Online ISSN : 2249-460X
Print ISSN : 0975-587X

Global Journal

of Human-Social Sciences: G

Linguistics & Education

Basics of Arctic Pedagogy

Knowledge Bias Perceptions

Highlights

English Language Education

Entitled Optimistic Kindergarten

Discovering Thoughts, Inventing Future

VOLUME 15 ISSUE 4 VERSION 1.0

© 2001-2015 by Global Journal of Human-Social Sciences, USA

Volume 15 Issue 17 was originally issued as G4

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

Volume 15 Issue 17
Originally issued as G4

Global Journal of Human-Social Science: G

Linguistics & Education

Volume 15 Issue 4 (Ver. 1.0)

Open Association of Research Society

© Global Journal of Human Social Sciences. 2015.

All rights reserved.

This is a special issue published in version 1.0 of "Global Journal of Human Social Sciences." By Global Journals Inc.

All articles are open access articles distributed under "Global Journal of Human Social Sciences"

Reading License, which permits restricted use. Entire contents are copyright by of "Global Journal of Human Social Sciences" unless otherwise noted on specific articles.

No part of this publication may be reproduced or transmitted in any form or by any means, electronic or mechanical, including photocopy, recording, or any information storage and retrieval system, without written permission.

The opinions and statements made in this book are those of the authors concerned. Ultraculture has not verified and neither confirms nor denies any of the foregoing and no warranty or fitness is implied.

Engage with the contents herein at your own risk.

The use of this journal, and the terms and conditions for our providing information, is governed by our Disclaimer, Terms and Conditions and Privacy Policy given on our website http://globaljournals.us/terms-and-condition/menu-id-1463/

By referring / using / reading / any type of association / referencing this journal, this signifies and you acknowledge that you have read them and that you accept and will be bound by the terms thereof.

All information, journals, this journal, activities undertaken, materials, services and our website, terms and conditions, privacy policy, and this journal is subject to change anytime without any prior notice.

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

Global Journals Inc.

*(A Delaware USA Incorporation with "Good Standing"; **Reg. Number: 0423089**)*

Sponsors: Open Association of Research Society
Open Scientific Standards

Publisher's Headquarters office

Global Journals Headquarters
301st Edgewater Place Suite, 100 Edgewater Dr.-Pl,
Wakefield MASSACHUSETTS, Pin: 01880,
United States of America
USA Toll Free: +001-888-839-7392
USA Toll Free Fax: +001-888-839-7392

Offset Typesetting

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

Packaging & Continental Dispatching

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

Find a correspondence nodal officer near you

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

eContacts

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

Pricing (Including by Air Parcel Charges):

For Authors:
22 USD (B/W) & 50 USD (Color)
Yearly Subscription (Personal & Institutional):
200 USD (B/W) & 250 USD (Color)

Integrated Editorial Board
(Computer Science, Engineering, Medical, Management, Natural Science, Social Science)

John A. Hamilton,"Drew" Jr.,
Ph.D., Professor, Management
Computer Science and Software Engineering
Director, Information Assurance Laboratory
Auburn University

Dr. Henry Hexmoor
IEEE senior member since 2004
Ph.D. Computer Science, University at Buffalo
Department of Computer Science
Southern Illinois University at Carbondale

Dr. Osman Balci, Professor
Department of Computer Science
Virginia Tech, Virginia University
Ph.D.and M.S.Syracuse University, Syracuse, New York
M.S. and B.S. Bogazici University, Istanbul, Turkey

Yogita Bajpai
M.Sc. (Computer Science), FICCT
U.S.A.Email:
yogita@computerresearch.org

Dr. T. David A. Forbes
Associate Professor and Range Nutritionist
Ph.D. Edinburgh University - Animal Nutrition
M.S. Aberdeen University - Animal Nutrition
B.A. University of Dublin- Zoology

Dr. Wenying Feng
Professor, Department of Computing & Information Systems
Department of Mathematics
Trent University, Peterborough,
ON Canada K9J 7B8

Dr. Thomas Wischgoll
Computer Science and Engineering,
Wright State University, Dayton, Ohio
B.S., M.S., Ph.D.
(University of Kaiserslautern)

Dr. Abdurrahman Arslanyilmaz
Computer Science & Information Systems Department
Youngstown State University
Ph.D., Texas A&M University
University of Missouri, Columbia
Gazi University, Turkey

Dr. Xiaohong He
Professor of International Business
University of Quinnipiac
BS, Jilin Institute of Technology; MA, MS, PhD,. (University of Texas-Dallas)

Burcin Becerik-Gerber
University of Southern California
Ph.D. in Civil Engineering
DDes from Harvard University
M.S. from University of California, Berkeley
& Istanbul University

Dr. Bart Lambrecht
Director of Research in Accounting and FinanceProfessor of Finance
Lancaster University Management School
BA (Antwerp); MPhil, MA, PhD (Cambridge)

Dr. Carlos García Pont
Associate Professor of Marketing
IESE Business School, University of Navarra
Doctor of Philosophy (Management), Massachusetts Institute of Technology (MIT)
Master in Business Administration, IESE, University of Navarra
Degree in Industrial Engineering, Universitat Politècnica de Catalunya

Dr. Fotini Labropulu
Mathematics - Luther College
University of ReginaPh.D., M.Sc. in Mathematics
B.A. (Honors) in Mathematics
University of Windso

Dr. Lynn Lim
Reader in Business and Marketing
Roehampton University, London
BCom, PGDip, MBA (Distinction), PhD, FHEA

Dr. Mihaly Mezei
ASSOCIATE PROFESSOR
Department of Structural and Chemical Biology, Mount Sinai School of Medical Center
Ph.D., Etvs Lornd University
Postdoctoral Training,
New York University

Dr. Söhnke M. Bartram
Department of Accounting and FinanceLancaster University Management SchoolPh.D. (WHU Koblenz)
MBA/BBA (University of Saarbrücken)

Dr. Miguel Angel Ariño
Professor of Decision Sciences
IESE Business School
Barcelona, Spain (Universidad de Navarra)
CEIBS (China Europe International Business School).
Beijing, Shanghai and Shenzhen
Ph.D. in Mathematics
University of Barcelona
BA in Mathematics (Licenciatura)
University of Barcelona

Philip G. Moscoso
Technology and Operations Management
IESE Business School, University of Navarra
Ph.D in Industrial Engineering and Management, ETH Zurich
M.Sc. in Chemical Engineering, ETH Zurich

Dr. Sanjay Dixit, M.D.
Director, EP Laboratories, Philadelphia VA Medical Center
Cardiovascular Medicine - Cardiac Arrhythmia
Univ of Penn School of Medicine

Dr. Han-Xiang Deng
MD., Ph.D
Associate Professor and Research
Department Division of Neuromuscular Medicine
Davee Department of Neurology and Clinical NeuroscienceNorthwestern University
Feinberg School of Medicine

Dr. Pina C. Sanelli
Associate Professor of Public Health
Weill Cornell Medical College
Associate Attending Radiologist
NewYork-Presbyterian Hospital
MRI, MRA, CT, and CTA
Neuroradiology and Diagnostic Radiology
M.D., State University of New York at Buffalo,School of Medicine and Biomedical Sciences

Dr. Roberto Sanchez
Associate Professor
Department of Structural and Chemical Biology
Mount Sinai School of Medicine
Ph.D., The Rockefeller University

Dr. Wen-Yih Sun
Professor of Earth and Atmospheric SciencesPurdue University Director
National Center for Typhoon and Flooding Research, Taiwan
University Chair Professor
Department of Atmospheric Sciences, National Central University, Chung-Li, TaiwanUniversity Chair Professor
Institute of Environmental Engineering, National Chiao Tung University, Hsin-chu, Taiwan.Ph.D., MS The University of Chicago, Geophysical Sciences
BS National Taiwan University, Atmospheric Sciences
Associate Professor of Radiology

Dr. Michael R. Rudnick
M.D., FACP
Associate Professor of Medicine
Chief, Renal Electrolyte and Hypertension Division (PMC)
Penn Medicine, University of Pennsylvania
Presbyterian Medical Center, Philadelphia
Nephrology and Internal Medicine
Certified by the American Board of Internal Medicine

Dr. Bassey Benjamin Esu
B.Sc. Marketing; MBA Marketing; Ph.D Marketing
Lecturer, Department of Marketing, University of Calabar
Tourism Consultant, Cross River State Tourism Development Department
Co-ordinator , Sustainable Tourism Initiative, Calabar, Nigeria

Dr. Aziz M. Barbar, Ph.D.
IEEE Senior Member
Chairperson, Department of Computer Science
AUST - American University of Science & Technology
Alfred Naccash Avenue – Ashrafieh

President Editor (HON.)

Dr. George Perry, (Neuroscientist)
Dean and Professor, College of Sciences
Denham Harman Research Award (American Aging Association)
ISI Highly Cited Researcher, Iberoamerican Molecular Biology Organization
AAAS Fellow, Correspondent Member of Spanish Royal Academy of Sciences
University of Texas at San Antonio
Postdoctoral Fellow (Department of Cell Biology)
Baylor College of Medicine
Houston, Texas, United States

Chief Author (HON.)

Dr. R.K. Dixit
M.Sc., Ph.D., FICCT
Chief Author, India
Email: authorind@computerresearch.org

Dean & Editor-in-Chief (HON.)

Vivek Dubey(HON.)
MS (Industrial Engineering),
MS (Mechanical Engineering)
University of Wisconsin, FICCT
Editor-in-Chief, USA
editorusa@computerresearch.org

Sangita Dixit
M.Sc., FICCT
Dean & Chancellor (Asia Pacific)
deanind@computerresearch.org

Suyash Dixit
(B.E., Computer Science Engineering), FICCTT
President, Web Administration and
Development , CEO at IOSRD
COO at GAOR & OSS

Er. Suyog Dixit
(M. Tech), BE (HONS. in CSE), FICCT
SAP Certified Consultant
CEO at IOSRD, GAOR & OSS
Technical Dean, Global Journals Inc. (US)
Website: www.suyogdixit.com
Email:suyog@suyogdixit.com

Pritesh Rajvaidya
(MS) Computer Science Department
California State University
BE (Computer Science), FICCT
Technical Dean, USA
Email: pritesh@computerresearch.org

Luis Galárraga
J!Research Project Leader
Saarbrücken, Germany

Contents of the Issue

i. Copyright Notice
ii. Editorial Board Members
iii. Chief Author and Dean
iv. Contents of the Issue

1. Examining English Language Teachers' Beliefs in the Context of English Language Education Reforms. *1-10*
2. Knowledge Bias: Perceptions of Copying among Lecturers and Students of Education Case Study of a Teaching College. *11-24*
3. Eliminating Helplessness in Pre-School Children Relying on Proprietary Programme Entitled Optimistic Kindergarten. *25-28*
4. The Basics of Arctic Pedagogy. *29-34*

v. Fellows and Auxiliary Memberships
vi. Process of Submission of Research Paper
vii. Preferred Author Guidelines
viii. Index

Global Journal of human-social science: G
Linguistics & Education
Volume 15 Issue 4 Version 1.0 Year 2015
Type: Double Blind Peer Reviewed International Research Journal
Publisher: Global Journals Inc. (USA)
Online ISSN: 2249-460X & Print ISSN: 0975-587X

Examining English Language Teachers' Beliefs in the Context of English Language Education Reforms

By Eba Mijena
Wollega University, Ethiopia

Abstract- This study was aimed to examine English language teachers' beliefs about the teaching and learning of English language in the context of English language education reforms in western Ethiopia. It made survey with 125 school teachers from 43 schools. Data were collected during the ELT Enhancement Workshop organized by Wollega University at three of its campuses in the months of February 2013, March 2013 and April 2014. The questionnaire focused on gathering data on teachers' current thinking using the Likert Scale. The data collected using questionnaire were analyzised using percentages. These data were substantiated with the data collected using interviews. The findings of the study have shown that in spite of the introduction of various teacher development programmes (like CPD, induction, ELIP and other related workshops), English language teachers have mixed beliefs about the use of language teaching approaches. The study, therefore, suggests that the pre-service and in service trainings which address teachers' beliefs need to be the focus area in the future professional development programmes for ELT teachers in the study area.

Keywords: beliefs, mixed belief, context, language education reforms, teacher development programmes.

GJHSS-G Classification : FOR Code: 200301



Strictly as per the compliance and regulations of:



© 2015. Eba Mijena. This is a research/review paper, distributed under the terms of the Creative Commons Attribution-Noncommercial 3.0 Unported License http:// creativecommons.org/licenses/by-nc/3.0/), permitting all non-commercial use, distribution, and reproduction in any medium, provided the original work is properly cited.

Examining English Language Teachers' Beliefs in the Context of English Language Education Reforms

Eba Mijena

Abstract- This study was aimed to examine English language teachers' beliefs about the teaching and learning of English language in the context of English language education reforms in western Ethiopia. It made survey with 125 school teachers from 43 schools. Data were collected during the ELT Enhancement Workshop organized by Wollega University at three of its campuses in the months of February 2013, March 2013 and April 2014. The questionnaire focused on gathering data on teachers' current thinking using the Likert Scale. The data collected using questionnaire were analyzised using percentages. These data were substantiated with the data collected using interviews. The findings of the study have shown that in spite of the introduction of various teacher development programmes (like CPD, induction, ELIP and other related workshops), English language teachers have mixed beliefs about the use of language teaching approaches. The study, therefore, suggests that the pre-service and in service trainings which address teachers' beliefs need to be the focus area in the future professional development programmes for ELT teachers in the study area.

Keywords: beliefs, mixed belief, context, language education reforms, teacher development programmes.

I. Introduction

English language has become the language of every nation and the major tool for global communication. It is used in every sector for different purposes around the world. Among the various sectors where English is prominently used is a school. In most schools, English is used as a medium of instruction or taught as a subject or it is used as a medium of instruction and taught as a subject. This indicates that English is a valuable tool in education and for quality of education. This valuable tool need to be taught properly for the attainment of the goal required. Nevertheless, the teaching and learning of this tool might be affected by various factors. Among these, teacher beliefs about the teaching and learning of English could be mentioned as the major one.

One important question, which can be raised along with teachers' beliefs, is what these beliefs can cause. Different scholars (like Stuart and Thurlow, 2000) indicated that teachers' beliefs are considered as important variable in teaching. No doubt that belief affects everything and it is generally agreed that what teachers do in the classroom is mirrored by what they believe and their beliefs often operate as a filter through which instructional judgments and decisions are made (Farrell & Lim, 2005). Moreover, McDonough (1991) indicates that beliefs affect behavior. He says "…. what we believe we are doing, what we pay attention to, what we think is important, how we choose to behave, how we prefer to solve problems, *form the basis for our personal decisions* as to how to proceed" (p.9) [Italics mine]. From this, one can see that beliefs determine actions and decisions. This is because as Borg (2001) explains individuals are committed for the beliefs they hold. It is clear that beliefs are the best indicators of the decisions individuals make throughout their lives (Dewey, 1933). Teacher beliefs affect the materials and activities they choose for the classroom. When generally seen, teachers' beliefs influence their consciousness, teaching attitude, teaching methods and teaching policies, and finally, learners' development.

Beliefs about teaching and learning affect the processes, procedures to be used and all other actions taken by the teacher. This can be seen from different points of views. It is believed that two main approaches, i.e. the behaviourist and constructivist, prevail among teachers. The behaviourist principles claim that learning occurs through the passive transmission of information from one individual to another whereas the constructivist principles argue that learning occurs when a learner actively constructs meaning from elements in the environment. This central idea behind constructivism, that human learning is constructed, that learners build new knowledge upon the foundations of previous learning, conflicts with the key tenet of behaviourism – that reception, rather than construction leads to learning (Hoover, 1996).

What are the origins of the beliefs individuals hold? The direct forward answer could be the lived experience. In line with this, Johnson (1994) and Richards and Lockhart (1994) believe that beliefs are formed as a result of a person's education and experience, established practice, teachers' personality factors, educational principles, research-based evidence, and principles derived from an approach or method. This indicates that past experiences and other factors play significant role in affecting individuals' beliefs. It is also believed that "teachers' belief systems are founded on the goals, values, and beliefs teachers

Author: Wollega University. e-mail: eba.mijena@gmail.com

© 2015 Global Journals Inc. (US)

hold in relation to the content and process of teaching, and their understanding of the systems in which they work and their roles within it" (Richards and Lockhart, 1996:30).Real and effective change in teachers' can only occur through a change in their beliefs (Kennedy and Kennedy, 1996).

The English language teaching in Ethiopia has adopted the problem-solving approach since the introduction of the new Education and Training Policy in 1994. It is believed that this innovative approach leads to the quality of English language teaching and learning. For the effective implementation of this innovative approach, the present government introduced different professional development strategies like English Language Improvement Program (ELIP), Continuous Professional Development (CPD), Induction and other capacity building strategies with the introduction of Teacher Education System Overhaul (TESO) in 2003. Moreover, the teaching materials and the methods of teaching, currently in use also promote teaching English for effective communication. In spite of all these efforts, however, parents and other stakeholders comment that the current teaching practices in Ethiopian schools could not bring about the required change. One can ask "Why teachers' practices have not changed?" This question will lead one to look at how teachers think of the teaching and learning of English language teaching as this will affect what teachers do in their teaching. Therefore, this study will try to answer the following research question: What beliefs do English language teachers hold about the teaching and learning of English in the context of English language education reforms in western Ethiopia? One might introduce an earth-shaking methodology, idea, material or anything but for me these are nothing unless they are supported with proper beliefs.

II. Materials and Methods

a) Research Design

The major purpose of this study was to examine the beliefs hold by western Ethiopia English language teachers (with particular reference to the three towns of Wollega (Nekemte, Shambu and Gimbi) in the context of English language education reforms. The research in here employed a descriptive survey research design.

b) Samples and Sampling Techniques

Data were collected from 125 school teachers of Nekemte, Shambu and Gimbi towns who participated in the two days workshop organized at each respective town by Wollega University in the months of February 2013, March 2013 and in the month of April 2014 on the theme *Enhancing ELT in Schools.* The teachers involved in the study hold the qualification of diploma and first degree with experiences varying from 5 (five) years to 36 (thirty six) years in teaching either English or other subject. These teachers teach English in schools from Grade 1 to Grade 12. All teachers who took part in the workshop were the samples of this study. Out of the 125 teachers, 15 of them were chosen for the interview. The 15 teachers involved in the interviews were purposefully selected to include teachers teaching from different grade levels (First Cycle Primary Level, Grades 1-4; Second Cycle Primary Level, Grades 5-8, and Secondary Level, Grades 9-12). All the interviews conducted were audio-recorded and properly transcribed by playing the tape two times. The transcription was made properly incorporating what the interviewer (I) and the responses from the respondents (R where R_1, R_2, R_3 .... R_{15} was used for the 15 respondents).

c) Instruments

The present study employed questionnaire and interviews as data gathering tools. The data collected using questionnaires were analyzed quantitatively while the data gathered through interviews were analyzed qualitatively. The questionnaire for data collection included a survey questionnaire of two parts: background information and beliefs of language teaching difficulty, language teaching approach, teaching preference of language skills, language proficiency and motivation. The items of the questionnaire were designed based on the practices in the teaching and learning of English. Five-point Likert scale was used and participants were asked to gauge their beliefs by indicating the extent to which they agreed with each statement using (1) SD = strongly disagree, (2) DA = disagree, (3) N = neither agree nor disagree, (4) A = agree, or (5) SA = strongly agree. These were merged into three (agree, undecided and disagree) to make it easy for analysis which were presented in percentages.

III. Results and Discussion

As indicated earlier, the study was focused on examining beliefs about English language teaching and learning held by English language teachers in the context of English language education reforms in Western Ethiopia with particular reference to the three towns of Wollega (Nekemte, Shambu and Gimbi). Based on the result of descriptive statistics, present study indicated that participants held various beliefs about language teaching and learning.

a) Data analysis

i. *Difficulty of Language Teaching and Learning*

In item No. 1, teachers were asked to indicate their agreement with the statement "The beginning of teaching English from Grade 1 will make its teaching and learning complex to teachers and students". The results were indicated in the chart below.

© 2015 Global Journals Inc. (US)

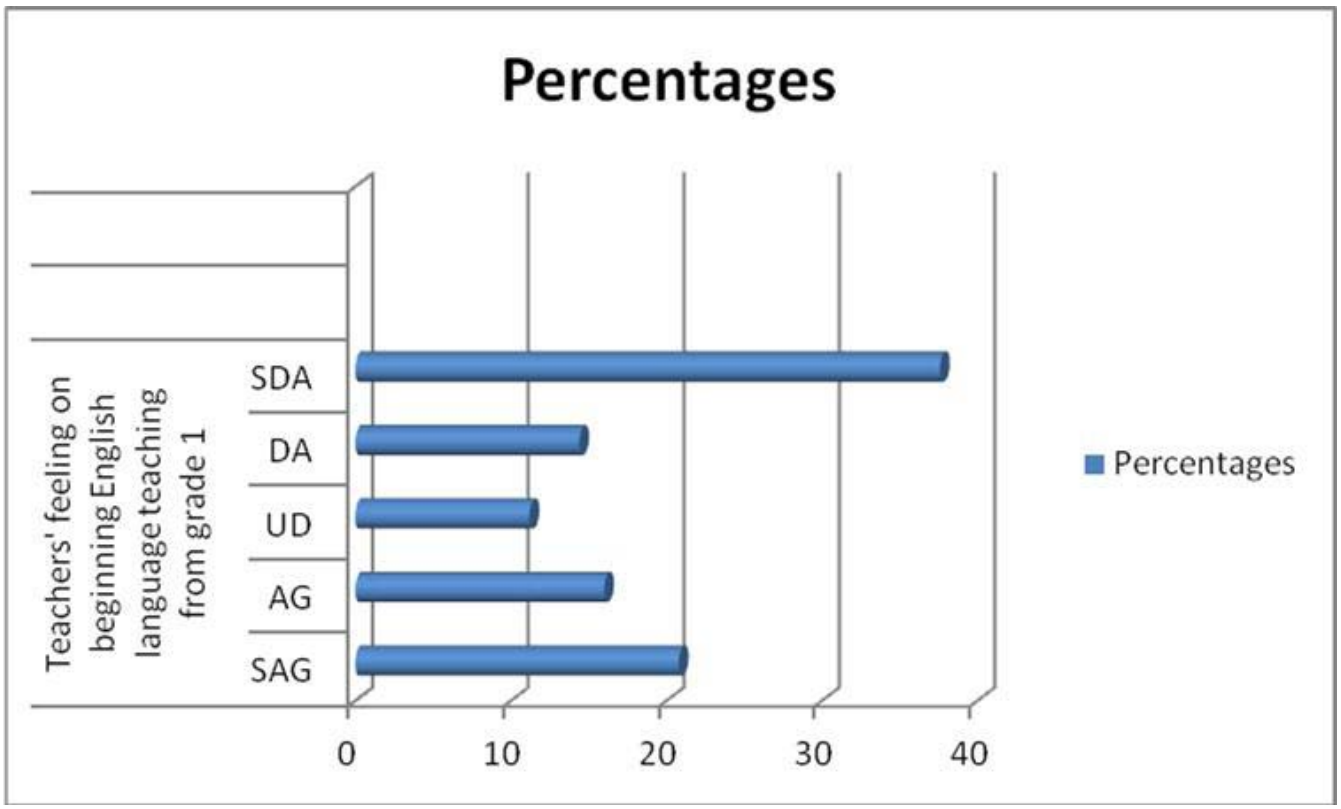


Figure 1 : Beginning English language teaching from grade 1 will make its teaching difficult for children

As can be seen in the graph, even if the majority of the teachers disagreed with the statement, around 36.8% of the teachers still feel that the beginning of English language teaching and learning from Grade 1 makes it complex to teachers and students. Those who agreed with the statement were asked the reason why they believe so. Most of them indicated that English is very difficult for Ethiopian children as it is not their mother tongue. The sample transcripts from the interviews are indicated below:

I: What do you feel about the importance of beginning English language teaching and learning from Grade 1?

R_4: For me, beginning English language teaching and learning from Grade 1 in Ethiopian schools is making the students not to understand their lessons. Students at all cannot understand it. They cannot speak a single word in English and cannot write a single sentence. I do not believe that it is important to begin from Grade 1. It has to begin when students are matured enough. For teachers also it is challenging.

R_6: Beginning the teaching of English language from Grade 1 is good but children cannot understand it. So, if children do not understand, it is a waste as I believe.

R_{11}: English language is difficult for children. All children do not want to talk in English. This is because they do not know it.

I: Why do you think students cannot be at English or cannot understand it?

R_6: You know most of the students are lazy in English. And English is difficult.

As can be seen in the interview transcripts, teachers believe that English language is difficult for children and students cannot learn it. There are teachers who feel that teaching English to children is a challenging business. In other words, this shows that the teachers themselves feel that beginning English language teaching from Grade 1 is making teaching and learning challenging. Nevertheless, one can ask that "Is it really the beginning of English from Grade 1which makes its learning difficult?" This might not be the case. Properly trained teachers who are confident enough will make it possible. It can therefore be assumed that such feelings can have adverse effect on the quality of teaching and learning, which can in turn affect the quality of education. Teachers were also asked to indicate their agreement about the statement "Teaching English is easy".

© 2015 Global Journals Inc. (US)

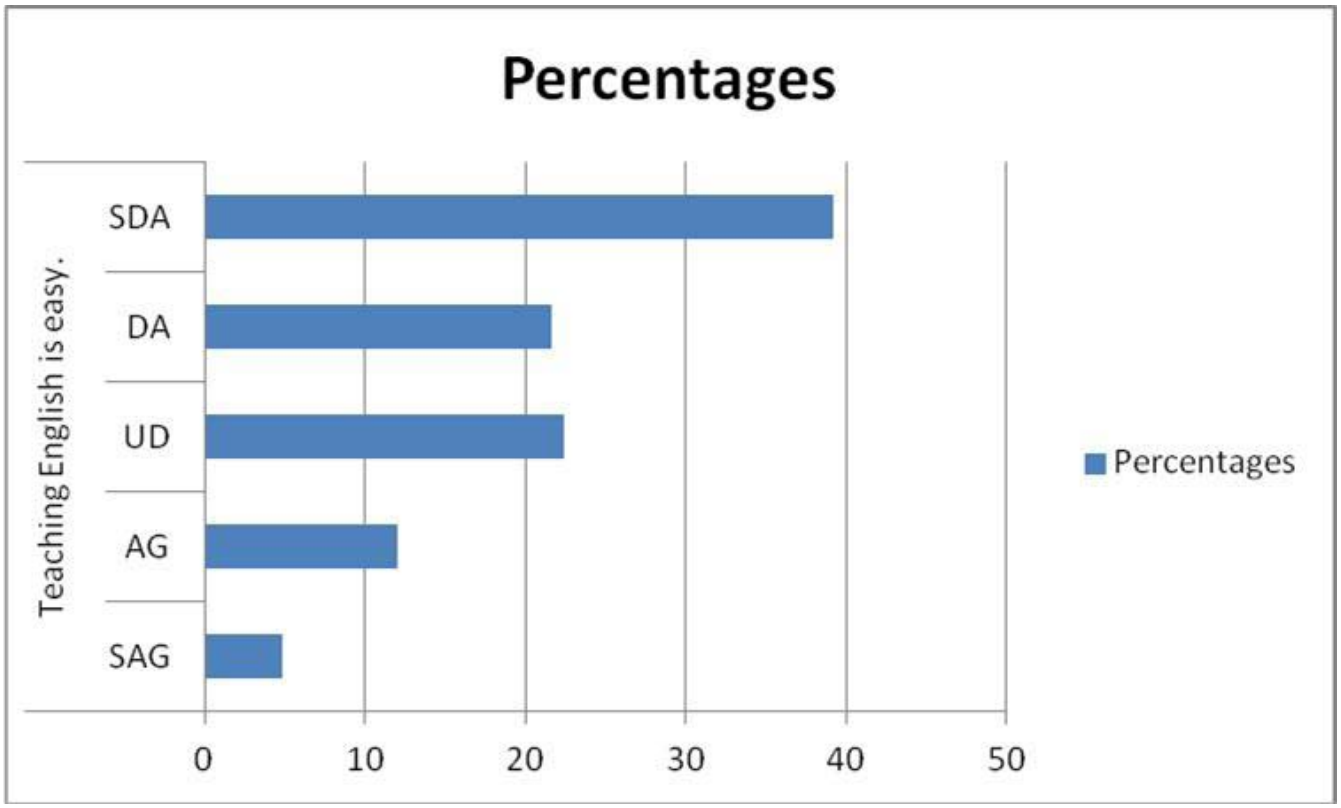


Figure 2 : Teaching English is Easy

As depicted above, the majority of the teachers (60.8%) felt that teaching English is difficult. This is consistent with the above (Question 1) finding whereas only 16.8% felt that the teaching of English is easy. Therefore, one can easily understand that the teaching of English is perceived as difficult with the majority of them. Such kind of feeling can affect teachers' teaching of the subject.

In Item No. 2, teachers were asked to indicate their feelings about grammar in this way: "Grammar is easier to teach and learn than other skills". 51.8% of them agreed with the statement while 29.8% disagreed with it. The remaining 18.4% neither agreed nor disagreed with the statement. The implication here is that those who believe that grammar is easier than any other language skill would give emphasis to the teaching of it than any other language element.

b) Emphasis given to language skills

Here, teachers were asked the most important language skill in English language teaching. The results were indicated in the following table.

Table 1: The most important language skill

S.No	Importance of Language Skill	Agree	%	Neutral	%	Disagree	%
3.	It is pronunciation which is the most important element in language teaching	47	37.5	21	16.8	45	32
4.	It is reading which is the most important element in English language teaching	47	37.6	21	16.8	57	45.4
5.	It is vocabulary which is the most important element in English language teaching	58	46.4	17	13.6	50	40
6.	It is listening which is the most important element in English language teaching	43	34.4	36	28.8	46	36.8
7.	It is grammar which is the most important language element for students to learn in English language	60	48	21	16.8	44	35.2
8.	It is speaking which is the most important element in English language teaching	75	60	18	14.2	32	25.6
9.	English skills should be taught in this order: listening, speaking, reading and writing.	97	77.6	7	5.6	21	16.8

© 2015 Global Journals Inc. (US)

In Table 1 above, teachers were asked to indicate their level of agreement about the statements given. These have been discussed below.

i. *Pronunciation*

In Item No. 3, as indicated in the table, 37.6% of the respondents felt that pronunciation is the most important element in language teaching while 45.6% of them disagreed with the statement. The remaining 16.8% neither agreed nor disagreed with the statement. The results show that there are still teachers who favor pronunciation other than the other language skills which might have impact on their classroom teaching.

ii. *Reading*

In Item No. 4, 37.6% of the teachers agreed that reading is the most important skill in the teaching of English language while 45.4% disagreed with the statement. The remaining 16.8% responded 'Neutral'. This shows that teachers have had different thinking about the statement. These differences lead to the differences in classroom practices, which will affect the quality of teaching. The results show that there are still teachers who favor reading other than the other language skills which might have impact on their classroom teaching.

iii. *Vocabulary*

In Item No. 5, 46.4% of the teachers indicated that vocabulary is the most important element in the teaching of English while 40 % disagreed with the statement. The remaining 13.6% responded 'Neutral'. This shows that teachers had different thinking of vocabulary. These differences lead the differences in classroom practices, which will affect the quality of teaching. One can also see that there are still teachers who favor vocabulary other than the other language skills which might have impact on their classroom teaching.

iv. *Listening*

In Item No. 6, 34.4% of the teachers agreed that listening is the most important element in the teaching of English while 36.8 % disagreed with the statement. The remaining 28.8% responded 'Neutral'. This shows that teachers had different thinking of listening. These differences lead the differences in classroom practices, which will affect the quality of teaching. One can also see that there are still teachers who favor listening other than the other language skills which might
have impact on their classroom teaching.

v. *Grammar*

In Item No. 7, 48% of the teachers agreed that grammar is the most important element in the teaching of English while 35.2% disagreed with the statement. The remaining 16.8% neither agreed nor disagreed. This shows that teachers have had different thinking of grammar. These differences lead the differences in classroom practices, which will affect the quality of teaching.

vi. *Speaking*

In Item No. 8, 60% of the teachers agreed that speaking is the most important element in the teaching of English while 25.6% disagreed with the statement. The remaining 14.2% neither agreed nor disagreed. This shows that teachers have had different thinking of speaking. These differences lead the differences in classroom practices, which will affect the quality of teaching.

vii. *Writing*

In Item No. 9, 77.6% of the teachers agreed that it is writing which is the most important element in the teaching of English while 16.8% disagreed with the statement. The remaining 5.6% neither agreed nor disagreed. This shows that teachers have had different thinking of writing. This difference leads the differences in classroom practices, which will affect the quality of teaching.

In summary, the above results indicated that teachers had different feelings about the importance of language skills which might affect their actual classroom practice. The results showed that teachers hold mixed beliefs about the place of language skills in the teaching and learning of English. Some believe that it is writing which is the most important while others say it is speaking and still while others believe other language skill or language element is more important than the other while the language teaching and learning theories and philosophies recommend that language skills are equally important. The most core point observed in the analysis is that a minimum of 43% of the teachers have shown their agreement that one language skill or element is more important than the other. This thinking of the teachers might lead to the differences in their emphasis during classroom teaching.

In Item No. 10, an attempt was made to present the above questions in a different way where teachers were asked to rank the language skills and elements in their order of importance from the most important to the least important (from the most important, 1 to the least important, 7). The responses from the respondents were summarized in the following table.

© 2015 Global Journals Inc. (US)

Table 2 : Ranking language skills

Language skills and elements	Rank													
	1st	%	2nd	%	3rd	%	4th	%	5th	%	6th	%	7th	%
Speaking	7	5.6%	3	2.4%	33	26.4%	15	12%	19	15.2%	26	20.8%	4	3.2%
Listening	6	4.8%	3	2.3%	13	10.4%	20	16%	57	45.6%	37	29.6%	30	24%
Grammar	61	48.8%	42	33.6%	20	16%	9	7.2%	16	12.8%	9	7.2%	2	1.6%
Pronunciation	17	13.6%	13	10.4%	15	12%	21	12.8%	12	9.6%	7	5.6%	12	9.65
Vocabulary	21	16.8%	51	40.8%	28	22.4%	14	11.2%	7	5.6%	5	4%	7	5.6%
Writing	2	1.6%	6	4.8%	7	5.6%	19	15.2%	8	6.4%	16	12.8%	29	23.2%
Reading	11	8.8%	7	5.6%	9	7.2%	27	21.6%	6	4.8%	25	205	41	32.8%

Table 2 above shows that grammar 61(48.8%), vocabulary 51(40.8%) and speaking 33(26.4%) were ranked first, second, and third according to their importance. The three language elements: grammar, vocabulary and speaking appeared as the first three most important language skills/elements while the other skills like listening, reading and writing were not among the top ranked skills. The findings shown in Table 1 and Table 2 indicate some inconsistencies in teachers' responses. Even if grammar and vocabulary are indicated among the first three top chosen language skills in both tables, writing and speaking are not in the list of the top priorities for teachers. The findings from both tables (Table 1 and Table2) indicate that grammar and vocabulary are chosen as the most preferred areas for teaching by teachers. Nevertheless, the present approach to the teaching and learning of English language in Ethiopian schools promote that all language skills are equally important as proficiency in the particular language cannot be attained by ignoring one or the other skill. These days, it is recommended that grammar and vocabulary are taught in integration with other skills than being taught as separate entities. The responses to the interviews made also indicated the same view. Here is one of the sample interview transcripts:

I: Which language skill or language element do you like teaching most? Why?

R_1: I prefer and love teaching grammar. This is because if students learn grammar in a good way, they can write correct sentences and they speak correct statements. You know grammar is the basis for every skill.

R_3: Vocabulary grammar and pronunciation. If students have good pronunciation, if they know different words and if they know correct tenses, they can know the language well. These are very important for my students. In Grade 8, Grade 10 and Grade 12 national examinations also grammar questions are more than others and as a result a teacher must give attention to them. If you take listening and writing why do I give much time for teaching? It is not there in classroom examination and in the national examination. So teaching them is important but it not help students in examinations.

Here, one can see that different factors and beliefs affect teachers' preferences of teaching the language skills. The first one is that they believe that the focus on grammar, vocabulary and pronunciation improve the quality of English language learning. Second, they believe that the focus on grammar in classroom teaching help students a lot in writing the classroom and national examinations as most of the examinations are grammar dominated ignoring the other skills like speaking, listening and writing. From this second reason, it is not very difficult to understand that the nature of classroom and national assessments determine the types of language skills and language elements preferred to be taught in classrooms. This is what many authors (like Arthur, 1989) state as wash back effect. As indicated elsewhere in this paper, it is the existing practices which affected teachers' beliefs.

c) Approaches to teaching and learning English language

This section (Item No. 11-20) deals with examining the teaching approaches preferred by English language teachers in the context of the current English language education reforms. It is believed that the teaching approaches preferred by teachers determine the quality of teaching a particular language skill or element and in turn this affects the learners' proficiency in the language skill. Here, teachers were requested to indicate their agreement with seven

© 2015 Global Journals Inc. (US)

different statements which were indicated in the following table.

Table 3 : Approaches to the teaching and learning of English

S.No	Statement	Agreement					
		Agree	%	Neutral	%	Disagree	%
11.	Language skills should be taught in integration	45	36	18	14.2	62	49.6
12.	English language teachers should keep students from making any error	101	80.8	13	10.4	11	8.8
13.	Students learn English when they fully engage in it	64	51.2	17	13.6	44	35.2
14.	English language teacher needs to explain the lesson bit by bit to help students understand it fully	76	60.8	25	20	24	19.2
15.	English language teachers should talk more than students in the classroom as they have to be models.	48	38.4	12	9.6	65	52
16.	Students learn English best when a teacher gives notes, and asks students to copy the notes into their notebooks and explains to them properly	42	33.6	14	11.2	69	55.2
17.	Reading is taught by asking students read aloud turn by turn in the classroom	48	38.4	21	16.8	56	44.9
18.	Students need to be properly taught the rules of English language and memorize them not to deviate from the correct form or rule	61	48.2	33	26.4	31	24.8
19.	The teacher has to translate everything into mother tongue to help students understand English fully	27	21.6	15	12	82	65.6
20.	English skills should be taught in this order: listening, speaking, reading and writing.	97	77.6	7	5.6	21	16.4

As depicted in Table 3 above (Item No.11), 36% of the teachers agreed with the idea that language skills should be taught in integration while 49.6% disagreed with it. The remaining 14.2% neither agreed nor disagreed with the statement. The results show that there are teachers who believe in integration of language skills while the others do not.

Regarding keeping students from making any error in English language classrooms (Item No.12), 80.8% of the teachers indicated that English language teachers should keep students from making any error while only the remaining 8.8% did not agree with the statement. From these results, it is possible to see that teachers give their attention to keeping students from making any error. Error correction seems the majority of the teachers. The present classroom context requires teachers to help their learners learn the language through practice, error correction should not be the major task of a classroom teacher.

Table 3 above (Item No. 13) also shows that 51.2% the teachers felt that students learn English when they fully engage in it while 13.6% did not decided their agreement and 35.2% have shown that they neither agree nor disagree with the statement. The present language teaching and learning theory suggests that students should fully engage in the learning of the language (Richards and Rodgers, 2001). Even if the majority of teachers believe that students learn English when they fully engage in it, about half of them were still not sure of the fact that students should fully engage in the learning of English or don't at all agree with the statement. If teachers do not believe in engaging students in the learning, they might be inclined to use the teacher-fronted approach.

The other important issue (Item No. 14) discussed here is how teachers feel about lesson explanations in English language teaching classrooms. Here, majority of the teachers (60.8%) indicated that English language teacher needs to explain the lesson bit by bit to help students understand it fully while only 19.2% disagreed with the statement. This clearly implies that after more than 20 years of the introduction of problem-solving and learner-centered approaches, teachers' thinking of teaching English has not shown any change. As indicated above, even if the majority of teachers (where 51.2% agree) indicated that they agree fully with engaging students in learning, there are still teachers who do not agree with the idea.

Regarding the reaction of teachers towards the statement "English language teachers should talk more than students in the classroom as they have to be models" (Item No. 15), 52% of the respondents disagreed with the statement while 38.4% have shown their agreement. The remaining 9.6% neither agreed nor disagreed. From these results, it is possible to observe that quite a large number of teachers (38.4%) believe

© 2015 Global Journals Inc. (US)

that teachers should talk more than the students in the classroom. This finding is not in line with the role of teachers in the modern language classrooms, which indicate that teachers are facilitators than technicians.

Regarding the reaction of teachers towards the statement "Students learn English best when a teacher gives notes, and asks students to copy the notes into their notebooks and explains to them properly" (Item No. 16), 33.6% agree with this statement while 55.2% do not agree with it. 11.2% neither agreed nor disagreed. There are still quite a large number of teachers who think that students learn best when a teacher gives notes, and students copy the notes into their notebooks which accompanied by explanations from teachers.

Regarding the reaction of teachers towards the statement "Reading is taught by asking students read aloud turn by turn in the classroom" (Item No. 17), 38.4% agreed whereas 44.8 disagreed. 16.8% neither agreed nor disagreed. Reading is a silent activity and has to be done silently (Nuttal, 1986). Nevertheless, there are still teachers (almost half) who still think that reading is done aloud and tend to follow the traditional way of teaching it.

Another important factor included in the study was to see how teachers react to the statement "Students need to be properly taught the rules of English language and memorize them not to deviate from the *correct form or rule*" (Item No. 18). Here, 48.2% of the teacher agreed with this statement while 26.4 did not and 24.8% neither agreed nor disagreed. Surprisingly, the majority of the teachers still believe that students need to be properly taught the rules of English language and memorize them not to deviate from the correct form or rule. Nevertheless, it is not the memorization of rules that promote the learning of the language but the meaning which out ways. Elsewhere in this paper, most of the teachers preferred grammar and vocabulary to other language skills and elements which support this view.

The teachers involved in the study were asked their feeling about the statement "The teacher has to translate everything into mother tongue to help students understand English fully" (Item No. 19). The results indicated that 21.6% of the teachers agreed with the statement while 65.6% disagreed with it and 12% of the respondents neither agreed nor disagreed. Even if the majority of the respondents have disagreed, the data imply that there are still teachers who believe that translating everything into mother tongue is proper to help students. The modern literature on language teaching and learning recommends the use of mother tongue when there is a need, particularly when explaining complex concept is required and when teaching some key words.

The last question in this category was to see teachers' current thinking about the statement "English skills should be taught in this order: listening, speaking, reading and writing"(Item No. 20). The analysis of teachers' responses about this indicated that 77.6% of the teachers agreed with the statement while 16.4% disagreed and 5.6% neither agreed nor disagreed with the statement. The results here go with the findings on integration of language skills elsewhere in this paper. While the language skills need to be taught in integration, majority of the teacher indicated that language skills should be taught in some sequence, listening coming first followed by speaking.

I: How do you think teachers should teach to help students effectively learn English language? Why?

R_{13}: Teachers should teach in learner-centered approach, giving learners notes which are compiled from different books like "Grammar in Use". Teachers must help learners understand the meanings of words which are important in speaking and writing.

I: Why is it important to compile and give student notes from different books?

R_{13}: Giving students detailed and well organized notes from different books help students to be competent in their examinations and language use.

From the analysis made above, it seems that the belief of spoon-feeding learners by giving explanation bit by bit and teachers talking more in the classrooms seems dominating the current teachers' thinking and classroom practices. Many scholars (like Richards and Rodgers, 2001) indicate that the present classroom atmosphere should promote independent learning which help students develop self confidence. The results found here however make student only expect from their teachers than helping them learn on their own.

d) English language proficiency

Another important factor (Item No. 21) analyzed in this study was the teachers' feeling in relation to language proficiency "English has to be taught by native speakers to help students proficient in the language". In this case, 41.6% of the teachers agreed with the statement while 44.6% of them disagreed with it and 13.6% of them neither agreed nor disagreed.

Regarding the reaction of teachers towards the statement "A language teacher should have a native-like accent"(Item No. 22), 51% of the respondents agreed with the statement while 37.6% of them disagreed with it and 15.2% neither agreed nor disagreed. This kind of belief will become very dangerous as it might result in an adverse effect. It is of course impossible to have and not important to have a native-like accent. Intelligibility is at the center than having the native-like accent.

Regarding the reaction of teachers towards the statement "English is taught to produce a nativelike accent" (Item No. 23), 35.6% agreed with the statement while 44% did not agree with it and 10.4% of the

© 2015 Global Journals Inc. (US)

respondents neither agreed nor disagreed with the statement.

e) Motivation

Motivation is one of the different factors which affect the classroom practices. Thus, teachers were asked to indicate their feeling about the statement "Teaching English is an enjoyable business" (Item No. 24) and the responses have shown that 22.4% of the respondents agreed with this statement while 68.8% disagreed. 8.8% of the teachers neither agreed nor disagreed. Interview was made with those who did not agree with the statement where the following responses were obtained:

I: Is teaching English enjoyable to you?

R_1: No, from the very beginning teaching English language was not my first choice. My interest was to learn law but I did not score the required result in Grade 10. The only option I had at the moment was to join either Technical and Vocational Education Training (TVETs) or Teacher Education Institutions (TEIs).

I: Is teaching English enjoyable to you?

R_2: Yes, but my interest was to be trained in another field like nursing.

I: Why you prefer nursing?

R_7: You can have your own business if you are a trained nurse but you remain poor if you become a teacher like me.

I: Is teaching English enjoyable to you?

R_{14}: No, you know when I joined TEIs, my first choice was Civic and Ethical Education and I am trained in Civic and Ethical Education but I am teaching English.

The sample transcripts show that majority of the teachers teaching English at the moment in western Ethiopian schools do not enjoy teaching English for various reasons. First, English was not their preference of study but they studied it because they did not have any other option. Second, some of them had the interest to study other fields like nursing because they create opportunity to start their own business. Third, they are made to teach English irrespective of their training. It seems that different factors have affected their interest and motivation.

IV. Conclusions and Recommendations

English language is taught as a subject beginning from Grade 1 and is used as a medium of instruction beginning from Grade 9 in Ethiopian schools. Its teaching began with the beginning of the first public school in 1908 which has counted more than a century. Nevertheless, English language is one of the subjects where students are not capable enough in line with the level of proficiency expected from them. To address the challenges, the MoE (2002) has conducted a study which focused on identifying factors which affected the quality of teaching in Ethiopia. The findings of the study indicated that poor preparation of teachers is one among other factors. To address the poor preparation of teachers, the Ethiopian government suggested different professional development packages among which the English Language Improvement Program (ELIP), Induction, Continuous Professional Development (CPD) and other workshops can be mentioned.

Despite the efforts made by the government, parents, teachers, and the government complain that there is dwindling in the quality of English language as a result of poor teaching practices. The findings of this present study have shown that English language teachers had mixed beliefs about English language teaching and learning approaches. This means that while there are teachers who dominantly use the behaviorist principles and traditional approaches, quite a few claim that they use the constructivist principles. The teachers' reactions tell the concerned bodies that something has to be done with teachers' belief system. Teachers' beliefs affect not only their teaching, but also filter new input, suggesting significant implications for the implementation of educational innovations and teacher development.

Thus, this study recommends that an intensive, well planned, organized and consistent preservice and inservice professional development programs must be in place to address teacher beliefs. These professional development programs should not be for mere launching of a particular program but it has to attain its purpose. Hence, it should provide on-going practices accompanied by support, feedback, and reflection while teachers practice the implementation of innovative ideas or approaches. Fullan (2001) and Richards (1998) suggest that teachers need more time, training, and on-going support to shift their classroom for an innovation to succeed and the training programs must help them articulate their beliefs and use them to reflect on their teaching.

References Références Referencias

1. Borg, M. (2001). Teachers' beliefs. *ELT Journal, 55*(2), 186-187.
2. Calderhead, J. (1996). Teachers: beliefs and knowledge. In D. Berliner & R. Calfee (Eds.), H*andbook of research on educational psychology*.
3. Deborah J. Stipek, Karen B. Givvin, Julie M. Salmon, Valanne L. MacGyvers. (2001).
4. Teachers' beliefs and practices related to mathematics instruction. *Teaching and Teacher Education* 17, 213-226.
5. Dewey, J. (1933). *How We Think: A Restatement of the Relation of Reflective Thinking to the Educative Process*. Boston: D.C. Heath and Company.
6. Fullan, M. (2001). *The New Meaning of Educational Change* (3rd edt). London: Routledge.

© 2015 Global Journals Inc. (US)

7. Johnson, K. E. (1994). The emerging beliefs and instructional practices of preservice English as a second language teachers. *Teaching & Teacher Education, 10*(4), 439-452.
8. Kennedy, C. and J. Kennedy. (1996). Teacher Attitudes and Change Implementation. *System*, 24(3), 351-360.
9. Ministry of Education. (2003). Teacher Education System Overhaul Handbook. Unpublished Policy Document. Addis Ababa, Ethiopia.
10. Richards, J. C. (1998). *Beyond Training: Perspectives on Language Teacher Education*. Cambridge: Cambridge University Press.
11. Richards, J. C., & Lockhart, C. (1994). *Reflective teaching in second language classrooms*: Cambridge University Press.
12. Richards, J. C., & Lockhart, C. (1996). Reflective teaching in second language classrooms: Cambridge University Press.
13. Richards, J. C. & Rodgers, T. (2001). *Approaches and methods in language teaching*. New York. Cambridge University Press.
14. Stuart, C., & Thurlow, D. (2000). Making it their own: Pre-service teachers' experiences, beliefs, and classroom practices, *Journal of Teacher Education, 51*(2), 112-121.

© 2015 Global Journals Inc. (US)

cGlobal Journal of human-social science: G
Linguistics & Education
Volume 15 Issue 4 Version 1.0 Year 2015
Type: Double Blind Peer Reviewed International Research Journal
Publisher: Global Journals Inc. (USA)
Online ISSN: 2249-460x & Print ISSN: 0975-587X

Knowledge Bias: Perceptions of Copying among Lecturers and Students of Education Case Study of a Teaching College

By Yoav Gal & Adiv Gal

Kibbutzim College of Education Technology and the Arts, Israel

Abstract- Everywhere in the world, the academically immoral and unethical behavior of copying in academic institutions no longer shocks anyone. In this study, the authors argue that this phenomenon is prevalent even within academic institutions of education intended for the training of teachers. That is, students who soon would be responsible for the ethical code of their students. This phenomenon of copying is based on three main factors: Students, the academic institution, and the teaching staff. The students' perception of copying was examined through questionnaires and it can be stated that the phenomenon is considered significantly normative. The lecturers' perception was examined through in-depth interviews and it is emphasized that they are indeed aware of the phenomenon being widespread. Nevertheless, they also think that the institution sets double standards regarding it. On the one hand, the academic institution declares its intent to stamp out the copying phenomenon, while simultaneously encouraging it by being overly tolerant and by not addressing the issue when it does arise in disciplinary committees. Therefore, a self-reinforcing cycle emerges with the students seeing the phenomenon as significantly normative, the academic institution setting double standards, and the lecturing staff finding itself stuck between a rock and a hard place when dealing with the problem.

Keywords: *knowledge-bias; learning-processes; copying; ethical code; education.*

GJHSS-G Classification : *FOR Code: 130313p*



Strictly as per the compliance and regulations of:

© 2015. Yoav Gal & Adiv Gal. This is a research/review paper, distributed under the terms of the Creative Commons Attribution-Noncommercial 3.0 Unported License http:// creativecommons.org/licenses/by-nc/3.0/), permitting all non-commercial use, distribution, and reproduction in any medium, provided the original work is properly cited.

Knowledge Bias: Perceptions of Copying among Lecturers and Students of Education Case Study of a Teaching College

Yoav Gal [α] & Adiv Gal [σ]

Abstract- Everywhere in the world, the academically immoral and unethical behavior of copying in academic institutions no longer shocks anyone. In this study, the authors argue that this phenomenon is prevalent even within academic institutions of education intended for the training of teachers. That is, students who soon would be responsible for the ethical code of their students. This phenomenon of copying is based on three main factors: Students, the academic institution, and the teaching staff. The students' perception of copying was examined through questionnaires and it can be stated that the phenomenon is considered significantly normative. The lecturers' perception was examined through in-depth interviews and it is emphasized that they are indeed aware of the phenomenon being widespread. Nevertheless, they also think that the institution sets double standards regarding it. On the one hand, the academic institution declares its intent to stamp out the copying phenomenon, while simultaneously encouraging it by being overly tolerant and by not addressing the issue when it does arise in disciplinary committees. Therefore, a self-reinforcing cycle emerges with the students seeing the phenomenon as significantly normative, the academic institution setting double standards, and the lecturing staff finding itself stuck between a rock and a hard place when dealing with the problem.

Keywords: knowledge-bias; learning-processes; copying; ethical code; education.

I. Introduction

It is not possible from past studies to conclusively conclude that academically immoral behavior among students of higher education is gender-related. Some studies find that the percentage of males behaving in an academically immoral way during their studies is greater than that among females (Bowers 1964; Jensen et al. 2002; Newstead et al. 1996). Others have found opposite results (Graham et al. 1994), and some have found no gender-related differences in academically immoral behavior during studies (Yardley et al. 2009). This study began with the main intent of identifying the general perception of education students towards copying, with the gender question remaining secondary. However, totally unexpectedly, over 96% of questionnaire responders in the chosen education college were women. Therefore, the results were gender biased by definition and so also were their ramifications.

However, the global phenomenon of copying, academically immoral behavior and transgression of ethical rules in colleges and universities has been increasing over the years (Ogilby 1995; Murdock and Anderman 2006; Schmelkin et al. 2008). Some persons, such the Dean of Duke University, have declared that 10% of students taking the final exam in Fuqua College of Business were caught copying (Conlin 2007). Others (McCade and Bowers 1994; Bowers 1964) speak of a much wider phenomenon, especially in institutions training future executives. In these institutions, the phenomenon reaches 50% of students who copy during their studies. Some allude to it as an epidemic (Simkin and McLeod 2010). According to their data, upwards of 80% of students copy during their studies. Additional studies back up these findings, and report high percentages of copying students, at 60% (Rokovski and Levi 2007), at 70% (Klien et al. 2007), and at 56% (McCabe et al. 2006).

The phenomenon has not passed over Israel either. Prof. Asa Kasher, an expert on ethics, states not only that the phenomenon is widespread in Israeli academia, but that it is also well known to the management of the university institutions and that they choose to ignore the subject (Kasher 2012). Kasher claims that this silence is part of the problem, and that ignoring the copying phenomenon does not fix it. Peled and Haldi (2011) also studied the phenomenon in three academic colleges in Northern Israel, and the results show that among Arabic-speakers copying is largely perceived as legitimate. This perception by students is accompanied by lowering of standards in academic institutions, intended to draw students paying particularly high tuition rates (Frey 2010).

The phenomenon of copying, academically immoral behavior and transgression of ethical rules in colleges and universities is based on three primary elements that mutually reinforce each other's decision making processes in a feedback loop. These three elements are:

- *Students*
- *Academic institution*
- *Teaching staff*

Author α: Biba B.Y. Nihul Ltd, Gidona POB #17, DN Gilboa Israel 1912000. e-mail: yoav_gal@smile.net.il

Author σ: Head of the Science department, Kibbutzim College of Education Technology and the Arts, 149 Namir Road, Tel-Aviv 62507. e-mail: adiv_gal@smkb.ac.il

© 2015 Global Journals Inc. (US)

From the students' point of view, there are many explanations and excuses for copying and academically immoral behavior. One of the main motivations for these improper behaviors among students is the desire for success, the perception that winning is all, and that all means are legitimate for achieving this goal (Simkin and McLeod 2010; Williams et al. 2010; Shu et al. 2011). Another reason is pressure, and there are many students who see copying as a legitimate means to deal with the rat-race and with the many demands to "cut corners" (Murdock and Anderman 2006; Williams et al. 2010). Other studies found another explanation for improper behavior among students in academic institutions, and they claim that there is great variance in the definition of moral behavior and ambiguity, such as Palgiat's definition (Jensen et al. 2002, 2008; Abdolmohammadi and Baker 2008). The murkiness in the definition and/or ambiguity regarding the question of what is included in the colleges' demands for academic integrity makes it difficult for the students. This ambiguity, and the demands from the students, which are different from those they are familiar with from high school, also cause the phenomenon of copying and lack of integrity during academic studies (Owunwanne et al. 2010). One should not think that academically immoral behavior is confined to the duration of studies in academic institutions and from then onwards all ethical rules are adhered to. Lovett-Hooper et al. (2007) found positive correlation among students between copying and general rule-breaking. Blankenship and Whitley (2000) also found a positive correlation between students who used a variety of false excuses and lies, and dangerous behaviors of reckless driving and drug use.

Sims (1993) and Thompson (2000) claim that academically immoral behavior of copying in academic institutions is a reflection of the immoral behavior that exists in the real life business world. It has also been found that there is a positive and significant correlation between lying at work and the frequency of copying in academic studies; that is, between unethical behavior at work and copying at studies (Sims 1993; Nonis and Swift 2001; Lawson 2004). The founder and president of Duke University's Center for Academic Integrity supports the claim that students are redefining morality in the academia. His claim is that peeking at the exam paper of the next student or the copying phenomenon simply aren't part of the lexicon of morality or ethics, and that these terms are "under the radar" for students (McCabe et al. 2006). One can also add to this group the students who are accountable only to themselves and do not see the assigned task as relevant to them. This is a sufficient excuse to reduce investment in studies and to actively seek out ways to copy. Occasionally this group will include students who did not understand the task at hand or did not fully understand the lecturer and they also fall into inappropriate behaviors (Williams et al. 2010; Anderman et al. 1998).

The fields of study which have most of the academically immoral student behavior are the sciences, technology, engineering, mathematics and business (Newstead et al. 1996; Marsden et al. 2005). In an attempt to neutralize the effect of the field of study, it was found that there are students who begin academic studies with a low skill level and who are required to deal with demands for skills they do not have or did not acquire in high school. When students lack skills such as reading, writing, materials composition, scientific thinking, etc., they tend more to adopt academically immoral behaviors to make up for their lacking and limited skills (Williams et al. 2010).

Technological developments are an aid to copying in academic institutions (Etter et al. 2006). Information availability only helps the students to shorten their learning curve and invest more time in cheating, copying and lack of academic integrity. Email, smartphones (Johnson and Martin 2005), Twitter, Instagram, Facebook and other social networks have made communications and information transfer easier and more accessible to students, and copying and pasting have become common (Ma et al. 2008). Instead of thinking of answers to questions, of integrating information or solving problems given in lectures, the students send a question to all the "friends" and wait for an answer. In addition, the rise of websites that provide written papers on all academic levels and problem solutions in return for payment are also a factor that increases the copying phenomenon and academically immoral behavior in academic institutions (Boehm et al. 2009).

But not all the blame and responsibility for this ethical failure can be placed on the students. The students themselves raise another reason for the trend of copying, academically immoral behavior and disobeying ethical rules in colleges and universities. This reason is the double standards held by the institutions themselves. The implicit or even explicit message sent out by the institutions includes lack of punishment or very lenient punishment for those caught copying, or, as the saying goes, the righteous suffer while the wicked triumph (West et al. 2004; Rettinger and Kramer 2008; Simkin and McLeod 2010).

In the commercial competition for the heart and wallet of the student, the institution tries to minimize the costs to the student in order to create "satisfied customers". The commonly held and popular view sees the higher education system as a producer-consumer relationship. Students and their parents are often seen as the main customers of the educational or academic institution and these institutions today accept and treat them as such (Douglas et al. 2006). The product in this case is the combination of the degree at the end of the process, together with the total educational experience.

© 2015 Global Journals Inc. (US)

This experience includes the content of the studies, the quality of teaching and the material studied but also the management aspect, the quality of services and the social atmosphere in the institution (Gibson 2010). Customer satisfaction can be influenced by additional unique factors such as sufficiently rewarding post-graduation employment, and the expectation for a higher standard of living upon receipt of the degree (Browne et al. 1998). We can see that the management of the institution understands perfectly that it will profit if there is a high level of satisfaction among those studying there, that is, the customers. It is only logical that a satisfied customer will show a more positive attitude towards the institution and its processes than one with a low level of satisfaction (Tessema et al. 2012). As a result of this, satisfied customers are an important marketing asset for the institution and the accepted policy is to cultivate them in accordance with this understanding. From here the distance is short to making decisions that will discriminate between students in various selection processes in order to choose those students who will finish their studies with a high level of satisfaction. Accordingly, and unsurprisingly, it has been found that those who have a high grade point average experience greater satisfaction than those with a lower grade point average (Moro-Egido and Panades 2010). This is easily explained, but it is also easy to understand those decision makers and lecturers in the institution who would tend to be favorably biased towards those who show high levels of satisfaction while diverting those with lower levels of satisfaction to other study tracks, of lower prestige, lower quality, and preferably in other educational systems. Therefore, the evaluation and grading processes accompanying the learning processes in these conditions are suspect of being fundamentally biased. The bias here is in fact doubled, since in the first place those with high grades will be preferentially accepted, and in the second place, lacking sufficient applicants with high grades, the institution will lower its academic standards in order to generate higher grades for less qualified students as well, and so to turn them into satisfied customers.

The customers' satisfaction is important also because it will lead to: a) greater numbers of students registering to study in the next year, and b) sufficiently rewarding post-graduation employment, and the expectation for a higher standard of living upon receipt of the degree (Browne et al. 1998). Therefore, as part and parcel of the minimizing of costs there is also a lenient and very significantly forgiving attitude regarding adherence to the ethical code of the institution, minimal enforcement of copying prevention, and creation of a double standard which declares, on the one hand, that it is forbidden to copy, but on the other hand if the copying is not overt, the institution will turn a blind eye. We can see that the management of the institution understands perfectly that it will profit if there is a high level of satisfaction among those studying there, that is, the customers. It is only logical that a satisfied customer will show a more positive attitude towards the institution and its processes than one with a low level of satisfaction (Tessema et al. 2012).

In spite of the pressure to please the customers, the academic institutions fully understand that turning a blind eye, ignoring the copying phenomenon and tolerating improper and academically immoral behavior are causing accumulated damage to the dignity and prestige of the institution (Gulli et al. 2007). The decline in student academic morality and the accelerating rise in cheating, copying and academically immoral behavior in business schools have driven the Association to Advance Collegiate Schools of Business to demand that ethics courses be put into the students' curricula (AACSB 2009). In addition, lack of academic integrity has long since transgressed the lecture hall boundaries and lecturer-student relations, and in many institutions the topic is addressed at institutional level (Boehm et al. 2009; Craig et al. 2010; Piascik and Brazeau 2010; Whitley and Keith-Spiegel 2002). In this manner an organizational culture is developing within the academic system that partially recognizes the existence of copying among students, who are clearly aware that that their behavior is not ethical, but that the temptation is too great to resist. The institutional system, in its desire to satisfy its customers' wants, turns a blind eye and so sets a double standard that de jure forbids but de facto permits.

More specifically regarding students undergoing training at colleges specializing in teacher training, the entire educational system in which they learn and are trained does not contribute to upholding ethical values. The dominant contemporary pattern of teacher training is of a bureaucratic educational system. In most cases, this is a world view and attitude which places its greatest emphasis on exams, grades and degrees. Even if educational institutions try to change and to lead changes, the accepted didactic practices in today's educational system depend greatly upon principles rooted in the theories of the latter half of the 19th century. In this period various opinion leaders began examining the issue of the education of the individual, and on the basis of this, schools were built in parallel to and in the same manner in which factories were constructed. The educational system known to us today is organized, generally speaking, in a fashion similar to the organization of an assembly line factory. That is, it is made up of the teacher, a board, and rows of pupils who sit during a defined time frame and write down the things said to them by the instructor, whether freely or by dictation. This was part of the concept of socialization, which saw the process of knowledge accumulation as a process in which without the support of a responsible adult the child could not survive and

© 2015 Global Journals Inc. (US)

advance. In this process the pupil acquires a world view, skills, and the tools with which to meet professional demands. One can say with a great degree of confidence that the educational system cultivates conformity, and trains the next generation of workers to be a disciplined one. In this case conformity and going with the flow is achieved by encouraging the average type of student. The higher education system emphasized conformity and the internalization of occupational norms by teaching students to think within the boundaries of the field of study. Since the educational and the higher education systems invest significant and unceasing effort into sorting the students within them according to various metrics, the students are taught to think in a certain way and undergo socialization in accordance with their field of study and in accordance with their perceived status. It is not the place for this article to expand upon and to go into the details of the extensive literature existing regarding this, but an example of this kind of process can be seen in the submission guidelines for a student paper in the 2013 Fall semester, in one of the teacher training undergraduate colleges:

Paper number 1, submission date 8.12.13

A. *You must answer one out of the two questions.*
B. *The length of the answer must be between 2-3 typed pages and when I request 2-3 pages I mean it (1.5 spaced).*
C. *Be sure to formulate your claim and to substantiate your arguments solely on the basis of the material learned in class and on the reading material. Do not rely on other sources (it will reduce your grade).*
D. *Avoid giving examples (whether personal examples or examples given during the lecture) and stick to the relevant theories.*
E. *Do not create a cover page or table of contents. Do not submit your paper in binders, plastic slipcovers or by electronic mail. Print your paper, staple it in the upper right hand corner and on the first page state your name, identification number and the number of the question you answered. Do not copy the question. Every work submitted in any other format will not be examined.*
F. *The work must be submitted by 8.12.13 in class. Students who do not appear in class must verify that their work is submitted to my mailbox until 8.12.13 at 19:00. Papers submitted later that this without my written approval will not be examined.*

In addition to the fact that the tone of the guidelines is rather belligerent, one should pay special attention to guideline C. This is a sharp and clear message that in order to succeed in the assignment one must faithfully reproduce the views of the lecturer, in accordance with his statements in class, and that anything else will be met with sanctions. This, of course, is not a learning process, especially not in an institution meant to train teachers. This guideline makes no didactic or pedagogical sense, and certainly is not appropriate for a culture of learning out of interest in proper learning processes. Moreover, what is the significance of the guidelines written above? The answer to that question is that the lecturer sends a very clear message to his students: There is the right 'School" Solution', and that solution is what I teach you in class. Take note that no one really cares what kind of learning process you are going through as long as on the one hand you do not fall below a certain minimal level of achievement, and that on the other hand you do not burden the system by thinking creatively. When this message is mapped to the dimension of student decision making and of cost/benefit analysis, the one educational ramification that this kind of message delivers is: copy, and on the one hand avoid getting caught while on the other hand do so in accordance with the lecturer's formulations.

The second section of the task, which has not been quoted above, is equally problematic since there is no clear guideline in the task framework. In addition, from analysis of the case it was found that there was no prior significant discussion of the required analysis process, and that the learning method was based on that the students were required, in addition to the obligatory classroom lectures, to read both mandatory and discretionary literature, without any reference to them being made in the classroom. That is, on the one hand the student is obligated to read on his own cognizance but without the lecturer's guidance. On the other hand, the student still has to address the material in the literature in accordance with the lecturer's intent. What is the result of all this? That almost immediately there develops a brisk market in summaries written by those few students who managed to get the meaning of the articles or who managed to obtain organized summaries from previous years without bothering to actually learn the material. It is especially worthwhile to read one of the messages received in the email inbox of one of the most highly regarded students, which summarized the issue excellently, and is an example of the lively conversation that takes place and is meant to obtain one of the summaries that would help deal with the lecturer's demands:

> "*I'm sending you this email after receiving many requests and pleas from desperate students over the past two days who have become addicted to your summaries, and can't study without them. I am therefore turning to you again, hoping that I'm not disturbing you. I request that you be so kind and generous as to send me the summaries you have made of the articles we will be tested on in two weeks' time*".

In another case, reported in the course of research in the same college, one lecturer explained in the following words to his students:

© 2015 Global Journals Inc. (US)

"*I am not qualified to judge your learning processes, but only the knowledge you have acquired. You need to answer the questions on the exam using the same words used in the lecture in order to get a high grade. Even if you obviously know the material but do not make use of the right combinations of words, you will not receive the maximal score*".

As has been stated before, in this sort of case the lecturer communicates a very clear message to his students: There is a 'school' answer, and that answer is what I have said to you in class, and your learning process is unimportant as long as the right answer is provided. When this information is transferred to the decision making dimension and the cost / benefit analysis of the student, the insight given by this kind of message is that one should choose the well trodden and well understood path of school solutions, without caring how the solution has been obtained. This kind of learning process not only causes the lecturer to become indifferent and to fall to the lowest possible level of teaching, but also creates very strong resistance to changes that might demand greater effort.

One should remember that regarding this group, that of the lecturers, there is relatively very little research literature addressing the question of adherence to a code of ethics. But the vicious cycle model, made up of students, academic institution and lecturers, indicates that the lecturer group is situated in a complicated system of pressures, since this is its source of income, sometimes the main source of income for the lecturer's family. In a stormy and unstable economic world, it is not a simple matter to take one's occupational security lightly, and few would want to jeopardize their economic future for vague ethical principles. That is, on the one hand one does not want to blatantly violate the declarations of the institutional system, and of course it may be dangerous to go against the double standard. Therefore, the lecturers will seemingly adhere to a minimal level of the ethical code, but will ignore, as much as possible, ethical transgressions by students. On the other hand, the lecturers are exposed to student criticism and student feedback surveys, which in this aspect is intimidating in that their employment contract may not be renewed, which would harm their financial security and their status as lecturers in the institution (Gal and Gal 2014). The lecturers, even more than the students, are directly exposed to the institutional system's double standard and to possible penalty by negative feedback in the student surveys. They therefore, just like the students, have decision making processes that lead them to cost benefit analysis. The result is that lecturers tend as much as possible to ignore ethical failure, and so to strengthen the students' perception that they are indeed acting correctly, and therefore the lecturers tend not to file complaints regarding breaches of academic ethics against transgressing students (Parameswaran 2007). By not filing complaints against copying students, not only is the phenomenon not eradicated, indeed the opposite is the case. Lack of response leads to spreading of the copying phenomenon and of academically immoral behavior (Schmelkin et al. 2008).

In a vicious circle, the lecturer avoids risk by not taking any strong steps against student behavior, and this in turn encourages the students to think that copying is the accepted norm, even though unethical. The considerations of both the lecturers and the students are strengthened by the academic institution's double standard, which arises from the desire to ensure satisfied customers. The question becomes even more interesting when the students are teachers in training. That is, those who will soon find themselves standing before a classroom of pupils and will responsible for safeguarding the ethical values that they themselves do not uphold. In this context it would be interesting to know how the educators of these future teachers perceive the phenomenon, which is the subject of this study.

II. Research Methods

The attitudes of students of education were gathered by an attitudes questionnaire (table 1) which was correctly filled out by 185 first-year and third-year students (table 2).

© 2015 Global Journals Inc. (US)

Table 1: The questionnaire

Question#	Question description
1	I think that copying in an exam is a serious matter and should have significant consequences
2	The way I see it, there are many students who think that copying should be addressed forgivingly
3	Given the choice, students would choose most of their courses based on difficulty, preferring the easiest
4	Students, when choosing courses, will generally choose courses that interest them
5	There are some courses that do not interest me but that is no reason to neglect studies
6	When a student is not able to enter the courses he wants, he will consider copying in order to improve his grade
7	The way I see it, a rise in the level of knowledge correlates with a rise in the level of motivation to study
8	In my opinion, as one progresses in one's studies, there is less desire to work and there is more motivation to cut corners
9	Students who are close to finishing their studies appreciate greater honesty in exams
10	In my opinion, a first year student will feel good about helping a friend during an exam
11	A final year student has no strength left and no desire to devote himself to studies
12	First year students have a lot of motivation and desire to be noticed in their studies
13	Students in my department copy more than students in other departments
14	I think that the copying phenomenon exists to an equal degree everywhere in academia

The answers to the closed-ended questionnaire were on a 1-5 Likert scale. 1 means "completely disagree" while 5 means "strongly agree".

Table 2 : General facts about the participating students

Major field of study (n)	Minor field of study (n)	Year of study(n)	Gender(n)
Preschool	Special Education(63)	First(43)	Men(1)
			Women(42)
		Third(20)	Men(0)
			Women(20)
	Dialogic(55)	First(35)	Men(1)
			Women(34)
		Third(20)	Men(1)
			Women(19)
Special Education(26)	Sciences(26)	First(14)	Men(0)
			Women(14)
		Third(12)	Men(0)
			Women(12)
Elementary(21)	Sciences(21)	First(9)	Men(0)
			Women(9)

© 2015 Global Journals Inc. (US)

Major field of study (n)	Minor field of study (n)	Year of study(n)	Gender(n)
		Third(12)	Men(0)
			Women(12)
High school(20)	Sciences(20)	First(12)	Men(4)
			Women(8)
		Third(8)	Men(2)
			Women(6)

The lecturers' attitudes were discovered via the use of in depth interviews. The in depth interview included 7 main questions (table 3) which were the base for the interview that was then flexibly adapted onwards according to the lecturers' answers. All in all, eight college lecturers were interviewed, all of whom held Ph.D. degrees and were of lecturer grade with tenure in an academic institution.

Table 3 : The questions asked of the lecturers, with special emphasis

Question number	Question	Special emphasis
1	Tell us about yourself and your connection to teaching and education	Personal development, the place of teaching in your personal life, the reasons you came to be teaching teachers
2	Students claim that the copying phenomenon is practically a norm. How is it expressed when you meet with students of education? Can you give an example?	Focus on exams and seminar papers
3	Studies claim that students come to academic institutions mainly to integrate into the workforce (to purchase a degree). What is the significance of this information? What are the reasons that students of education choose this occupation? How is this expressed in your meeting with students of education? Can you give an example?	What is the distance between education, self-development and 'purchasing a degree'?
4	Studies claim that technological development permits the 'cutting of corners' in ethical values during the school year. What is the significance of this information? How is this expressed in your meeting with students of education? Can you give an example?	
5	The phenomenon of copying, academically immoral behavior and disregard for ethical rules has been increasing globally. What is the significance for the teachers of the future? How is this opinion expressed among students of education? Can you give an example?	
6	What is the significance of the professional development process of the students during their training in the seminar for academically immoral behavior and disregard for ethical rules? Give examples.	
Question number	Question	Special emphasis
7	What, in your opinion, are the motives students have when they come to study?	
8	What do you think is the attitude of the academic institution towards academically immoral behavior and disregard for ethical rules?	

© 2015 Global Journals Inc. (US)

III. Discussion

Although it was not the original intention of this study, the fact that mostly women answered the questionnaire (about 96 percent of the responders) prevented the possibility of conducting a gender-based comparison and the results are significantly biased on the base of gender. If anyone had the impression that women who choose the field of education and teaching as their future career would be characterized by a higher level of ethical values than that described in the literature as characterizing the typical student, then the findings show that this is not the case. The women in the college of education chosen as the test case are no different in their outlook than any other average academic rule breaker throughout the academic world, as described in the wide body of literature dealing with this topic. In addition, from a summary of the findings above it is rather clear that the female students understand well that the copying phenomenon is wrong and is incompatible with accepted ethical values, and that they know this throughout the course of their studies. The responses to question no. 1 indicate this clearly, as well as the significant negative correlation between questions 1 and 2. This finding is consistent with the many depictions in the literature dealing with the topic, and it is apparent that the students involved are not 'innocent'. That is, their actions do not result from ignorance or from a lack of knowledge, but are transgressions performed in full knowledge and awareness of the ethical significance of ethically improper behavior in a learning framework. In spite of this, the students choose to use this method in order to improve grades or to help a friend, as arises from the answers to questions 6 and 10.

When unlawful behavior is widespread, carried out with the understanding and awareness that it is wrong, with disregard for possible penalties and damage, the question that arises is, why? The answer is far less complex than it may have seemed. The lecturers themselves answer this question very clearly when they state that the perception among students of copying as a norm receives positive and continuous reinforcement from the double standards set by the academic institution that wishes to create satisfied customers. The lecturers are themselves greatly constrained in their choice of actions, being under pressure both from the students on the one hand, and by the institution which is their employer on the other, and oftentimes choose to turn a blind eye to the phenomenon, for as long as it is possible to do so. This of course is a feedback loop that only encourages the prevalence of the ethically improper behavior.

IV. Questionnaire Results: Student of Education Perception of the Copying Question

As stated in the beginning of this paper, out of 185 valid questionnaires that were collected, in a completely unplanned manner only 8 were filled out by men, so the study results can certainly be seen as gender biased. In addition, as can be seen from the questions above, there are various formulations for the different aspects of the problem at hand. In order to avoid the possibility of that people would answer on autopilot, both positively worded and negatively worded formulations were used, in such a way that the answer would be strong agreement, or strong disagreement in such a way as to create reversely scored answers.

Examining the descriptive results of the sample shows that out of all the questions the most extreme average result (mean=1.52) was also the one with the lowest standard deviation (STD=0.83), this namely being the answer to question no. 13: "Students in my department copy more than students in other departments". The interpretation of this result is that students in general do not agree with this statement, and in a relatively focused manner. One should note the way the question is phrased, taking it as given that students copy and the only question is whether in the immediate company of the respondent the phenomenon is more common. The answer, as stated, was negative, but now the question arises as to whether the adamant negative response was in regard to the general statement about students copying, or that perhaps it was the respondents' intent to state that in their immediate environment no one copies at all. The answer to this question can be derived from the responses to other questions. Question no. 2, which states: "The way I see it, there are many students who think that copying should be addressed forgivingly", had the average answer of moderate agreement (mean=2.59), with a relatively large variance (STD=1.23). Question no. 8, which states: "In my opinion, as one progresses in one's studies, there is less desire to work and there is more motivation to cut corners", the average answer was also one of moderate agreement (mean=2.76) and a relatively large variance (STD=1.10). Question no. 14, which states: "I think that the copying phenomenon exists to an equal degree everywhere in academia", also had an average answer of moderate agreement (mean=3.31), and a relatively large variance (STD=1.28). If we were to add the average answer to question no. 11: "A final year student has no strength left and no desire to devote himself to studies", which came out to a degree of agreement (mean=3.08, STD=1.12), then it is reasonably clear from these answers that the students in the college of education are definitely aware that the copying phenomenon exists in their

© 2015 Global Journals Inc. (US)

environment. The qualification they make is that they are not to be accused of copying more than others, but only to the same degree as others. Therefore, according to the accepted rule of 'everyone is doing it', and although de jure it is the wrong thing to do, one should not, in practice, regard the matter too harshly.

When examining the Pearson's coefficient (alpha=0.05, n=185) of the linear relationship between every two variables in the questionnaire, additional results arose that define the students' perception of copying. A significant and strong correlation, especially for this type of study (rho=0.400), was found between question no. 2, which states: "The way I see it, there are many students who think that copying should be addressed forgivingly", and question no. 6, which states: "When a student is not able to enter the courses he wants, he will consider copying in order to improve his grade". In contrast, a significant negative correlation (rho=-0.171) was found between question no. 2 and question no. 7: "The way I see it, a rise in the level of knowledge correlates with a rise in the level of motivation to study". That is, those who agreed that there are students who are forgiving towards copying did not agree that there is a connection between the level of knowledge and the level of motivation to study. When the direct link between questions no. 6 and no. 7 was examined, no significant correlation was found, but by indirectly measuring the correlation of each of the questions with question no. 2 a more complex picture was seen. The students answered question no. 6 with an average answer of moderate disagreement (mean=2.30, STD=1.19), and question no. 7 with the average answer of strong agreement (mean=3.92, STD=0.98), but the correlation indicated, on the one hand, a significant positive link between the tendency to be lenient with regard to copying and justifying copying due to being in a course not of one's choosing, and, on the other hand, a significant negative link with acknowledgement of the connection between level of knowledge and level of devotion to studies.

In spite of the facts above, the average answer to question no. 1: "I think that copying in an exam is a serious matter and should have significant consequences" was of moderate agreement (mean=3.34, STD=1.18), similarly to the answer to question no. 2 which states: "The way I see it, there are many students who think that copying should be addressed forgivingly", and which had the average answer of moderate agreement (mean=2.59, STD=1.23). When examining the correlation, however, a significantly negative correlation was found (rho=-0.172). That is, whoever agrees with the fact that copying is something that should be addressed seriously also thinks that the phenomenon should not be dealt with lightly.

An additional, important, significant and positive correlation (rho=0.320) was found between question no. 6, which states: "When a student is not able to enter the courses he wants, he will consider copying in order to improve his grade", and question no. 10, which states: "In my opinion, a first year student will feel good about helping a friend during an exam".

The variable with which the general perception of the students regarding the subject of copying can be estimated consists of the sum of the answers to questions 2 + 6 + 8 + 10, which are all answers that express explicit agreement with the copying phenomenon. In order to examine whether the learning process itself had effect on this perception, special emphasis was placed in certain questions in order to distinguish between first year and last year students. It would seem from the results that there is indeed such a difference between study years. This is in light of the average responses to questions no. 8, 9, 10, 11, and 12 that express agreement with the statements that characterize differences. In question no. 8, which states: "In my opinion, as one progresses in one's studies, there is less desire to work and there is more motivation to cut corners", the average answer was of moderate agreement (mean=2.76, STD=1.10). In question no. 9, which states: "Students who are close to finishing their studies appreciate greater honesty in exams", the average answer was of moderate agreement (mean=3.36, STD=1.37). In question no. 10, which states: "In my opinion, a first year student will feel good about helping a friend during an exam", the average answer was of moderate agreement (mean=2.66, STD=1.15). In question no. 11, which states: "A final year student has no strength left and no desire to devote himself to studies", the average answer was of moderate agreement (mean=3.08, STD=1.12). In question no. 12, which states: "First year students have a lot of motivation and desire to be noticed in their studies", the average answer was of strong agreement (mean=4.27, STD=0.93).

An F-test conducted to examine the variances between the results of the first year students and those of the third year students showed that there was no statistically significant difference between the variances (F=0.707, P=0.246). A T-test performed to compare the results of last year students with those of first year students showed that there was no statistically significant difference in student attitudes between the years (One-tailed t-test, t= 1.653, P=0.103).

© 2015 Global Journals Inc. (US)

F-Test Two-Sample for Variances

Novices	Seniors	
10.549	9.957	Mean
9.080	10.480	Variance
113	72	Observations
112	71	Df
0.8664		F
0.2464		P(F<=f) one-tail
0.7070		F Critical one-tail

t-Test: Two-Sample Assuming Equal Variances

Novices	Seniors	
10.549	9.957	Mean
9.080	10.480	Variance
113	72	Observations
9.623		Pooled Variance
0		Hypothesized Mean Difference
183		Df
1.267		t Stat
0.103		P(T<=t) one-tail
1.653		t Critical one-tail

V. In-Depth Interviews: Lecturer Perceptions of the Student Copying Phenomenon

It may be that the most worrying finding in this research is that every one of the eight lecturers who participated in the in depth interviews, all Ph.D.s with many years of teachers training experience, acknowledged the fact that the copying phenomenon exists as a relatively accepted norm. Moreover, none of the interviewees claimed that students training themselves to be teachers were ethically different from any other student. That is, the lecturers see the students training themselves to be the educators of society's young as completely ordinary students, acting in accordance to a cost / benefit ratio, just like any ordinary students, and the choice of education as a vocation had no influence on their actual behavior during their studies. Beyond the ethical failure of the copying phenomenon, the topic of the lack of discipline was also expounded upon. D., for example, emphasized the topic of lack of discipline throughout the interview with her, and repeatedly noted the difficulties caused by faulty behavior upon the learning processes.

"*This [the lack of discipline – G.G.] is a very painful point. I raise the issue in every staff meeting and the behavior [of the students – G.G.] is disrespectful. There are 'scenes', as I see it, in which you say: This is not good, this is not good. Not among people who are going to be teachers. I can give you an example: There was an exam, and at the end of the exam the tester came to me, saying: Here, have a look at this, I wrote it all down. She wrote down an entire page of infractions of discipline during the exam. For example, there was a student who exited the room in the middle of the exam to speak on the phone. What is the meaning of this? I asked [the student – G.G.]: you are a teacher. Do you permit your pupils to leave the room in the middle of an exam to talk on the phone? The tester also reported two other test takers who chatted incessantly during the exam and the tester said it was a 'catastrophe'. My conclusion is that when a person is a student then he is a student, and he has a kind of box through which he totally cannot see in which direction he is going. He is a student, and students are permitted 'X' things by the institution, or that the institution does not emphasize their importance. There are codes of behavior that the institution can make clear, and should make clear [vigorously emphasizing by pounding on the table – G.G.], one two three, and copying falls into this. Students, if you are too lax with them, they cannot resist the temptation and then they copy, because they need the grades. I shout it out at every staff meeting and feel very alone in this fight.*"

This claim, which is not made only by D., when seen in the context of decision making processes, very clearly confirms that there is a perception of copying as being basically wrong, but seen in the light of the institution's double standards, they are not seen by the students as being a real wrongdoing. Therefore, in the student's cost / benefit analysis of getting the highest

© 2015 Global Journals Inc. (US)

grade possible with the minimal effort, there is no real fault in copying. There is great flexibility in the use of the word ethics, and the disciplinary norm in general is more open, including within it the question of copying.

Another lecturer, S., made it very clear when she said:

"*I agree with the students that the copying phenomenon is a norm, and it is a norm everywhere, including the teacher training college. The students did indeed choose to study education, but they are not yet educators. They don't see themselves as educators. They have to pass the test, and they have a task that they have to complete with maximal success. They don't see it as a values issue at all, rather as: I have a goal, I have a mission, and I want to pass it successfully.*

Adherence to a value system and maintaining an ethical code is something that one gets from his home background, but students today see it all as a ratio of cost to benefit. In theory there is a disciplinary committee mechanism, but it's not an everyday occurrence, and I don't know of a single student of mine who was expelled. I do, however, know of a student who came before the disciplinary committee after he was caught copying but immediately enlisted legal counsel who proceeded to 'attack' the college and the committee, and the matter was smoothed over. He wasn't even expelled from the course. There is an official regulation and institutional declaration that copying is forbidden, but under the radar the phenomenon continues to exist. The fact that students perceive copying as a norm is a fact, and the double standard set by the institution also contributes to this. One could bypass the ethical problem by ceasing the use of the old style of testing, but that's not happening. The great majority of lecturers prefer the old style exams because it's easier. It's learning by rote that can be checked by computer in a few minutes."

In fact, in all the in-depth interviews, in various formulations and varying emphases, there is the repeated assertion that a self-reinforcing feedback loop exists that begins with the perception of copying as a normative act in order to achieve the maximum benefit in return for the least effort on the part of the students, continues with the institution which in its turn has a policy of double standards that declares on the one hand that the value system must be upheld, while on the other hand turns a blind eye as much as possible to the phenomenon, and ending up with lecturers who find themselves between a rock and a hard place, between their desire to safeguard their place of employment and the need to compromise with both student norms and institutional norms, so that their most common mode of coping behavior is to try not to antagonize anyone. This behavior in turn strengthens the students' perception that copying is a legitimate norm. This vicious cycle, described above in the literary survey, is composed of students – academic institution – lecturers, and was repeatedly mentioned in all the in depth interviews with the lecturers. All of them, in varying degrees, complained that the lecturer in the academic system is subject to a complicated system of pressures resulting mainly in ignoring the copying phenomenon as much as possible without exceeding the accepted norm, which is in any case quite lax. That is, a minimal adherence to the ethical code and ignoring of ethical breaches by students.

In an interview with L., she described how she became an educator of teachers as a development based on chance, without advance intent or a goal oriented value system. L. says of herself that although she sees the copying phenomenon as unacceptable at an ethical level, she can understand it on the psychological level. That is, already at the beginning of the interview, student copying arises as an existing and common phenomenon. It would seem that when entering the role of a student, there is an automatic shirking of the value of integrity. L. understands, on the psychological level, the axiom of the student who wants to achieve the maximum accomplishment with the minimum amount of effort, which brings with it a moral failure. She does not think it acceptable, but when she catches a student in the act she politely asks him to do the work again. This is in spite of the fact that according to the college regulations, copying requires disciplinary action. Even in the case of a wholly-copied work, the only consequence was that the student was required to redo the work. When lesser infractions are detected, the students are only required to correct them. L. emphasized that the students tend to complain vigorously whenever they are asked to exert themselves in their studies. The students explain away their unwillingness to invest themselves in their studies by their having to work in parallel to studying and they should not be overburdened. Their working also legitimizes a lower standard of adherence to ethical standards. Student complaints also in many cases cause lecturers to lower standards and to regard their role as being in a workplace where they have to compromise with the situation. L. does indeed think that the academic institution's fear of confrontation with lawyers and with students during disciplinary committee proceedings explicitly creates a double standard. Therefore a situation is created wherein the institutional system generally supports the copying phenomenon, and the lecturers do not desire to confront the issue and give up on fighting it.

G. also arrived at education by chance, not because of a lofty ideal, but more through the power of inertia. G. also knows of the phenomenon, and can even point out lecturers who lower the level of demands from the students and raise the grades they give out in order to be liked by the students. He even pointed out an exam that leaked out to the students before the exam day, and when the incident was discovered and the lecturer wanted to cancel it, the academic institution did

© 2015 Global Journals Inc. (US)

not permit him to do so. He claims that this 'rotten' situation is widespread and many lecturers do not want to confront either the institution or the students. The students perceive that there is a difference between the legal standing and the moral standing, and in many cases legality trumps although the act may be morally and ethically wrong. G. thinks that the system in general does not give backing to the lecturers who may want to uphold ethical standards. In his view, the entire system has to change, and one should avoid as much as possible giving tasks to the students that will almost certainly bring about copying.

VI. Summary and Concluding Remarks

Academically immoral behavior and disregard for ethical rules in colleges and universities is a phenomenon that has long since ceased to be a theoretical question on the fringe. The copying phenomenon has become a behavioral norm with considerable references in professional literature, in scientific conferences, and with widespread research activity. The copying phenomenon rests on a set with three main elements that reinforce each other's decision making in a process of mutual feedback. These three elements are: a) The students and their attitude towards the obligatory behavioral norms; b) The academic institution and the set of messages and values which it expresses and enforces; and c) The teaching staff and its need to bridge between the double standards system on the one hand, and the demands of the students, on the other hand.

From the students' point of view, one of the major reasons driving the copying phenomenon is the desire to receive a high grade, and all means are acceptable in order to achieve this goal. The institutional system on its part supports this trend by its own failure, which is expressed in its double standard. This is an implicit or explicit message expressed by the institutional system, and includes lack of punishment or limited punishment for transgressions. The view of the higher education system as a system of relations between producer and consumer leads to the situation where students and their parents are in many cases considered to be the main clients of the educational or academic institution, and these institutions care very much that their customers feel satisfied. Therefore, as part of the desire to reduce costs for the student there is also a very significantly forgiving and lax attitude towards questions of compliance with the institutions' ethical code, minimal prevention of copying, and creation of a mixed message that declares that while it is indeed wrong to copy, as long as the student doesn't go too far, it will be overlooked. The group of lecturers, which composes the third element, is under pressure of having to safeguard its livelihood and personal position. In a world which has unstable job security, it is no surprise that the lecturers are hesitant to jeopardize their economic future for vague ethical values. That is, the declarations of the institutional system must not be broken, and of course the double standard cannot be directly confronted. Therefore, the lecturing staff will minimally and seemingly adhere to the values of the ethical code, but will ignore, as far as they are able, ethical transgressions by students. Similarly to the decision making processes of the students, the lecturers also act according to a cost / benefit analysis. The result is that in a self-reinforcing process, the lecturers turn a blind eye so as not to involve themselves in an undesirable outcome that could develop if they were to take an adamant stand against the students' behavior, and so strengthen the students' perception that copying is an accepted, if not ethical, behavioral norm. The institution in its turn strengthens the considerations of both the students and the lecturers by the double standard it sets, trying to ensure satisfied customers.

The main significance of the findings of this research is that 'business as usual' is no longer a viable option. The blurring of boundaries between permitted and forbidden, between right and wrong, and in general the value system that up till now had been considered clear and unambiguous, no longer supports this condition. There are no 'magic bullet' solutions to this problem, but it is clear that the way in which the student learns and is assessed should be significantly overhauled, and not with minor cosmetic changes. As the saying goes, "If the flame has fallen among the cedars, what will the wall moss say?", and if students of education see no fault in copying, we cannot criticize students from other disciplines for whom the values of education and ethics are not necessarily their motivating factors in studying. Therefore, "The writing is on the wall" is the right idiom for "the future is predetermined". The idiom generally implies that a bad event is imminent and the expression originates from the Book of Daniel (Old Testament), Chapter 5.

This study's findings reaffirm that no gender based differences were found in the perception of copying, and women as students do not differ in their attitude towards this subject from the findings reported in the literature regarding students in general. As for the fact that the students sampled in this work were all students of education who, at least in theory, should be motivated by ethical values, the results indicate that the respondents from the college of education were aware of the fact that the copying phenomenon was certainly occurring in their own environment. They do not, however, believe that they should be accused of copying in greater frequency than anyone else, but only to the same degree. Therefore, according to the "everybody's doing it" rule, although de jure it may be wrong, the phenomenon should not be addressed too harshly.

© 2015 Global Journals Inc. (US)

In the course of this research, and contrary to the research hypothesis, senior students were not found to have different attitudes towards copying than did novice students. Although these were students of education who were to find themselves shortly standing in a position of authority before a class of pupils in which they were functioning as teachers responsible for upholding their students' ethical code, no difference in their attitudes could be detected.

Finally, a point that is relatively sparsely covered in the professional literature, is that the lecturing staff, in a series of in depth interviews, acknowledged the existence of the copying phenomenon as a relatively accepted norm. Moreover, none of the interviewees claimed that the students training to be teachers were any different in their values from any other student. That is, the lecturers saw their students, who are training themselves to be the educators of the next generation, as completely ordinary students acting on the basis of a cost / benefit analysis typical of any ordinary student, and the choosing of teaching as a vocation had no effect on their behavior during their studies.

References Références Referencias

1. AACSB (2009), Eligibility procedures and accreditation standards for business accreditation (The Association to Advance Collegiate Schools of Business, Tampa, FL), 1–78.
2. Abdolmohammadi M. J. and Baker C. R. (2008), Moral reasoning and questionable behavior, The CPA Journal 78(11), 58–60.
3. Anderman E. M., Griesinger T. and Westerfield G. (1998), Motivation and cheating during early adolescence. Journal of Educational Psychology, 90, 84–93.
4. Blankenship K. L. and Whitley B. E. (2000), Relation of general deviance to academic dishonesty, Ethics and Behavior 10 (1): 1–12, doi: 10. 1207/S1532701 9EB1001_1.
5. Boehm P., Justice M. and Weeks S. (2009), Promoting academic integrity in higher education, Community College Enterprise 15, 45–61. http://search.ebscohost.com/login.aspx?direct=trueanddb=ehhandAN=39462823andsite=ehost-live.
6. Bowers W. J. (1964), Student dishonesty and its control in college, New York: Bureau of Applied Research, Columbia University.
7. Browne B. A., Kaldenberg D. O., Browne W. G. J. and Brown D. (1998), Students as customers: Factors affecting satisfaction and assessments of institutional quality, Journal of Marketing for Higher Education, 8(3), 1–14.
8. Craig P., Federici E. and Buehler M. (2010), Instructing Students in Academic Integrity. Journal of College Science Teaching 40(2), 50–55, http://search.ebscohost.com/login.aspx?Direct=trueanddb=ericandAN=EJ921511andsite=ehost-live.
9. Conlin M. (2007), Cheating - or postmodern learning, Business Week, 4034, 42.
10. Douglas D., Douglas A. and Barnes B. (2006), Measuring student satisfaction at a UK university, Quality Assurance in Education, 14(3), 251–267.
11. Etter S., Cramer J. and Finn S. (2006), Origins of academic dishonesty: ethical orientations and personality factors associated with attitudes about cheating with information technology, Journal of Research on Technology in Education 39(2), 133–155.
12. Frey B. S. (2010), Withering academia? Institute for Empirical Research in Economics, University of Zurich. Working Paper Series, October, ISSN 1424-0459.
13. Gal Y. and Gal A. (2014), Knowledge bias: Is there a link between students' feedback and the grades they expect to get from the lecturers they have evaluated? A case study of Israeli colleges, Journal of the Knowledge Economy, 25-46.
14. Gibson A. (2010), Measuring business student satisfaction: a review and summary of the major predictors. Journal of Higher Education Policy and Management, 32(3), 251–259.
15. Graham M., Monday J., O'Brien K. and Steffen S. (1994), Cheating at small colleges: an examination of student and faculty attitudes and behaviors, Journal of College Student Development 35, 255–260.
16. Gulli C., Kohler N. and Patriquin M. (2007), The university cheating scandal, Maclean's 120(5), 32–36.
17. Jensen L. A., Arnett J. J., Feldman S. S. and Cauffman E. (2002), It's wrong, but everybody does it: academic dishonesty among high school and college students, Contemporary Educational Psychology 27(2), 209–228, doi:10.1006/ceps.200.1088.
18. Johnson S. and Martin M. (2005), Academic dishonesty: a new twist to an old problem. Athletic Therapy Today 10(4), 48–50, http://connection.ebscohost.com/c/articles/17714042/ academic-dishonesty-new-twist-old-problem.
19. Kasher A. (2012), Academic Ethics: sad memories, teaching in the Academy - a journal on teaching in higher education institutions, Issue No. 2, pp. 4-8, published MOFET Institute Tel-Aviv (Hebrew).
20. Klien H. A., Levenburg N. M., McKendall M. and Mothersell W. (2007), Cheating during the college years: how do business students compare?, Journal of Business Ethics 72, 197–206.
21. Lawson R. (2004), Is classroom cheating related to business students' propensity to cheat in the ''real world?, Journal of Business Ethics 49(2), 189–199.

© 2015 Global Journals Inc. (US)

22. Lovett-Hooper G., Komarraju M., Weston R. and Dollinger S. (2007), Is plagiarism a forerunner of other deviance? imagined futures of academically dishonest students. Ethics 17, 323–336.
23. Ma H. J., Wan G. and Lu E. Y. (2008), Digital cheating and plagiarism in schools. Theory into Practice 47(3): 197–203, doi:10.1080/00405840802153809.
24. Marsden H., Carroll M. and Neill J. T. (2005), Who cheats at university? a self-report study of dishonest academic behaviours in a sample of australian university students, Australian Journal of Psychology 57(1):1–10, doi: 10.1080/00049530412331283426.
25. McCabe D. L. and Bowers W. J. (1994), Academic dishonesty among males in college: a thirty year perspective, Journal of College Student Development 35, 5–10.
26. McCabe D. L., Butterfield K. D. and Trevino L. K. (2006), Academic Dishonesty in Graduate Business, Academy of Management Learning and Education 5(3), 294–305, doi: 10.5465/AMLE.2006.22697018.
27. Moro-Egido A. and Panades J. (2010), An analysis of student satisfaction: full-time vs. part-time students, Social Indicators Research, 96, 363–378.
28. Murdock T. B. and Anderman E. M. (2006), Motivational perspectives on student cheating: toward an integrated model of academic dishonesty, Educational Psychologist 41(3), 129–145.
29. Newstead S. E., Franklyn-Stokes A. and Armstead P. (1996), Individual Differences in Student Cheating. Journal of Educational Psychology 88(2), 229–241, doi:10.1037/0022-0663.88.2.229.
30. Nonis S. and Swift C. O. (2001), An examination of the relationship between academic dishonesty and workplace dishonesty: a multicampus investigation, Journal of Education for Business 77(2), 69–77, doi:10.1080/08832320109599052.
31. Ogilby S. (1995), The ethics of academic behavior: will it affect professional behavior?, Journal of Education for Business, 71(2), 92–97.
32. Owunwanne D., Rustagi N. and Dada R. (2010), Students' perceptions of cheating and plagiarism in higher institutions, Journal of College Teaching and Learning 7(11), 59–69. http://search.ebscohost.com/login.aspx?direct=trueanddb=ericandAN=EJ906756andsite=ehostlive.
33. Parameswaran A. (2007), Student dishonesty and faculty responsibility, Teacher in Higher Education 12, 263–274.
34. Peled Y. and Khalidi S. (2011), The phenomenon of copies and forgeries of Arabic-speaking students at colleges in the North of Israel. Tel-Aviv, MOFET Institute (Hebrew).
35. Piascik P. and Brazeau G. A. (2010), Promoting a culture of academic integrity, American Journal of Pharmaceutical Education 74 (6): 113. doi:10.5688/aj7406113.
36. Rettinger D. A. and Kramer Y. (2008), Situational and personal causes of student cheating. Research in Higher Education, 50, 293–313.
37. Rokovski C. and Levy E. (2007), Academic dishonesty: perceptions of business students, College Student Journal 41(2), 466–481.
38. Schmelkin L. P., Gilbert K., Spencer K. J., Pincus H. S. and Silva R. (2008), A multidimensional scaling of college students' perceptions of academic dishonesty, The Journal of Higher Education, 79, 5.
39. Shu L., Gino F. and Bazerman M. (2011), Dishonest deed, clear conscience: When cheating leads to moral disengagement and motivated forgetting. Personality and Social Psychology Bulletin, 37, 330–349.
40. Simkin M. G. and McLeod A. (2010), Why do college students cheat? Journal of Business Ethics, 94(3), 441–453.
41. Sims R. (1993), The relationship between academic dishonesty and unethical business practices, Journal of Education for Business 68(4), 207–211.
42. Tessema M., Ready K. and Yu W. (2012), Factors affecting college students' satisfaction with major curriculum: evidence from nine years of data, International Journal of Humanities and Social Science, 2(2), 34–44.
43. Thompson N. (2000), Survey finds 1 in 3 workers sees abuses, The Sun, C1–C3.
44. West, T., Ravenscroft, S. and Shrader, C. (2004). cheating and moral judgment in the college classroom: a natural experiment. Journal of Business Ethics, 54, 173–183.
45. Whitley B. and Keith-Spiegel P. (2002), Academic integrity as an institutional issue, Ethics and Behavior 11: 325–342, doi:10.1207/S15327019EB1103_9.
46. Williams K. M. Nathanson C. and Paulhus D. L. (2010), Identifying and profiling scholastic heaters: their personality, cognitive ability, and motivation, Journal of Experimental Psychology: Applied, 16(3), 293–307.
47. Yardley J., Rodrı´guez M. D., Bates S. C. and Nelson J. (2009), True confessions? alumni's retrospective reports on undergraduate cheating behaviors. Ethics and Behavior 19(1), 1–14, doi:10.1080/10508420802487096.

© 2015 Global Journals Inc. (US)

Global Journal of human-social science: G
Linguistics & Education
Volume 15 Issue 4 Version 1.0 Year 2015
Type: Double Blind Peer Reviewed International Research Journal
Publisher: Global Journals Inc. (USA)
Online ISSN: 2249-460x & Print ISSN: 0975-587X

Eliminating Helplessness in Pre-School Children Relying on Proprietary Programme Entitled Optimistic Kindergarten

By Cecylia Mirela Nawrot

The Centre for Enhanced and Continuing Learning PARTNER, Poland

Abstract- Optimism is indispensable in increasing possibilities for achieving success. It is very crucial to develop optimism from the early childhood. Nice slogans and wonders about success do not constitute the basis of optimism. It seems that the way of one's thinking about experiences and "I will try to do something" attitude are the fundamentals of optimism. Undertaking work on learning optimism contributes to creating relaxed children and adults, which may be difficult nowadays. The aim of the article is to present such a method of working with children so as to enable them to develop themselves and live to the fullest while being motivated and ready to pick challenges waiting for everyone. The question is whether a child is willing to accept them and whether he or she can handle unpleasant consequences. It is vital that these consequences do not affect a child badly and hamper their further development.

Keywords: optimism, helplessness, acquired helplessness, optimistic kindergarten.

GJHSS-G Classification : FOR Code: 330199



Strictly as per the compliance and regulations of:



© 2015. Cecylia Mirela Nawrot. This is a research/review paper, distributed under the terms of the Creative Commons Attribution-Noncommercial 3.0 Unported License http:// creativecommons.org/licenses/by-nc/3.0/), permitting all non-commercial use, distribution, and reproduction in any medium, provided the original work is properly cited.

Eliminating Helplessness in Pre-School Children Relying on Proprietary Programme Entitled Optimistic Kindergarten

Cecylia Mirela Nawrot

Abstract- Optimism is indispensable in increasing possibilities for achieving success. It is very crucial to develop optimism from the early childhood. Nice slogans and wonders about success do not constitute the basis of optimism. It seems that the way of one's thinking about experiences and "I will try to do something" attitude are the fundamentals of optimism. Undertaking work on learning optimism contributes to creating relaxed children and adults, which may be difficult nowadays. The aim of the article is to present such a method of working with children so as to enable them to develop themselves and live to the fullest while being motivated and ready to pick challenges waiting for everyone. The question is whether a child is willing to accept them and whether he or she can handle unpleasant consequences. It is vital that these consequences do not affect a child badly and hamper their further development.

Keywords: optimism, helplessness, acquired helplessness, optimistic kindergarten.

I. Introduction

The man bent over his guitar,
A shearsman of sorts. The day was green.
They said, "You have a blue guitar,
You do not play things as they are".
The man replied, "Things as they are,
Changed upon the blue guitar"

Wallace Stevens, The Man with the Blue Guitar (1937).

The first years of a child's life constitute a period in which it acquires certain skills enabling it to function in its closest environment. Every newborn in the initial phase of development is helpless. It acts by means of response. It communicates its needs through tears; however, it has not got any power to influence others to fulfil its necessities. While growing up a child consciously acquires skills enabling it to combat helplessness. Such a skill may be making the first steps to touch objects unreachable from the horizontal position or uttering the first words to communicate with its environment. It is the time in which a child learns how to control and manipulate its environment in order to achieve desired effects (Perleth, T. Schatz, M. Gast-Gampe, 2003). During the pre-school age while a child attends kindergarten, it obtains new competences that help it to function in its peer group as well as the ones that may prove to be useful in relations with its siblings, teachers and parents. Appropriate and conscious guidance from adults is a key to success of a child in a kindergarten. The way in which it takes the world, uses various opportunities, establishes relations and picks challenges is influenced by adults significantly. Consciousness of kindergarten teachers and parents of methods of work with children so as to facilitate their development and instil resourcefulness is very important.

Author: Ośrodek Doskonalenia i Kształcenia Ustawicznego PARTNER (The Centre for Enhanced and Continuing Learning PARTNER) Ul. Berbeckiego 2/2 44-100 Gliwice Poland Private Kindergarten Stokrotka Ul. Studzienna 1 44-100 Gliwice. e-mail: partner25@onet.pl

II. Resourcefulness vs. Helplessness in Pre-school Children

Every human being must set goals properly in order to achieve success. One must act accordingly to the plan of expected results, but primarily he or she must be motivated enough to be consistent. It is often the case that despite well-planned actions a problem which impedes further undertakings occurs. Motives are different and concern everyone (M. Levine, 2006). A child also sets some goals, and obstacles to attain them also appear in their lives. It frequently demotivates children and triggers helplessness. Consequently, it may dissuade children from taking other attempts.

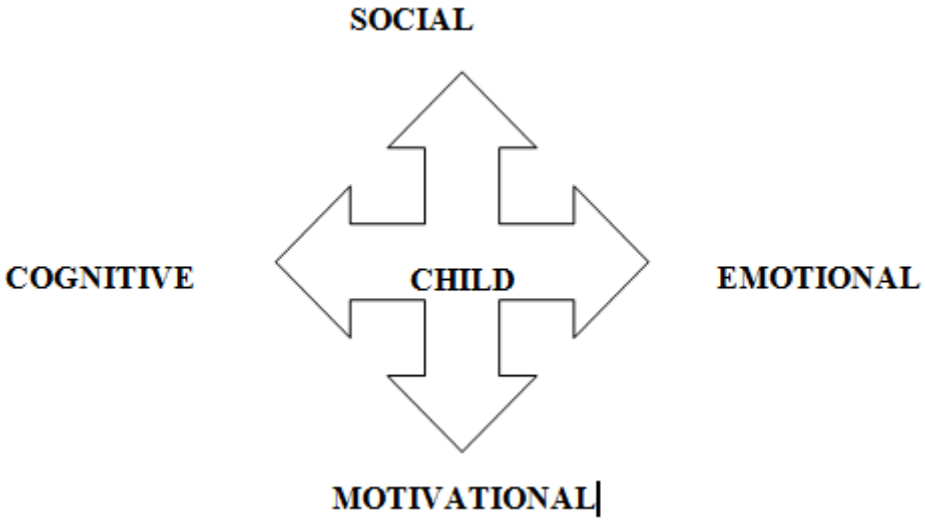
Helplessness may be defined as a mental state which is connected with the lack of reaction in a particular situation since the negative effect is expected. No attempts are taken because for a helpless person it seems obvious that there will be no results. Helplessness may initiate sadness, apathy, frustration and pessimism. It usually stems from paying no attention to the problem, the inability to solve it and emergence of such states as unwillingness, fear and pessimism. It demotivates from having positive and open-minded attitude. Helplessness usually comprises the lack of belief in one's abilities, low self-esteem as well as inability to combat one's fears (M. Seligman, 1996). Repetitiveness of such states in life often leads to acquired helplessness which in the 50's was studied by Curl Paul Richter. In 1964 at the University of Princeton dr Martin Richter presented his thesis on the subject matter and introduced it into psychology (M. Seligman, 2010). According to the definition it is an acquired state

© 2015 Global Journals Inc. (US)

whose main characteristics are repetitiveness of problems and fixing in one's mind that there is no cause and effect relationship between what is done and what is achieved. It seems that it is better not to pick challenges as one knows course of their actions and he or she may encounter difficult and sad situations. It is significant that people who receive help and support right on time stop to fall in the state of helplessness. It also concerns a child who supported and guided properly can develop freely without experiencing failures (ibid, 2010).

Helplessness in children decreases a control of environment and one's behaviour. It frequently initiates four deficits:

Model 1 : Consequences of helplessness in children



Source: Self-edited material based on K. Przełowiecka, 2010.

A pre-school child manifesting the state of helplessness in the aspect of cognitive deficits has difficulties in comprehending a particular situation, and primarily, it learns new and easy tasks unwillingly. Such a child lacks motivation and is withdrawn. Therefore, teacher's observation, quick response to child's state and cooperation with parents are vital. In the social aspect difficulties are manifested through child's withdrawal from contacts with peers and teachers. Teacher's intervention is of great importance. A teacher should create such conditions for a child in order to look after a child who is cheerful and willing to cooperate. It is the task of a teacher to support child's relations with peer group as well as building up positive image of itself. A pre-school child gets discouraged very easily; thus, teacher's support is crucial. Proper stimulation and encouragement to try in order to achieve success is necessary and it conditions future functioning of a child in adult life. Motivational deficits cause the fact that a child does not take any actions, cannot focus on a particular task and accomplish it. Such a child finds engaging it into a task difficult. While encountering such difficulties, a teacher should motivate a child to remain active. A teacher should focus on child's strong sides (ibid, 2010). Only through working on positive sides, a desired effect may be achieved, and this in turn may initiate child's willingness to be active. Moreover, thanks to focusing on child's pros, it does not withdraw and tries again. Emotional difficulties in the state of helplessness are fear, a lack of willingness, hope, sense and aim, and resignation. Teacher's work on releasing optimism in a child and creating such conditions so as to enhance positive emotions and attitude as well as satisfaction from the accomplished tasks is very crucial. If a teacher does not prevent from difficult behaviour and states in children, it may trigger future problems with learning, social isolation or improper behaviour and attitudes in society (C. Hehenkamp, 2005).

As a teacher responsible for kindergarten education, for 33 years, I have been observing children when they start education in the kindergarten and experience various states, emotions and situations. The first period in which a child cannot handle new situation is adaptation in the kindergarten. It is the most difficult time for both children and parents. Separation of a child with its parents for the time spent in the kindergarten and acceptance of reality may be a difficult moment for the entire family. It is a bitter pill to swallow for a child to accept that it must stay without parents. Although parents know that everything is all right, they are not ready for separation. In such a period teachers should build up the feeling of safety both in parents and a child as well as to pay special attention to the atmosphere in the kindergarten, especially in the changing room in which parents leave children. It is the time of close cooperation with parents in which a strategy to cope with difficult moments occurring at this time should be determined. Special attention should be paid to the

© 2015 Global Journals Inc. (US)

barriers in the communication with a child and a parent. Teacher's skills play a significant role as it is the teacher who stimulates the process and relations between with parents and children. Teacher's competences are vital in the life of every tutee. Teachers while working with the youngsters can have a substantial impact on its further development and education. He or she can stimulate tutees through behaviour, personality and attitude. Self-consciousness of teacher's power is of great importance as from the very beginning a teacher becomes a mentor for a child. It is the teacher who creates optimal conditions for child's development, inspires a child to act independently and helps to develop self-consciousness thanks to which a child entering school is ready to pick new challenges (C.M. Nawrot, 2014). Troublesome helplessness in pre-school children also occurs in relations with peers. Situations in which a child cannot solve a personal or a group conflict are very frequent. Further difficulties cause resignation and withdrawal.

Another aspect of helplessness in a pre-school child is communication of one's needs. The quality of relations in the kindergarten and communicating one's needs has an impact on child's social functioning, emotional and cognitive development as well as it contributes to child's development. Child's development depends on optimal conditions, proper didactic process, mental support and fulfilment of its needs (J. Izdebska, 2000, p. 100). Low motivation is a frequent obstacle in achieving success for children. A lack of determination to attain goals initiates the fact that a child does not feel satisfaction and external support from peers and its teacher (T. Gordon, 1991). Learning positive attitudes and behaviour should be enhanced in children in order to help them to become optimisms who have not got difficulties in solving problems, pick challenges and are proud of their own success. Working with children and relying on proprietary programme entitled Optimistic Kindergarten helps to promote positive thinking, optimism, cheerfulness and resourcefulness which in turn, helps a child to generate positive energy, parents' happiness and teacher's satisfaction with work.

III. How to Become an Optimist? How to Work According to Optimistic Kindergarten?

Optimistic Kindergarten was designed for pre-school education, headmasters, teachers, parents and children in Poland. Since 2004 more and more kindergartens have participated in the programme by Irena Dzierzgowska and Cecylia Mirela Nawrot.[1] The aim of the programme is to support children and all adults engaged in their development and education as well as development of social skills. The programme consists of 7 modules in which parents and teachers play the most important role while working with a child. It teaches them cooperation, ability to exchange experience, evaluation and common learning in order to improve pedagogical skills.

1. Upbringing.
2. Testing multiple intelligences.
3. Child's motivation and success.
4. Child's skills.
5. Cooperation with parents.
6. Development of pedagogical and senior staff of a kindergarten.
7. Promotion of a kindergarten.

Optimistic Kindergarten is a programme based on systematic work; it has been reviewed and is aimed at both public and private kindergartens. It meets the requirements of Pedagogical Innovation in which kindergartens participate. A kindergarten implements the programme, and then, after realizing seven modules, it is evaluated and applies to the chapter for obtaining the Certificate of Optimistic Kindergarten.

A book entitled Optimistic Kindergarten is included in the programme. There is a description and instruction how to implement the programme. In the first part of the book, development of a child in social, emotional and cognitive aspects is presented. Additionally, moral upbringing and the essence of optimistic upbringing are described. The second part comprises a family training of optimism, educational fairytales and a code of optimistic parents. The last part elaborates upon the issues connected with optimistic kindergarten such rainbow folders and optimistic adults.

The programme assists teachers in changing children's social attitudes, cooperating with parents as well as motivating parents to undertake new educational work on a child. Optimistic Kindergarten also influences teacher's attitudes, enhances the image of a kindergarten in the local environment, gives boost for innovation and develops creativity. In enables the change of a rainy day into a day which despite the weather is full of joy. The programme strengthens communication as it minimizes barriers in interpersonal communication, develops skills useful during school education and helps children to build positive image of themselves. A great emphasis is put on motivating children to overcome difficulties, which in turn, triggers success.

The programme is organised by "Partner" the Centre for Enhanced and Continuing Learning in Gliwice (I. Dzierzgowska, C.M.Nawrot, 2004).

IV. Conclusion

Kindergarten education is the first stage of child's education. Kindergarten is a place which works

[1] Material compiled on the basis of proprietary programme Optimistic Kindergarten

© 2015 Global Journals Inc. (US)

in accordance with work standards, meets national requirements, and is subject to control, supervision and evaluation. It is the institution which seeks for the best solutions in order to perform their work. It is important to supplement basic programmes with educational packages which support teacher's work for the benefit of children in the XXI C. Modern parent wants a kindergarten to become an institution in which he leaves his child as well as gets support, assistance and help. A helpless child becomes a helpless student, and thus, it does not improve its educational achievements and graduates lacking the feeling of success. Therefore, it is important to put emphasis on programmes which alter social attitudes and behaviour, explain how to communicate, have fun, solve problem, be happy and attain goals.

The results of studies conducted in Poland by the authors of the programme were presented at the Symposium of Psychologists in which dr Martin Seligman was a special guest.

Bibliografia

1. Hehenkamp C., Fenomen indygo, dzieci nowych czasów, Katowice, KOS, 2005, p.274, ISBN 83-89375-60-5
2. Izdebska J., Dziecko w rodzinie u progu XXI wieku, Białystok, Trans Humana, 2000, p. 254, ISBN 83-86696-69-9
3. Levine M., Umysł – krok po kroku, nowe rewolucyjne techniki nauczania dzieci, Warszawa, Albatros, 2006, p.415, ISBN-13 978-83-7359-110-3
4. Perleth Ch., Schatz T., Gast- Gampe M., Jak odkrywać i rozwijać uzdolnienia dzieci, Warszawa, PZWL, 2003, p.177, ISBN 83-200-2807-8
5. Przełowiecka K., Zjawisko wyuczonej bezradności u klientów instytucji pomocy społecznej – przyczyny, konsekwencje, możliwości przeciwdziałania [w:] Pomoc – wsparcie społeczne – poradnictwo. Od teorii do praktyki, pod red. M. Piorunek, Toruń, Adam Marszałek, 2010.
6. Seligman M., W małym ciele duży zuch. Skuteczny program zapobiegania depresji u dzieci, Gliwice, Helion, 2010, p.335, ISBN 978-83-246-1954-2
7. Seligman M., Helpnessnees: Learned Optimism, New York, Free Press, 1998, ISBN 0-671-01911-2
8. Seligman M., Optymizmu można się nauczyć: jak zmienić swoje myślenie i swoje życie, Poznań, Media Rodzina, 1996 p.444, ISBN 9788385594055
9. Gordon T., Wychowanie bez porażek, Warszawa, Instytut Wydawniczy PAX, 1991, p.311 ISBN 83-211-1130-0,
10. Zimbardo P.G., Gerrig R.J., Psychologia i życie, Warszawa, PWN, 2012, p. 842, ISBN 978-83-01-17257-2

© 2015 Global Journals Inc. (US)

Global Journal of human-social science: G
Linguistics & Education
Volume 15 Issue 4 Version 1.0 Year 2015
Type: Double Blind Peer Reviewed International Research Journal
Publisher: Global Journals Inc. (USA)
Online ISSN: 2249-460X & Print ISSN: 0975-587X

The Basics of Arctic Pedagogy

By Kaarina Määttä & Satu Uusiautti

University of Lapland, Finland

Abstract- The purpose of this article is to describe and define the special features of teaching and learning in the northern areas of Finland, especially in Arctic contexts. The article introduces the essence of Arctic pedagogy by introducing its challenges and goals, possibilities and significance. A model of Arctic pedagogy to be applied in northern education is outlined as a five-level action and teaching tool, which is manifested in learning processes, learning environments, teacherhood, educational leadership, and multi-professionalism. The cornerstones of Arctic pedagogy are adapting, understanding, and analyzing Arctic information in learning processes, student-centered caring teacherhood, wide-ranging networking to support learning, and communalism. The relationship between Arctic information, its implementation through Arctic pedagogy, and the goals of Arctic future skills are discussed.

Keywords: *learning, teaching, pedagogy, arctic.*

GJHSS-G Classification : *FOR Code: 200499*



Strictly as per the compliance and regulations of:

© 2015. Kaarina Määttä & Satu Uusiautti. This is a research/review paper, distributed under the terms of the Creative Commons Attribution-Noncommercial 3.0 Unported License http:// creativecommons.org/licenses/by-nc/3.0/), permitting all non-commercial use, distribution, and reproduction in any medium, provided the original work is properly cited.

The Basics of Arctic Pedagogy

Kaarina Määttä [α] & Satu Uusiautti [σ]

Abstract- The purpose of this article is to describe and define the special features of teaching and learning in the northern areas of Finland, especially in Arctic contexts. The article introduces the essence of Arctic pedagogy by introducing its challenges and goals, possibilities and significance. A model of Arctic pedagogy to be applied in northern education is outlined as a five-level action and teaching tool, which is manifested in learning processes, learning environments, teacherhood, educational leadership, and multi-professionalism. The cornerstones of Arctic pedagogy are adapting, understanding, and analyzing Arctic information in learning processes, student-centered caring teacherhood, wide-ranging networking to support learning, and communalism. The relationship between Arctic information, its implementation through Arctic pedagogy, and the goals of Arctic future skills are discussed.

Keywords: learning, teaching, pedagogy, arctic.

I. Introduction

The purpose of this article is to describe and define the special features of teaching and learning in the northern areas of Finland, especially in Arctic contexts. The Arctic is a polar region located at the northernmost part of the Earth, consisting of the Arctic Ocean and parts of Alaska (United States), Canada, Finland, Greenland (Denmark), Iceland, Norway, Russia, and Sweden. The viewpoint of this article is based in Finland, a small country located in the North Europe. The area of Finland that is located in the Arctic is called Lapland. The population of Lapland consists of mainstreaming Finnish people but of the indigenous people of Sámi as well. This is a very typical situation in countries located in the Arctic (see e.g., Brody, 1987; Slezkine, 1994).

Finland has internationally highly appreciated and recognized education system (see e.g., Simola, 2005; Välijärvi, 2014), and teacher education has been considered one of its main pillars (Uusiautti & Määttä 2013a; Välijärvi et al., 2007). However, the realization of education is a topical concern in Finland because of our long distances and scarce population; and these features are especially pronounced in northern parts of Finland, above the Arctic Circle, in the area called Lapland.

In this article, the aim is to analyze how to organize teaching and learning so that education can best support the well-being of people living in the Arctic and thus also contribute to the vitality of Arctic regions. Teaching in the Arctic is defined here as "Arctic pedagogy" and our purpose is to analyze what Arctic pedagogy is, how to implement it, and why it is important.

We work at the department of education at the University of Lapland, which is the northernmost university in European Union. The purpose of this article is to produce a model of Arctic pedagogy to strengthen education in schools in Lapland and to further teacher education and its special features in the northern area. The article is based on our long-term experience of the area; we have lived and worked for decades in research and education tasks in Lapland. Simultaneously, we have witnessed the changes in teaching, students, and learning in Lapland.

Our research has focused widely on the educational special features of Lapland and the special circumstances of education and teaching in the area (see e.g., Kilpimaa, Määttä, & Uusiautti, 2012; Lakkala, Uusiautti, & Määttä, 2014). For example, we have studies the state of pupil welfare in Lapland (e.g., Heikkilä & Määttä, 2012; Lakkala, Uusiautti, & Määttä, 2013; Koskela, Määttä, & Uusiautti, 2013), early childhood education and growth environment in Lapland (e.g., Happo, Määttä, & Uusiautti, 2012a; Määttä & Uusiautti, 2012a, 2012b; Uusiautti, Happo, & Määttä, 2014), Sámi education (e.g., Keskitalo & Määttä, 2011; Keskitalo, Uusiautti, Sarivaara, & Määttä, 2014), and teachers' expertise and teacher education in the northern circumstances (Happo, Määttä, & Uusiautti, 2012b; Uusiautti & Määttä, 2013b, 2013c). In addition, we have studied educational leadership (Uusiautti & Määttä, 2014a; 2015). The findings of these studies from the basis of Arctic pedagogy.

Education is always context-bound. Therefore, research and research-based education at the University of Lapland are focused on the northern societies, environment, people, and their interaction. The mission of the University of Lapland is captured in its watchword "For the North, for the world", and research on change in the Arctic and the North. According to the strategic profile of the University of Lapland, the impacts of global economic and political changes are felt more keenly in the Arctic than elsewhere (see also http://www.ulapland.fi/InEnglish/About-us/Strategy-2025). The purpose is to contribute to these aims of education and to the needs of the northern region from an educational perspective.

This article introduces the essence of Arctic pedagogy by introducing its challenges and goals,

Author α: Professor, University of Lapland, Finland.
e-mail: Kaarina.Määttä@ulapland.fi
Author σ: Adjunct Professor, Researcher, University of Lapland, Finland.
e-mail: satu_uusiautti@hotmail.com

© 2015 Global Journals Inc. (US)

possibilities and significance. A model of Arctic pedagogy to be applied in northern education will be outlined as the conclusion.

II. The Challenging Target Area of Arctic Pedagogy

The Arctic is a special area because of its history and conditions, which also influence educational solutions of the area (Brody, 1987; Byers, 2009; Kruse et al., 2009). The population of the Arctic increased rapidly as the health care improved and natural resources of the North were utilized systematically during the 1950s and 1960s. However, during the past few decades, the population growth has slowed down. In the current situation, many phenomena related to the demography (such as scarce population, means of communication, small student groups, and lack of available teachers) challenge education.

Likewise, the Arctic nature influence people's action in its own way (Ims et al., 2013): coldness (Hanson & Norberg, 2009; Young & Mäkinen, 2010) and variation of light (Hau et al., 2002) are the basic features of the area (see also Joy, Poe, Berman, & Davis, 1962; Pohjola et al., 2011; Pohjola, Kankaanpää, Moore, & Pastusiak, 2011). Long distances challenge both everyday life and means of earning living. Therefore, learning environments of the Arctic are located in many interfaces that occur not only physically but also mentally, culturally, geographically, linguistically, and environmentally, and within the transition from the traditional to technology (see e.g., Larsen & Fondall 2014; Nevgi, Virtanen, & Niemi, 2006; Niemi, 2003). The indigenous populations of the Arctic necessitate special cultural sensitivity in education that must be taken into consideration in Arctic education (see also Keskitalo, Uusiautti & Määttä, 2013, 2013; Keskitalo, Sarivaara, Uusiautti, & Määttä, 2013).

Arctic pedagogy means a new kind of realization of learning and teaching, surpassing the aforementioned boundaries and employing the opportunities offered by the social media and new technologies (see also e.g., Uusiautti & Määttä, 2014b). It aims at engaging learners of different ages in the local, regional, and global co-operation and life-long, life-wide learning regardless of whether it happened at school or work, or in the third age.

The level of Arctic information and knowledge is expanding, and, therefore, Arctic education should pay attention to how to enhance information seeking skills and understanding of how information is constructed and produced, how to evaluate reliability of the information, and how to master and analyze information entities (Nonaka & Konno, 1998). Teachers who work in the Arctic area must not just be considered distributors of information but guides and motivators who support students' positive development and identification with the Arctic area.

III. The Objectives of Arctic Pedagogy

The objective of Arctic pedagogy is to strengthen the future skills of people and workplaces in the Arctic area by enhancing their communalism, collaboration, problem-solving skills, and opportunities to active learning that is based on their own premises and culture. Technology skills contributes to various skills but, in addition, it supports influencing opportunities and realization of equality and produces participation. It also creates a learning environment that promotes formal and informal learning by combining generations and their cultural legacies. Learning draws from various teaching and learning methods, such as peer learning and physical and virtual learning spaces.

Arctic pedagogy is based on the idea that information seeking skills, ability to evaluate the correctness of information and to analyze entities are crucial in learning. Arctic pedagogy is, therefore, not just about information distribution. Our society necessitates new kind of expertise and knowhow. From the point of view of Arctic pedagogy, it is necessary to pay attention to such basic skills and attitudes that promotes learners' entrenchment to and positive development in Lapland. Arctic information should be applied widely to provide students with favorable premises to adopt the core information that also makes it possible to renew, change, and deepen knowledge and learning.

The purpose of Arctic pedagogy is to tie Arctic information with teaching in various subjects and at the different levels of curricula. When designing learning entities, the Arctic special features could be noticed as teaching contents and supporting themes. Arctic information can be analyzed and applied in various cross-curricular learning projects. This is how the basis of Arctic pedagogy is created by drawing from the regional special circumstances to providing students with means to perceive the possibilities of the North as well as their own strengths as factors of learning and future success.

IV. The Implementation and Elements of Arctic pedagogy

Arctic pedagogy appears as a five-level action and teaching tool. It is manifested as follows:

1) Arctic pedagogy appears in learning processes.

(a) *as goals:* Arctic pedagogy aims at promoting learning and creating such learning conditions that learning becomes possible to everyone as life-long and life-wide in the Arctic circumstances realizing and recognizing, appreciating and renewing their special features.

© 2015 Global Journals Inc. (US)

(b) *as methods:* The methods of Arctic pedagogy draw from the opportunities of new technologies as well as from the recognition of students' resources and strengths. Methods include distance, internet-based, and virtual teaching, and contact, small group, and peer teaching. Teaching applies a strength-based and caring pedagogical approach which pays attention to individual strengths in formal and informal, physical and virtual learning environments. Students will be motivated and activated with pedagogical solutions that are creative, bold, and individualized, and appreciate disparity.

(c) *as contents:* Arctic pedagogy combines Arctic information with teaching of various school subjects, learning entities, and themes at the different levels of curricula. The Arctic Centre is a research center at the University of Lapland producing multi-disciplinary research on the circumstances in the Arctic (see http://www.arcticcentre.org/EN/RESEARCH).

2) Arctic pedagogy appears in learning environments. The key terms of Arctic pedagogy are inclusion, innovation, and spatiality (physical and virtual spaces). Learning environments are perceived more widely than just classroom-based spaces. Especially, Arctic information is employed in learning environment, for example by visiting local nature, culture, and industry and commerce, and as related learning projects. Learning environments are designed so that they support students' positive development physically, socially, emotionally, and cognitively.

3) Arctic pedagogy appears in teacherhood. Arctic pedagogy reflects on teacherhood not only as subject-specific discussion over Arctic questions but also as pedagogical skills, interaction skills, and strength-recognition and supporting skills that form the core of caring teacherhood. Teachers also need technological and networking skills to create various learning environments.

4) Arctic pedagogy appears in educational leadership. Arctic pedagogy is also based on the idea of caring leadership that includes shared leadership, Arctic expertise as the strategic foundation of education, quality control, and teamwork. According to the caring leadership idea, teachers, educators, and education authorities can act as motivators, guides, and supporters of learners' learning, strengths and well-being, and positive development in general. Caring leadership in teaching is manifested as the teacher's interaction with students and other school personnel, students' parents and partners of the school.

5) Arctic pedagogy appears in multiprofessionalism. Arctic pedagogy is strongly local and aims at including and entrenching Arctic information in teaching. Therefore, local agents, partners, networks, homes, other schools, and education professionals, school health care nurses and psychologists, and counselors form an important multiprofessional network that help implementing Arctic pedagogy.

The elements of Arctic pedagogy are illustrated in Figure 1.

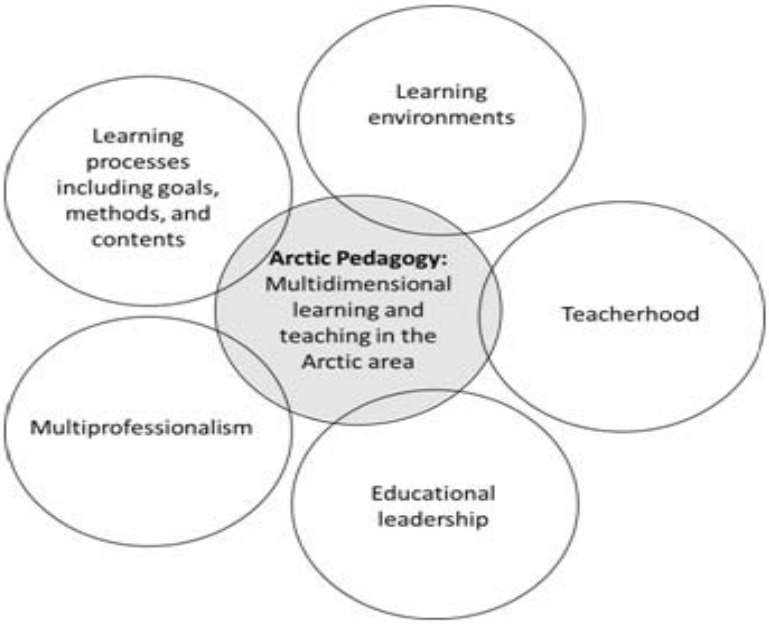


Figure 1 : The elements of Arctic pedagogy

© 2015 Global Journals Inc. (US)

V. The Implementation and Elements of Arctic Pedagogy

The essential learning target of Arctic pedagogy is Arctic future skills that aim at maintaining and promoting the livelihood and well-being of the area. The cornerstones of Arctic pedagogy are adapting, understanding, and analyzing Arctic information in learning processes, student-centered caring teacherhood, wide-ranging networking to support learning, and communalism. For example, the Arctic Centre produces Arctic information through its many research projects.

The relationship between this foundation (Arctic information), implementation (Arctic pedagogy), and goals (Arctic future skills) is illustrated in Figure 2.

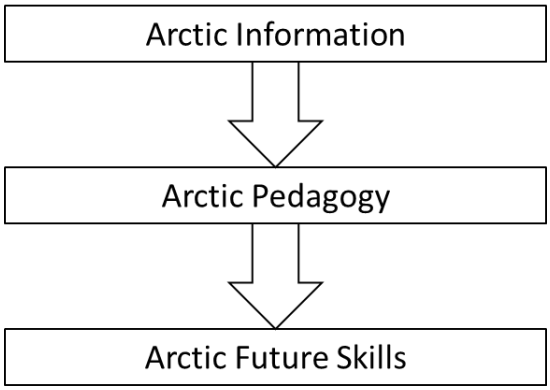


Figure 2 : Arctic information as the foundation of Arctic pedagogy, Arctic future skills being the goal

VI. Conclusion

The Arctic area is sparsely-populated and long distances determine the direction and arrangements of life and schooling. Schools are located in municipal centers even hundreds of kilometers from each other. In Lapland, school commutes are therefore long, including time to wait for the transportation (Koskela, Määttä, & Uusiautti, 2013). Actually, it is not a very long time since there still were boarding schools (Kilpimaa, Määttä, & Uusiautti, 2012; Lakkala, Määttä, & Uusiautti, 2013). The extraordinary circumstances also make it difficult to arrange parents' conferences or meetings with multiprofessional teams. There is lack of student health care personnel and specialized professionals (Koskela, Määttä, & Uusiautti, 2013).

Still, the nature and culture of the Arctic area, natural livelihoods, tourism (e.g., Pretes, 1995), and for example, mining industry (see e.g., Suopajärvi, 2014) provide special living and developmental opportunities (Larsen & Fondall, 2014). Many of those born in Lapland want to do their life's work in their home region – but it necessitates suitable education and employment opportunities (see McLean, 1997; Sarivaara, Uusiautti, & Määttä, 2013). Therefore, Arctic future skills become invaluable.

It is not easy to renew education, and the old learning and teaching methods tend to be adopted from generation to another. New approaches should be actively invented and tested, and a bold, open-minded attitude is needed (see also Keskitalo & Sarivaara, 2014). Therefore, it is surprising how slowly the new technological opportunities are exploited in education (Blin & Munro, 2008). Arctic pedagogy is a teaching method that leans on the northern special features, but simultaneously seizes the modern possibilities and attempts to adopt them in northern education. Its fundamental goal is to enhance knowledge and appreciation of the Arctic special features so that the vitality of the area is maintained and strengthened. The future of the Arctic areas depends on the versatile and wide-ranging education of its people—on their future skills. This vision means that Arctic pedagogy has a unique and irreplaceable significance.

Arctic pedagogy should be developed through practical experiments and research for this is the only way to know which methods suit the area the best and support students' learning, entrenchment, and well-being. Consequently, the current research on Arctic pedagogy (see e.g., Keskitalo, Määttä, & Uusiautti, 2013; Leskisenoja & Uusiautti, 2015) is based on action research in which the new methods are implemented, evaluated, and renewed in the Arctic area in collaboration with teachers, students, and school authorities. When the elements of Arctic pedagogy are implicitly described at the practical level, their theoretical foundations can be deepened with interdisciplinary research. Research on the teaching experiences and practices provides new information to further refine practical applications.

The research-based model of Arctic pedagogy can become an established part of teacher training at the University of Lapland, and its implementation can be evaluated in the elementary schools and teacher training schools in the Arctic area. The goal is to enhance teachers' awareness of how to include Arctic questions in teaching methodologically and as regards the content.

Teacher training is an essential element to develop Arctic pedagogy. The Finnish research-based teacher training forms a suitable foundation to strengthen and further Arctic pedagogy (see Kansanen, 2006; Uusiautti & Määttä, 2013b). When teachers apply the pedagogy in practice and it is evaluated by research, the approach will be strengthened, refined, and molded according to the Arctic circumstances. Thus, Arctic pedagogy will be an important future-maker in the Arctic area.

© 2015 Global Journals Inc. (US)

References Références Referencias

1. Blin, F., & Munor M. (2008). Why hasn't technology disrupted academics' teaching practices? Understanding resistance to change through the lens of activity theory. *Computers & Education, 50* (2), 475-490. doi: 10.1016/j.compedu.2007.09. 017.
2. Brody, H. (1987). *Living Arctic: hunters of the Canadian north.* Vancouver: Douglas & McIntyre.
3. Byers, M. (2009). *Who owns the Arctic? Understanding sovereignty disputes in the North.* Vancouver: Douglas & McIntyre.
4. Hansson, H., & Norberg, C. (2009). *Revisioning the value of cold.* Retrieved from: http://www.diva-portal.org/smash/get/diva2:231864/FULLTEXT01.pdf
5. Happo, I., Määttä, K., & Uusiautti, S. (2012a). How do early childhood education teachers perceive their expertise? A qualitative interview study of child care providers in Lapland, Finland. *Early Childhood Education Journal, 41*(4), 273-281
6. Happo, I., Määttä, K., & Uusiautti, S. (2012b.) Experts or good educators - or both? The development of early childhood expertise in Finland. *Early Childhood Development and Care, 182*(3-4), 487-504.
7. Hau, M., Romero, L. M., Brawn, J. D., & Van't Hof, T. J. (2002). Effect of polar day on plasma profiles of melatonin, testosterone, and estradiol in high-Arctic Lapland longspurs. *General and comparative endocrinology, 126*(1), 101-112.
8. Heikkilä, A., & Määttä, K. (2012). How were the pupils dressed in a countryside in North-Finland in 1909-1939? *Early Childhood Development and Care, 182*(3-4), 453-467.
9. Ims, R. A., Ehrich, D., Forbes, D. C., Huntley, B., Walker, D. A., & Wookey, P. A. (2013). Terrestrial ecosystems. In H. Meltofte (Ed.), Arctic biodiversity assessment: Status and trends in Arctic biodiversity (pp. 385-440). Retrieved from: http://www.arcticbiodiversity.is/index.php/the-report/chapters/terrestrial-ecosystems
10. Joy, R. J., Poe, R. H., Berman, F. R., & Davis, T. R. (1962). Some physiological responses to Arctic living: A study of cold acclimatization. *Archives of Environmental Health: An International Journal, 4*(1), 22-26.
11. Kansanen, P. (2006). Constructing a research-based program in teacher education. In F. K. Oser, F. Achtenhagen, & U. Renold (Eds.), *Competence oriented teacher training. Old research demands and new pathways* (pp. 11-22). Rotterdam: Sense Publishers.
12. Keskitalo, P., & Määttä, K. (2011). *The basics of Sámi pedagogy*. Rovaniemi: Lapland University Press.
13. Keskitalo, P., Määttä, K., & Uusiautti, S. (2012) Sámi Education in Finland. *Early Childhood Development and Care, 182*(3-4), 329-343. doi: 10.1080/03004430.2011.646723
14. Keskitalo, P., Määttä, K., & Uusiautti, S. (2013). *Sámi education.* Frankfurt am Main: Peter Lang.
15. Keskitalo, P., & Sarivaara, E. (2014). Välittävän saamentutkimuksen merkitys [The significance of caring Sámi research]. In K. Määttä & S. Uusiautti (Eds.), *Voimaa välittävästä tutkimuksesta. Kasvatusalan konferenssi 6.-7.10.2014* [Strength from caring research. Educational Conference 6-7 Oct 2014] (pp. 55-64). Rovaniemi: University of Lapland.
16. Keskitalo, P., Uusiautti, S., Sarivaara, E., & Määttä, K. (Eds.) (2014). *Saamelaispedagogiikan ydinkysymysten äärellä* [The core questions of Sámi pedagogy]. Rovaniemi: Lapland University Press.
17. Kilpimaa, M., Määttä, K., & Uusiautti, S. (2012). What is the future of village schools? A case study on the life cycle of a school in northern Finland. *Review of European Studies, 4*(1), 125-137.
18. Koskela, T., Määttä, K., & Uusiautti, S. (2013). Pupil welfare in Finnish schools – communal or falling apart? *Early Child Development and Care, 183*(9), 1311–1323. doi: 10.1080/03004430.2012.725049
19. Kruse, J., Poppel, B., Abryutina, L., Duhaime, G., Martin, S., Poppel, M., & Hanna, V. (2009). Survey of living conditions in the arctic (SLiCA). In *Barometers of quality of life around the globe* (pp. 107-134). Dordrecht: Springer.
20. Lakkala, I.-K., Määttä, K., & Uusiautti, S. (2013). Boarding schools as means to educate children from remote districts in Finland. *History of Education & Children´s Literature, 8*(1), 597-618.
21. Lakkala, S., Uusiautti, S., & Määttä, K. (2014). How to make the neighbourhood school a school for all? Finnish teachers' perceptions of educational reform aiming towards inclusion. *Journal of Research in Special Educational Needs*, iFirst 14 Jan 2014. doi: 10.1111/1471-3802.12055
22. Larsen, J. N., & Fondall, G. (Eds.) (2015). *Arctica human development report. Regional processes and global linkages (AHDR-II). Temanord 567.* Retrieved from: http://norden.diva-portal.org/smash/get/diva2:788965/FULLTEXT01.pdf
23. Leskisenoja, E., & Uusiautti, S. (2015). PERMA-based teaching methods as the way to enhance well-being and engagement in students. *New Ways to Teach and Learn for Student Engagement*, Stanford University, California, USA, 21-22 April 2015.
24. McLean, S. (1997). Objectifying and naturalizing individuality: A study of adult education in the Canadian Arctic. *Canadian Journal of Sociology/Cahiers Canadiens de Sociologie*, 1-29.
25. Määttä, K., & Uusiautti, S. (Eds.) (2012a). *Early child care and education in Finland.* Abingdon: Routledge.

© 2015 Global Journals Inc. (US)

26. Määttä, K., & Uusiautti, S. (2012b) How to raise children to be good people? *Analytic Teaching and Philosophical Praxis, 33*(1), 83-91.
27. Nevgi, A., Virtanen, P., & Niemi, H. (2006). Supporting students to develop collaborative learning skills in technology-based environments. *British Journal of Educational Technology, 37*(6), 937–947. doi: 10.1111/j.1467-8535.2006.00671.x
28. Niemi, H. (2003). Towards a learning society in Finland: information and communications technology in teacher education. *Technology, Pedagogy and Education, 12*(1), 85-103. doi: 10.1080/14759390300200147
29. Nonaka, I., & Konno, N. (1998). The concept of "Ba": Building a foundation for knowledge creation. *California Management Review, 40*(3), 40–54.
30. Pohjola, V. A., Christoffersen, P., Kolondra, L., Moore, J. C., Pettersson, R. S., Schäfer, M., Strozzi, T., & Reijmer, C. H. (2011). Spatial distribution and change in the surface ice-velocity field of Vestfonna ice cap, Nordaustlandet, Svalbard, 1995–2010 using geodetic and satellite interferometry data. *Geografiska Annaler: Series A, Physical Geography, 93*, 323–335. doil: 10.1111/j.1468-0459.2011.00441.x
31. Pohjola, V. A., Kankaanpää, P., Moore, J. C., & Pastusiak, T. (2011). The International Polar Year Project 'KINNVIKA'– Arctic warming and impact research at 80° N. *Geografiska Annaler, Series A, Physical Geography, 93*, 201–208. DOI: 10.1111/j.1468-0459.2011.00436.x
32. Pretes, M. (1995). Postmodern tourism: the Santa Claus industry. *Annals of Tourism Research, 22*(1), 1-15.
33. Sarivaara, E., Uusiautti, S., & Määttä, K. (2013). Critical Sámi research as the means of finding way of seeing. *International Journal of Social Science Research, 2*(1), 1-18.
34. Simola, H. (2005). The Finnish miracle of PISA: Historical and sociological remarks on teaching and teacher education. *Comparative Education, 41*(4), 455-470. doi: 10.1080/03050060500317810
35. Slezkine, Y. (1994). *Arctic mirrors: Russia and the small peoples of the North*. Cornell: Cornell University Press.
36. Suopajärvi, L. (2014). Social impact assessment in mining projects in Northern Finland: Comparing practice to theory. *Environmental Impact Assessment Review, 42*, 25–30. doi:10.1016/j.eiar.2013.04.003
37. Uusiautti, S., & Määttä, K. (2013a). Significant trends in the development of Finnish teacher training from the 1860s to 2010. *Education Policy Analysis Archives, 21*(59), 1-19.
38. Uusiautti, S., & Määttä, K. (2013b). How to train good teachers in Finnish universities? Student teachers' study process and teacher educators' role in it. *European Journal of Educational Research, 1*(4), 339-352.
39. Uusiautti, S., & Määttä, K. (2013c). Good teachers and good teacher educators: A glance at the current teacher education in Finland. *Asian Journal of Education and e-Learning, 1*(1), 1-6.
40. Uusiautti, S., & Määttä, K. (2014a). How can teachers as love-based leaders enhance learning? *The International Journal of Educational Organization and Leadership, 20*(4), 1-9.
41. Uusiautti, S., & Määttä, K. (2014b). I am no longer alone - How do university students perceive the possibilities of social media? *International Journal of Adolescence and Youth*, iFirst June 5, 2014. doi: 10.1080/02673843.2014.919600
42. Uusiautti, S., & Määttä, K. (2015). Roadmaps or merely compasses? Perceived meaningfulness as the core of caring leadership. *International Journal of Arts and Sciences, 7*(5), 735-748.
43. Uusiautti, S., Happo, I., & Määttä, K. (2014). Challenges and strengths of early childhood education in sparsely populated small provinces. The Case of Lapland, Finland. *British Journal of Education, Society & Behavioural Science, 4*(5), 562–572.
44. Välijärvi, J. (2014). *Osaaminen kestävällä perustalla. Suomen PISA-tulosten kehitys vuosina 2000–2009. Tilannekatsaus helmikuu 2014* [Expertise on a secure basis. The development of Finland's PISA results in 2000-2009. A snapshot on February 2014]. Helsinki: National Board of Education.
45. Välijärvi, J., Kupari, P., Linnakylä, P., Reinikainen, P., Sulkunen, S., Törnroos, J., & Arffman, I. (2007). *The Finnish success in Pisa and some reasons behind it: Pisa 2003.* Jyväskylä: Finnish Institute for Educational Research.
46. Young, T. K., & Mäkinen, T. M. (2010). The health of Arctic populations: Does cold matter? *American Journal of Human Biology, 22*(1), 129-133.

© 2015 Global Journals Inc. (US)

Global Journals Inc. (US) Guidelines Handbook 2015

www.GlobalJournals.org

FELLOWS

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

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



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

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

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

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

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





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

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

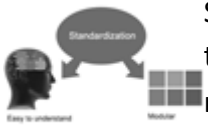


© Copyright by Global Journals Inc.(US) | Guidelines Handbook

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

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





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

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



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



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

© Copyright by Global Journals Inc.(US)| Guidelines Handbook



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

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



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

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



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

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

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



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

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



© Copyright by Global Journals Inc.(US) | Guidelines Handbook



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

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





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

It is mandatory to read all terms and conditions carefully.

© Copyright by Global Journals Inc.(US)| Guidelines Handbook

AUXILIARY MEMBERSHIPS

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

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



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

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

The Institute will be entitled to following benefits:

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

The author fees of such paper may be waived off up to 40%.

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





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

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



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

© Copyright by Global Journals Inc.(US) | Guidelines Handbook

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



After nomination of your institution as "Institutional Fellow" and constantly functioning successfully for one year, we can consider giving recognition to your institute to function as Regional/Zonal office on our behalf.
The board can also take up the additional allied activities for betterment after our consultation.

The following entitlements are applicable to individual Fellows:



Open Association of Research Society, U.S.A (OARS) By-laws states that an individual Fellow may use the designations as applicable, or the corresponding initials. The Credentials of individual Fellow and Associate designations signify that the individual has gained knowledge of the fundamental concepts. One is magnanimous and proficient in an expertise course covering the professional code of conduct, and follows recognized standards of practice.

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



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

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

Other:

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

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

© Copyright by Global Journals Inc.(US)| Guidelines Handbook

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

Note :

"

- In future, if the board feels the necessity to change any board member, the same can be done with the consent of the chairperson along with anyone board member without our approval.
- In case, the chairperson needs to be replaced then consent of 2/3rd board members are required and they are also required to jointly pass the resolution copy of which should be sent to us. In such case, it will be compulsory to obtain our approval before replacement.
- In case of "Difference of Opinion [if any]" among the Board members, our decision will be final and binding to everyone.

"

Process of submission of Research Paper

The Area or field of specialization may or may not be of any category as mentioned in 'Scope of Journal' menu of the GlobalJournals.org website. There are 37 Research Journal categorized with Six parental Journals GJCST, GJMR, GJRE, GJMBR, GJSFR, GJHSS. For Authors should prefer the mentioned categories. There are three widely used systems UDC, DDC and LCC. The details are available as 'Knowledge Abstract' at Home page. The major advantage of this coding is that, the research work will be exposed to and shared with all over the world as we are being abstracted and indexed worldwide.

The paper should be in proper format. The format can be downloaded from first page of 'Author Guideline' Menu. The Author is expected to follow the general rules as mentioned in this menu. The paper should be written in MS-Word Format (*.DOC,*.DOCX).

The Author can submit the paper either online or offline. The authors should prefer online submission.Online Submission: There are three ways to submit your paper:

(A) (I) First, register yourself using top right corner of Home page then Login. If you are already registered, then login using your username and password.

(II) Choose corresponding Journal.

(III) Click 'Submit Manuscript'. Fill required information and Upload the paper.

(B) If you are using Internet Explorer, then Direct Submission through Homepage is also available.

(C) If these two are not conveninet , and then email the paper directly to dean@globaljournals.org.

Offline Submission: Author can send the typed form of paper by Post. However, online submission should be preferred.

© Copyright by Global Journals Inc.(US)| Guidelines Handbook

Preferred Author Guidelines

MANUSCRIPT STYLE INSTRUCTION (Must be strictly followed)

Page Size: 8.27" X 11'"

- Left Margin: 0.65
- Right Margin: 0.65
- Top Margin: 0.75
- Bottom Margin: 0.75
- Font type of all text should be Swis 721 Lt BT.
- Paper Title should be of Font Size 24 with one Column section.
- Author Name in Font Size of 11 with one column as of Title.
- Abstract Font size of 9 Bold, "Abstract" word in Italic Bold.
- Main Text: Font size 10 with justified two columns section
- Two Column with Equal Column with of 3.38 and Gaping of .2
- First Character must be three lines Drop capped.
- Paragraph before Spacing of 1 pt and After of 0 pt.
- Line Spacing of 1 pt
- Large Images must be in One Column
- Numbering of First Main Headings (Heading 1) must be in Roman Letters, Capital Letter, and Font Size of 10.
- Numbering of Second Main Headings (Heading 2) must be in Alphabets, Italic, and Font Size of 10.

You can use your own standard format also.
Author Guidelines:

1. General,

2. Ethical Guidelines,

3. Submission of Manuscripts,

4. Manuscript's Category,

5. Structure and Format of Manuscript,

6. After Acceptance.

1. GENERAL

Before submitting your research paper, one is advised to go through the details as mentioned in following heads. It will be beneficial, while peer reviewer justify your paper for publication.

Scope

The Global Journals Inc. (US) welcome the submission of original paper, review paper, survey article relevant to the all the streams of Philosophy and knowledge. The Global Journals Inc. (US) is parental platform for Global Journal of Computer Science and Technology, Researches in Engineering, Medical Research, Science Frontier Research, Human Social Science, Management, and Business organization. The choice of specific field can be done otherwise as following in Abstracting and Indexing Page on this Website. As the all Global

Journals Inc. (US) are being abstracted and indexed (in process) by most of the reputed organizations. Topics of only narrow interest will not be accepted unless they have wider potential or consequences.

2. ETHICAL GUIDELINES

Authors should follow the ethical guidelines as mentioned below for publication of research paper and research activities.

Papers are accepted on strict understanding that the material in whole or in part has not been, nor is being, considered for publication elsewhere. If the paper once accepted by Global Journals Inc. (US) and Editorial Board, will become the copyright of the Global Journals Inc. (US).

Authorship: The authors and coauthors should have active contribution to conception design, analysis and interpretation of findings. They should critically review the contents and drafting of the paper. All should approve the final version of the paper before submission

The Global Journals Inc. (US) follows the definition of authorship set up by the Global Academy of Research and Development. According to the Global Academy of R&D authorship, criteria must be based on:

1) Substantial contributions to conception and acquisition of data, analysis and interpretation of the findings.

2) Drafting the paper and revising it critically regarding important academic content.

3) Final approval of the version of the paper to be published.

All authors should have been credited according to their appropriate contribution in research activity and preparing paper. Contributors who do not match the criteria as authors may be mentioned under Acknowledgement.

Acknowledgements: Contributors to the research other than authors credited should be mentioned under acknowledgement. The specifications of the source of funding for the research if appropriate can be included. Suppliers of resources may be mentioned along with address.

Appeal of Decision: The Editorial Board's decision on publication of the paper is final and cannot be appealed elsewhere.

Permissions: It is the author's responsibility to have prior permission if all or parts of earlier published illustrations are used in this paper.

Please mention proper reference and appropriate acknowledgements wherever expected.

If all or parts of previously published illustrations are used, permission must be taken from the copyright holder concerned. It is the author's responsibility to take these in writing.

Approval for reproduction/modification of any information (including figures and tables) published elsewhere must be obtained by the authors/copyright holders before submission of the manuscript. Contributors (Authors) are responsible for any copyright fee involved.

3. SUBMISSION OF MANUSCRIPTS

Manuscripts should be uploaded via this online submission page. The online submission is most efficient method for submission of papers, as it enables rapid distribution of manuscripts and consequently speeds up the review procedure. It also enables authors to know the status of their own manuscripts by emailing us. Complete instructions for submitting a paper is available below.

Manuscript submission is a systematic procedure and little preparation is required beyond having all parts of your manuscript in a given format and a computer with an Internet connection and a Web browser. Full help and instructions are provided on-screen. As an author, you will be prompted for login and manuscript details as Field of Paper and then to upload your manuscript file(s) according to the instructions.



To avoid postal delays, all transaction is preferred by e-mail. A finished manuscript submission is confirmed by e-mail immediately and your paper enters the editorial process with no postal delays. When a conclusion is made about the publication of your paper by our Editorial Board, revisions can be submitted online with the same procedure, with an occasion to view and respond to all comments.

Complete support for both authors and co-author is provided.

4. MANUSCRIPT'S CATEGORY

Based on potential and nature, the manuscript can be categorized under the following heads:

Original research paper: Such papers are reports of high-level significant original research work.

Review papers: These are concise, significant but helpful and decisive topics for young researchers.

Research articles: These are handled with small investigation and applications

Research letters: The letters are small and concise comments on previously published matters.

5.STRUCTURE AND FORMAT OF MANUSCRIPT

The recommended size of original research paper is less than seven thousand words, review papers fewer than seven thousands words also.Preparation of research paper or how to write research paper, are major hurdle, while writing manuscript. The research articles and research letters should be fewer than three thousand words, the structure original research paper; sometime review paper should be as follows:

Papers: These are reports of significant research (typically less than 7000 words equivalent, including tables, figures, references), and comprise:

(a)Title should be relevant and commensurate with the theme of the paper.

(b) A brief Summary, "Abstract" (less than 150 words) containing the major results and conclusions.

(c) Up to ten keywords, that precisely identifies the paper's subject, purpose, and focus.

(d) An Introduction, giving necessary background excluding subheadings; objectives must be clearly declared.

(e) Resources and techniques with sufficient complete experimental details (wherever possible by reference) to permit repetition; sources of information must be given and numerical methods must be specified by reference, unless non-standard.

(f) Results should be presented concisely, by well-designed tables and/or figures; the same data may not be used in both; suitable statistical data should be given. All data must be obtained with attention to numerical detail in the planning stage. As reproduced design has been recognized to be important to experiments for a considerable time, the Editor has decided that any paper that appears not to have adequate numerical treatments of the data will be returned un-refereed;

(g) Discussion should cover the implications and consequences, not just recapitulating the results; conclusions should be summarizing.

(h) Brief Acknowledgements.

(i) References in the proper form.

Authors should very cautiously consider the preparation of papers to ensure that they communicate efficiently. Papers are much more likely to be accepted, if they are cautiously designed and laid out, contain few or no errors, are summarizing, and be conventional to the approach and instructions. They will in addition, be published with much less delays than those that require much technical and editorial correction.

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

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

Format

Language: The language of publication is UK English. Authors, for whom English is a second language, must have their manuscript efficiently edited by an English-speaking person before submission to make sure that, the English is of high excellence. It is preferable, that manuscripts should be professionally edited.

Standard Usage, Abbreviations, and Units: Spelling and hyphenation should be conventional to The Concise Oxford English Dictionary. Statistics and measurements should at all times be given in figures, e.g. 16 min, except for when the number begins a sentence. When the number does not refer to a unit of measurement it should be spelt in full unless, it is 160 or greater.

Abbreviations supposed to be used carefully. The abbreviated name or expression is supposed to be cited in full at first usage, followed by the conventional abbreviation in parentheses.

Metric SI units are supposed to generally be used excluding where they conflict with current practice or are confusing. For illustration, 1.4 l rather than 1.4 × 10-3 m3, or 4 mm somewhat than 4 × 10-3 m. Chemical formula and solutions must identify the form used, e.g. anhydrous or hydrated, and the concentration must be in clearly defined units. Common species names should be followed by underlines at the first mention. For following use the generic name should be constricted to a single letter, if it is clear.

Structure

All manuscripts submitted to Global Journals Inc. (US), ought to include:

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.

Color Charges: It is the rule of the Global Journals Inc. (US) for authors to pay the full cost for the reproduction of their color artwork. Hence, please note that, if there is color artwork in your manuscript when it is accepted for publication, we would require you to complete and return a color work agreement form before your paper can be published.

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).

6.1 Proof Corrections

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.

As changes to proofs are costly, we inquire that you only correct typesetting errors. All illustrations are retained by the publisher. Please note that the authors are responsible for all statements made in their work, including changes made by the copy editor.

6.2 Early View of Global Journals Inc. (US) (Publication Prior to Print)

The Global Journals Inc. (US) are enclosed by our publishing's Early View service. Early View articles are complete full-text articles sent in advance of their publication. Early View articles are absolute and final. They have been completely reviewed, revised and edited for publication, and the authors' final corrections have been incorporated. Because they are in final form, no changes can be made after sending them. The nature of Early View articles means that they do not yet have volume, issue or page numbers, so Early View articles cannot be cited in the conventional way.

6.3 Author Services

Online production tracking is available for your article through Author Services. Author Services enables authors to track their article - once it has been accepted - through the production process to publication online and in print. Authors can check the status of their articles online and choose to receive automated e-mails at key stages of production. The authors will receive an e-mail with a unique link that enables them to register and have their article automatically added to the system. Please ensure that a complete e-mail address is provided when submitting the manuscript.

6.4 Author Material Archive Policy

Please note that if not specifically requested, publisher will dispose off hardcopy & electronic information submitted, after the two months of publication. If you require the return of any information submitted, please inform the Editorial Board or dean as soon as possible.

6.5 Offprint and Extra Copies

A PDF offprint of the online-published article will be provided free of charge to the related author, and may be distributed according to the Publisher's terms and conditions. Additional paper offprint may be ordered by emailing us at: editor@globaljournals.org .



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.



© Copyright by Global Journals Inc.(US)| Guidelines Handbook

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.



© Copyright by Global Journals Inc.(US)| Guidelines Handbook

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.



© Copyright by Global Journals Inc.(US)| Guidelines Handbook

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.

Please carefully note down following rules and regulation before submitting your Research Paper to Global Journals Inc. (US):

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

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

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

- 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.



© Copyright by Global Journals Inc.(US)| Guidelines Handbook

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

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

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

Index

B

Brazeau · 13, 24

D

Dzierzgowska · 28

E

Egido · 13, 24

G

Gampe · 25

H

Hehenkamp · 27

I

Instagram · 12
Izdebska · 28

P

Panades · 13, 24
Pedagogy · 30, 31, 33, 37
Perleth, · 25
Piascik · 13, 24

S

Schmelkin · 11, 15, 24

T

Thurlow · 1, 10

U

Uusiautti · 30, 31, 33, 34, 35, 36, 37, 38



save our planet



Global Journal of Human Social Science

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



ISSN 975587

© Global Journals