Secondary Reading Attitude Survey (Baldwin, Johnson, & Peer, 1980) used in this study is a 20 item, 4-node instrument intended for junior and senior high school students. While the instrument is intended to measure reading attitude, current theories on reading attitude formation as well as previous research (McKenna, Kear, & Ellsworth, 1995) suggest that attitudes are multi-dimensional and distinct from beliefs about reading. On the BJP Survey, some items appear to measure some beliefs or self-efficacy, some general attitudes toward reading, and some self-reported grades. No previous research was found on the instrument with a large sample of students (Scott Baldwin, personal communication, December 15, 1999) to test hypotheses about appropriate scale construction as recommended by Gorsuch (1983). For this reason, an exploratory rather than a confirmatory factor analysis was used to identify possible latent constructs measured by the survey (see Gorsuch, 1983; McDonald, 1985; Pedhazer & Schmelkin, 1991; also, Gene Glass, personal communication, January 25, 2000).[1] Negatively worded items (Items 1, 2, 5, 6, 9, 10, 13, 14, 18, and 19, see Table 2) were recoded to reflect a total score which indicated a positive attitude toward reading and favorable beliefs about reading achievement.

c) Procedure

The BJP Survey was administered to students at all 17 schools in the junior (grades seven and eight) and senior (grades nine through twelve) high school

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district by their individual classroom teachers in October of 1998. English language learners received additional assistance and clarification from their teachers for items on the survey that presented difficulty. Students filled out the surveys anonymously, and indicated only their grade level and gender. No individual classroom or teacher information was collected, although the surveys were coded by school site. This anonymity was thought to increase teacher participation in the project, which was nearly unanimous, as well as decrease the likelihood of socially desirable responses by the students.

V. Analysis and Results

a) Factor Analysis

The items on the survey were tested to see if any were badly skewed in their distribution; no significant problems were found. Since it was unlikely that the variables were error-free or the variance of all variables could be predicted from the factors, a type of common factor analysis (image analysis) was used for extracting the factors rather than a component method (Gorsuch, 1983). Common factor methods such as image extraction also have the advantage of producing more conservative loadings on the resulting factors than does component analysis. Since it also appeared likely from previous research that factors related to attitudes and beliefs would be correlated with each other, oblique (direct oblimin) transformation with Kaiser Normalization was chosen over an orthogonal rotation (SPSS, 1997). Alternative common factor extractions and oblique transformations were also performed, producing results consistent with those shown here. Results of the factor analysis are shown in Table 2.

Table 2 : Summary of Factor Loadings for Oblimin Solution for BJP Middle/Secondary School Reading Attitude Survey

	Factor loading			
Item	1	2	3	4
12. I like to take library books home.	**.70**	-.02	-.21	-.01
7. I enjoy going to the library for books.	**.70**	-.01	-.22	-.02
3. Reading is one of my hobbies.	**.67**	.08	-.08	.01
5. Reading is almost always boring.*	**.62**	.34	.13	.04
2. Reading is a waste of time.*	**.61**	-.01	.15	-.04
11. I would like to belong to a book club.	**.60**	-.06	-.20	-.01
20. I like to read before I go to bed.	.60	.05	-.08	.03
18. Reading gets boring after about ten minutes.*	**.58**	.39	.13	.05
17. I like to have time to read in class.	**.57**	.01	-.02	.07
1. Library books are dull.*	**.53**	-.02	.03	.01
13. Teachers want me to read too much.*	**.43**	.01	.14	.04
9. I don't have enough time to read books.*	**.42**	.01	.06	-.08
15. Books can help us to understand other people.	.37	-.01	.03	.05
14. You can't learn much from reading.*	.22	.14	.17	.04
10. I believe that I am a poor reader.*	.02	**.56**	.05	.02
4. I believe that I am a better reader than most other students in my grade.	.02	**.51**	-.08	.08
6. Sometimes I think kids younger than I am read better than I do.*	-.07	**.49**	.07	.02
19. Sometimes I get bad grades in reading and English.*	-.01	.01	.02	**.58**
16. I almost always get A's and B's in reading and English.	.05	.04	-.06	**.57**
Factor Correlations				
Factor 1	---			
Factor 2	.35	---		
Factor 3	.01	.17	---	
Factor4	.37	.73	.09	---

Note. Boldface indicates highest factor loadings (greater than .40). * = Items which were re-coded to reflect affirmative/positive response. Factor 1 = General Reading Attitude; Factor 2 = Reading Self-Efficacy; Factor 4 = Self-Reported Language Arts Grades.

The four factor solution that resulted (using an Eigen value cut-off of 1) produced three factors with loadings above .40 on most items. The items for Factor 1 appear to reflect wide range of general reading attitudes or behaviors indicative of attitude, including both school and recreational aspects. Items loading on Factor 2 are belief statements that reflect reading self-efficacy (e.g. "I believe I am a poor reader"). Factor 4 had only two items with high loadings, both relating to self-reports of reading achievement in school ("Sometimes I get bad grades in reading and English" and "I almost always get A's and B's in reading and

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English"). No items had a high loading for Factor 3, which, following Gorsuch's (1983) recommendations, was not used in subsequent analysis. Factor scores for the three factors with loadings above .40 (Factors 1, 2, and 4) were computed and used in all further analysis. The three factors were labeled according to the items contained in them that had salient loadings--"General Reading Attitude," "Reading Self-Efficacy," and "Self-Reported English Grades."

Correlational analysis (Table 2) found that General Reading Attitudes correlated positively and moderately with Reading Self-Efficacy and with Self-Reported English Grades, as might be expected. Reading Self-Efficacy was strongly correlated to Self-Reported English Grades, which is again an expected finding. In order to determine how reading attitudes and reading self-efficacy differed among self-reported achievement levels, a median split was performed on the Self-Reported English Grades factor, producing two equal groups, "high achievers" and "low achievers." These groups were used in subsequent ANOVA analysis.

b) General Developmental Trends

Overall developmental trends (by grade) were tested with two separate one-way ANOVAs on the factors scores of General Reading Attitudes and Reading Self-Efficacy by grade. Means for these scores appear in Tables 3 and 4, and are displayed in Figures 1 and 2. The *F*-tests for both scales were significant (General Reading Attitudes: $F_{(5, 14,315)} = 62.73$, $p < .001$; Reading Self-Efficacy: $F_{(5, 14,315)} = 6.73$, $p < .001$). Post-hoc Scheffe tests were computed to determine if changes across grade levels were statistically significant. General Reading Attitude dropped significantly from grade 7 to 8 ($p < .05$), but experienced no other significant successive drops across the other four grade levels. Scores for the Reading Self-Efficacy factor were stable from grades 7 to 10, then rose significantly in grade 11 ($p < .05$). No other significant changes were noted.

Table 3 : Means and Standard Deviations of General Reading Attitudes Factor Scores by Grade Level and Gender

Grade	Gender	Self-Reported English Grades		All Achievement Groups
		High	Low	
7	Boy	.471	-.227	.087
		(.90)	(.84)	(.94)
	Girl	.758	.007	.452
		(.79)	(.77)	(.85)
	Total	.629	-.096	.268
		(.85)	(.83)	(.91)
8	Boy	.057	-.548	-.293
		(.91)	(.81)	(.90)
	Girl	.391	-.277	.081
		(.82)	(.77)	(.87)
	Total	.248	.-.424	-.101
		(.87)	(.80)	(.90)
9	Boy	.047	-.519	-.293
		(.86)	(.77)	(.87)
	Girl	.435	-.252	.116
		(.81)	(.75)	(.86)
	Total	.274	-.399	-.084
		(.85)	(.77)	(.88)
10	Boy	.072	-.582	-.303
		(.86)	(.80)	(.87)
	Girl	.441	-.259	.122
		(.82)	(.78)	(.87)
	Total	.288	-.431	-.079
		(.85)	(.81)	(.91)
11	Boy	.029	-.494	-.252
		(.82)	(.79)	(.85)
	Girl	.473	-.242	.183
		(.77)	(.71)	(.83)
	Total	.294	-.377	-.019
		(.82)	(.76)	(.86)

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Grade	Gender	Self-Reported English Grades		All Achievement Groups
		High	Low	
12	Boy	.092	-.459	-.206
		(.89)	(.71)	(.85)
	Girl	.555	-.156	.280
		(.74)	(.74)	(.82)
	Total	.378	-.318	.061
		(.83)	(.74)	(.86)
All Grades	Boy	.136	-.473	-.209
		(.89)	(.80)	(.89)
	Girl	.506	-.191	.004
		(.80)	(.77)	(.86)
	Total	.352	-.344	.003
		(.86)	(.79)	(.89)

Table 4 : Means and Standard Deviations of Reading Self-Efficacy Factor Scores by Grade Level and Gender

Grade	Gender	Self-Reported English Grades		All Achievement Groups
		High	Low	
7	Boy	.552	-.604	-.085
		(.47)	(.60)	(.79)
	Girl	.599	-.603	.064
		(.49)	(.55)	(.79)
	Total	.578	-.604	-.011
		(.48)	(.58)	(.79)
8	Boy	.536	-.547	-.090
		(.47)	(.62)	(.78)
	Girl	.529	-.553	.027
		(.47)	(.54)	(.74)
9	Boy	.553	-.524	-.094
		(.48)	(.55)	(.75)
	Girl	.548	-.492	.066
		(.48)	(.54)	(.73)
	Total	.551	-.510	-.013
		(.48)	(.55)	(.74)
10	Boy	.584	-.598	-.094
		(.49)	(.63)	(.82)
	Girl	.563	-.563	.051
		(.48)	(.56)	(.77)
	Total	.572	-.582	-.018
		(.49)	(.60)	(.79)
11	Boy	.589	-.583	-.042
		(.49)	(.61)	(.81)
	Girl	.618	-.508	.161
		(.48)	(.52)	(.75)
	Total	.606	-.548	.067
		(.48)	(.57)	(.78)
12	Boy	.567	-.570	-.047
		(.51)	(.59)	(.79)
	Girl	.587	-.542	.150
		(.50)	(.49)	(.74)
	Total	.579	-.558	.061
		(.50)	(.55)	(.77)

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All Grades	Boy	.562	-.569	-.078
		(.49)	(.60)	(.79)
	Girl	.573	-.545	.082
		(.49)	(.54)	(.75)
	Total	.569	-.558	.005
		(.49)	(.57)	(.78)

Figure 1 : Overall Developmental Trends for General Reading Attitude by Grade Level

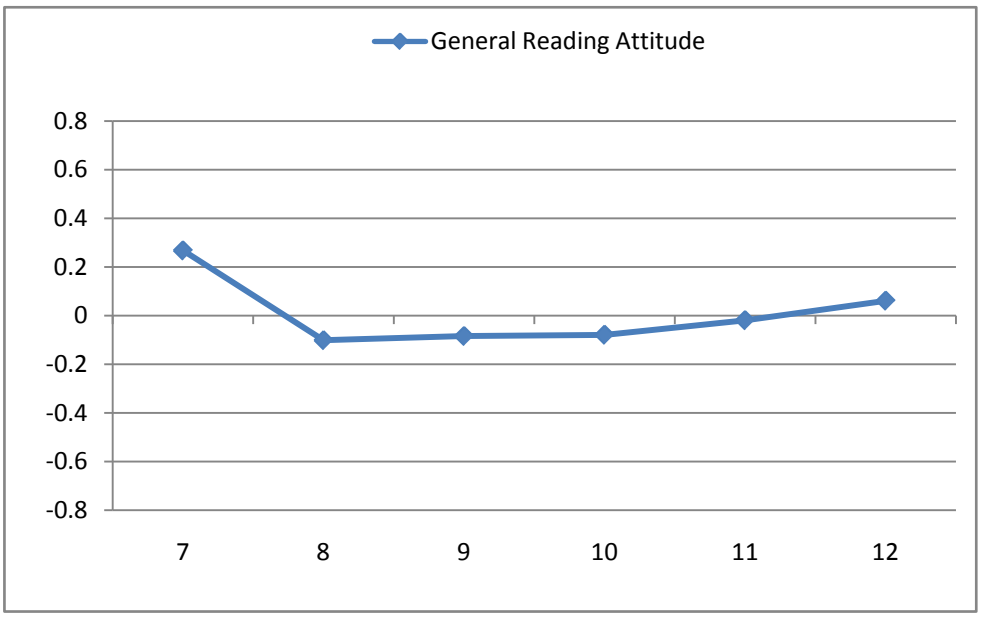
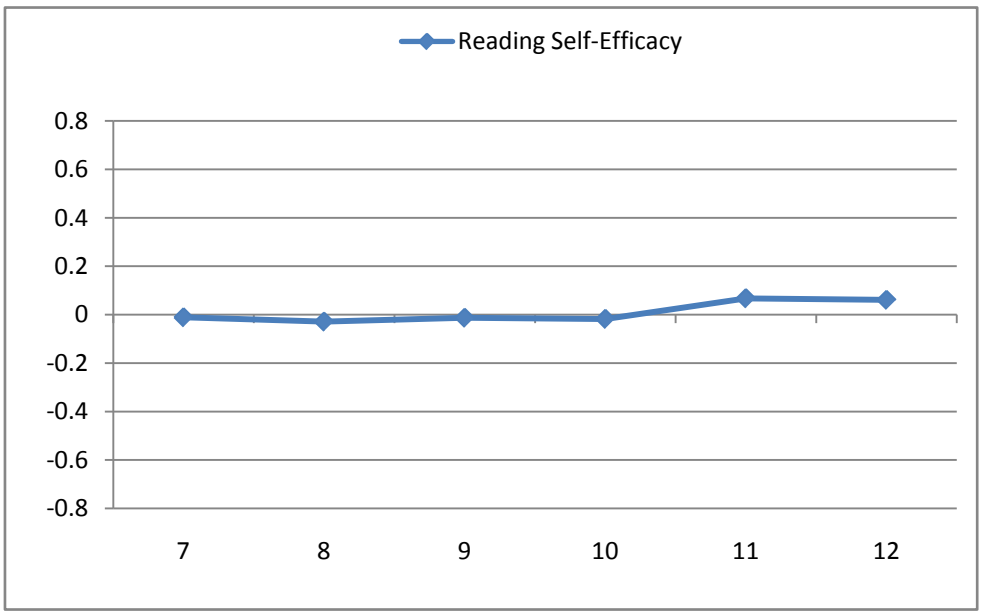


Figure 2 : Overall Developmental Trends for Reading Self-Efficacy by Grade Level



The magnitude of the drop in General Reading Attitudes between grade seven and eight can be expressed in terms of the percentile ranking of eighth grade students on the distribution of seventh grade scores. The average eighth grade student would rank at the 34th percentile of the seventh grade distribution, indicating a considerable decline. The rise in Reading Self-Efficacy scores between grades ten and eleven was much smaller. Eleventh graders would rank at the 54th percentile on the tenth grade distribution of self-efficacy scores.

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The results in the overall developmental trends indicate some divergence: reading attitude scores declined early but then stabilized, while reading self-efficacy scores were stable and then increased in the upper grades. Trend analysis indicated significant linear components for both General Reading Attitude, $F_{(1, 14,315)} = 33.87$, and Reading Self-Efficacy, $F_{(1, 14,315)} = 20.75$. Significant quadratic components were also found for General Reading Attitude, $F_{(1, 14,315)} = 213.82$, and for Reading Self-Efficacy, $F_{(1, 14,315)} = 6.05$. These trends are confirmed by the post-hoc Scheffe tests, which, as noted above, found that there were no declines or increases in factor scores after a significant drop from grades 7 to 8. Similarly, Reading Self-Efficacy experienced only 1 significant increase, as noted above, from grades 10 to 11, but was otherwise stable.

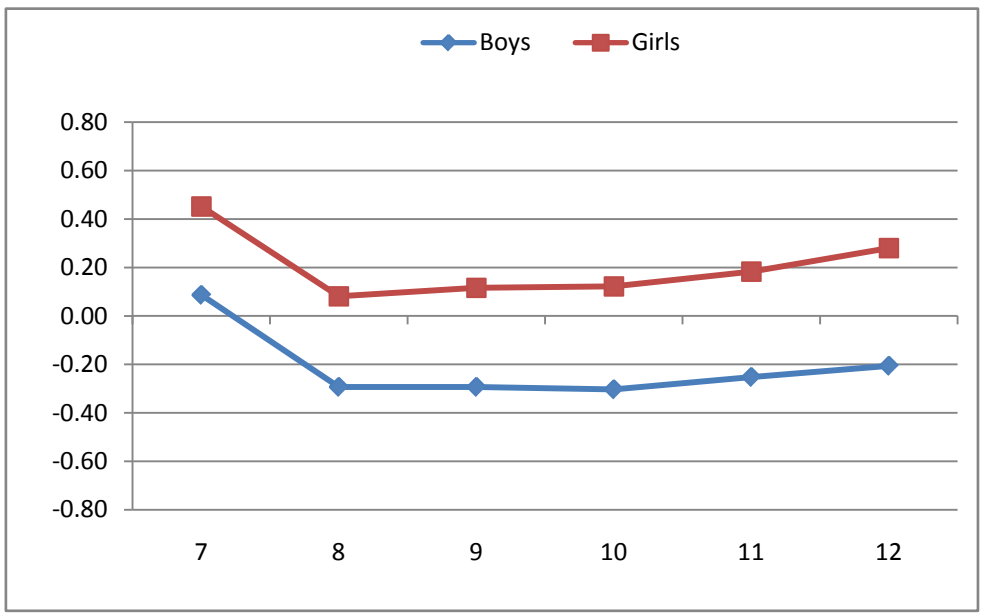
VI. Gender

a) General Reading Attitude

Significant main effects for General Reading Attitude were noted for both gender, $F_{(1, 14,315)} = 812.39$, $p < .001$ and grade level, $F_{(5, 14,315)} = 68.42$, $p < .001$. Interaction terms of grade level and gender were not significant, however ($F_{(5, 14,315)} = 1.42$, n.s.). Girls' scores on the General Reading Attitude factor were significantly higher than boys' scores at all grade levels, but, unlike previous studies, the gap did not widen with age (see Figure 3). For girls, both the linear ($F_{(1, 7,440)} = 8.36$, $p < .01$) and quadratic ($F_{(1, 7,440)} = 120.91$, $p < .001$) components were statistically significant. The drop in scores from grade seven to grade eight was statistically significant, followed by no statistically significant changes through grade twelve. Similarly, trend analysis for the boys' scores indicated that both linear ($F_{(1, 6,875)} = 47.06$, $p < .001$) and quadratic ($F_{(1, 6,875)} = 100.23$, $p < .001$) components were statistically significant. Identical to the pattern found among girls, only the decline from grade seven to eight was statistically significant, with no other significant changes through grade twelve. For both boys and girls, General Reading Attitude scores at grade seven were higher than all other grades. Taking the mean scores across grade levels, the average boy would rank at the 33rd percentile of the girls' distribution of scores on the General Reading Attitude measure.

The established relationship in the research literature between gender and reading achievement favoring girls suggests that girls' more positive attitudes toward reading may be an artifact of their superior reading proficiency. To test this hypothesis, the interaction between gender and Self-Reported English Grades was tested by means of a one-way ANOVA. Unlike the case of previous research on elementary school-age students (McKenna, Kear, Ellsworth, 1995), the interaction was significant for General Reading Attitude, $F_{(1, 14,315)} = 10.01$, $p < .001$, indicating that the more favorable attitudes held by girls toward reading in this sample were due to in part to their higher self-reported English grades. A regression analysis of both gender and Self-Reported English Grades on General Reading Attitude factor scores indicated that indeed gender accounted for a significant but relatively small amount of the variance (F Change = 463.24, $\Delta R^2 = .02$) in attitude scores after controlling for Self-Reported English Grades (F Change = 5242.90, $\Delta R^2 = .27$).

Figure 3 : General Reading Attitudes by Grade Level and Gender



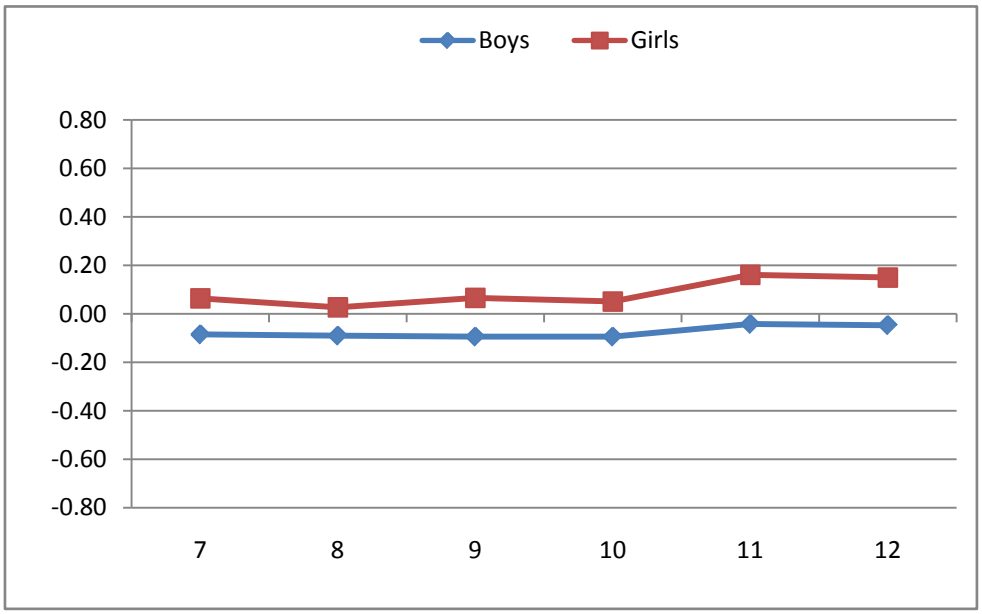
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b) Reading Self-Efficacy

Significant main effects for both gender, $F_{(1, 14,315)} = 155.06$, $p < .001$, and grade level, $F_{(5, 14,315)} = 5.79$, $p < .001$, were also found for Reading Self-Efficacy. The interaction term of grade level and gender was not significant, $F_{(5, 14,315)} = 1.02$, n.s. Girls had significantly higher levels of reading self-efficacy overall, and at all grade levels, but the gap did not widen over time (see Figure 4). Both the linear ($F_{(1, 7,440)} = 19.18$, $p < .001$) and quadratic ($F_{(1, 7,440)} = 5.02$, $p < .05$) components were statistically significant for girls. Post-hoc Scheffe tests indicated that self-efficacy scores among girls increased significantly between grade ten and eleven, and were stable before and after that point. For boys, however, neither the linear nor the quadratic trend analysis indicated any significant changes. There were no successive changes between grade levels at any point. In terms of percentile ranks, the differences between boys and girls, while statistically significant, was small: The average boy would rank at the 51st percentile of the girls' distribution. The rise in girls' scores from grade ten to eleven was similarly slight. Girls in grade eleven would rank at the 54th percentile of the girls' tenth grade distribution.

As in the case of reading attitudes, the interaction between gender and self-reported grades on self-efficacy was tested to see whether girls' more positive beliefs about their reading competence were due to superior academic performance in reading. The results of a one-way ANOVA indicated that there was no significant interaction, $F_{(1, 14,315)} = .64$, n.s. Unlike the case of reading attitudes, then, the higher levels of reading self-efficacy demonstrated by girls was not an artifact of their self-reported academic performance.

Figure 4 : Reading Self-Efficacy by Grade Level and Gender



VII. Self-Reported Achievement

a) General Reading Attitude

The effect of self-reported reading achievement as measured by English grades on general reading attitude was analyzed for both grade level and gender. Descriptive results are reported in Table 3. A significant main effect was found for Self-Reported English Grades ($F_{(1, 14,315)} = 2244.63$, $p < .001$), but not for the interaction of English grades with grade level ($F_{(5, 14,315)} = .84$, n.s.). While students who reported higher grades in English had more favorable attitudes toward reading than students of lower English grades, this difference did not change across grade levels, as is indicated in Figure 5. Self-reported high performing students had significantly higher scores on the General Reading Attitude scale at all grade levels than students with low Self-Reported English Grades. The size of this difference, as expressed in percentile ranks, was substantial, especially compared to that of gender noted above. Those with high self-reported English grades would rank at the 81st percentile on the distribution of students with low self-reported grades. As noted above, there was also a significant interaction between achievement and gender, indicating that the advantage girls have over boys in General Reading Attitude is due in part to their higher self-reported academic performance in English class. Figure 6 shows the trends for girls and boys for both high and low self-reported grades in English and reading. The three-way interaction of achievement, gender, and grade level was not significant ($F_{(5\ 14,315)} = .758$, n.s.).

Trend analysis on high self-reported achievement scores by grade level indicated significant

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linear ($F_{(1, 7,157)}$ = 32.49, p <.001) and quadratic ($F_{(1, 7,157)}$ = 101.07, p <.001) components. Post-hoc Scheffe tests confirmed that there was a significant drop from grade seven to eight, followed by no changes between successive grade levels. Trend analysis for low self-reported reading grades by grade level found, as in the case of high achieving readers, significant linear ($F_{(1, 7,158)}$ = 32.67, p <.001) and quadratic ($F_{(1, 7,158)}$ = 97.14, p <.001) components, with a significant drop in scores between the seventh and eighth grade, followed by no other changes across grades nine through twelve.

Four separate one-way ANOVAs were run for high- and low-performing students' attitude scores by gender. All results were consistent with those reported on achievement by grade level. Only the drop between grades seven and eight was significant, with significant linear and quadratic components in all four trend analyses. Boys with high self-reported English grades had significantly higher attitude scores at all grade levels than boys with low self-reported achievement. The same was true of the differences between high and low self-reported achievement for girls at all grade levels. Girls of both high and low self-reported achievement had more positive attitudes toward reading than boys of similar achievement levels at all grade levels, reflecting the overall gender differences reported above (see Figure 6).

Figure 5 : General Reading Attitude by Grade Level and Self-Reported English Grades

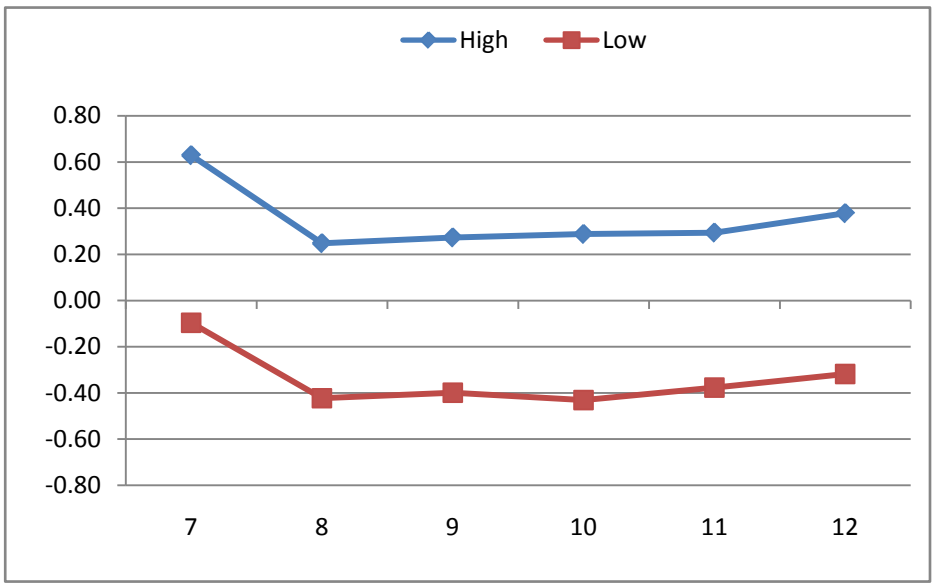
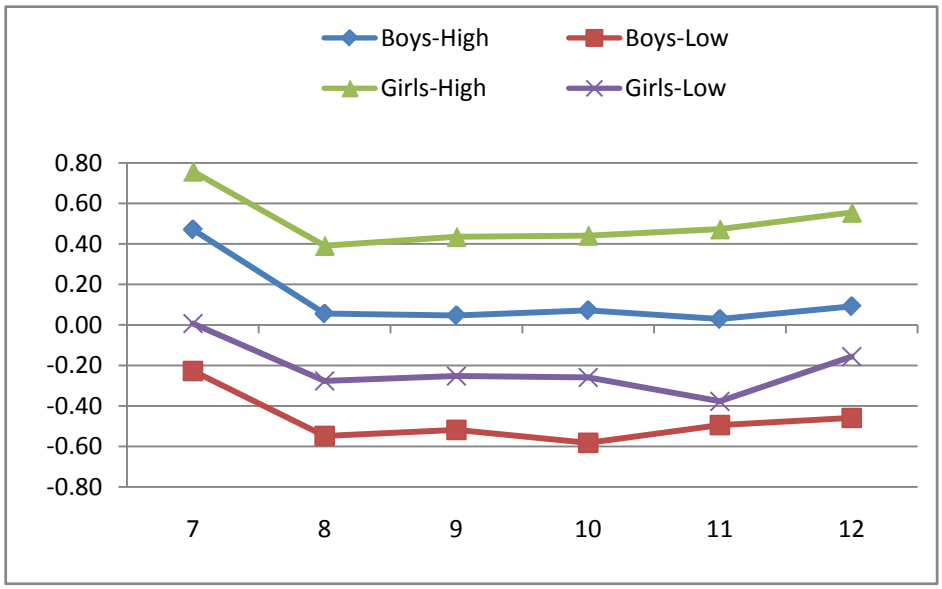


Figure 6 : General Reading Attitude by Grade Level, Self-Reported English Grades, and Gender

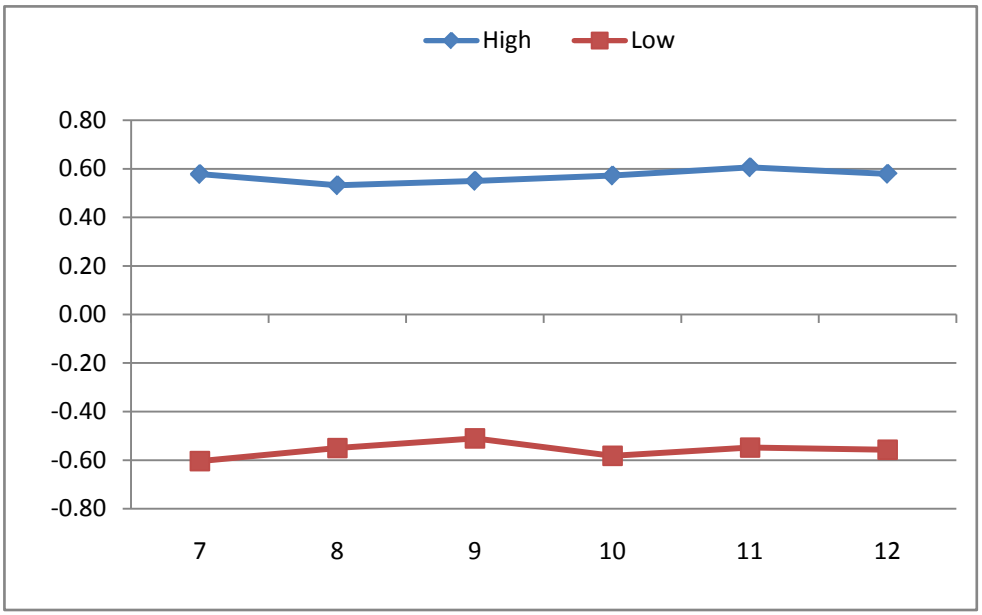


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b) Reading Self-Efficacy

Significant main effects on Reading Self-Efficacy scores were found for Self-Reported English grades (($F_{(1, 14,315)}$ = 15,510.011, p <.001), and for the interaction of grade level and achievement ($F_{(5, 14,315)}$ = 4.662, p <.001). Students who reported higher English grades had higher Reading Self-Efficacy scores than students of lower English grades at all grade levels, as seen in Figure 7. These differences were dramatic: the average high-achieving student would rank at the 97th percentile of the low-achieving students' distribution. There was no significant interaction between grade level and gender for Reading Self-Efficacy, as noted previously. The three-way interaction of achievement, gender, and grade level was not significant ($F_{(5, 14,315)}$ = .758, n.s.).

Figure 7 : Reading Self-Efficacy by Grade Level and Self-Reported English Grades

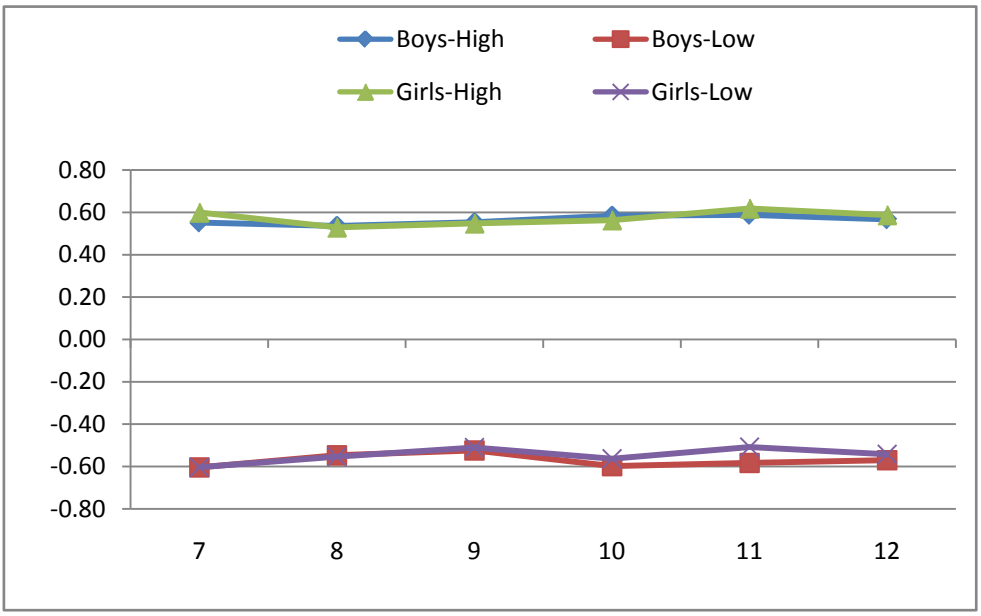


Trend analysis for self-reported high-achieving students indicated a significant linear ($F_{(1, 7,157)}$ = 4.416, p <.05) component, but not a quadratic one ($F_{(1, 7,157)}$ = 1.863, n.s.). Post-hoc Scheffe tests found no successive grade level changes for high-achieving readers. Results were just the opposite for low-achieving readers: the linear component was not significant ($F_{(1, 7,158)}$ = 1.416, n.s.), but the quadratic component was ($F_{(1, 7,158)}$ = 5.643, p < .05). Post-hoc Scheffe tests found that self-efficacy scores among low-achieving readers in grade nine were significantly higher than those in grade seven; no other significant differences were observed.

Separate one-way ANOVAs for high- and low-proficiency readers for both boys and girls were conducted (see Figure 8). For low-achieving boys, there were no significant components in the trend analyses; for low-proficiency girls, the quadratic component only was significant. For high-proficiency boys, there were again no significant components; for high-proficiency girls, only the quadratic component was significant. Post-hoc Scheffe test found none of the successive changes in grade level significant for either boys or girls at either high or low levels of proficiency. No differences were found in Reading Self-Efficacy scores between boys and girls at the high achievement level at any grade level. For low-proficiency students, only the difference in grade eleven was significant, with girls having higher scores than boys.

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Figure 8 : Reading Self-Efficacy by Grade Level, Self-Reported English Grades, and Gender



VIII. Summary and Discussion

Contrary to the results reported in national and local sample surveys of elementary school students, reading attitudes do not get progressively worse or become more negative in middle and high school, at least among the large sample of urban students surveyed here. The downward trend in reading attitudes documented in previous studies of elementary school students does continues through grade eight, but then a plateau is reached, marking an essentially stable level of attitudes throughout the rest of the secondary school years. These results appear to run counter to McKenna's predication regarding age and attitude formation. Results on the development of self-efficacy over time are roughly the same as those conducted previously on self-concept, with stability across grade levels and a slight increase in the upper grades, particularly among girls, as they move from adolescence to the transition to adulthood.

In McKenna's view, children become more negative in their views of both recreational and academic reading as they grow older in part because their beliefs about the outcomes of reading change over time. Greater opportunities in leisure options may lead to a relative devaluing of reading as children progress through school, even among good readers. In addition, the normative beliefs about reading may also change as children move through school. The social context of schooling may promote a more negative view of reading from which students make certain judgments about the value of literacy in general. Despite the presumably increasing opportunities for students to engage in other leisure pastimes during adolescence and the potentially negative social context surrounding reading, however, students in the current study did not indicate a continued drop over time in reading attitudes after grade eight.

What explains these differing developmental trends among secondary students? Several plausible explanations exist. First, it may be that the particular sample used in the current study, students from a relatively low-achieving, largely Latino/Hispanic urban district, may exhibit patterns of reading attitude and self-efficacy that differ significantly from the population at large. In McKenna, Kear, and Ellsworth's (1995) national sample of elementary school children, however, differences across ethnic groups were slight (differences in socio-economic status and urban vs. suburban/rural location were not measured), so it is not easy to predict how the current sample would differ from a more representative one. Students in the current sample had markedly lower standardized reading test scores than the average U.S. student, so it may be that this factor alone skewed the results. Yet low performing students in McKenna's studies tended to decline in reading attitude more precipitously than high achieving students, so if this pattern held true for older students, we may expect to see more decline over time, not less.

Second, the difference in instruments used across studies to measure reading attitudes may explain the divergent findings. McKenna's research relies on the Elementary Reading Attitude Survey (ERAS) (McKenna & Kear, 1990), while the current study used the more age-appropriate but not necessarily comparable BJP Survey. Further, the ERAS has two clear sub-scales, one each for recreational and academic reading, while a factor analysis of the BJP Survey produced only one general reading attitudes scale. Disaggregating these dimensions may produce different results from those presented here.

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A third possible reason for the rise of scores in the later grades in Reading Self-Efficacy, as well as the small but not significant increase for General Reading Attitudes in grade ten, may have a more straightforward explanation: Students with more negative attitudes and a lower sense of self-efficacy may be dropping out altogether after grade ten, thus biasing scores upward in grades eleven and twelve. A closer inspection of Table 1 shows that the number of total students at each grade level does drop dramatically after grade ten. But this explanation falls short when gender differences in drop-outs are accounted for. It appears that boys dropped out in disproportionate numbers to girls in the current sample, and it would be expected that low-achieving boys would be more likely to drop out than high-achieving ones. This should raise the scores of the remaining (more highly-achieving) boys. Yet this does not take place. It is *girls*' scores on the self-efficacy measure that increase in grade eleven, not the boys' scores. As such, drop-outs cannot be a major reason for increases in self-efficacy scores and the failure of reading attitudes to continue their decline.

Finally, it may be that students have, in effect, "bottomed out" in terms of their reading attitudes by eighth grade, with no further decline likely or possible. McKenna's model could be developmentally correct up through middle school, after which there is no further room for students to decline, despite increased opportunities and changes in their social milieu. It should be noted that the failure of scores to decline was not due to any obvious floor effects on the attitude measure itself with the current sample, however. The means raw score for the twelve items that loaded most heavily on the General Reading Attitudes factors was 30.5 (SD = 7.2) out of a possible 48 (range: 12-48), with no pronounced skew in the distribution.

With the exception of the drop in reading attitudes between grades seven and eight, then, the current study found similar trends for both attitudes and self-efficacy. The stabilization of reading attitudes scores in the upper grades is consistent with what has been found previously in research on academic self-concept among adolescents. Indeed, the developmental pattern for both self-efficacy and reading attitudes is nearly identical for both younger and older students: declines in elementary and middle school, followed by stable or rising scores in high school. This suggests that the two constructs may be linked.

Researchers of self-concept have attempted to explain these patterns by examining how students define the domains of their ability and the criteria they use to judge competence. Studies of young children has found, for example, that they tend to see academic ability as undifferentiated and related strongly to social behavior, work habits, and conduct rather than any external or comparative measures of academic performance (Stipek & Tannatt, 1984; Stipek & MacIver, 1989). Young children believe that effort and practice alone are sufficient to increase ability. This often results in what we may term a "Lake Wobegon Effect," where, as in the humorist Garrison Keillor's fictional small town, "all the children are above average." Stipek (1981) and Stipek and Tannatt (1984) noted, for example, that that nearly all of the kindergarten and first grade children they interviewed thought that they were "smart." As children move through school, however, they begin to differentiate aspects of academic ability, and assess those abilities based upon external information, such as their own and their peers' academic performance as measured by grades, tests, and the like (Marsh, 1989; Stipek & MacIver, 1989). As such, originally high, perhaps inflated, self-concepts decline, accelerated by the social and maturational changes that are part of adolescence, where perceptions of ability reach a low point. Another possible source for this decline in self-concept and beliefs about competency relates to the classroom environment students experience as they move through school. As children grow older, teachers tend to place greater emphasis on competitions and comparisons among students. As Wigfield (2000) notes, this pressure "may lead children to focus too much on how their skills compare to those of others," which in turn can "deflate many children's competence beliefs" (p. 144).

As students then make the transition from adolescence to adulthood in the upper grades of high school, the potentially negative social influences felt in the junior high years appear to lessen, resulting in a more positive (and perhaps realistic) view of ability in reading, math, and other areas. Studies measuring the development of general self-esteem have found steady, significant increases from high school through early adulthood (O'Malley & Bachman, 1983).

If this general account of how self-concept develops among children and adolescents is correct, and, as hypothesized above, attitudes toward reading are linked to one's perceived reading ability, then the results of the current study complement previous results on reading attitude among elementary age students, providing a more nuanced portrayal of attitude development. This would also call for a modification of McKenna's model for attitude formation, such that, along with beliefs about the outcomes of reading and the expectations of others, beliefs about self-efficacy also influence reading attitudes. McKenna's model already incorporates a "feedback" loop, with prior reading successes or failures having a direct influence on reading attitude. In light of current evidence, this loop may need to be modified such that, rather than exert a direct effect on attitude, prior experiences affect beliefs about competence, which in turn influence reading attitude. Consistent with the broader theory of self-concept formation, children's actual reading experiences increasingly become the basis for judgment

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of reading competence as they grows older, and that this (increasingly negative) belief about efficacy in turn influences attitude through middle school and early adolescence. These perceptions of ability become more realistic as students move through high school, resulting in a stabilization of attitudes. In this modified McKenna model, the role of increased opportunities to participate in activities other than reading is less influential on reading attitudes than self-efficacy beliefs.

Unlike in previous studies among elementary students, there was a significant interaction between gender and achievement for the reading attitudes measure. The superiority of girls over boys in reading attitude was in part due to their higher self-reported reading grades. A regression analysis confirmed that achievement appears to be a much more powerful predictor of reading attitudes than gender for secondary students. This interaction was not found for the self-efficacy measure, however, indicating that the higher sense of self-efficacy for girls in reading was not merely due to higher levels of achievement. It is not clear why this interaction, found among younger students on reading attitude measures, should not be present here.

Another difference between the current findings and previous work was in the interaction between grade level and achievement for reading attitudes. In McKenna, Kear, and Ellsworth's national survey, the gap in reading attitudes between high and low proficiency readers grew wider as students got older, a gap thought to constitute another form of the "Matthew's effect" (Stanovich, 1986) for reading ("the rich getting richer"). Low-achieving students in the elementary grades become progressively worse than their high achieving counterparts. The current study failed to replicate this finding for either reading attitudes or self-efficacy. The gap between high and low achieving students on these variables did not increase during the six years of secondary school. Again, this may be due to one of the reasons proposed above for the differences in overall developmental trends (i.e. sample, instrumentation, floor/ceiling effects), or due to differences in how adolescents progress in reading attitudes and beliefs over time versus younger children. Similar to the current study, Wigfield et al. (1991) did not find a significant interaction among sixth- and seventh-grader students for ability, time, and English academic self-concept.

Some findings of the current study do confirm previous research on reading attitudes and self-efficacy. Gender differences found in McKenna's surveys and others were also noted among the current sample of secondary students, with girls demonstrating more positive attitudes toward reading and a greater sense of reading self-efficacy than boys at all grade levels. The current findings are also consistent with other studies on reading self-efficacy and self-concept and gender (Marsh, 1989; Wigfield et al., 1991). In addition, students who reported a high level of reading achievement had significantly more positive attitudes and greater sense of self-efficacy in reading than those with lower levels of self-reported proficiency, consistent with McKenna's findings and studies of self-concept of ability in English class (Wigfield et al., 1991). These differences between high- and low-achievement levels were large for both General Reading Attitudes and Reading Self-Efficacy.

If the results of the present study hold true across a more representative sample of secondary students, then the stabilization of reading attitudes and beliefs about reading competence among adolescents may be considered good news, if these variables are indeed strong influences on reading motivation and behavior. Given that many readers fail to develop their reading proficiency beyond that obtained by the end of elementary school (Francis et al., 1994), however, there is still a need for encouraging changes in the positive direction, and not be content with mere stability. Guthrie and his colleagues (Guthrie et al., 1996; Guthrie & Anderson, 1999) have proposed that "concept-oriented" reading instruction holds the promise of deepening students' engagement with reading and reversing the decline of reading motivation as students move through school. Other intervention programs that stress pleasure reading also appear to be effective in promoting more positive attitudes toward reading, especially among students in urban schools like those surveyed in this study (Author, 1998; Author et al., in press; Pilgreen, 2000). Reading motivation among adolescents may also be a function of access to appropriate reading resources (Worthy, Morman, & Turner, 1999). This problem is particularly acute for students in low-income school districts such as the one surveyed here, where the type and variety of reading materials are indeed extremely limited (Allington et al., 1995; Author, 1998; Author et al., in press).

There are a variety of approaches to studying reading attitudes and self-efficacy. Qualitative approaches such as those recommended by McKenna, Kear, and Ellsworth (1995) and others are certainly worthy of attention among older students as well. Several variables not included in the current study, including ethnicity, socio-economic status, and instructional approach, may have important influences in how reading attitudes and beliefs develop over time. Future study of these issues should attempt to take these factors into account in coming to a more complete picture of how attitudes and self-efficacy change over time among secondary school readers.

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[1]Pedhazur and Schmelkin (1991) note that EFA is appropriate when "no information regarding the internal structure of the [existing] measure is available" (p. 69). Gorsush (1983) similarly states that EFA is the appropriate method of analysis when scale development or refinement are required, as in the case here where the scale has no previous, well-defined scales.

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Title: The title page must carry an instructive title that reflects the content, a running title (less than 45 characters together with spaces), names of the authors and co-authors, and the place(s) wherever the work was carried out. The full postal address in addition with the e-mail address of related author must be given. Up to eleven keywords or very brief phrases have to be given to help data retrieval, mining and indexing.

Abstract, used in Original Papers and Reviews:

Optimizing Abstract for Search Engines

Many researchers searching for information online will use search engines such as Google, Yahoo or similar. By optimizing your paper for search engines, you will amplify the chance of someone finding it. This in turn will make it more likely to be viewed and/or cited in a further work. Global Journals Inc. (US) have compiled these guidelines to facilitate you to maximize the web-friendliness of the most public part of your paper.

Key Words

A major linchpin in research work for the writing research paper is the keyword search, which one will employ to find both library and Internet resources.

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

Search engines for most searches, use Boolean searching, which is somewhat different from Internet searches. The Boolean search uses "operators," words (and, or, not, and near) that enable you to expand or narrow your affords. Tips for research paper while preparing research paper are very helpful guideline of research paper.

Choice of key words is first tool of tips to write research paper. Research paper writing is an art.A few tips for deciding as strategically as possible about keyword search:

- One should start brainstorming lists of possible keywords before even begin searching. Think about the most important concepts related to research work. Ask, "What words would a source have to include to be truly valuable in research paper?" Then consider synonyms for the important words.
- It may take the discovery of only one relevant paper to let steer in the right keyword direction because in most databases, the keywords under which a research paper is abstracted are listed with the paper.
- One should avoid outdated words.

Keywords are the key that opens a door to research work sources. Keyword searching is an art in which researcher's skills are bound to improve with experience and time.

Numerical Methods: Numerical methods used should be clear and, where appropriate, supported by references.

Acknowledgements: Please make these as concise as possible.

References

References follow the Harvard scheme of referencing. References in the text should cite the authors' names followed by the time of their publication, unless there are three or more authors when simply the first author's name is quoted followed by et al. unpublished work has to only be cited where necessary, and only in the text. Copies of references in press in other journals have to be supplied with submitted typescripts. It is necessary that all citations and references be carefully checked before submission, as mistakes or omissions will cause delays.

References to information on the World Wide Web can be given, but only if the information is available without charge to readers on an official site. Wikipedia and Similar websites are not allowed where anyone can change the information. Authors will be asked to make available electronic copies of the cited information for inclusion on the Global Journals Inc. (US) homepage at the judgment of the Editorial Board.

The Editorial Board and Global Journals Inc. (US) recommend that, citation of online-published papers and other material should be done via a DOI (digital object identifier). If an author cites anything, which does not have a DOI, they run the risk of the cited material not being noticeable.

The Editorial Board and Global Journals Inc. (US) recommend the use of a tool such as Reference Manager for reference management and formatting.

Tables, Figures and Figure Legends

Tables: Tables should be few in number, cautiously designed, uncrowned, and include only essential data. Each must have an Arabic number, e.g. Table 4, a self-explanatory caption and be on a separate sheet. Vertical lines should not be used.

Figures: Figures are supposed to be submitted as separate files. Always take in a citation in the text for each figure using Arabic numbers, e.g. Fig. 4. Artwork must be submitted online in electronic form by e-mailing them.

Preparation of Electronic Figures for Publication

Even though low quality images are sufficient for review purposes, print publication requires high quality images to prevent the final product being blurred or fuzzy. Submit (or e-mail) EPS (line art) or TIFF (halftone/photographs) files only. MS PowerPoint and Word Graphics are unsuitable for printed pictures. Do not use pixel-oriented software. Scans (TIFF only) should have a resolution of at least 350 dpi (halftone) or 700 to 1100 dpi (line drawings) in relation to the imitation size. Please give the data for figures in black and white or submit a Color Work Agreement Form. EPS files must be saved with fonts embedded (and with a TIFF preview, if possible).

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



Figure Legends: Self-explanatory legends of all figures should be incorporated separately under the heading 'Legends to Figures'. In the full-text online edition of the journal, figure legends may possibly be truncated in abbreviated links to the full screen version. Therefore, the first 100 characters of any legend should notify the reader, about the key aspects of the figure.

6. AFTER ACCEPTANCE

Upon approval of a paper for publication, the manuscript will be forwarded to the dean, who is responsible for the publication of the Global Journals Inc. (US).

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The corresponding author will receive an e-mail alert containing a link to a website or will be attached. A working e-mail address must therefore be provided for the related author.

Acrobat Reader will be required in order to read this file. This software can be downloaded

(Free of charge) from the following website:

www.adobe.com/products/acrobat/readstep2.html. This will facilitate the file to be opened, read on screen, and printed out in order for any corrections to be added. Further instructions will be sent with the proof.

Proofs must be returned to the dean at dean@globaljournals.org within three days of receipt.

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Before start writing a good quality Computer Science Research Paper, let us first understand what is Computer Science Research Paper? So, Computer Science Research Paper is the paper which is written by professionals or scientists who are associated to Computer Science and Information Technology, or doing research study in these areas. If you are novel to this field then you can consult about this field from your supervisor or guide.

TECHNIQUES FOR WRITING A GOOD QUALITY RESEARCH PAPER:

1. Choosing the topic: In most cases, the topic is searched by the interest of author but it can be also suggested by the guides. You can have several topics and then you can judge that in which topic or subject you are finding yourself most comfortable. This can be done by asking several questions to yourself, like Will I be able to carry our search in this area? Will I find all necessary recourses to accomplish the search? Will I be able to find all information in this field area? If the answer of these types of questions will be "Yes" then you can choose that topic. In most of the cases, you may have to conduct the surveys and have to visit several places because this field is related to Computer Science and Information Technology. Also, you may have to do a lot of work to find all rise and falls regarding the various data of that subject. Sometimes, detailed information plays a vital role, instead of short information.

2. Evaluators are human: First thing to remember that evaluators are also human being. They are not only meant for rejecting a paper. They are here to evaluate your paper. So, present your Best.

3. Think Like Evaluators: If you are in a confusion or getting demotivated that your paper will be accepted by evaluators or not, then think and try to evaluate your paper like an Evaluator. Try to understand that what an evaluator wants in your research paper and automatically you will have your answer.

4. Make blueprints of paper: The outline is the plan or framework that will help you to arrange your thoughts. It will make your paper logical. But remember that all points of your outline must be related to the topic you have chosen.

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

6. Use of computer is recommended: As you are doing research in the field of Computer Science, then this point is quite obvious.

7. Use right software: Always use good quality software packages. If you are not capable to judge good software then you can lose quality of your paper unknowingly. There are various software programs available to help you, which you can get through Internet.

8. Use the Internet for help: An excellent start for your paper can be by using the Google. It is an excellent search engine, where you can have your doubts resolved. You may also read some answers for the frequent question how to write my research paper or find model research paper. From the internet library you can download books. If you have all required books make important reading selecting and analyzing the specified information. Then put together research paper sketch out.

9. Use and get big pictures: Always use encyclopedias, Wikipedia to get pictures so that you can go into the depth.

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

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

12. Make all efforts: Make all efforts to mention what you are going to write in your paper. That means always have a good start. Try to mention everything in introduction, that what is the need of a particular research paper. Polish your work by good skill of writing and always give an evaluator, what he wants.

13. Have backups: When you are going to do any important thing like making research paper, you should always have backup copies of it either in your computer or in paper. This will help you to not to lose any of your important.

14. Produce good diagrams of your own: Always try to include good charts or diagrams in your paper to improve quality. Using several and unnecessary diagrams will degrade the quality of your paper by creating "hotchpotch." So always, try to make and include those diagrams, which are made by your own to improve readability and understandability of your paper.

15. Use of direct quotes: When you do research relevant to literature, history or current affairs then use of quotes become essential but if study is relevant to science then use of quotes is not preferable.

16. Use proper verb tense: Use proper verb tenses in your paper. Use past tense, to present those events that happened. Use present tense to indicate events that are going on. Use future tense to indicate future happening events. Use of improper and wrong tenses will confuse the evaluator. Avoid the sentences that are incomplete.

17. Never use online paper: If you are getting any paper on Internet, then never use it as your research paper because it might be possible that evaluator has already seen it or maybe it is outdated version.

18. **Pick a good study spot:** To do your research studies always try to pick a spot, which is quiet. Every spot is not for studies. Spot that suits you choose it and proceed further.

19. Know what you know: Always try to know, what you know by making objectives. Else, you will be confused and cannot achieve your target.

20. Use good quality grammar: Always use a good quality grammar and use words that will throw positive impact on evaluator. Use of good quality grammar does not mean to use tough words, that for each word the evaluator has to go through dictionary. Do not start sentence with a conjunction. Do not fragment sentences. Eliminate one-word sentences. Ignore passive voice. Do not ever use a big word when a diminutive one would suffice. Verbs have to be in agreement with their subjects. Prepositions are not expressions to finish sentences with. It is incorrect to ever divide an infinitive. Avoid clichés like the disease. Also, always shun irritating alliteration. Use language that is simple and straight forward. put together a neat summary.

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

22. Never start in last minute: Always start at right time and give enough time to research work. Leaving everything to the last minute will degrade your paper and spoil your work.

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

24. Never copy others' work: Never copy others' work and give it your name because if evaluator has seen it anywhere you will be in trouble.

25. Take proper rest and food: No matter how many hours you spend for your research activity, if you are not taking care of your health then all your efforts will be in vain. For a quality research, study is must, and this can be done by taking proper rest and food.

26. Go for seminars: Attend seminars if the topic is relevant to your research area. Utilize all your resources.



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27. Refresh your mind after intervals: Try to give rest to your mind by listening to soft music or by sleeping in intervals. This will also improve your memory.

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.



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

Procedures (Methods and Materials):

This part is supposed to be the easiest to carve if you have good skills. A 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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- Do not give permission to anyone else to "PROOFREAD" your manuscript.

- Methods to avoid Plagiarism is applied by us on every paper, if found guilty, you will be blacklisted by all of our collaborated research groups, your institution will be informed for this and strict legal actions will be taken immediately.)
- 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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Criterion for Grading a Research Paper (Compilation) by Global Journals Inc. (US)

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	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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INDEX

A

Antecedent · 34
Asynchronous · 23

B

Buttressed · 19

C

Caliber · 2, 4, 5
Catechists · 17

D

Deterioration · 3, 8

E

Enlightenment · 19
Enthusiastic · 11, 27
Eradication · 30
Ethnocentrism · 5
Evangelical · 17

H

Hispanic · 37, 47

M

Maturational · 48
Monolithic · 12
Monopolistic · 3

P

Pedagogy · 1, 8, 10, 11, 12, 13, 14, 15, 16
Percentile · 28, 41, 42, 43, 46
Peripheral · 33
Prerequisite · 4
Proliferation · 2

R

Recruitment · 3, 27, 28, 29, 30
Repercussions · 21, 22, 25
Rudimental · 6

S

Scenarios · 24, 26
Solidarities · 3
Synonymous · 4

T

Transcending · 4



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