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Highlights

A Philosophical Analysis

Teacher Education Programme

Online Teaching of Research

Knowledge Management in Web

Discovering Thoughts, Inventing Future

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A Comparative Study on the Perception of Trained & Untrained Higher Secondary Level Teachers towards the Effectivenss of B.Ed. Teacher Education Programme

By Riya Banerjee
Balurghat B.Ed College, India

Introduction- Teachers are the important pillar of education system. It is also believed that teachers shape up a student's life. The role of the teacher in the classroom has been found to be the single most important factor in student learning. The vast majority of teachers strive to teach effectively in order to enhance student learning outcomes, and they draw upon the knowledge and skills acquired throughout their pre-service teacher degree. The 21st century saw the role of the teacher move from one, who is all-knowing and unquestionable to one, who is continually learning, self-aware and reflective. Further, teachers are now expected to encourage their students to engage in thoughtful reflection, critical thinking and increased self-awareness and responsibility. Every educational system in any identified human society requires highly skilled teaching staffs to raise the standard of education. No educational system can rise above the quality of its teachers. The Report of the Commission on National Education (1959) further adds that "the teacher should be academically well-trained in subjects he/she teaches and have had sound professional training to teach his/her subjects".

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A Comparative Study on the Perception of Trained & Untrained Higher Secondary Level Teachers towards the Effectivenss of B.Ed. Teacher Education Programme

Riya Banerjee

I. Introduction

Teachers are the important pillar of education system. It is also believed that teachers shape up a student's life. The role of the teacher in the classroom has been found to be the single most important factor in student learning. The vast majority of teachers strive to teach effectively in order to enhance student learning outcomes, and they draw upon the knowledge and skills acquired throughout their pre-service teacher degree. The 21st century saw the role of the teacher move from one, who is all-knowing and unquestionable to one, who is continually learning, self-aware and reflective. Further, teachers are now expected to encourage their students to engage in thoughtful reflection, critical thinking and increased self-awareness and responsibility. Every educational system in any identified human society requires highly skilled teaching staffs to raise the standard of education. No educational system can rise above the quality of its teachers. The Report of the Commission on National Education (1959) further adds that "the teacher should be academically well-trained in subjects he/she teaches and have had sound professional training to teach his/her subjects". In order to achieve this objective, a course called B.Ed. (Bachelor of Education) was introduced. This course teaches a person all about being a good teacher. Once the person completes the course, he/she is awarded the degree and is qualified to become a full fledged teacher.

II. Teacher Education In India

Teacher education programme in India is designed to aspiring teachers to learn interactive and better ways of teaching to make a subject interesting. Teaching methods have to be different for different age groups. The educational requirement for a primary and secondary teacher is also different. People who wish to teach at primary school should minimum pass Higher Secondary examination with 50% marks whereas for teaching at a secondary school, one need to be post graduate in the subject one wishes to teach.

There are several schools and colleges in India which cater to teach training schools in India and these offer teaching courses for different levels. Teacher education in India is institution-based, along with internship programmes in real classroom setting.

Teacher education is provided by several Universities, affiliated colleges, private and open universities in India.

Teachers play an important role in shaping the future of the country and hence it's important that a lot of attention is paid on the quality of teachers churned out every year.

III. Bachelor of Education in India

A Bachelor of Education (B.Ed.) is a undergraduate professional degree which prepares students for working as a teacher is schools, though in some countries additional work must be done in order for the student to be fully qualified to teach.

In India, Bachelor of Education (B.Ed.) is a course offered for those interested in perusing career is teaching. The B.Ed. degree is mandatory for teaching in higher primary schools and high schools.

The minimum qualification required for entering into B.Ed. course is B.A. or B.Sc. or B.Com. While students from Arts stream are trained to teach subjects like History, Civics, Geography and languages, the students from Science stream are trained to teach Mathematics, Physics, Chemistry and Biology. After B.Ed., students can peruse Mater in Education (M.Ed.) in Indian Universities.

National Council for Teacher Education (NCTE) is a statutory body which regulates courses for teaching in India. The duration of this course is still under debate. Usually it is one-year course. But an Open University like Indira Gandhi National Open University (IGNOU) offers B.Ed. course with a minimum duration of 2 years. The Right of Free and Compulsory Education for children (RTE Act – 2009) came into force as an act from April 2010. The act emphasize on the quality education for every child. Therefore to improve the quality in

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education, the quality of teachers must be a crucial factor. With a view to bring quality in education, the entry level percentage to B.Ed. has been fixed at 45% for Scheduled Cast and Scheduled Tribes and 50% for general.

IV. West Bengal and Teacher Training

On October 1, a division bench of Calcutta High Court ruled the recognition of West Bengal's 142 Primary Teacher's Training Institutes (PTTIs) by the Delhi- based National Council for Teacher Education (NCTE) is mandatory. Ironically 58 of the state's 142 unrecognized institutes are run by the state government itself. Consequently the diploma issued or to-be issued by these institutes have been reduced to the status of worthless scraps of paper.

Under the NCTE Act 1993 passed by Parliament, NCTE is given a broad mandate to supervise teacher education programmes at pre-primary, primary, secondary and senior secondary stages in schools and non-formal education, part time education, adult education and distance education courses. The council is also empowered to approve and accredit state level institutions offering courses or training in teacher education.

a) Statement of the Problem

In recent years, there has been a renaissance in pursuit of tertiary education as exemplified by the rise in demand for University degree education globally. Since the world has become a global village due to technological development, information technology, communication and economic globalization, Higher Secondary school teachers have not been left out of this quest for further studies in order to be up-to-date with the changes. A significant number of higher secondary school teachers have pursued and still are pursuing Bachelor of Education degree.

Teacher education is an important educational programme charged with the role of producing well-equipped individuals with academic knowledge and pedagogical skills for the purpose of quality teaching and learning as well as enhancing teacher development.

Research has been conducted on factors that influence to pursue higher education, effects of school-based teacher development programmes on the teaching and learning process in public higher secondary schools, but there is very little research on the perception of trained and untrained teachers towards the effectiveness of B.Ed. teacher education programme. Not enough is known about how teachers working in Higher Secondary schools, adopt and adapt the knowledge and skills they have acquired through B.Ed. degree to address the particular learning needs of young students for their individual development. This study therefore attempts to find out the perception of trained and untrained teachers towards the effectiveness of B.Ed. degree on teacher development.

b) Significance of the Study

This study could be beneficial is a number of ways. The findings could be of help to teachers who intend to enroll for B.Ed. degree programmes offered in the various institutions of higher learning in making the right decision or otherwise change the perception of those not intending to.

The study would help to facilitate the adoption of a methodology that enhances teachers' capacity and overall performance through subject specialization.

This study would also be useful to various stakeholders in the education sector for the school development. These includes the teachers, parents, learners and the society who directly or indirectly benefitted from improved quality of education as a result of teachers' professional and personal development.

c) Objectives

The objectives of this study were,

- To study the differences in perception of trained and untrained higher secondary school teachers towards the effectiveness of B.Ed. teacher education programme on Total Quality Education.
- To find out the differences in perception of trained and untrained higher secondary school teachers towards the effectiveness of B.Ed. teacher education programme on the student-teacher relationship.
- To find out the differences in perception of trained and untrained higher secondary school teachers towards the effectiveness of B.Ed. teacher education programme on curriculum formation.
- To study the differences in perception of trained and untrained higher secondary school teachers towards the effectiveness of B.Ed. teacher education programme on methodologies of teaching.
- To study the differences in perception of trained and untrained teachers of higher secondary level towards the effectiveness of B.Ed. teacher education progamme on classroom management.
- To find out the differences in perception of trained and untrained higher secondary school teachers towards the effectiveness of B.Ed. teacher education programme on professional skills.
- To study the differences in perception of trained and untrained higher secondary school teachers towards the effectiveness of B.Ed. teacher education programme on conducting special education.

d) Hypothesis

The Hypotheses of this study were,

- There is no significant difference between trained and untrained higher secondary school teachers' perception towards effectiveness of B.Ed. teacher education programme on Total Quality Education.
- There is no significant difference between trained and untrained higher secondary school teachers' perception towards effectiveness of B.Ed. teacher education programme on curriculum formation.
- There is no significant difference between trained and untrained higher secondary school teachers' perception towards effectiveness of B.Ed. teacher education programme on methodologies of teaching.
- There is no significant difference between trained and untrained higher secondary school teachers' perception towards effectiveness of B.Ed. teacher education programme on classroom management.
- There is no significant difference between trained and untrained higher secondary school teachers' perception towards effectiveness of B.Ed., teacher education programme on professional skills.
- There is no significant difference between trained and untrained higher secondary school teachers' perception towards effectiveness of B.Ed. teacher education programme on conducting special education.

V. Review of Literature

Review of literature reflects the research trends on a specific topic. A considerable amount of literature is available that supports the teachers' training and its impact on teacher education programmes rely on experience and subjective perception. The earlier literature refers that there is a positive relationship between training and behaviour of teachers which results in better classroom performance and effectiveness of teachers. In early works on teacher productivity, researchers estimated education production functions by regressing aggregate student achievement levels on measures of teacher training and various other controls using cross sectional data (Hanushek, 1986).

Bressoux, Kramarz & Prost (2005) examined the performance difference of trained and untrained teachers in Mathematics subject in France. They use the quasi-experimental design for this research. Two same classes of same numbers of students were taught for 1 year of period by trained and untrained teachers found the difference between the scores of students taught by trained and untrained teachers. The students taught by trained teachers were high achievers.

In a meta-analysis of 93 studies of the effect of teacher development on student performance reports that only 12 studies show positive effect of staff development. Dildy (1982), examined the results of a randomized trial, found that teacher training increases student performance. Angrist and Lavy (2002) found a strong effect of teacher training is their research paper. Farida Lodhi (2000) completed her M.Phil thesis on performance of trained teachers in comparative perspective and found the significant impact of training on teachers' performance.

Aaronson et al. (2007) and Betts et al. (2003) found no significant correlation between teacher training and student achievement while Clotfelter et al. (2007) found strong positive effects.

Douglas N. Harris and Tim R. Sass (2006) examined the pre-service training and in-service training effect on teachers' productivity, but they did not find any evidence that teachers' pre-service training was related to productivity.

Muhammad Shahid Farooq and Neelam Shahzadi (2006) compared the effectiveness of trained teachers and untrained teachers in Mathematics subject. They found the significant difference between the performance of the students in Mathematics taught by trained and untrained teachers. The students taught by trained teachers were high achievers.

Wiley and Yoon (1995) and Cohen and Hill (2000) were others who found teacher development programme to have atleast small impacts on student performance.

a) Formulation Of Research Questions

- How do the higher secondary trained teachers perceive the effectiveness of B.Ed. teacher education programme on, (i) Total Quality Education, (ii) student-teacher relationship, (iii) curriculum formation, (iv) methods of teaching, (v) classroom management, (vi) professional skills, and (vii) conducting special education?
- How do higher secondary untrained teachers perceive the effectiveness of B.Ed. teacher education programme on, (i) Total Quality Education, (ii) student-teacher relationship, (iii) curriculum formation, (iv) methods of teaching, (v) classroom management, (vi) professional skills, and (vii) conducting special education?
- What are the differences between trained and untrained teachers of higher secondary schools on the perception towards effectiveness of B.Ed. teacher education programme?

VI. Methodology

This section includes description of sample, instrumentation/tool of this work, data collection and data analysis strategies of the study.

SAMPLE: A Sample of 50 trained teachers and 50 untrained teachers was collected from 5 different Higher Secondary schools.

RESEARCH DESIGN: This study adopted a descriptive study. Survey is an attempt to collect data from members of a population in order to determine current status of that population in respect to one or more variables. This study aims at studying events that have already occoured. This design was appropriate for this study since the research was able to collect information in the current status of the phenomena.

INSTRUMENTATION: Data were collected by developing survey questionnaires. The questionnaires had two parts: Biographical information and opinions on 5-point rating scale - Strongly Agree (SA), Agree (A), No Opinion (NO), Disagree (DA) and Strongly Disagree (SDA) based on 20 items. The items were developed on 7 major themes.

The instrument was validated through experts' opinion. In the light of experts' opinions, the items were improved is terms of language, format/style and content.

DATA COLLECTION: The whole activity of data collection was carried out with the help of personal visits to the schools. Face to face instructions were given for clarification. They (teachers) were requested to go through the general instructions first and then to respond.

VII. Data Analysis and Interpretation

(The analysis of data was done by the graphical representation of the responses)

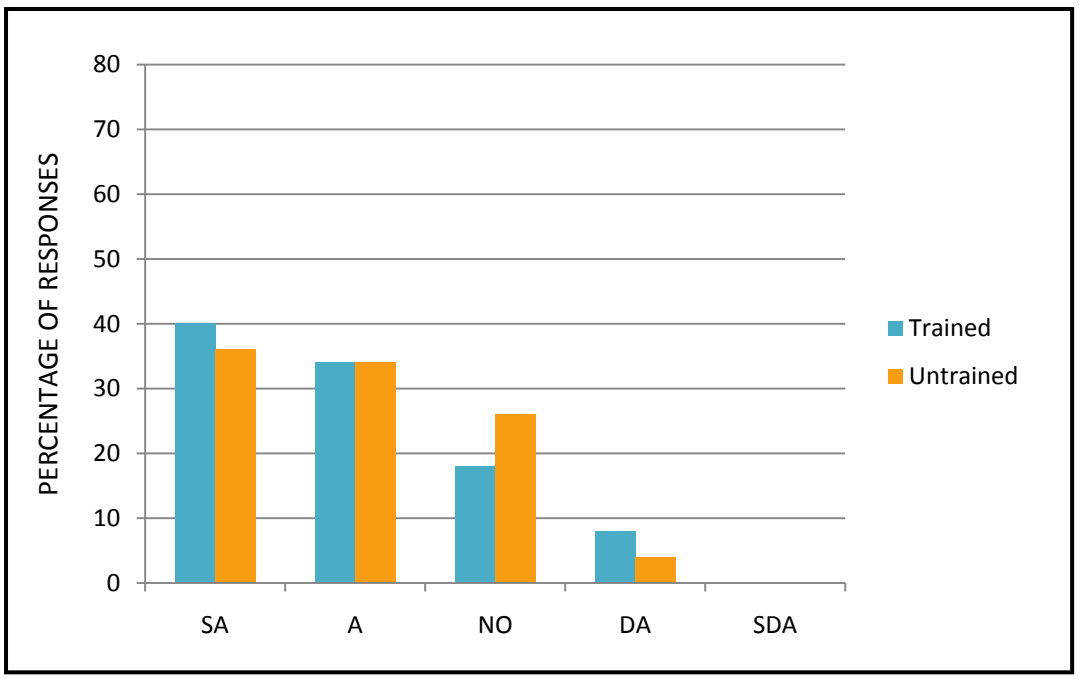
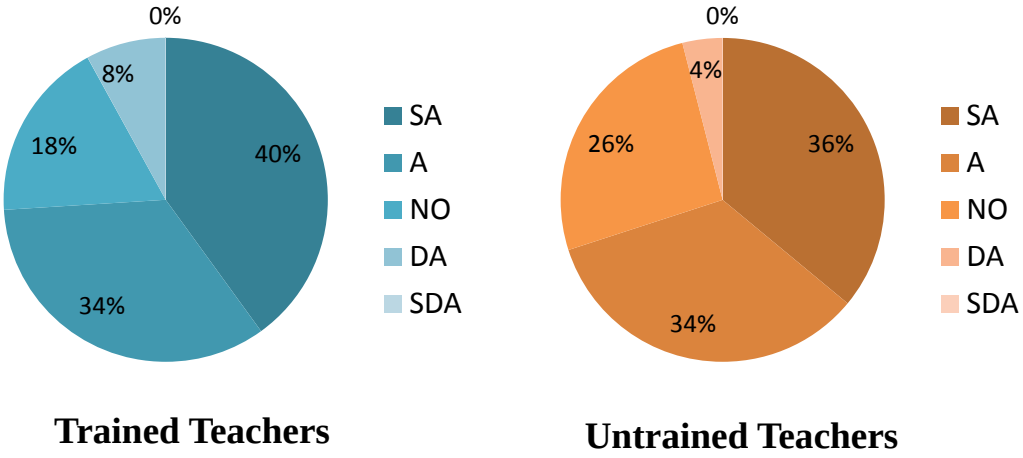


Figure 1 : Perception of Trained & Untrained Higher Secondary Level Teachers Towards Effectiveness of B.Ed. Teacher Education Programme on Total Quality of Education (Includes item no. 1, 2, 15, 16)



SA – Strongly Agree; A – Agree; NO – No Opinion;

DA – Disagree; SDA – Strongly Disagree.

a) Interpretation

When statistical data (percentage of responses) regarding the questions related to the effectiveness of B. Ed. teacher education programme on Total quality of education is analyzed graphically, it was observed that, 74% of the trained and 70% of the untrained teachers agreed and 8% of the trained teachers and 4% of the untrained teachers disagreed on this note. 18% of the trained and 26% of the untrained teachers were not sure about this. So, the data analysis indicates a positive response of teachers towards effectiveness of B.Ed. teacher education programme on Total Quality Education.

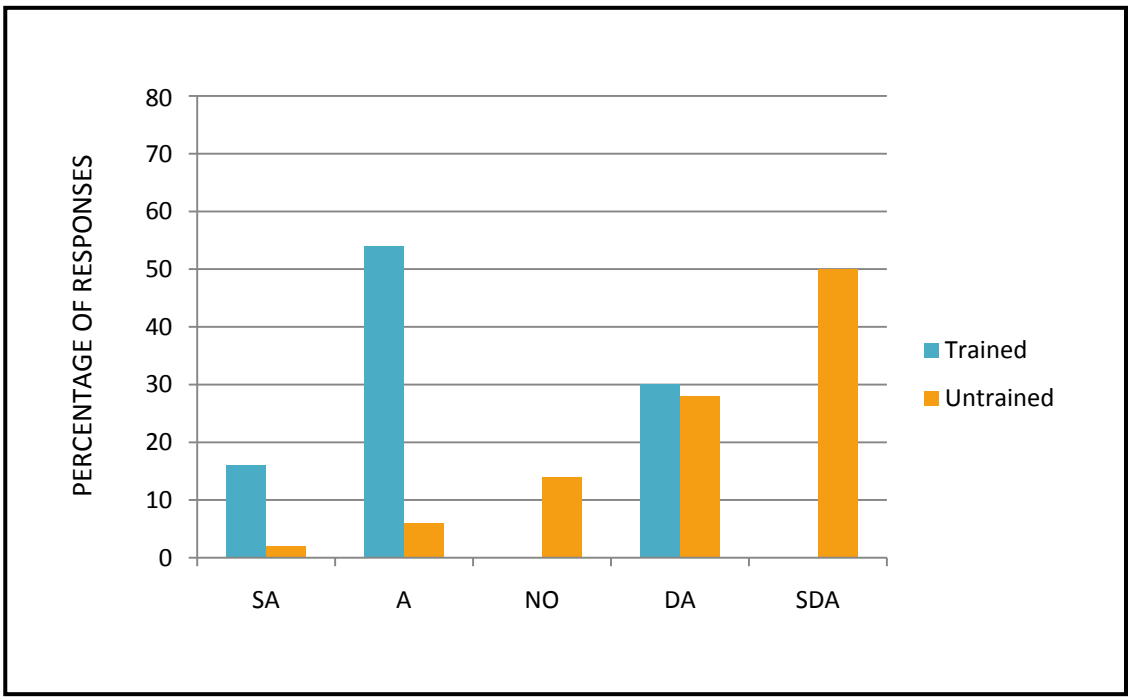
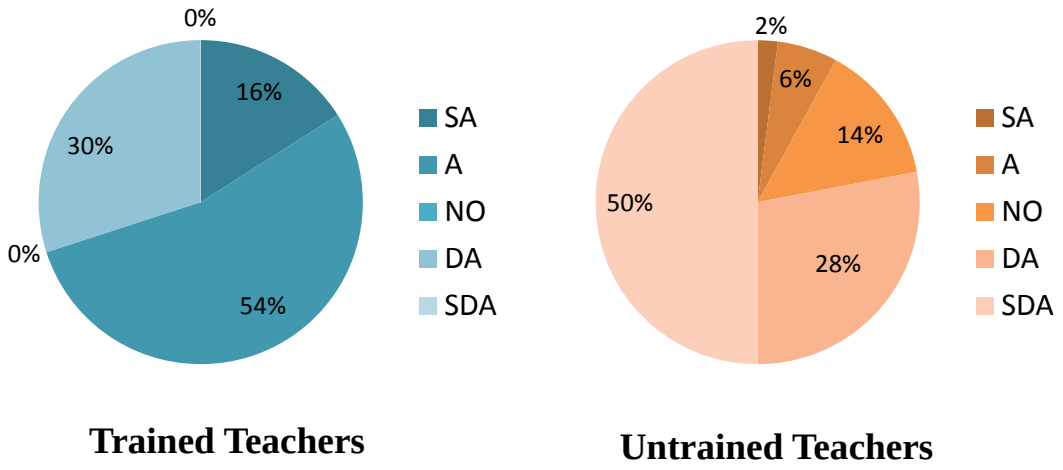


Figure 2 : Perception of Trained & Untrained Higher Secondary Level Teachers Towards Effectiveness of B.Ed. Teacher Education Programme on Student-Teacher Relationship (Includes item no. 4, 5)



SA – Strongly Agree A – Agree NO – No Opinion

DA – Disagree SDA – Strongly Disagree

b) Interpretation

When statistical data (percentage of responses) regarding the questions related to the effectiveness of B. Ed. Teacher education programme on student-teacher relationship is analyzed graphically, it was observed that, 70% of the trained teachers and 8% of the untrained teachers agreed and 30% of the trained teachers and 78% of the untrained teachers disagreed on this note. But none of the trained teachers and 14% of the untrained teachers were not sure about this. So, the data analysis indicates an opposite response of the trained and untrained teachers towards effectiveness of B.Ed. teacher education programme on student-teacher relationship.

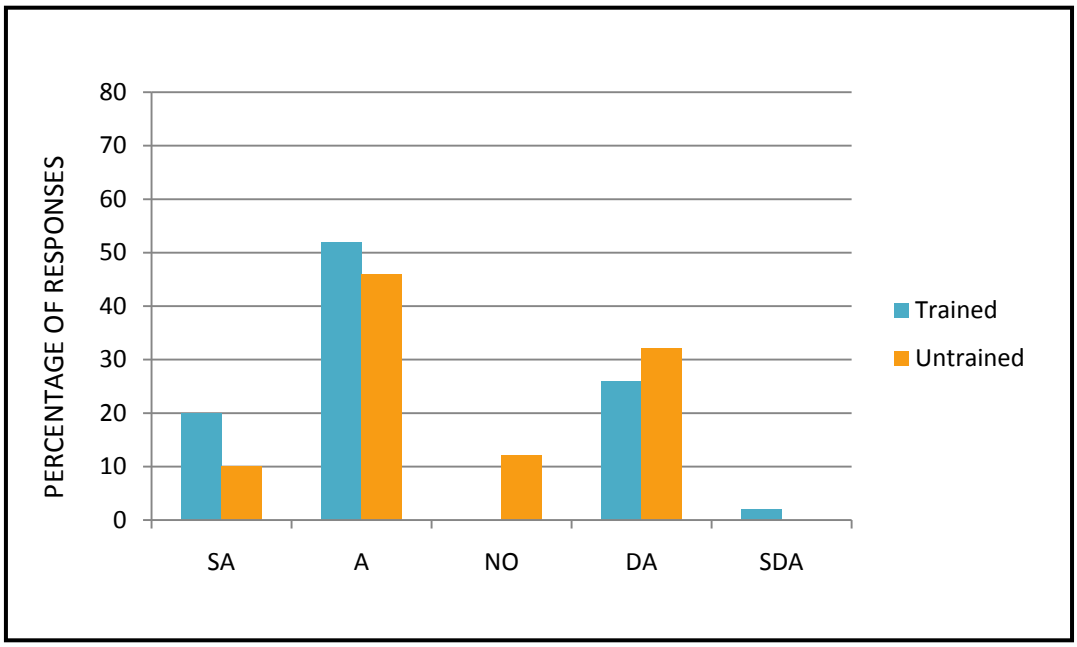
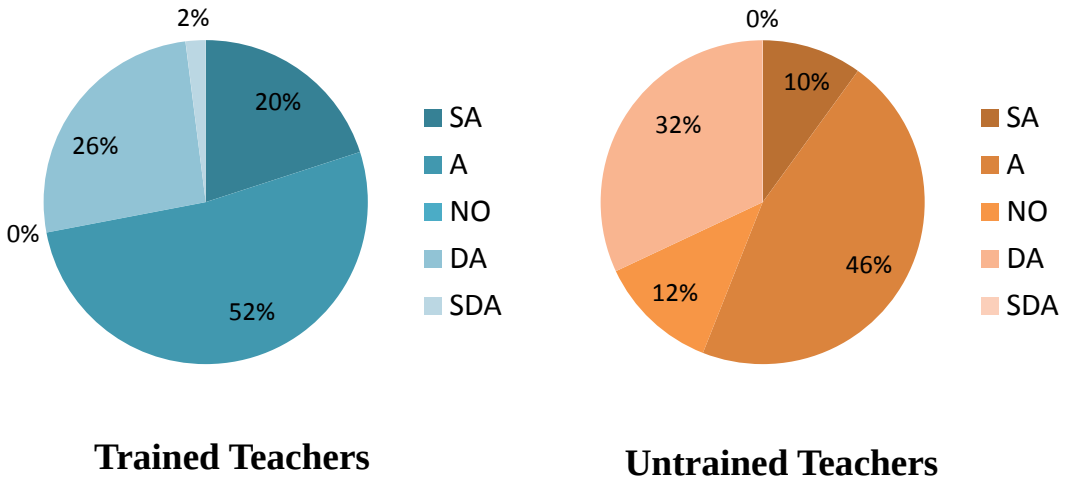


Figure 3 : Perception of Trained & Untrained Higher Secondary Level Teachers Towards Effectiveness of B.Ed. Teacher Education Programme on Curriculum Foramtion (Includes item no. 6, 12, 18)



Trained Teachers **Untrained Teachers**

SA – Strongly Agree A – Agree NO – No Opinion

DA – Disagree SDA – Strongly Disagree

c) *Interpretation*

When statistical data (percentage of responses) regarding the questions related to the effectiveness of B.Ed. teacher education programme on curriculum formation is analyzed graphically, it was observed that, 72% of the trained teachers and 56% of the untrained teachers agreed and 28% of the trained teachers and 32% of the untrained teachers disagreed on this note. But none of the trained teachers and 12% of the untrained teachers were not sure about this. So, this data analysis indicates a positive response of the teachers towards effectiveness of B.Ed. teacher education programme on curricular aspects.

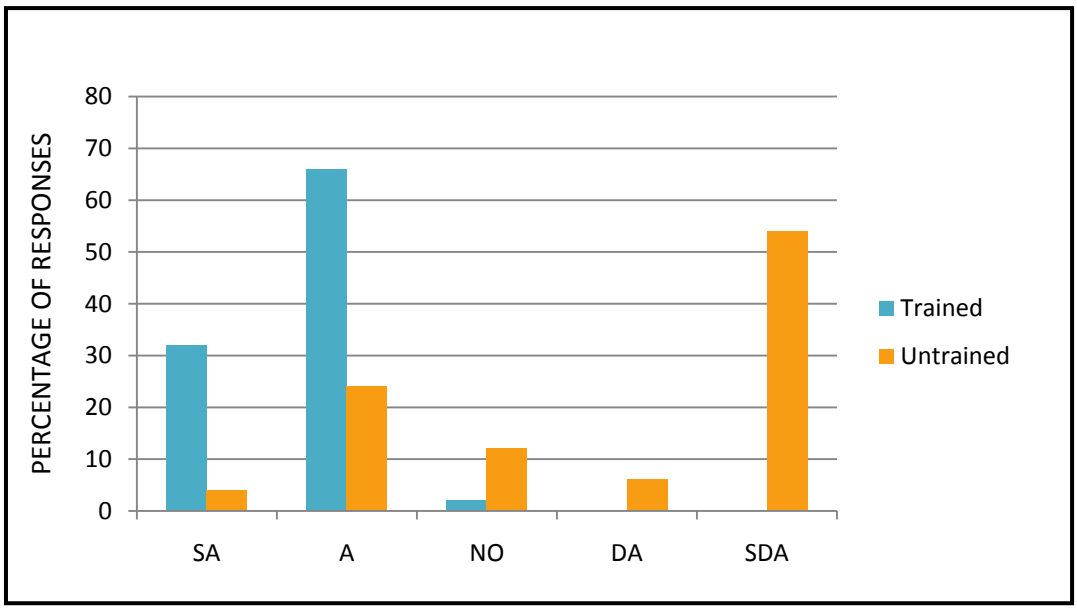
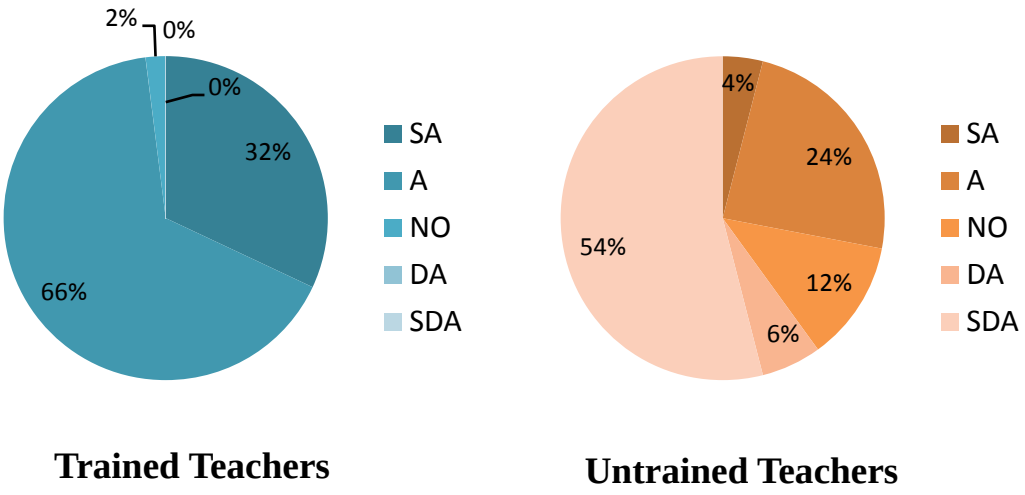


Figure 4 : Perception of Trained & Untrained Higher Secondary Level Teachers Towards Effectiveness of B.Ed. Teacher Education Programme on Methods of Teaching (Includes item no. 7, 9, 19, 20)



Trained Teachers **Untrained Teachers**

SA – Strongly Agree A – Agree NO – No Opinion

DA – Disagree SDA – Strongly Disagree

d) Interpretation

When statistical data (percentage of responses) regarding the questions related to the effectiveness of B. Ed. teacher education programme on methods of teaching is analyzed graphically, it was observed that, 98% of the trained teachers and 28% of the untrained teachers agreed and 60% of the untrained teachers disagreed. A highly contradictory response of the trained and untrained teachers towards effectiveness of B.Ed. teacher training programme on methods of teaching was observed.

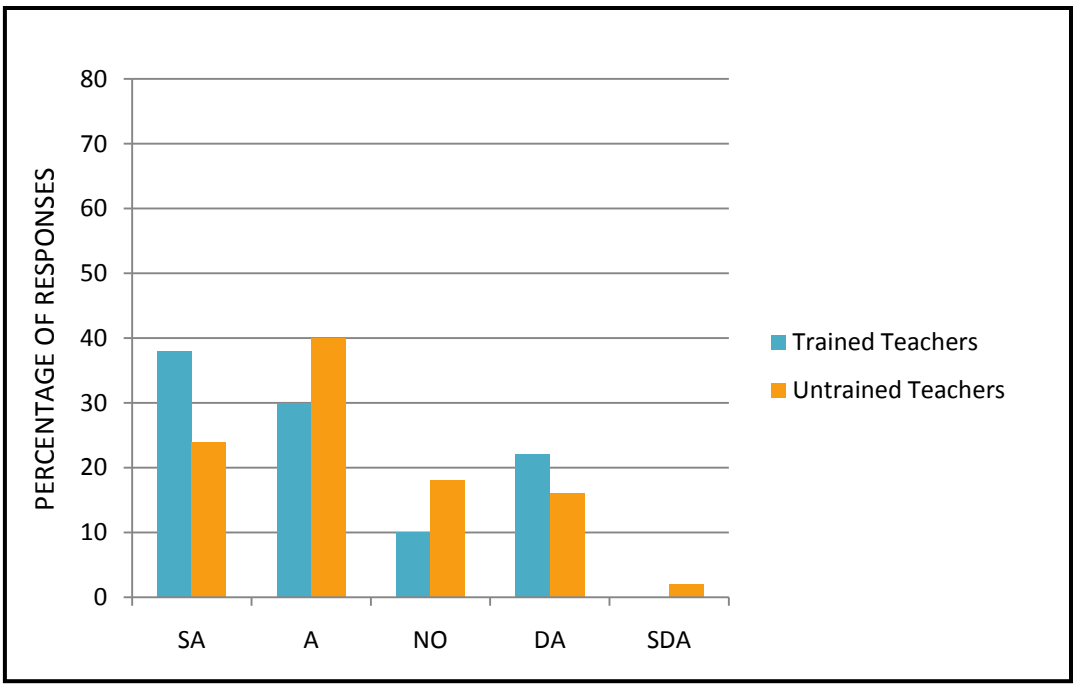
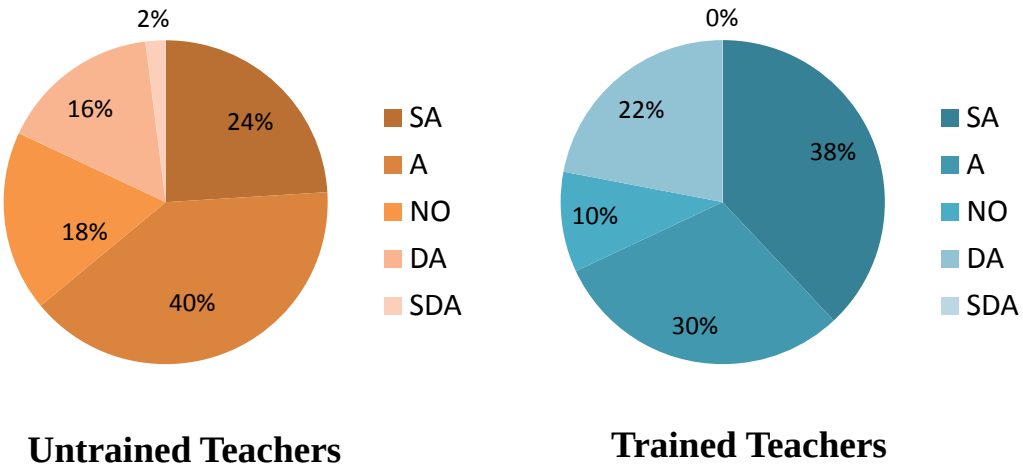


Figure 5 : Perception of Trained & Untrained Higher Secondary Level Teachers Towards Effectiveness of B.Ed. Teacher Education Programme on Classroom Management (Includes item no. 8, 17)



Untrained Teachers **Trained Teachers**

SA – Strongly Agree A – Agree NO – No Opinion

DA – Disagree SDA – Strongly Disagree

e) Interpretation

When statistical data (percentage of responses) regarding the questions related to the effectiveness of B. Ed. teacher education programme on classroom management is analyzed graphically, it was observed that all the trained teachers and 12% of the untrained teachers agreed. 88% of the untrained teachers disagreed on this note. None of the trained and untrained teachers were undecided. It indicates highly contradictory responses of trained and untrained teachers in this category.

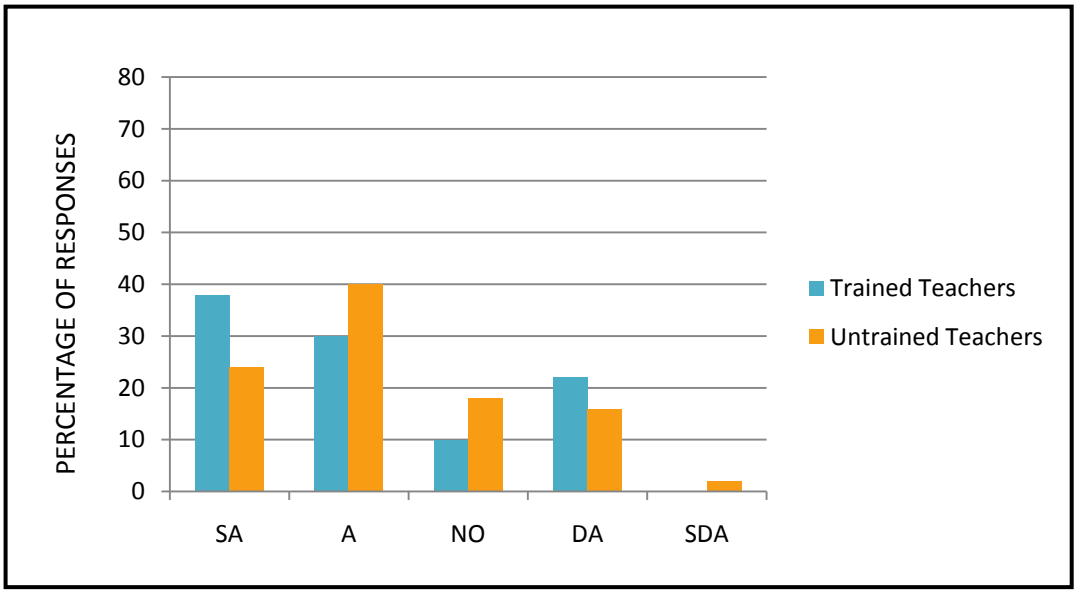


Figure 6 : Perception of Trained & Untrained Higher Secondary Level Teachers Towards Effectiveness of B.Ed. Teacher Education Programme on Professional Skills (Includes item no. 3, 10, 11)

f) Interpretation

When statistical data (percentage of responses) regarding the questions related to the effectiveness of B.Ed. teacher education programme on professional skills is analyzed graphically, it was observed that 68% of the trained teachers and 64% of the untrained teachers agreed and 22% of the trained and 18% of the untrained teachers disagreed on this note. It shows a positive response towards the effectiveness of B.Ed. teacher education programme on professional skills.

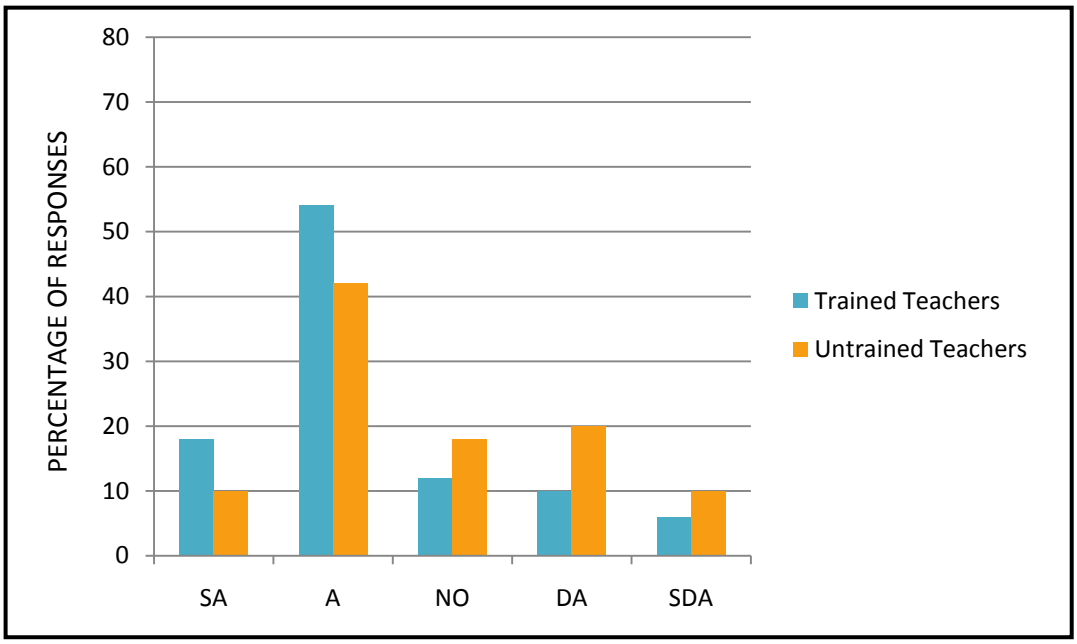


Figure 7 : Perception of Trained & Untrained Higher Secondary Level Teachers Towards Effectiveness of B.Ed. Teacher Education Programme on Conducting Special Education (Includes item no. 13, 14)

g) Interpretation

When statistical data (percentage of responses) regarding the questions related to the effectiveness of B.Ed. teacher education programme on conducting special education is analyzed graphically, it was observed that 72% of the trained and 52% of the untrained teachers agreed and 16% of the trained and 30% of the untrained teachers disagreed on this note. But 12% of the trained teachers and 18% of the untrained teachers were undecided. It indicates almost positive response towards the effectiveness of B.Ed. teacher education programme on conducting special education.

VIII. Conclusion

This research indicates toward the effectiveness of training in education sector. A significant difference between the trained and untrained teachers in specific area of performance indicates the role of training to ensure an effective performance. The performance of the teachers in specific area is evaluated and a significant difference was found. Trained Teachers are found more effective in their performance than untrained teachers.

The responses of the trained and untrained teachers towards effectiveness of B.Ed. teacher education progamme on Total Quality Education, curriculum formation, professional skills and capability to conduct and direct Special education were similar. The responses were highly positive as well.

But the responses of the trained and untrained teachers towards effectiveness of B.Ed. teacher education programme on student-teacher relationship, method of teaching and classroom management showed the contradictory responses. Most of the trained teachers support the effectiveness of teacher training programme on these three aspects whereas most of the untrained teachers thought that they can teach lessons, manage classrooms and make good relationship with the students instead of being trained. So, they think there is no need of B.Ed. teacher education programme for these aspects.

a) Suggestions For Further Research

The findings obtained herein may not be totally reflective for the influence of Bachelor of Education degree on teachers' development. The suggestions for future study are,

- A comparative study to investigate the teachers' performance before and after attainment of B.Ed. degree in the schools of rural and urban areas of West Bengal will be an effective and interesting study.
- Similar study should be extended to other parts of the country.
- Further study should be carried out to examine the impact of Bachelor of Education (B.Ed.) degree on male and female teachers.
- Similar study should be carried out comparing the teachers of Government and private institutions countrywide.

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The Impact of Information Technology in Relation to Academic Librarianship *A Philosophical Analysis*

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Abstract- The world as a global village has witnessed quantum leap in areas of science and technology. With great impacts in travel, communication, information and media, industrialization and mechanization, man has found it very easy to achieve great task within a limited scope of time. This has given man a big relief as task that formally took man months and years to achieve are being met within a short period of time. With improvements in information technology, globalization has increased. The world is brought closer, and the world's economy is quickly becoming a single interdependent system. Information can be shared quickly and easily from all over the globe, and barriers of linguistic and geographic boundaries can be torn down as people share ideas and information with each other. Communication has become an easier, cheaper, and faster system with the help of information technology. Using the internet, people can speak to each other all over the world using video conferencing. With these great impacts made in the area of information and its corresponding ills, it becomes necessary to evaluate the concept of information technology as it affects our learning system.

Keywords: *technology and ICT.*

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Abstract- The world as a global village has witnessed quantum leap in areas of science and technology. With great impacts in travel, communication, information and media, industrialization and mechanization, man has found it very easy to achieve great task within a limited scope of time. This has given man a big relief as task that formally took man months and years to achieve are being met within a short period of time. With improvements in information technology, globalization has increased. The world is brought closer, and the world's economy is quickly becoming a single interdependent system. Information can be shared quickly and easily from all over the globe, and barriers of linguistic and geographic boundaries can be torn down as people share ideas and information with each other. Communication has become an easier, cheaper, and faster system with the help of information technology. Using the internet, people can speak to each other all over the world using video conferencing. With these great impacts made in the area of information and its corresponding ills, it becomes necessary to evaluate the concept of information technology as it affects our learning system. This articles centers on the importance of information technology, however it pays particular attention to the relation that exists between ICT and Academic Libraries. This approaches thus, exposes the positive and negative impacts of the ICT to learning process and goes on to suggest ways to enhancing a better understanding and use of the ICT in our academic libraries.

Keywords: technology and ICT.

I. Introduction

Information technology has transformed the whole world into a global village with a global economy, which is increasingly dependent on the creative management and distribution of information. Over the past decades the world has been experiencing significant changes in which the need to acquire, utilize and share knowledge has become increasingly essential. Now, in the 21st century, the age of knowledge and information is in its higher gear. This is an age when invisible knowledge and information take the role of prime movers leading all sector. The World Bank has used metaphor "knowledge is development". Lack of knowledge is largely responsible for underdevelopment. In a knowledge and information-oriented society, creative brains become leaders of economy and knowledge workers are in great demand. If knowledge can be equated with development, then the wider the knowledge gap, the broader the development gap.

With the invention of Information and Communication Technology, libraries now use various types of technologies to aid the services they render. Everyday new technological advances affect the way information is handled in libraries and information centers. The impacts of new technologies are felt by libraries in every aspect. Computing technology, communication technology and mass storage technology are some of the areas of continuous development that reshape the way that libraries access, retrieve, store, manipulate and disseminate information to users. The academic library has been from its inception an integral part of institutions of higher learning, rather than an appendix or adjunct.

a) Technology

The word Technology is a fusion of two greek words ''techne'' which means skill, art, talent, ability, handwork etc. and ''logos, logia'' which means 'study' technique or the art of using one's skill, thus, technology would mean the collection of techniques, skills and methods. It refers to the processes used in the production of goods or services as the case may be. It so to say refers to the knowledge one acquires in knowing the ways and methods for which a particular task is achieved. Man in prehistoric times or during the Stone Age learnt to perform and solve his problems his own ways, he developed ways of doing things, like to hunt animals for food, he made sharp tools out of trees. Thus, he does a lot of things crudely. With the inception of science man developed better ways of solving his problems at a given time. Thus, the birth of science gave birth to technology, where ways of doing things took a systemized and definitive form. Thus, works that initially took man years and hours where done in matters of minutes, man could travel a long distance in short period of time, communication thus became very easy. The word *technology* has changed its meaning several times since it came into use in Europe during the 17th century. In the most general terms it can be defined as the application of knowledge about nature to practical aims of human endeavour. If this definition is accepted it

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follows that technological development occurred at least as early as first scientific study: Stone-age humans realized that flintstone produces better cutting tools than sandstone. They made that discovery and used their new knowledge well before someone found the scientific explanation for the phenomenon. Technology is inclusive, as it looks into the various strides achieved in the cause of history-travel, communication, media, computing etc.

b) ICT

However, this work concerns itself with the Information and communication Technology [ICT] as it affects our academic libraries. Information and communications technology - or technologies) is an umbrella term that includes any communication device or application, encompassing: radio, television, cellular phones, computer and network hardware and software, satellite systems and so on, as well as the various services and applications associated with them, such as videoconferencing and distance learning. ICTs are often spoken of in a particular context, such as ICTs in education, health care, or libraries. ICT is one of the economic development pillars to gain national competitive advantage. It can improve the quality of human life because it can be used as learning and education media, the mass communication media in promoting and campaigning practical and important issues, such as the health and social area. It provides wider knowledge and can help in gaining and accessing information Contextually, this work sets out to situate the relationship between ICT and Academic libraries. It points out the different contributions made by ICT, the improvement it makes as well as the difficulties faced in the library sectors of an academic setting, while not failing to proffer solutions to the different challenges facing the library sectors.

II. ICT and Academic Libraries: Impacts

Oyedun (2007) defines academic libraries as those libraries that are mainly found in tertiary institutions, they are established to support learning, teaching and research processes. Over the past twenty seven years, academic libraries have been affected by changes in information and communication technology. The rate of changes is still accelerating in this area. The introduction of various information technology (ICT) trends has lead to reorganization, change in work patterns, and demand for new skills, job retraining and reclassification positions. Technological advancement of the past twenty five years, such as the electronic database, online services, CD-ROMs and introduction of internet has radically transformed access to information. Rana (2009) opines that ICT holds the key to the success of modernizing information services. Applications of ICT are numerous but mainly it is used in converting the existing paper-print records in the entire process of storage, retrieval and dissemination.

ICT has impacted on every sphere of academic library activity especially in the form of the library collection development strategies, library building and consortia. ICT presents an opportunity to provide value-added information services and access to a wide variety of digital based information resources to their clients. Furthermore, academic libraries are also using modern ICTs to automate their core functions, implement efficient and effective library cooperation and resource sharing networks, implement management information systems, develop institutional repositories of digital local contents, and digital libraries: and initiate ICT based capacity building programmes for library users.

Information and Communication Technology (ICT) has brought unprecedented changes and transformation to academic library and information services, conventional LIS such as OPAC, users services, reference services, bibliographic services, current awareness services, Document delivery, interlibrary loan, Audio visual services and customer relations can be provided more efficiently and effectively using ICT, as they offer convenient time, place, cost effectiveness, faster and most-up-to-date dissemination and end users involvement in the library and information services process. The impact of ICT characterized on information services by changes in format, contents and method of production and contents and method of production and delivery of information products. Emergence of internet as the largest repository of information and knowledge, changed role of library and information science professionals from intermediary to facilitator, new tools for dissemination of information and shift from physical to virtual services environment and extinction of some conventional information services and emergence of new and innovational web based.

Libraries and information centres play an essential role in meeting society's information needs. Information Technology (IT) in libraries is having a remarkable impact worldwide. It has become a phenomenon that is so pervasive that nearly all academic libraries in Nigeria have begun applying IT. Omekwu (2004) observes that:

> Information Technology has brought about varieties of form of libraries and mode of disseminating information. There are now available such libraries as Automated Library, Polymedia Libraries, Electronic Libraries, Virtual Libraries and Digital Libraries. Each of these forms of IT induced Library System has its own specific features, requirements, service mode, and associated problems.

Nwalo (2000) observes the application of IT to library services has brought about tremendous improvement and makes possible more services. Mosuro (2000) reiterates the relevance of IT to library functions and services:

Over the years, advances in the area of IT have offered Library and Information Centres more efficient ways of acquiring, organizing, storing and disseminating information. New Information Technologies are becoming an integral component of and have the potential of changing the status quo of libraries and librarianship. Computers as well as other information technology have come to play prominent roles in information management. It is unthinkable that any academic library can function effectively without the appropriate use IT.

Mohammed (2004) comments that, Electronic and computer technology have come in to remove most of the limitations of access and use of information resources and services. Instead of "written word", we now have "electronic word" existing as bits and bytes of computer memory.

a) More Good than Harm?

Modern information and communication technology have created a global village because of information revolution and the consequent computer based messaging system, and electronic networks for access to information and library services. ICT is a growing phenomenon in the society. Library is a dynamic and evolving enterprise in education. The trend now is information and communication technology, library and information have undergone various stages on transformation, storage and retrieval of information application in delivering library services. Such as oral tradition, letters, and figures on leaves and skins, while the librarians then were custodians. Ranganathan (1957) says in his five laws of librarianship which cut across all ages that "Library is a growing organism" Notably, Information and communication technology is an electronic means of capturing, processing, storing and disseminating information (Adeyemi, 2005; Marshall, 2000). For Okentunji (2000), information communication technology facilitates access to electronic information which has become invaluable in complementing traditional library resources. Several studies have adequately addressed the impact of ICT facilities in library operation and more have seen the need to use ICT facilities, especially in areas of creating digital libraries (be it in virtual format or on CD-ROM) in order to make access to information or document faster and easier for users at lesser cost than it used to be when using the traditional manual system.

Information and Communication Technology (ICT) has brought many revolutions in the human life. One very important, impressive and effective revolution is the enhancement in the speed and span of information production, sharing and recycling. It has changed the basic concepts of proprietorship into sharing and preservation into access. Library science is among the fields which have been influenced by this revolution up to a great deal. Library science has been transformed into information science or library and information science (LIS). Libraries have been transformed into information centers. Formal tools and techniques have been replaced by the modern technologies. Information and communication technology has become an integral part of the modern libraries. Databases are replacing the huge amounts of inventories. Resource sharing has become a necessary requirement and is easier through modern techniques. The previously required basic skills have also been of lesser primary requisites. Along with strong and in depth knowledge of cataloguing and classification skills, nowadays, knowhow of databases, copy catalogue and reaching the sources available online has also taken an important place. Lengthy and complex subject headings have been replaced by the keywords. It has also transformed the overall routines, activities and behaviours of the LIS professionals. At the time, there is no concept of an effective, efficient and impressive library service without the ICT aids. Advanced countries are no doubt, ahead in this area but the gap, known as *digital divide* that had been between advanced countries and developing countries is eliminating and being abridged with the passage of time.

Therefore, since Academic libraries are not exempted from these radical changes, as they are the most affected in terms of how information are packaged, preserved and disseminated. Academic libraries in Nigeria make use of ICT as tools to meet the information need of users who in this context are students and faculty staff. Academic libraries are established to support the objectives of their parent institutions which are to promote teaching, learning and research. Therefore, academic libraries are expected to serve the students, lecturers and other members of the academic community. To meet the information need of users, academic libraries provide various services such as user education (orientation/instruction services), inter-library loan/connection services, abstracting and indexing services, referral services and circulation services. Other services provided include library book loan, reference services, photocopying, online services, compilation of reading list and bibliographies, e-mail, internet connectivity, CD-Researching and publishing (Ifidon, 2006).

ICT in libraries has changed the mode of information storage and retrieval, acquisition, cataloguing and classification, circulation of materials, serials control, management statistics and administrative activities such as budgeting. This achieved the provision of more efficient information services to the users and the overall improvement in the performance of the libraries and other related information institution (Chisenga, 1999). Librarians, therefore, are encouraged to soil themselves with the challenges of grabbing this opportunity of learning the new skills to use the

multimedia in information packaging, repackaging and delivery for optimal service delivery in the 21st century.

b) A Tool or a Revolution

A recent report issued by the Boston Library Consortium (BLC) (1986) points out an interesting dichotomy which has significance in the way that emerging technologies affect libraries and librarians. On the one hand there are those who regard information technologies only as a tool to assist in providing more information more rapidly and successfully to library users. These people undoubtedly look back to the invention of the typewriter and the electric light and perceive an evolution of library and information services over a period of time with the library embracing each new technology as it becomes available. Hugh Kenner (1986), scholar of Irish literature at Johns Hopkins, has said:

> People nervous about the future are by their own definition open to lessons from the past; andone lesson the past has to teach is that every new technology, when it applies for admission to a citadel of the intellect, has invariably received its first welcome from the librarian. Nearly a century ago, libraries were the first buildings to be getting incandescent lights; a half-century ago they were among the first buildings to be air-conditioned. When copying machines escaped from corporate offices, the first place they became accessible to the public was the library. (pp. 1-3)

His point is well taken; in an almost haphazard way libraries have incorporated the new into their buildings and procedures. CD-ROM, for example, has become a tool in the reference area with little fanfare and no organizational change. On the other hand, there are those who, as the BLC report says, see the advent of information technologies as an opportunity to totally restructure the work environment. Some view a blurring of the distinction between technical and public services as a necessary part of this organizational change, although studies to date have shown that alteration of organization charts along these lines simply has not happened (Busch 1986).

Probably more critical, for all types of libraries, are the changes which are taking place within the institution as a whole which in turn put pressure on the library to evolve to serve new structures. Many institutions are extending their services to adult learners and have determined that the establishment of remote sites or campuses is a positive way to reach this population. As a result, the library must identify the appropriate way to deliver information services to these remote sites; new information technologies such as telefacsimile, micro- wave, and satellite links can be used to achieve this objective. Often, new organizational structures within the library may be the only way to cope successfully with the change.

Who is right-the advocates of evolution or those of revolution? The answer cannot be framed as a simple response to such a dichotomy. Too many factors intrude in each circumstance to allow anyone to dictate either that technology is a tool, to be viewed precisely as such, or that it provides opportunity for full organizational review and restructure. Of course, both are true. Information technology is a tool. In addition, it provides opportunity for full organizational restructure. Rather than presenting a dichotomy for selection by the library man- ager, these two views represent the two ends of a continuum where, for every library, technology is at least a tool. The degree of movement toward one end of the continuum or the other depends on a variety of factors, including the nature of the institution, the characteristics of the library staff, the leanings of library management, reactions of the users, timing, and the resources available, to name only some. Experience shows that most libraries remain fairly close to the conservative end of the continuum; a few libraries have reorganized radically, among them the University of Illinois, Columbia University (about fourteen years ago), and the Library of Congress in the sense that it has deployed a matrix management structure.

c) Window of Opportunity

The introduction of technology into the operations of a library has the potential to provide a window of opportunity-a series of activities and decision points which can, if desired, frame organizational and functional plans and changes which might otherwise be politically, financially, or administratively extremely difficult to contemplate. For example, changes in staffing patterns in the technical services departments are common adjuncts to the introduction of computerized systems. Moving the bulk of copy cataloging to paraprofessional staff is an obvious step which can ultimately alter the personnel requirements for the library and allow it to reallocate funds. Another case for change, minor though it may be, is the circumstance in which the interlibrary loan staff is overburdened because of the success of its resource sharing with other institutions. An argument can thus be made for adding to the staff of that unit.

But this author believes that there is another, more fundamental, level of planning needed for libraries, whether or not they are heavily involved with information technologies. This level is the planning which identifies the direction of the library-i.e., what kind of institution it wishes to be in the future; how its users will relate to it; what strengths will be needed; and what level of funding will be required. Accomplishing this exercise will give the library administration and the institutional administration-a strong sense of the role of the library within the institution and the resources needed to move from here to there.

The formulation of this kind of organizational concept need not have anything at all to do with automation and technology, while at the same time being fully responsive to the question of the future of the library. However, most would incorporate information technologies as a rather important part of the institution's future, but that is because enough is known about the information marketplace to recognize its own future relationship to technology. Basic to this premise is the belief that technology is a tool; that it is a means to an end and not an end in itself. In 1984 a program of the Association of Research Libraries (ARL) focused on the characteristics of libraries of the future and the resources and staff development required to become particular kinds of organizations. Several types of libraries were described; the suggested models ranged from the traditional library, with relatively little automation, to an organization which is highly automated and relies very little on human intellect to serve the needs of the users. This exercise was brought back to the author's library and administrative staff were asked to discuss the several models as they related to the library. A model was developed for the future which was a composite of two of the models used at ARL; the library will need more staff who are expert bibliographers and reference librarians, but also needed will be the technical capacity to provide access to many machine-readable databases which will serve as a link between the campus and remote computer-stored information.

III. Delivery and New Technologies of Information

Naturally, the goal of scrutinizing new technologies in the library environment is ultimately to improve the delivery of information to the user. The extent to which full text in computer-readable form will permeate the library is a controversial issue. Butler (1986) says: "It is important not to generalize about primary publishing from developments in the publishing of information databases. To do so creates an unrealistic expectation of the speed with which electronic publishing will become common among primary publishers" (p. 49). He believes that optical disc will be used for long runs of periodicals, but that these products will not generally cover the retrospective volumes. In other words, the economic impact of scanning and mastering will be perceived as excessive by publishers as well as by librarians.

Of course, more information will be made available online or on optical disc. However, the process of assimilating this technology into document delivery services is much slower than most expected. Librarians began talking about the potential of optical disc in the mid to late 1970s. Now it is the late 1980s, and very few products are yet available either on 12 inch optical disc or CD-ROM. Most of the products currently on the marketplace are information-locating tools-ie., indexes to periodicals and other literature.

Why hasn't the technology moved more rapidly? There are several obvious reasons:

- Cost. The impact of cost upon libraries and publishers has recently received much publicity; we must not disregard the impact upon users who may now be asked to pay in order to access an online database or to search an optical disc file and print out abstracts.
- Lack of standards. Until recently the hardware manufacturers used differing standards. Now the High Sierra standard seems to be making it easier for software publishers to deal with CD-ROM equipment, but standards remain to be developed in other areas such as telefacsimile.
- Lack of perceived market. Publishers do not perceive a library market for new products based upon new technologies. As an example, relatively few libraries and hardly any individuals own optical disc or CD-ROM drives for their PCs. The originators of Bibliofile sold the product with the drives, and this technique of selling hardware as well as software now has several imitators. It is still not a large market.
- Content of disc. Even a 5 inch CD-ROM contains more than 500 megabytes. That is a lot of information, and publishers are having some difficulty determining logical groupings of information to assemble on a disc.
- Graphics and color are only now beginning to be widely available.
- Users are not yet ready to move from the printed page exclusively to electronic data.
- Articles solely in electronic form are not yet perceived as valid contributions in the publish-or-perish cycle; these may not receive the same stringent scholarly review, and electronic articles are not yet trusted by scholars.
- Copyright. The 1976 copyright law did not address emerging information technologies, and the library and publishing communities are attempting, with only some degree of success, to effect a compromise between the interests of the two groups. The copyright issue will become even more intense as full-text documents become increasingly available in electronic form.

Colbert has outlined some of the difficulties of relying exclusively on online full-text information retrieval; that is, of going through a broker such as Dialog to gain access to full text. She cites the lack of ability to reproduce graphs, pictures, charts, and color; the need to have access to many different online services with the

attendant subscription fees; the need to have the user keep up to date with the changes in search strategies in order to perform a competent search; and the limitations of using electronic databases to follow up page citations (Colbert 1988).

In a superb paper, Govan (1987) projects an expanded information base which will indeed incorporate increasing amounts of electronic data. He suggests that, as in years past, libraries and librarians will accommodate these new information technologies side by side with all the information-bearing technologies which are already supported to provide users with the documents they need (pp. 15-25). Together with other wise and experienced administrators such as Vartan Gregorian and Daniel Boorstin, he believes that libraries will gradually increase their access to electronic publications but not to the exclusion of print. They postulate that print collections will continue to grow but perhaps at a less rapid rate than has been the case in the past three decades.

a) Applications of ICT in Academic Libraries

Now a days there are several information communication technology for various housekeeping, management and administrative functions of the library, different electronic and digital media, computer aided electronic equipments, networks and internet has provided significant role in retrieval and dissemination of information and playing an vital role for modernization of libraries main of them are:

b) Library Automation

Library Automation is the concept of reducing the human intervention in all the library services so that any user can receive the desired information with the maximum comfort and at the lowest cost. Major areas of the automation can be classified into two-organization of all library database and all housekeeping operations of library.

c) Library Networking

Library networking means a group of Libraries and Information Centers are interconnected for some common pattern or design for information exchange and communication with a view to improve efficiency.

d) Library Management

Library Management includes the following activities which will certainly be geared up by the use of these fast ICT developments, Classification, Cataloging, Indexing, Database creation, Database Indexing.

e) Digital Library

A digital library is an assembled of digital computing, storage and communication machinery together with the content and software needed to reproduce, emulate and extend the services provided by conventional libraries based on paper and other material means of colleting, cataloging, finding and disseminating information. A full service digital library must accomplish all essential services of traditional libraries and also exploit the well-known advantage of digital storage, searching and communication. It provides access to part of or all its collection, such as plain texts, images, graphics, audio and video materials and other library items that have been electronically converted, via the internet and www.

f) Technical Communication

Technical Communication consisting of technical writing, editing, publishing, DTP systems etc.

g) Impact of ICT on Libraries and Librarians

Computer has brought in a new impact to the library and information usage. In libraries, information technology has assisted library professionals to provide value added quality information service and give more remote access to the internationally available information resources. Today's highly sophisticated information technology to facilitate the storage of huge amounts of data or information in a very compact space. Information technologies promise fast retrieval of stored information and revolutionize our concept of the functions of a traditional library and a modern information center. Recently technological developments have dramatically changed the mode of library operations and services

Modern ICT is impacting on various aspects of libraries and the information profession. Advancements in ICT and the wide spread use of ICT is resulting in digital information sources and digital media replacing and becoming the dominant form of information storage and retrieval. ICT also survives and makes true rules of Library Science 'Every reader his/her book/information', 'Save the time of the reader', 'Library is a growing organism'. ICT with its tremendous information sources, rapid transmission speed and easy access ensures the satisfaction of the user with complex demand, break down the distance barrier and shortened the time required and ensure the right information to the right reader at the right time. It also increases and solves the library's demand of collection development. It is really an excellent tool for the Library information centers.

h) Electronic Library Vs traditional Library

The following points illustrate the potential differences, between traditional and electronic libraries:

- Traditional libraries are based upon centralized control and relatively few access locations; electronic libraries can be distributed and ubiquitous
- Traditional libraries support one way, loosely coupled interaction; electronic libraries support two-way communication with tight, fast interaction.
- Traditional libraries are based upon a model of one-way search: a consumer looking for an object;

electronic libraries support systematic search: consumer looking for an object and the producer of the object looking for a consumer.

- In traditional libraries structured text queries are used to aid intellectual access; in electronic libraries complex interactions of query, navigation/browsing, and social filtering can be used.
- Only a librarian may add to the collection of a conventional library, because of the discipline and search restrictions to authorized data can be automatically enforced.

IV. Conclusion

In conclusion, it must be observed that Information and communication technology (ICT) has fulfilled its promise in academic libraries; there is high percentage in the use of ICT. It has tremendously changed the way information is stored and disseminated. It has threatened the traditional approaches to the academic libraries and its services. Use of ICT has also led to the speed on library operations services such as cataloguing and classification, acquisition, processing storage, retrieval and dissemination operations. More so, the discussions on the state of ICT infrastructural facilities in Nigeria in relations to the requirements for the library service delivery in this electronic age, several benefits derivable from ICT impact on compliant librarians on library services delivery as well as the problems inhibiting easy implementation of academic library services have been highlighted. It is obvious that academic libraries and librarians in Nigeria will be required to do a lot more for them to adequately bring the benefit of library services to their clientele. Government lukewarm attitude at both the federal and state levels to the funding and provision of ICT infrastructure and facilities in Nigerian libraries should change and be more supportive. The training and re-training of librarians in the necessary ICT skills is a necessity for the benefits of library services to be impacted on academic libraries and their users in Nigeria. Some of the academic libraries are now ICT driven. This is the only way librarians can retain a place of relevance in the challenging world of information services delivery or else they become obsolete. Therefore, academic libraries in this era will be assessed more on their ability to satisfy their currents user needs for information and their ability to link their users to electronic databases scattered worldwide and not necessarily on their ability to buy or subscribe to information materials on paper formats.

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Enhancing Learning Interaction through Inter-Forum Group Discussion in Online Learning: A Case Study on Online Teaching of Research in English Language Teaching Course

By Drs. Sunu Dwi Antoro & Dra. Sudilah

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Abstract- This research aimed to develop a model of Inter-Group Discussion Forum (IGDF) application as media to increase students' interaction and participation in the discussion forum during the online learning. Data were collected through the process of the implementation of discussion forum using IGDF application during the online learning of Research in English Language Teaching (ELT) courses during the teaching period of 2014.2. Data of the students participation were collected through online observation, and data about the students' perception of the IGDF model were collected by providing an online close and open ended questionnaires and analyzed by calculating the percentage. The results of this study indicated that the application of IGDF is applicable in online learning. The amount of participation and the quality of the interaction from the discussion through IGDF has not shown significant improvement. The main obstacle came from the technical problems associated with passwords and the ability to follow the discussion in a discussion forum between groups. However, the variety types of posting has increased. Each group is able to post presentations, questions, responses, and commands. Students' perceptions toward the IGDF proved significant where there was 88.46% of them stated that the discussion forum with IGDF is very good discussion among the group and it can increase interaction among students in the online learning.

Keywords: discussion forums, group discussion, online interaction, online teaching and learning.

I. Introduction

Online learning requires active participation of the students in order to gain the learning objective. It is asynchronous e-learning using media facilities such as e-mail, discussion forums, chatting to establish interaction between learners with learning materials and learners with tutors, and learner with learner, even when students are not online at the same time. (Hrastinski, 2008). The online learning facilities can contribute to the understanding module whenever the learning scenarios provide self-learning facilities through initiation and interaction. The meaning of e-learning according to Clark, Ruth Colvin (2002: 13): *We defined e-learning as instruction delivered on computer by way of CD-Rom, Internet, or internet with the following features:*

- *Includes content relevant to the leaning objectives*
- *Uses instructional methods such as examples and practice to help learning*
- *Uses media elements such as words and pictures to deliver the content and methods*
- *Builds new knowledge and skills linked to individual learning goals or to improved organized performance.*

Thus, e-learning includes internet-based learning materials, methods, media and learning activities. The principle of the teaching and learning process remains the same as in the face to face learning. The difference is tutors' creativity in making the student learning process and also the media of interaction. One form of online learning activities that allows the interaction of learning is utilizing the discussion forum. Discussions are commonly used in online teaching and have been shown to foster student learning and collaboration. Peretz (2014).

Online discussion is asynchronous which means that all students can log in online learning and participate in discussions at a time that suits them (Bender, 2003: xvi). Discussion forums conducted by the tutors in general is still in the form of a model where the tutor as a moderator. The problems that arise with this model is generally feedback still on the individual. Tutor gives problem to the students and then asked them to respond. Tutor gives feedback to the students' response or commands. (Gadne, at.al. 2005). Discussion forums should be designed to create the activities and interactions in online learning. Therefore, there should be a model of a discussion forum that can accommodate the role of students more than just give a response. To make the students have more roles in the discussion forum there should be and Inter Group Discussion Forum application.

II. Methodology

This research is a development research to create a model of online Inter Group Discussion Forum

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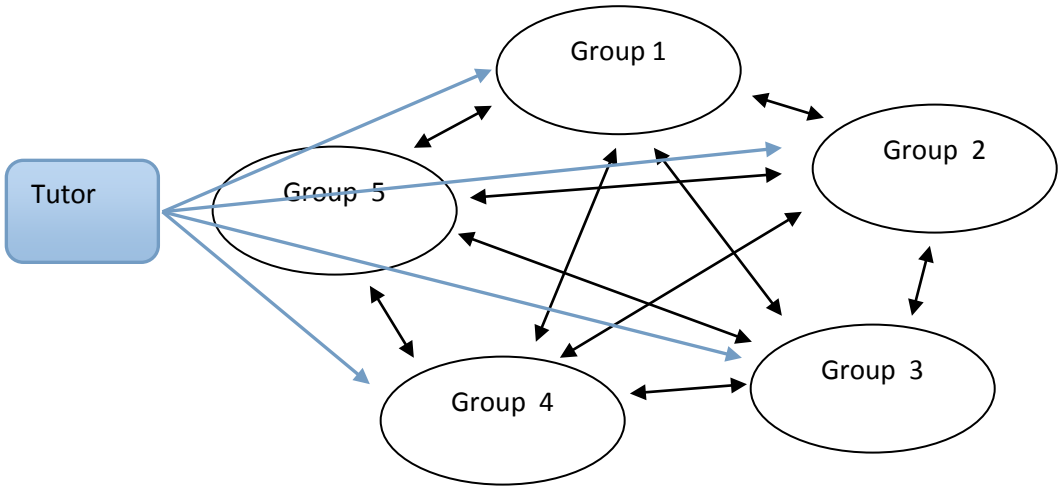
application to be applied in the online learning of Research in ELT course period 2014.1 and 2014.2. This application is designed to increase student interaction and participation. Data were collected through a process of the trial of IGDF model implementation by applying an action research technique during the period of online learning 2014.1. Data were collected through the process of increasing interaction during the application of IGDF, observation and reflection implementation results of the implementation in each cycle. Data evaluation of the model IGDF is collected by providing an online questionnaire to the students' learning of Research in ELT courses.

IGDF is designed to provide an opportunity not only to interact and provide feedback, but it can facilitate each group to present the given topic from tutor. Therefore, each group can display different material and share opinions and discuss the content of the module with another group. During the process of discussion, every member was asked to give command or response to the other group. The scenario of IGDF was planned to increase the students' participation and it will make the student more active in the online learning process. Based on this idea the research questions were 1) How to design Inter Group Discussion Forum application (IGDF)?; 2) How do students' perceptions of the model IGDF in online learning?; and 3) Does IGDF increase the participation and quality of interaction online learning?

a) Design of IGDF

The Inter-Group Discussion Forum (IGDF) online was developed to increase participation and student's active learning in the course of Research in English Language Teaching (Research in ELT). Here is the scenario model of inter-group discussions in online learning.



The procedure of IGDF development starts by grouping the students into 5 -7 groups. Each group was required to make a presentation based on materials that are assigned by the tutors in their learning group, submit the question of discussion in accordance with the material presented, respond to questions, ask questions, and give opinions related to the material. Tutor give feedback for each group.

b) Students/research participants

This research was conducted in English Education Study Program at the Faculty of Education Universitas Terbuka, Indonesia. The subjects of this study were the students who took the Research in English Language Teaching Course and participated the online learning of this course at the 2014.2 period. Data collection techniques used in this study was observations participation during the applying the model inter-group discussions, and close and open ended questioner. The enclosed questionnaire was means to gain information from the respondents (students participating in online) concerning their perception and responses to the discussion forum application and practices of IGDF. The open questionnaire was given to the students to confirm the results of the data collection through the enclosed questionnaire. The research was conducted in the first semester registration period 2014.1 as test models of IGDF models. The implementation of IGDF was done in the second semester (2014.2 registration periods) during the learning of the subject PBIS4401/ Research in ELT.

Here is a table of students' profile of Research in ELT courses online learnings during the 2014.2 period.

Table 1 : Students Profile on the Online Learning of Research in ELT course

NO.	Students Profile	Number of Students Accessed
1	Students were enrolled in online learning of Research in ELT course during the 2014.2 period	106
2	Students who access the learning	73
3	Students who were active in the discussion	25
4	Students who completed questionnaires	42

c) Research Procedure

This study is a qualitative research to find effective models online group discussions in increasing the students' participation in taking the subjects PBIS4401 / Research in ELT. Research procedures comprises of a) Prepare the Proposal; b) Develop of close and open ended questionnaires; c) Develop online Inter- Forum Group Discussion (IGDF); d) Conduct trials IGDF model of an online discussion forum; e) Perform reflection and improvement models of Forum Inter-group discussion forum based on the first trial results; f) Apply the model of the Inter-Group Discussion Forum; g) Collect data though observations; h) Collect data through closed and open questionnaires; i) Data processing; j) Interpretation of the data processing; k) Writing Draft Report

d) Review of Literature

At this time we have been at the era of advanced communication technologies. Communication technology has grown through the internet network on computer media. The Internet is a network of information over the phone connected to the computer. Internet is a net which is also known as cyberspace, information superhighway, online communications, electronic library and digital revolution. Teeler & Gray (2000). Basically, the Internet is an information network that is connected to the telephone network is connected to the computer. There are various ways of transportation information using a wide variety of application programs such as e-mail and the web. In the mode of learning strategy learning based on the use of internet often known as e-learning.

e) Online learning components

Online learning is designed to support the learning process in the distance learning system. It is one of the learning support packaged in a built-up online learning application that allows tutors and students can interact in asynchronous system. The activities in online learning comprises of at least 3 types of activities, namely: reading the initiation, taking part in discussion forum, and doing either tasks or assignments. Initiation is learning material uploaded by tutors to initiate the students in order to start the learning process. Initiation can be made in several types: text pages, web pages, links to files or web. The form of initiation can also perform activities such as reading a text that serves as a supplement (material enrichment) to students. Discussion forum provides the students to participate the asynchronous interaction by reading the initiation from the teacher and giving the response or command depends on the learning problems given by tutor. Tasks and assignments are given to the students to measure their learning achievements.

f) Design and Development of Online Learning

Designing online learning includes learning system (instructional delivery) and the media that support the online learning. Like face to face learning, online learning also begins with a preparation by tutors, and media interaction using the internet and the media as supporter moodle learning. Media interaction is used by tutors are online learning media. The development of online learning covers the preparation, implementation and evaluation. Preparation of online learning was started from the manufacturing part of the online learning itself which includes the manufacture of design activity, initiation, interaction, tasks and exercises, as well as learning materials and discussions scenarios for the board. In this preparation also includes preparing Course Management Systems (CMSs) Simonson. (2012. P: 126).

In distance learning system, online learning become a medium of learning process that is needed as virtual classrooms as well as things done in the face-to-face learning. The implementation selected online learning is an online learning structure designed as a learning class concept that allows the interaction and learning process. As described by McBrien. J.L; Jones. P, & Cheng.R. (2009: p.3) stated that the theory of transactional distance learning system at least consist of three elements: dialogue, structure, and the autonomy of learners; all of which are interrelated and interconnected to build interaction of learners with tutors, learners with learners, learners with the learning material. Oren A, Mioduser D. and Nachmias.R. (2002) explains that the communication characteristics of a unique internet-based media have contributed to the development of a wide variety of group work models, ranging from discussion groups up to the understanding of the learning society.

g) Delivery of online learning

Online learning in a distance learning system is designed as learning support services for the students to facilitate additional services to assist them in understanding and assessing teaching materials subject

being studied. Students are required to participate in online learning. Reward given to students who follow the learning actively and doing all the tasks given by tutor then they will get the value of a contribution of 30% of the final examination of the courses they take. In online learning, student learning activities are under the guidance by tutor as a facilitator of learning. Learning activities are in the form of discussion of learning materials that are considered difficult and very important. For more details, the learning materials covered in the learning activities involve the discussion about the competence or important concepts in the module; the problems found in the module; issues related to the student in learning module, and the problems associated with the application of science in everyday life.

In an online learning, students are required to participate actively in online learning process. In order to keep up with a good learning, students should read the module, read the initiation, do exercises, be active in discussion forums, and finish the tasks and assignments. Thus, all kinds of difficulties in understanding the learning material in the module can be discussed with the tutor and with other students. To take part in discussions forum, students can view the contents of a topic of discussion, then they need to access the title of the discussion, after which the screen will appear to give feedback. Provide feedback to students on the topic of their discussion can click the "Response", as it would appear to form them to write their responses, and then they have to send their response to the "Post to forum" to submit feedback.

In addition to provide feedback on the discussion forum, the students are also possible to create a new discussion topic. It will allow them to talk with the tutor about the course content which is considered difficult. To create a new topic in a forum discussion, the students simply click on the "Add" button topic of discussion recently, after the form will appear where they can write the topics they want to discuss with the tutor and other students, after they finished writing the title and subject to discussion, then they can click on a post to the forum to post a new topic. Another part of the online learning to be followed by the students is doing the tasks and assignments. There are three assignments that must be answered by the students. Assignments are given in the third week of online learning, fifth and seventh week. Similar to the above two types of activities, to see that the task has been given by the teacher, the students only need to click on the title of the task, after the task is clicked it will display the full contents of the tasks that have been prepared by the teacher. The students just go ahead and read the material carefully and then answer the task.

III. Using Online Learning as Virtual Classroom Instruction

Online learning as a place of learning process that allows the tutor to design learning process virtually includes delivery of materials, exercises, discussion, question and answer, and giving tasks and evaluation. In order for the implementation of learning process run well tutors are required to conduct preparatory phase, then the implementation and ends with evaluation. To start the online learning, tutor can start by the preparations. According to Teeler & Gray (2000: 54) it can be carried out the following steps:

Step one: Prepare good Online Learning Plan

To prepare online learning, tutor can begin by checking the possibility of learning the internet or not. First look at the availability of computers in the teaching, the room and the students' ability to operate a computer. Equipment that need to be considered include whether there is a CD-ROM drive, speaker, headphone, microphone, projector, scanner. The next steps set the rooms that include the position of teachers and students. Student position can be set the same as regular classes, or U-shaped or groups. This setting is adjusted to the interests of the learning process.

Step two: Create good activity in the Internet-based learning

Before a tutor writes the design of learning activities of internet-based English learning, he/she must specify learning objectives beforehand. Guidelines are a reference in determining the learning objectives of English with the internet-based activities are as follows: What do you expect to be achieved by students through the activity of internet-based learning English? Why this activity is determined using the internet other than the media? How long learning activities that can be completed, part of the study, some learning or throughout the year? With whom the student will communicate, communicate in one classroom, with another class, with other schools in the city, with other school in different cities, with other schools in different countries? Are you planning use this activity with more than one class or one level?

One way to start is by studying the structure the task referenced handbook staple in learning. Select learning activities that will not run smoothly in the classroom, which does not challenge students to get involved or interested in learning activities, or for any reason that everything is not expected to be effective. Analyze the activities that will be conducted this study will encourage you to use the internet to carry out the learning activities that are expected to be ineffective in doing the activity using the other media.

After determining the specific application that will be used in the learning activity, the next step is to determine the place used, compile mailing lists or

websites. To decide the place use certain criteria to evaluate and determine the place. The actual determination of the place depends on the condition of the school and the application that will be used. After determining the place, then perform design activities in accordance with the purpose and place specified. In addition, forms of communication to be performed must be determined in order to support the achievement of objectives. Internet-based communication with communication asynchronous communication can be done by e-mail between individuals, in a mailing list, using a public space such as conferences, newsgroups, bulletin board. (Weller, 2002: 83). Asynchronous communication is communication model most widely applied in learning using internet technology media or often known as online courses.

IV. Discussion Forum

Discussion forum in an online learning is a learning application that can be used to communicate in asynchronous way by posting ideas/opinions/ comments / questions online. Raleigh (2000) says:

"... online discussions are the asynchronous posting of electronic messages by members of a class in a continued conversation on topics designated by the instructor.

Online discussion is very useful to facilitate online learning". Actual application of online discussion can be divided into two. The first details the conceptual basis for the online discussion, and both the practical application of the online discussions that lead to conceptual learning. Raleigh (2000). Loncke. F.T; Dudding. C. C; Kim. J (2009) online discussion is a discussion forum for learning through online communication where tutors and students can conduct a discussion about the subject matter.

Discussion forums can be performed asynchronously, which means that each participant can post the material in different form. Discussion forums actually the same as face-to-face group discussions, only in online discussion forums are nonverbal and visual exist between participants. Online class discussions give the instructor the opportunity to 'see' what learners are thinking and to 'see' which learning materials are considered difficult by the students. With that information, the instructor can offer help, and building remediation. (Gunawardena and LaPointe. 2003: 185). Scenario discussion group by dividing the students into small groups to respond to cases that help them to apply theories and concepts presented in class or in reading text. According to Raleigh (2000) the group discussions can be applied in the learning activities such as brainstorming activity. This activity is an activity before starting discussions, here students can use online discussion format to brainstorm ideas about a topic.

V. Findings and Discussion

a) *Research Question 1. How to design the online IGDF model?*

i. *Developing online IGDF*

The online IGDF was developed to provide online discussion forums between the groups so that the students have more than one role. Not only do they post the response from the teacher but they can post presentation and question either. IGDF application was designed to facilitate the discussion group participation like in the face to face discussion. As it was noted by Bender (2003: 120) that it might be helpful to divide the class into groups, and they have a discussion group leader. Effective teaching in higher education requires students to spend a lot of time to learn through active involvement as group discussions with their peers. (Weimer, 2002) in (Peretz) 2014). Although learning the initiation, module, and answering the assignments, and quiz are a typical component of online learning, creating more interactive learning can occur in a discussion forum.

The discussion board provides facilities for a diverse range of uses in online classroom situations. By applying online IGDF there will be various communications between the students. It provides the interaction between students in their own group, between students with other members of other group, and between students and tutor, and students with the discussion initiation or dialogue on a topic / subject matter being considered. Such discussion can be asynchronous or synchronous; a forum for interaction and networking among learners/users; a repository of learning materials and artifacts; serve as learning histories to which the learners can refer in the future because of the permanent nature of the record of contributions. (Mishra & Juwah, 2006: 162). The discussion forum is able to provide board for students and tutors to express questions, opinions, suggestions, objections and other comments related to learning materials in online learning. Based on the above concept of online forum discussion, the development of inter-group discussion refers to the function and role of students as in the face to face inter-group discussions. IGDF was named "Diskusi Kelompok Mata Kuliah Researh in ELT" (Discussion group of Research in ELT Course) as seen in figure 1.

Figure 1 : Application's name of online IGDF in the learning of the Research in ELT course is "Diskusi Kelompok Mata Kuliah Research in ELT"

The board of online IGDF application was developed the same application with the online learning courses. However, the application of online IGDF only has one menu that is a forum for group discussion. Fill menus in the group discussion were menu groups called group 1, group 2, group 3, group 4 and group 5 in n each group.

Figure 2 : Page application IGDF

Figure 2 illustrates the same board like in the learning course of Research in ELT. The board is named Discussion groups of subjects Research in ELT. In figure 3 is one example of a weekly chart that contains menus group of 1 to 5 to give each students the opportunity to access their respective groups and access to other groups to join the discussion with other group.

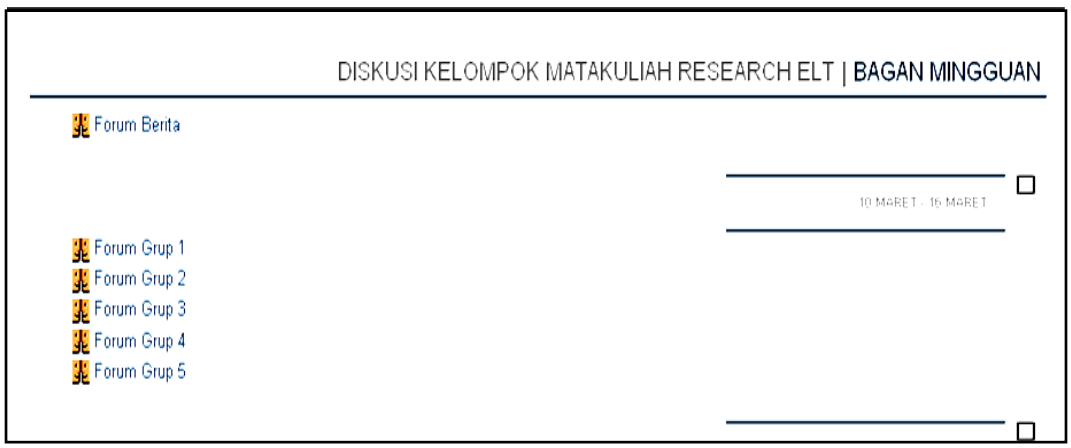


Figure 3 : Fill Menu groups

ii. *Try Out IGDF Application*

To know whether the IGDF application was running well and applicable or not, it needed to be applied before it was used. The students who enrolled the online learning of Research in ELT course during the 2014.1 learning period were grouped into 5 groups, and then named group 1 – group 5. The trial of the IGDF application for the discussion in the group and between groups was made during the learning on March 10 at the learning week 2. The trial focused on the utilization of

group discussion system. It was done by asking the students of online learning on the Research in ELT course to access the IGDF and then they accessed their own group. The students are allowed to practice accessing the group discussion application by accessing other groups. The data access discussions linear models that exist in the learning pages of research in ELT courses are as follows:

Table 2 : Students who access the discussion

Discussion week	Amount of access	Posting Content
1	25	Presentations, questions and complaints about not being able to access to discussion group
3	18	Answering questions
6	5	Answering questions

Each group was given task to discuss in the group and then displays the group's work as their presentation and the uploaded it in their own group. The presentation of each group will be read by other members of the other group. Trial process of inter-group discussions in the IGDF proved that the students were more active because they had to present their material in their group, and they also accessed other group to read other group's material. After they read they were asked to give comment or asked questions. The learning materials discussed in the inter-group discussion using IGDF application was much broader in scope, because each group should present the results of the group discussions within their tasks assigned by tutor. It covered wider learning material to discuss because each group had to present different materials with other groups. The result of the trial of IGDF during the online learning period 2014.1 prove that the application was running well and the students who enrolled the FGDF were able to post the material and also asked questions. Therefore the IGDF was ready to be applied.

b) *Question 2: Is online IGDF models can improve the quality of participation and interaction of students during the online learning?*

To examine the increase students' participation and the quality of interaction in the inter-group discussions forum through IGDF was done by implementing IGDF the online learning of Research in ELT course during the learning period 2014.2. The IGDF implementation is done in 5 weeks.

i. *Implementation of IGDF: First Week Online Learning dated on September 1 to 7 second semester 2014.2*

The implementation of online IGDF was carried out during the online learning of Research in ELT course in the period of 2014.2. To prepare the activities the class divides the students who enrolled the online learning of Research in ELT course into 5 groups and then have discussion leaders through the semesters so everyone has a turn. Group formation procedure was done by choosing the students randomly from a number of students who have been enrolled the online learning of Research in ELT course. The formation of this group was done in the learning week 2. The results of the division of the group were announced on the online learning board of Research in ELT course on the 1st to 7th of September. In the learning on the forum page news displayed the names of students in each group and the students were asked to try to access the IGDF online applications. Then ask each group to try the application of discussion between groups.

To initiate discussion among the group, tutor invited students to begin accessing the "Discussion Group Research in ELT course" Student were asked to response the implementation of this group discussions, and the result of the implementation as seen Table 3.

Table 3 : The activities of students in group discussions in the first week

Name of Group	Number of the students accessed	Posting Content
Group 1	5	Asking for help to be a member of the group, demo of the implementation of group discussions
Group 2	3	Asking for help to be a member of the group, demo of the implementation of group discussions
Group 3	1	Presentation and Taken by two students from other groups
Group 4	2	presentation of questionnaires and observation post about presentation
Group 5	1	Presentation of: production task

In the first week shows that the students had already known which group she/he belongs to. Each group had a discussion activity as it was seen from the posting content. Commands to the posting of presentations have been initiated by group 2, 3, 4, and 5. The students from these groups had tried to respond to the presentation of other groups. For example, the presentation of the group 2 which contains the questionnaire has been addressed by two students from other groups. If seen from the number of members it

was still very limited access. This proves that the IGDF online application system has been functioning well. It has been able to provide the students to study group and study between groups. There were 12 students who had accessed the group, and each group had its member.

ii. *Implementation of IGDF dated on September 8 to September 15, 2014*

To start the implementation for the second week, tutor first wrote the announcement tell the students that they had to accesses the IGDF. Tutor wrote: "Another way to join a discussion group, please click" Discussion Subjects Research in ELT "under the words' Class courses I follow". The position is on the left side column. Please try and do the task." Students asked to access to read the announcement on the learning Research in ELT and then conduct discussions between groups. An increasing number of students in the implementation of this second access declined both from the number of students as well as of the number of the access group. Group 4 were empty participants of the students, in the first stage there were 12 people, in this second meeting there were only 6 people. Posts that there is a post presentation only, no other groups respond.

iii. *Implementation of IGDF dated September 15 to September 21*

Under the conditions of the implementation of phase II on September 8 to September 15, the actions taken are as follows:

- Improve the action in the implantation in the first week, students who did not understand the implementation of group discussion was asked to read the announcement on the online learning of Research in ELT course.
- The command is given: "Please click on the" Focus Group Research in ELT Course "in the left column. Then click within their respective group. If you want to ask a question on another group please click the group and gave questions or comments to the group presentation. The task of discussion between groups at week 3 is as follows.

In the group discussions during the first week did not work as expected. Not all groups show their presentation. Therefore, in the third week application of IGDF each group was expected to upload the presentations within their group assignment. The students were asked to upload the presentation by clicking on the box containing the words "Add a new discussion topic". At the bottom of the column intended for other groups to ask questions, comments or clarifications on group presentations. For those who had not joined to the group was asked to choose their own group in the group they like. The result is the number of students who access there are 7 people, while the group who do not access still remains one that is group 4. The activities are posting answers to questions given to each group.

iv. *Implementation to IV dated September 29 to October 5*

The discussion between groups still did not run well. Tutor again asked each member of the group to click the "Discussion Subjects Research in ELT" under menu of "The Online learning that I take" in the left column. As the previous discussion, each group required to upload exposure duties. Another group responded or gave comment, and ask questions. The number of students began to decline access to 4 people.

v. *Implementation to V dated October 6 to October 12*

In the implementation of inter-group discussion at this stage V online learning tutor gives a task that must be answered by each member in the group. Each group was also required to comment on the answers of other groups. The number of students who access even stayed 3 people and only two groups that appear. One of the students revealed: "But I still have trouble to go in members of the group, and sometimes as many tasks, I love confused share time with their daily work tasks, not to mention the need to study carefully the contents of the module."

c) *Question 3: How was students' perception of the model inter-group discussion forum in online learning?*

Once a student is involved in the implementation of discussion forums between student groups certainly have the impression to IGDF associated with - aspects include: a) students to IGDF, b) activity in IGDF, c) interaction in IGDF, d) participation in the group:, e) communication in IGDF, f) IGDF material, g) presentation in IGDF, h) increased participation in IGDF, and i) the quality of interaction in IGDF.

The results of student responses to the application in the learning IGDF Research in ELT subjects showed a significant response to the presence of IGDF applications. From the aspect of improving the interaction of respondents who strongly agree that there are 42.31% and 46.15% agree. But they still think that this application still need to socialize with good, proven or strongly agree that there are 53.85 and agree there are 42, 31. This is necessary because in the absence of prior socialization students will get caught up in trouble, especially from a technical aspect. So this will reduce the quality of the content of the interaction in the discussion groups and between groups. As been said by one of the respondents "Discussion between groups is a great way to attract the interest of students in an active role following the discussion or understanding of the material but needed more socialization of discussion

among this group. Thank you "So socialization is done in one week before the learning is still not enough.

i. *Students' perceptions of the activity in IGDF*

Students who stated that the activity through discussion among these groups was very nice were 61.54%. This means that the students are keen to play an active role in the discussion.

ii. *Interactions in Group Discussion*

Students' involvement in the inter-group discussion forums indicated that each member had not been actively involved in discussions between members. There are only 50% said that the presentation was not the result of the communication among the members of the group. It was only the work of individual and she/he uploaded it if the group as a result of group work.

iii. *Participation in Group Discussion*

The involvement of students in participating in the group was still quite low, there were 67.70% students agree that most students did not do anything in the group. This means that the 67% majority of the discussion participants had not participated in group discussions. However, when compared with the activity in the discussion only 38.46% were active. So it can be said that the students were still active. The response of students who were not actively reflected in the following statement: "To be honest, from the beginning, this discussion forum confuses me. Therefore, I do not know what I should do, it seems that the way of online learning of this course different with other courses". Based on this answer most of the students do not understand how to do discussion between groups.

iv. *Communication in Group Discussion*

Developing online communication is very popular both in terms of social networks as well as in the learning network. One way of online communication is done through the blackboard. At the forum discussion among these groups turns out 61.53% of students do not feel the ease in communicating or interacting with members or with other groups.

v. *Learning Material for Group Discussion*

There were 57,69% students said that the learning material in the discussion forum was easy. But there was only 57.7% students agreed that they were easy to response the discussion material. Thus it could be said that the discussion of learning material was easy to understand but it was difficult to answer.

vi. *Presentation in Group Discussion*

Cooperation among the member of each group or the inner group discussion had not run well. Students who responded that the group uploaded presentations based on the discussion group only 26.92%. While 65.38% students said that the presentation of the group uploaded in the IGDF did not come from the discussion group. This means that the process of group discussion was not running well.

vii. *Increased Participation in group discussions*

The increase of students who participated in the IGDF did not show a positive response, there was 69.23% students strongly agreed that the IGDF can increase the number of the students.

viii. *The quality of interaction in group discussions*

There are 76.93% of the students who expressed strongly agree and agree that the quality of interaction in discussion forums between groups were able to increase the understanding of the learning material. It means that basically the student has judged that the interaction in group discussions can improve the understanding of the material module.

VI. Conclusion

Development of Inter-Group Discussion Forum (IGDF) was designed based on the computer network to make it reflective, asynchronous, structured and multidirections. To develop a prototype model of IGDF application consists of the steps: study scenario existing discussion forums, create scenarios IGDF which is intended to be used for a class of groups 1, making the same scenario for groups of 2, 3, 4, and 5. Then, creat a class member and subsequently announced the division of the group, at the time it was registered as a learning students there were 38 students, so the tutor made 5 groups each consisting of between 6-7 students. In an effort to avoid buildup in one group then announced to the student tutors that each joined the group to tell the tutor.

The amount of participation from the IGDF do not show a significant improvement, as evidenced in the first week there were 12 students, week 2 there were 6 students, there were 7 students in week 3, week 4 there were 4 students, there are 4 to 5 students, and since week 6 there were only 3 students. This was caused by several aspects include: They were unable to access, still confused, and the cooperation had not occurred in each group, the group discussed the mechanism is unclear. On the other hand students who are able to access a positive comment to IGDF nice expressed by adding inputs including socialization, ease of access, need explanation of scenario with exercise. Thus the increase in participation has not appeared still needs to be disseminated much longer because it concerns the system.

The quality of interaction in online learning through IGDF does not show significant increase, but from the aspect of variation experienced types of postings increase. In one pathway discussion forum discussion models (linear) all students post contains any response. In the post IGDF ranges include presentations, questions and responses.

Students' perceptions of the implementation of the learning IGDF Research in ELT include a) activity in IGDF 61.54% said good, b) interaction in group proved to be 50% stating that it was not communicated to the members in the group, c) 61.53 % of students do not feel the ease in communicating f) material yet uploaded group discussions based on the discussion group are 65.38%. There were 76.93% students stated that IGDF facilitated them to improve the understanding of the module material. Confidences of students to IGDF not show a positive response, there is evidence that disagrees 69.23.

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Status of Literature in Knowledge Management in Web of Science (2007-2014): A Bibliometric Study

By Mohd Muzzammil & Mohammad Asad

Aligarh Muslim University, India

Abstract- Purpose – The purpose of this study is to identify and describe the characteristics of literature published in the field of "KM" over the period of 8 years with a view to identify the place, language, year of publication, subject areas, forms of documents, country of origin etc.

Design/methodology/approach – A total numbers of 4371 items are collected from the source document "Web of Science", from the year 2007-2014.

Findings – The overall productivity of Knowledge Management (KM) works has been growing, reaching up to 495 publications per year from 2007 to 2014, but their productivity are somewhat irregular. Most of the literature of KM in Web of Science is published in non KM focal journals.

KM play a major role from the ancient time so there is differentiate in research by country wise.

The most productive top five countries in the field of KM research are USA, England, Taiwan, Spain, and China.

Keywords: knowledge management, productivity rate, web of science, bradford's law of scattering, lotka's inverse square law.

GJHSS-G Classification : FOR Code: 200599p

Strictly as per the compliance and regulations of:

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I. Introduction

Due to the rapid growth of knowledge, librarians and information scientists face greater problems in acquisition, collection, organization and dissemination of relevant documents within limited financial resources. To overcome these problems, they need techniques by which they can use the limited financial resources to the optimum. Amongst the large number of techniques available, the bibliometrics is one of the effective techniques. The Bibliometric study is popular because it helps to improve scientific documentation, information and communication activities by quantitative analysis of library collections and services. Besides its specific research as a social activity, a quantitative analysis of the generation, propagation and utilization of scientific information aspect. It is well known fact that the knowledge is growing at a very fast rate and it is necessary that a new work and findings should be highlighted among the research scholars and others who interested in them. The present study will help the librarian in the selection of literature in the field of "knowledge management".

II. Knowledge Management

Knowledge management emerged during the mid-1990s and received considerable attention from many scholars and practitioners. Knowledge management has been practiced by numbers of fields associated with information systems, business and management, LIS, computer science, communication etc. Wen (2005) describes its emergence first in the business sector, then in higher education, and now in library management. Although the emergence of knowledge management can be traced to only last decade, Hawkins (2000) claims that for many in the academic world, knowledge management is an old concept, a function historically performed by librarians. Knowledge management in its simplest sense, can be described as the management of both explicit (recorded) and tacit knowledge. Knowledge management is an emerging key concern of many business organizations. The business model of knowledge management is now being adopted by many non-profit organizations like libraries. Different disciplines use the term "knowledge" to denote different things, and so defining it precisely and exactly is not easy. Nonaka and Takeuchi (1995) define knowledge management as the capability of an organization to create new knowledge, disseminate it throughout the organization, and embody it in products, services and systems. A comprehensive idea about knowledge management has been given by Davenport et al. (1998) as KM is concerned with the exploitation and development of the knowledge assets of an organization with a view to furthering the organizations objectives. The knowledge to be managed includes both explicit, documented knowledge, and tacit, subjective knowledge. Management entails all of these processes associated with the identification sharing and creation and maintenance of knowledge repositories, and to cultivate and facilitate the sharing of knowledge and organization learning.

Knowledge management can be broadly defined as the set of processes, tools, and techniques for the most effective and efficient use of the knowledge that can be accessed by an organization. Knowledge

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management aims to improve maintain, and create organizational capabilities to generate sustained competitive advantage. Knowledge management has been promoted as a valuable business concept for almost two decades. Although originally emerging in the world of business, the practice of knowledge management has now spread to the domain of non-profit and public sector organizations, including that of libraries. The goal of knowledge management is to effectively apply an organization's knowledge to create new knowledge to achieve and maintain competitive advantage (Alavi and leidner, 2001). KM is a combination of people, process and technology. This involves people from a wide variety of disciplines including, for example, information technology (IT), Psychology, LIS and human resource management (HRM).

III. Objectives of Study

The present study aims at identification and describing some of the characteristics of literature published in the field of "KM" over the period of 8 years (2007-2014) with a view to identify the place, language, year of publication, subject areas, forms of documents, country of origin etc. The specific objectives of the present study address the following aspects:

- To track the growth of scholarly publications on KM from 2007 to 2014.
- To explore the types of publications.
- To identify the most productive researchers in the field of KM in Library and Information Science.
- To prepare a ranked list of journals and to find out the core journals in the field of "KM".
- To know the most productive countries in the field of "KM".
- To identify the scattering of the publications under different subjects areas.
- To know the languages in which the most of literature on the KM has been published.

IV. Methodology

- The first most important task is to select the source document form which data is to be drawn. For this purpose, *Web of Science (WoS),* previously known as Web of Knowledge) has been consulted. Web of Science is an online subscription-based scientific citation indexing service maintained by Thomson Reuters that provides a comprehensive citation search. Whether looking at data, books, journals, proceedings or patents, Web of Science provides a single destination to access the most reliable, integrated, multidisciplinary research.
- The main objective of the study is to find out current information marked by web of science in the field of "KM" during the period of 2007-2014.
- Next step was to analyze the data that was collected from the source document. The total number of records collected from the Web of Science was exported on MS-Excel-2007 and the whole data was arranged and rearranged in order to achieve the following objective.

a) Ranking of journals

The main objective of the study is to identify the core periodicals (journals) congaing the research literature on "KM". It is necessary to know the most productive periodicals on the subject. To conduct the study, the articles published in different periodicals were grouped together and arranged according to the decreasing number of records.

b) Ranking of author

This study has been conducted to know the eminent personalities in the field of "KM". The present study analyzed the authors on the basis of their frequency of contributions i.e. how many contributions have been made by the different author. Ranking of authors is done to identify the most productive contributions in the subject.

c) Year wise distribution

In this analysis, year of origin of items were studied to know how many items belong to a particular time period on the basis of their frequency belonging to that particular year. The data was analyzed and tabulated to find the growth of literature on KM.

d) Country wise distribution

This is done to determine the geographical scattering of items on KM productivity of different countries in the subject under the study, which is given in Web of Science. The entries were grouped on the basis of their place of origin. They were then counted and ranked in a table.

e) Subject-wise distribution

This analysis has been done to know the scattering of literature on "KM" in various subject fields. This analysis shows the interdisciplinary character of the subject field. The analysis has been done on the basis of subject field of periodicals publishing on KM literature. The information about the subject fields were obtained from Web of Science database.

f) Form wise distribution

There are number of forms of documents in which literature on 'KM' is published. The aim of analysis is to know the major forms of documents used for producing new information in the subject under study. Data has been tabulated to find out the most used forms of documents.

g) language wise distribution

It is great significance to know the language in which the literature in a area of specialization is published. For the purpose of language-wise analysis,

the entries were grouped according to their language of the documents. After this study they were counted and then prepared a ranked list of languages.

V. Data Analysis

For this study, the total numbers of 4371 items are collected from the source document 'Web of Science' from the year 2007-2014 on the topic "Knowledge Management". The data, so collected was analyzed as under:

a) Year-wise distribution

For this study, the total numbers of 4371 items are collected from the source document "Web of Science", from the year 2007-2014 listed in Table 4.1.

Table No. 1 : Year-wise distribution of Document

S.NO.	Year	No. of Documents	Percentage of documents
1	2007	411	9.403
2	2008	490	11.210
3	2009	573	13.109
4	2010	560	12.812
5	2011	609	13.933
6	2012	654	14.962
7	2013	562	12.857
8	2014	512	11.714
	Total	4371	

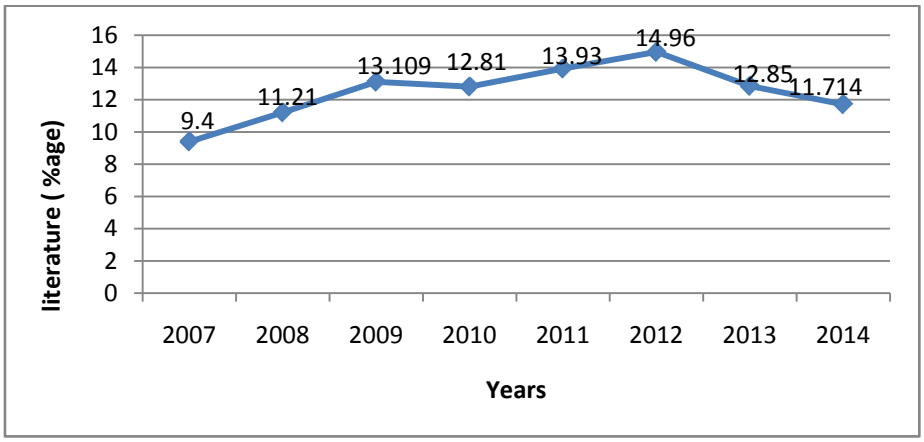

Fig. 1 : Year-wise distribution of documents

The figure No.1 shows that 2007 and 2008 are the less productive years in the subject "Knowledge Management". However, 2012 evolves out to be the most productive year in the publication of literature on Knowledge Management followed by 2009, 2010, 2011 and 2014 with 573, 560, 609, 512 documents respectively.

b) Subject-wise distribution

Usually, most of the materials on a given subject are publish in the journals belonging to the same subject. However a significant amount of literature is published in the journals of other related or marginal subjects. These analyses had been done base of keywords of the published literature, abstract of documents (articles, reviews etc.). The analyses is given in the below table No. 2

Table No. 2 : Subject wise distribution

S.No.	Rank	Subject Area	Freq.	Req.
1	1	Management	1471	33.646
2	2	Information Science Library Science	1123	25.686
3	3	Computer Science Information Systems	629	14.787
4	4	Computer Science Artificial Intelligence	447	10.224
5	5	Operations Research Management Science	447	10.224
6	5	Business	421	9.629
7	6	Computer Science Interdisciplinary Applications	263	6.016
8	7	Engineering Industrial	248	5.672
9	8	Engineering Electrical Electronic	239	5.467
10	9	Computer Science Software Engineering	187	4.277
11	10	Engineering Manufacturing	173	3.957
12	11	Engineering Multidisciplinary	169	3.866
13	12	Engineering Civil	113	2.585
14	13	Computer Science Theory Methods	110	2.516
15	14	Economics	103	2.356
16	15	Education Educational Research	91	2.081
17	16	Computer Science Cybernetics	79	1.807
18	17	Medical Informatics	60	1.372
19	18	Environmental Sciences	57	1.304
20	18	Public Environmental Occupational Health	57	1.304
21	19	Health Care Sciences Services	54	1.235
22	20	Social Sciences Interdisciplinary	53	1.212
23	21	Planning Development	51	1.167
24	22	Telecommunications	49	1.121
25	23	Ergonomics	48	1.098
		Total	4484	

Table No.-2 gives a subject wise break up in the field of 'Knowledge Management'. The most dominant subject area items were found to be 'Management' in which 1471 items constitutes 33.64 %. The second and third rank goes to 'Information Science Library Science' with 1123 items i.e., 25.68 %, 'Computer Science Information Systems 'with 629 items i.e., 14.78 % respectively.

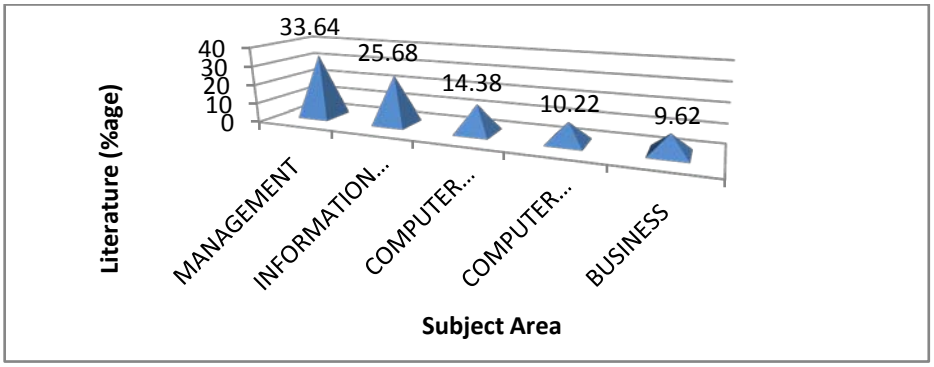

Fig. 2 : Subject wise distribution

c) Ranking of Authors

The characteristics of any subject literature include not only the basic publishing patterns but also the contribution by the authors. There are certain authors in every subject who account for several papers in their field. However, some of them are well known in a given field. It is therefore important to know the eminent authors in the field of Knowledge Management. This information is useful equally for the librarians as well as the researchers.

The prime objective of the study is to find out the authors whose contribution is significant in the field of 'Knowledge Management'. For this purpose, a ranking list of 45 productive authors have been prepared and presented in the table no. 3 in order of decreasing number of papers published in the selected field of 'Knowledge Management'.

Table No. 3 : Top Forty Five Authors

S.No.	Rank	Name Of Authors	Frequency	Cum. Fre.
1	1	Cheung Cf	14	14
2	1	Chen Ym	14	28
3	1	Bontis N	14	42
4	2	Serenko A	13	55
5	2	Chua Ayk	13	68
6	3	Yang J	12	80
7	3	Lee S	12	92
8	4	Zhen L	11	103
9	4	Wang Wm	11	114
10	4	Lin Bs	11	125
11	4	Jafari M	11	136
12	4	De Pablos Po	11	147
13	4	Chen Yj	11	158
14	5	Szczerbicki E	10	168
15	5	Lin Ch	10	178
16	5	Jung Jj	10	188
17	5	Jiang Zh	10	198
18	5	Colomo-Palacios R	10	208
19	6	Li St	9	217
20	6	Lee Wb	9	226
21	6	Xu Ld	8	234
22	7	Rezgui Y	8	242
23	7	Palacios-Marques D	8	250
24	7	Ooi Kb	8	258
25	7	Liu Y	8	266
26	7	Lin Tc	8	274
27	7	Li M	8	282
28	7	Gottschalk P	8	290
29	7	Cegarra-Navarro Jg	8	298
30	8	Wu Ch	7	305
31	8	Wang Tc	7	312
32	8	Tseng Sm	7	319
33	8	Swanson Lw	7	326
8	8	Schiuma G	7	333
35	8	Rowley J	7	340
36	8	Rodriguez-Ponce E	7	347
37	8	Middleton B	7	354
38	8	Lin Hf	7	361
39	8	Lee Cs	7	368
40	8	Kuo Th	7	375
41	8	Huang Cc	7	382
42	8	Garcia-Morales Vj	7	389
43	8	Davison Rm	7	396

44	8	Chu Hc	7	403
45	8	Bernard A	7	410
46	9	37 Authors Have Six Contribution Each (37x6=222)	222	632
47	10	55 Authors Have Five Contribution Each (55x5=275)	275	907
48	11	138 Authors Have Four Contribution Each (138X4=552)	552	1459
49	12	292 Authors Have Three Contribution Each (292X3=876)	876	2335
50	13	1038 Authors Have Two Contribution Each (1038X2=2076)	2076	4411
51	14	7657 Authors Have One Contribution Each (7657X1=7657)	7657	12068
		Total	12068	

Table No. 3 gives the ranking list of significant authors in order of their frequency of occurrence.

Although this study is not sufficient to know the major contributors exactly, yet the present ranking list may be of considerable help to know the name of significant authors in 'Knowledge Management' during 2007-2014. The name of the first three productive authors are:

i. Cheung, Cf 14
ii. Serenko, A 13
iii. Yang, J 12

Prof. Benny C.F. Cheung is a Professor at the Department of Industrial and Systems Engineering (ISE) of The Hong Kong Polytechnic University (PolyU). Prof. Cheung has authored and co-authored two Research Monographs, three Edited Books, five Book Chapters and more than 200 research papers including over 110 Science Citation Indexed (SCI)/Social Science Citation Indexed (SSCI) refereed journal papers.

Dr. Serenko is an Associate Professor of Management Information Systems in the Faculty of Business Administration at Lakehead University, Canada. His research interests pertain to scientometrics, knowledge management, and technology addictino. Alexander has published over 60 articles in refereed journals, including MIS Quarterly, Information & Management, Communications of the ACM, Journal of Informetrics, and Journal of Knowledge Management. He has also won awards at several Canadian, American and International conferences.

Dr. Jian Yang is a full professor at Department of Computing, Macquarie University, Sydney, Australia. Dr. Yang has published papers in the international journals and conferences such as IEEE transactions, Information Systems, Data & Knowledge Engineering, CACM, CIKM, etc. She has served as program committee member in various international conferences. She is also a regular reviewer for journals such as IEEE Transactions on Knowledge & Data Engineering, Data & Knowledge Engineering, VLDB Journal, IEEE Internet Computing, etc.

Table also depicts that Zhen, L has mad 11 contributions, Szczerbickl, E and Li, St published 10 and 9 articles on Knowledge Management respectively.

Table No. 4 : Categories of Authors

Categories	Freq. of Items	Percentage Freq.	Cum. Freq.
Single author	7657	82.66	82.66
Double author	1038	11.20	93.86
Triple author	292	3.15	97.01
More than three author	276	2.97	99.98
Total	9263	99.98	

From the analysis it is clear that 7657 (82.66%) items are written by single author, and 1038 (11.20%), 292 (3.15%) written by double and triple author respectively. The analysis shown in the table No. 4 shows the present trends in which joint efforts are involved to complete research work.

d) Ranking of journals

Now a days, journal have got key position, as an important source of current information, they play a significant role in scientific communication. Articles of the journals provide the most of required information to information sources. It may be found that certain core journals contribute most of the literature on particular topic. This information of core journals in various Subject will go a long way in preparing the subscription list of journals by the librarian and information scientists. The present study therefore is meant to identify the most important journals, contributing the most of the literature of research value in the field of "Knowledge Management".

In the collected data all the 3930 references were found to be in 951 journals, which have been ranked up to 39 positions on the basis of their decreasing frequency.

In this study the first rank was occupied by the journals titled "Journal of Knowledge Management" with the frequency of 278, which accounts for 7.07 of the total references. Next three position occupied by journals like "Knowledge Management Research Practice (4.78%)","Expert Systems With Applications (3.56 %)" and "Decision Support Systems (3.56 %)" respectively as shown in the table 4.6.

Table No. 5 : Ranking of journals

S. No.	Rank	Name Of Journal	No. of Article	Percentage
1	1	Journal Of Knowledge Management	278	7.072
2	2	Knowledge Management Research Practice	184	4.781
3	3	Expert Systems With Applications	140	3.561
4	4	Decision Support Systems	64	1.628
5	5	International Journal Of Technology Management	59	1.501
6	6	International Journal Of Information Management	56	1.425
7	7	Management Decision	278	1.043
8	7	Industrial Management Data Systems	184	1.043
9	7	African Journal Of Business Management	140	1.043
10	8	Knowledge Based Systems	39	0.992
11	9	International Journal Of Production Research	36	0.916
12	10	Journal Of Universal Computer Science	34	0.865
13	11	Journal Of The American Society For Information Science And Technology	33	0.839
14	12	Information Management	30	0.763
15	13	Journal Of Business Research	28	0.712
16	14	Computers In Human Behavior	27	0.687
17	15	Kybernetes	25	0.636
18	15	Computers In Industry	25	0.636
19	16	Journal Of Information Science	24	0.611
20	17	Online Information Review	23	0.585
21	17	Journal Of Computer Information Systems	23	0.585
22	17	International Journal Of Project Management	23	0.585
23	18	Systems Research And Behavioral Science	22	0.56
24	19	Total Quality Management Business Excellence	21	0.534
25	20	Behaviour Information Technology	20	0.509
26	20	Aslib Proceedings	20	0.509
27	21	Industrial Marketing Management	19	0.483
28	22	International Journal Of Software Engineering And Knowledge Engineering	18	0.458
29	22	Information Systems Frontiers	18	0.458
30	22	Information Sciences	18	0.458
31	22	Informacao Sociedade Estudos	18	0.458
32	22	Automation In Construction	18	0.458
33	23	Technovation	17	0.432
34	23	International Journal Of Human Resource Management	17	0.432
35	23	Information Technology Management	17	0.432
36	24	Service Industries Journal	16	0.407
37	24	Perspectivas Em Ciencia Da Informacao	16	0.407
38	24	Life Science Journal Acta Zhengzhou University Overseas Edition	16	0.407
39	24	Journal Of Management Information Systems	16	0.407
40	24	International Journal Of Production Economics	16	0.407

41	24	International Journal Of Manpower	16	0.407
42	24	International Journal Of Advanced Manufacturing Technology	16	0.407
43	25	Profesional De La Informacion	15	0.382
44	25	Organization Science	15	0.382
45	25	Management Learning	15	0.382
46	25	Journal Of Organizational Change Management	15	0.382
47	25	Journal Of Intelligent Manufacturing	15	0.382
48	25	Ieee Transactions On Knowledge And Data Engineering	15	0.382
49	26	Mis Quarterly	14	0.356
50	26	Inzinerine Ekonomika Engineering Economics	14	0.356
51	26	International Journal Of Computer Integrated Manufacturing	14	0.356
52	26	Information Systems Journal	14	0.356
53	26	Information And Software Technology	14	0.356
54	26	Ieee Transactions On Engineering Management	14	0.356
55	26	Computers Education	14	0.356
56	27	Technological Forecasting And Social Change	13	0.331
57	27	Research In Engineering Design	13	0.331
58	27	Project Management Journal	13	0.331
59	27	Journal Of The Association For Information Systems	13	0.331
60	27	Journal Of Construction Engineering And Management Asce	13	0.331
61	28	Research Policy	12	0.305
62	28	Journal Of Documentation	12	0.305
63	28	Journal Of Biomedical Informatics	12	0.305
64	28	International Journal Of Operations Production Management	12	0.305
65	28	Information Systems Research	12	0.305
66	28	Information Systems Management	12	0.305
67	28	European Management Journal	12	0.305
68	28	European Journal Of International Management	12	0.305
69	28	Electronic Library	12	0.305
70	28	Cybernetics And Systems	12	0.305
71	29	Journal Of Strategic Information Systems	11	0.28
72	29	Journal Of Management In Engineering	11	0.28
73	30	Scientometrics	10	0.254
74	30	Metalurgia International	10	0.254
75	30	Journal Of Organizational Computing And Electronic Commerce	10	0.254
76	30	Journal Of Engineering And Technology Management	10	0.254
77	30	Interciencia	10	0.254
78	30	Information Research An International Electronic Journal	10	0.254
79	30	Information Processing Management	10	0.254
80	30	European Journal Of Information Systems	10	0.254
81	30	Engineering Applications Of Artificial Intelligence	10	0.254
82	30	Emj Engineering Management Journal	10	0.254
83	30	Computer Aided Design	10	0.254

84	30	Chinese Management Studies	10	0.254
85	30	Advanced Engineering Informatics	10	0.254
86	31	Transinformacao	9	0.229
87	31	Technology Analysis Strategic Management	9	0.229
88	31	Revista De Ciencias Sociales	9	0.229
89	31	Organization Studies	9	0.229
90	31	Knowledge And Information Systems	9	0.229
91	31	Journal Of Systems And Software	9	0.229
92	31	Journal Of Information Technology	9	0.229
93	31	Journal Of Business Industrial Marketing	9	0.229
94	31	Internet Research	9	0.229
95	31	International Journal Of Information Technology Decision Making	9	0.229
96	31	International Journal Of Human Computer Studies	9	0.229
97	31	Innovation Management Policy Practice	9	0.229
98	31	E M Ekonomie A Management	9	0.229
99	31	Computer Supported Cooperative Work The Journal Of Collaborative Computing	9	0.229
100	31	Ai Edam Artificial Intelligence For Engineering Design Analysis And Manufacturing	9	0.229
101	31	Actual Problems Of Economics	9	0.229
102	32	Supply Chain Management An International Journal	8	0.204
103	32	R D Management	8	0.204
104	32	Program Electronic Library And Information Systems	8	0.204
105	32	Production Planning Control	8	0.204
106	32	Organization	8	0.204
107	32	Journal Of The Operational Research Society	8	0.204
108	32	Journal Of Business Ethics	8	0.204
109	32	Educational Technology Society	8	0.204
110	32	Concurrent Engineering Research And Applications	8	0.204
111	32	British Journal Of Management	8	0.204
112	32	Bmc Medical Informatics And Decision Making	8	0.204
113	32	Baltic Journal Of Management	8	0.204
		Total	**3930**	**99.98**

Table No. 6 : Showing Range of Frequency

S.No.	Freq. Range	No. of Journals	No. of Journals (%)	No. of Items	No. of Items (%)	Cumulative (%)
1	278-18	32	3.36	1466	37.30	37.30
2	17-16	10	1.05	163	4.14	41.44
3	15-6	109	11.46	1009	25.67	67.11
4	5-3	127	13.35	474	12.06	79.17
5	2-1	673	70.76	818	20.81	99.98
	Total	**951**	**99.98**	**3930**	**99.98**	

Table No. 5 and 6 show that 1466 items on 'Knowledge Management' appeared in 32 periodicals/journals as 37.30% of total appeared items constituting in 3.36% journals. They may be regarded as core periodicals in the field of 'Knowledge Management'.

The journals having their frequency of occurrence in the range of 278-18 are 32(3.36%) and

the total number of items is 1466(37.30%). The journals having frequency range of 17-16 are 10(1.05%).

The present ranking list may be useful for the librarian in talking policy decisions regarding subscription list of periodicals on the subject 'Knowledge Management'. It will be equally important for the document lists in preparing an exhaustive documentation list. The study may be useful for the information professionals, as they would know the core journals carrying the highest percentage of items.

e) Country Wise Distribution

Certain countries give more research in particular subjects than others. This is very much useful not only for the information manager in finalizing the subscription list of periodicals but also for the research scholars as they tend to know the countries that are leaders in their respective field of research. Table No. 7 shows the list of 25 countries which are involved in producing the research materials on "Knowledge Management" during 2007-2014.

Table No. 7 : Country Wise Distribution

S.No.	Country/Territories	Records	Percentage
1	USA	960	21.963 %
2	England	459	10.501 %
3	Taiwan	418	9.563 %
4	Spain	363	8.305 %
5	Peoples R China	335	7.664 %
6	Canada	242	5.536 %
7	Australia	223	5.102 %
8	Germany	188	4.701 %
9	Italy	162	3.706 %
10	France	153	3.500 %
11	Netherlands	129	2.951 %
12	South Korea	127	2.906 %
13	Brazil	110	2.517 %
14	Finland	82	1.876 %
15	Iran	76	1.739 %
16	Switzerland	76	1.739 %
17	Singapore	74	1.693 %
18	India	69	1.579 %
19	Malaysia	68	1.556 %
20	New Zealand	68	1.556 %
21	Sweden	67	1.533 %
22	Poland	63	1.441 %
23	Japan	62	1.418 %
24	Austria	60	1.373 %
25	Greece	53	1.213 %

Table No. 7 contains a list of 25 countries producing literature on 'Knowledge Management'. These countries have been ranked based on frequency of occurrence of items. It was observed that 21.963% of total number from USA only. UK and Germany produced 4% and 5% journals respectively. It was found that literary output of USA is more than other countries. In the ranking list USA accounted for 960 of total items i.e. 21.963%.

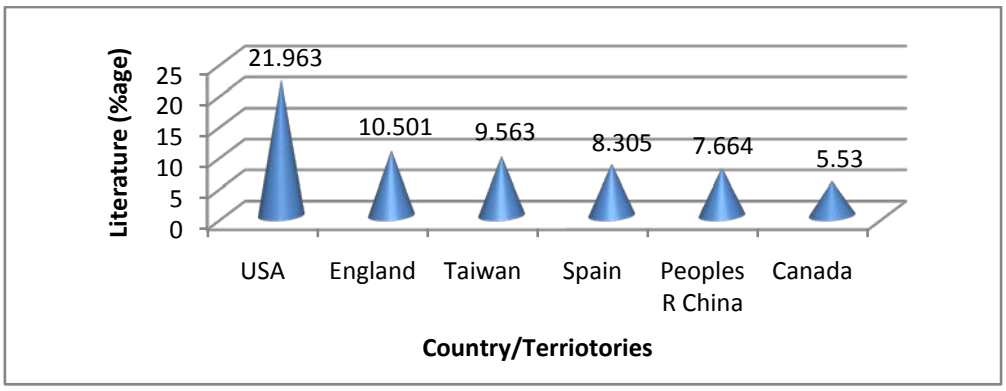

Fig. 3 : Representing Country-wise distribution of items

The figure no. 3 shows that literary output of USA is more than other countries in the ranking list; USA accounted for 960 items of total 4371 items and thus occupies the first rank.

f) Form wise distribution

The literature on the topic "Knowledge Management" has been published in different forms such as articles, reviews, proceedings papers, editorials, book reviews, meeting abstracts, corrections, book chapters, letters, news items, etc. One of the objectives of our study was to know the different forms in which the literature on the subject 'Knowledge Management' is being published. This helps the information scientists or librarians in knowing the most important forms of literature on the topic "Knowledge Management".

Table No. 8 : Form Wise Distribution of documents

S. No.	Document Types	Records	Percentage	Percentage of Cum. Freq.
1	Articles	3930	89.91	89.91
2	Reviews	208	4.65	94.56
3	Editorial Materials	130	2.97	97.53
4	Book Reviews	78	1.78	99.31
5	Meeting Abstracts	16	0.36	99.67
6	Corrections	4	0.09	99.76
7	Book Chapters	2	0.04	99.80
8	Letters	2	0.04	99.84
9	News Items	1	0.04	99.88
	Total	**4371**	**99.88**	

Table 4.7 shows that the literature on Knowledge Management is being published in different forms. Analysis of collected data reveals that Article is the most dominant form of publication in the field of Knowledge Management occupying first position and corresponding to 89.91 percent of the total items. This is followed by others forms of publications, such as reviews (4.65%), Editorial Material (2.97%) and Book reviews (1.78%) occupying second, third and fourth positions respectively. It is important to mention here that articles published in journals are most vital form of media of scholarly communication among researchers belonging to the subject "Knowledge Management". Forms-wise distribution of publications is also shown in Figure No.4.

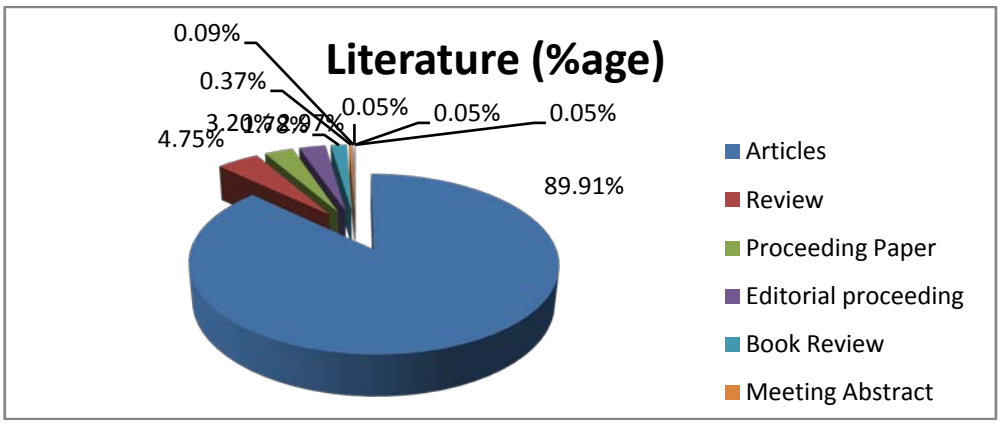

Fig. 4 : Form wise distribution of items

g) Language wise distribution

Literature on a particular subject may be published in different languages. For researchers and information scientists, it is always important to know the language(s) in which the material of their area or specialization is published. This study provides information about the most dominant language(s) in which the literature on the subject "Knowledge Management" is being published.

Table No. 9 : Language wise distribution

S.No.	Languages	Records	Percentage
1	English	4145	94.830 %
2	Spanish	106	2.425 %
3	Portuguese	57	1.304 %

4	German	26	0.595 %
5	French	9	0.206 %
6	Russian	6	0.137 %
7	Czech	5	0.114 %
8	Turkish	5	0.114 %
9	Croatian	2	0.046 %
10	Hungarian	2	0.046 %
11	Polish	2	0.046 %
12	Slovak	2	0.046 %
	Total	**4371**	

Table 4.2 shows the distribution of these items according to the language of their publication. It may be observed from Table 5.4 that a total of 4371 items were published in 12 different languages. Among these 12 languages, 'English' was found as the most dominant language corresponding to 94.83 percent of total publications. English is followed by Spanish (2.4%), Portuguese (1.3%) and German (0.595%) languages. It is interested to note that 99.15 percent items have been published in these four languages and reaming 0.85 percent of items were published in eight languages.

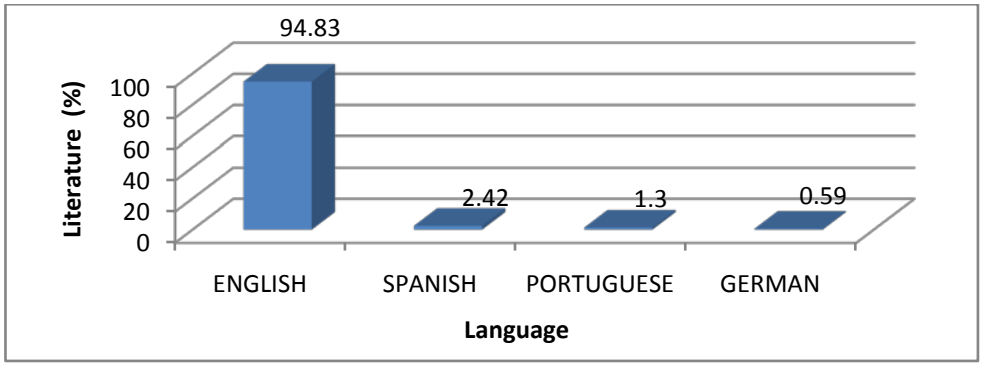

Fig. 5 : Representing Language wise distribution of items

VI. Findings and Conclusion

The prime objective of the bibliometric study i.e., quantitative or numerical or statistical analysis of recorded communication, is to know the subject, forms, languages, countries, years, leading core journals etc. in the subject "Knowledge Management". After the collection of data form 'Web of Sciences', it was analyzed according to bibliometric technique and results were drawn in the form of table, graphs and pie charts.

On the basis of this study major findings may be concluded as follows:

- From the study dealing with year wise distribution of items, it is found that largest amount of document were produced in the year 2012 with 654 items i.e. 14.96% on the subject "Knowledge Management". The other most productive years are 2011 and 2009 accounts for 609 items i.e. 13.93% and 573 items i.e. 13.10%, respectively.
- From the form wise distribution, it is found that Article are most popular form, with 3930 items i.e., 89.91 %, followed by Review with 208 items, i.e., 4.75%, Proceeding Paper with 140 items i.e., 3.20%. This analysis may be useful for the librarian to decide about the various forms of documents, which are to be procured in the library to serve the requirements of researchers on the subject.
- Author wise distribution shows that 7657(82.66%) items contributed by single authors and 1606(17.3%) items contributed by more than authors (multiple authors). The most productive authors in the field are:

  i. Cheung CF 14
  ii. Serenko A 13
  iii. Yang J 12
- From the study dealing with ranking of journals, it is found that the journal title 'Journal of Knowledge Management', published from Great Britain, is most productive, reposting 278 items i.e. 7.072% of the total references. This is followed by 'Knowledge Management Research Practice' published from the UK with 184 items i.e. 4.68% of the total and 'Expert System with Applications' published from the UK with 140 items i.e. 3.56% of the total.
- From Geographical study, it was found that USA is the biggest producer with 960 items i.e., 21.96%, of the total. This is followed by England and Taiwan with 459(10.50%), 418(9.56%) items respectively. India has 69 (1.57 %) items.

- Subject wise distribution shows that the most dominant subject area items were found to be 'Management' in which 1471 items constitutes 33.64%. The second and third rank goes to 'Information Science Library Science' with 1123 items i.e., 25.68%, 'Computer Science Information Systems 'with 629 items i.e., 14.38% respectively.
- Language wise distribution analysis shows that 94.83% literature in this field is published in English language 2.42% in Spanish language, .595% in Portuguese and so on. English is the most dominant language in this field. This analysis suggested that researchers should know at least one foreign language other than English.
- At last Bradford's and Lotka's laws were applied to the collected data to testify the validity of laws in the present context. However, Lotka's law could not be verified, as it seem to out dated for the literature on "Knowledge Management" is concerned. But Bradford's law is thus partially proved in this study.

Finally it may be concluded that Bibliometric study is very well established technique of identification and describing some of the characteristics of literature. This study helps the librarian or information scientists in deriving certain conclusions, which help them in taking certain fruitful steps in the smooth running of library and also helps in satisfying the need of the users to the great extent. Now a day's Bibliometrics studies are becoming very popular, because of explosion of knowledge.

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Factors Affecting Information Technology Students' Motivation Case Study: Najran University, Saudi Arabia

By Dr. Mohamed A. Khairi & Adlan Balola Ali

Najran University, Saudi Arabia

Abstract- The study of computer science and information systems requires commitment and dedication. Students must learn above and beyond the standard requirements in order to compete in the job market. Hence the motivation is the major driver to accomplish such requirements. This paper investigates the possible factors affecting students' motivation at Computer Science and Information System College in Najran University. To find the best ways to improve student performance, academic planning, and improve college performance in general was behind the reason for the authors to study the motivation factors.

Fifty undergraduate students from a computer and information college participated in this research. The students completed Academic Intrinsic Motivation Questionnaire (MSLQ) questionnaires. In addition, instructors answered interview questions related to factors affecting their students' motivation.

Instructors who participated in seminars and interview believes the English language is the major barrier affecting motivation. In addition, instructors believes incentives and strict regulation may help improving students' motivation. Adding to incentives, the sense of completion is missing beside no enough recognition from college and instructors.

GJHSS-G Classification : FOR Code: 139999

FACTORSAFFECTINGINFORMATIONTECHNOLOGYSTUDENTSMOTIVATIONCASESTUDYNAJRANUNIVERSITYSAUDIARABIA

Strictly as per the compliance and regulations of:

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Dr. Mohamed A. Khairi [α] & Adlan Balola Ali [σ]

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Instructors who participated in seminars and interview believes the English language is the major barrier affecting motivation. In addition, instructors believes incentives and strict regulation may help improving students' motivation. Adding to incentives, the sense of completion is missing beside no enough recognition from college and instructors.

The survey results shows students agreed that the Needs and Mastery factors motivate them. Whilst the students wasn't able to decide on Power, Fear, Authority, and Peers motivation factors. The paper provides recommendations for college leaders and instructors on best ways to improve students' motivation in order to reach better performance.

I. Introduction

This paper investigated the possible factors affecting students' motivation at Computer Science and Information System College in Najran University. It was very important to know which factors affecting them and if other known intrinsic and extrinsic factors affecting their motivation or not.

There are many reason drives the authors to study these factors such as find best ways to improve student performance, academic planning, and improve college performance in general. The survey conducted among students using MSLQ standard survey to better understand the intrinsic and extrinsic factors impacting students' performance. In addition, the researchers conducted interviews and seminars with instructors to better understand on which factors affecting students' motivation.

The college success essentially depends on intrinsic motivation factors. The motivations behind academic performance vary across many intrinsic and extrinsic factors (Needs, Mastery, Fears, Peers, Power, Authority).

The research objectives include: 1) Identifying factors which affecting the motivation of the CS and IS students; 2) Discussing the factors roles on positively or negatively impacting students' motivation; 3) Analyzing the interviews and surveys data conducted with faculty members and students; 4) Determining recommendations for instructors to address the motivation issues; 5) Producing guidelines for CS and IS college leaders to deal with motivation issues; and 6) Improving the quality of learning outcome for CS and IS.

II. Literature Review/Background

This study is unique in addressing specific college at Najran University (CS and IS). However, the study of students' motivations has rich of literature that could be useful for the study. Robert Harris (1991) believe that, there are 9 best ways to motivate students such as explain, reward, and care. However Harris doesn't have explanation on how to overcome background factor.

Incentives are important factor to enhance motivation as Beltz, Link, Ostermaier, (2012) explained in their book Incentives for Students: Evidence from Two Natural Experiments. In addition the authors explained their findings when students performs badly especially when their effort is rewarded belatedly. How can the academic achievements of students be improved? This is a concern shared by students, who strive for excellence in their education; universities, which aim to satisfy this demand; and society in general, as human capital is a driver of economic growth and wealth (Hanushek and Wößmann, 2011).

They are no longer an effective, let alone efficient means of improving student performance (Hanushek, 1996, 2003). Class size reduction is a case

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in point (Hoxby, 2000). Research interest has therefore turned to incentives for universities, faculties, and students. Incentives for students directly affect effort, which is an essential input in the production of education (Bishop and Wößmann, 2004).

Keller (1987) offers a very practical model of designing motivational instruction. This model is termed the ARCS model. The 4 components of the ARCS model acronym are: Attention, Relevance, Confidence, and Satisfaction. (Teaching & Learning Centre http://www.-ln.edu.hk/tlc/learning_matters/12-98-0298.pdf>)

a) Intrinsic motivation

"Intrinsic motivation refers to behavior that is driven by internal rewards. In other words, the motivation to engage in a behavior arises from within the individual because it is intrinsically rewarding. This contrasts with extrinsic motivation, which involves engaging in a behavior in order to earn external rewards or avoid punishments."

"Intrinsic motivation has been defined as (a) participation in an activity purely out of curiosity, that is, for a need to know about something; (b) the desire to engage in an activity purely for the sake of participating in and completing a task; and (c) the desire to contribute (Dev, 1997). Intrinsic motivation requires much persistence and effort put forth by an individual student. Students with intrinsic motivation would develop goals such as, the goal to learn and the goal to achieve. A mastery goal, the desire to gain understanding of a topic, has been found to correlate with effective learning strategies, positive attitudes toward school, the choice of difficult tasks as opposed to a simple task, perceived ability, effort, concern of future consequences, self- regulation, the use of deep cognitive processes, persistence, achievement, choice and initiative (Archer, 1994; Miller, Greene, Montalvo, Ravindran, & Nichols, 1996; Garcia & Pintrich, 1996)." To help students develop academic intrinsic motivation, it is important to define the factors that affect motivation (Dev, 1997).However, intrinsic motivation factors include: mastery goals and the need for achievement (Shia, 1998).

b) Extrinsic motivation

Refers to motives that are outside of and separate from the behaviors they cause;the motive for the behavior is not inherent in or essential to the behavior itself (Hoyenga & Hoyenga, 1984).

However, Hoyenga & Hoyenga, believe that adding an extrinsic incentive to study or complete a task has also been found to decrease intrinsic motivation. Extrinsic students prove one's competence while intrinsic students improve their competence (Schraw, Horn, Thorndike-Christ, & Bruning, 1995).

Extrinsic motivation has four factors which are:authority expectations (family and professor), peer acceptance, powermotivations, and fearoffailure (Shia, 1998).

i. *Power*

Power motivations are often seen in students, especially in a college setting. A student who is motivated by power feels the need to control his/her environment. The best way they find to do this is to prove their competence to others. Power motivations are difficult to spot in students because unlike other extrinsic motivations, they increase achievement measures (Hoyenga & Hoyenga, 1984).

Power motivation can be seen as an individual need that must be met in order to feel competent as a student. Fortier, Valler and, and Guay (1995), performed a study that confirmed perceived academic competence to be directly related to autonomous academic motivation, which is directly related to school performance. However when a block occurs in the process of reaching the goal, the intrinsic motivator will find a strategy to get around the block: the power motivator may feel frustrated and helpless (Hoyenga & Hoyenga, 1984).

ii. *Fear of failure*

Fear of failure motivation is inhibitory no matter which theory or example one uses to explain it. It brings about avoidant approaches to situations in order to avoid such fear. The motive to avoid failure is a general disposition to avoid failure or the capacity to react with shame and embarrassment when the outcome of an achievement task is failure.

The only way to avoid failure is to avoid achievement tasks. One can see that this avoidant behavior lacks intrinsic motivation (Shia, 1998). Research shows that fear of failure is noticed most when such students are given moderately difficult task to achieve (Hoyenga&Hoyenga, 1984).

Both of these factors (Power and Fear of failure) clearly inhibit the characteristics of intrinsic motivation. Not only do they inhibit positive behavior, but they may cause students to avoid academics altogether (Shia, 1998).

In addition, researchers increasingly are linking the motivational, cognitive, and social/environmental aspects of learning (Bandura, 1993; Boekaerts, 1997; Pintrich&Schunk, 1997; Pintrich& Garcia, 1991; Vander Stoep, Pintrich&Fagerlin, 1996; Zimmerman, 1995).

III. Method

a) Participants

Fifty undergraduate students from a computer and information college participated in this research. The students completed Academic Intrinsic Motivation Questionnaire (MSLQ) questionnaires. The completed questionnaire did not include the students name to ensure confidentiality. In addition, the researchers

conducted seminars with instructors to answer research questions.

b) Materials and Procedures

The proposed Academic Intrinsic Motivation Questionnaire (MSLQ) (Questionnaires appear in Appendix A). Responses were analyzed by performing are liability analysis (coefficient alpha) on the proposed inventory to check for unreliable items. The second set of analysis was achieved by performing descriptive analysis to identify factors affecting students' motivation. The hypothesis are as follows:

H1: At least one factor (Authority, Mastery, Power, fear, peer, Need) affecting students' motivation. (+ve Hypnosis)

H0: No factor (Authority, Mastery, Power, fear, peer, Need) affecting students' motivation. (-ve Hypnosis)

The research questions are as follows:

- Why students are not motivated enough
- What barriers affect students motivation
- How to motivate students

The first set of results were found by performing a reliability analysis on the entire inventory to test forreliability. The results obtained was a coefficient alpha score of .7748 (standardized reliability is .70).Reliability analysis is displayed in Appendix C. These results suggest that the test is a reliable test. In other words, if the inventory were to be filled out by the same individuals at a later time, then the results should besimilar.

The second set of results was conducted by SPSS for the following motivation's factors using 7-likert scale:

- Needs
- Power
- Authority
- Fears
- Master
- Peers

c) The result

i. Quantitative Results

The following statistical table represents the descriptive results using SPSS:

- *Needs Factor*

Table 1.1 : The Mean and STD of Needs

N	Valid	50
	Missing	0
Mean		4.6200
Std. Deviation		.96658

- *Factor*

Table 1.2 : The frequency of Needs factor

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Disagree	1	2.0	2.0	2.0
	Disagree Somewhat	6	12.0	12.0	14.0
	Undecided	12	24.0	24.0	38.0
	Agree Somewhat	23	46.0	46.0	84.0
	Agree	8	16.0	16.0	100.0
	Total	50	100.0	100.0	

- *Power Factor*

Table 2.1 : The Mean and STD of Power Factor

N	Valid	50
	Missing	0
Mean		4.1800
Std. Deviation		.80026

Table 2.2 : The frequency of Power factor

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Dsiagree Somewhat	11	22.0	22.0	22.0
	Undecided	20	40.0	40.0	62.0
	Agree Somewhat	18	36.0	36.0	98.0
	Agree	1	2.0	2.0	100.0
	Total	50	100.0	100.0	

- *Authority Factor*

Table 3.1 : The Mean and STD of Authority Factor

N	Valid	50
	Missing	0
Mean		4.2600
Std. Deviation		1.04608

Table 3.2 : The frequency of Authority factor

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	1	2.0	2.0	2.0
	Disagree	1	2.0	2.0	4.0
	Disagree Somewhat	6	12.0	12.0	16.0
	Undecided	24	48.0	48.0	64.0
	Agree Somewhat	13	26.0	26.0	90.0
	Agree	4	8.0	8.0	98.0
	Strongly Agree	1	2.0	2.0	100.0
	Total	50	100.0	100.0	

- *Fears Factor*

Table 4.1 : The Mean and STD of Authority Factor

N	Valid	50
	Missing	0
Mean		**4.1600**
Std. Deviation		.95533

Table 4.2 : The frequency of Authority factor

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Disagree	2	4.0	4.0	4.0
	Disagree Somewhat	10	20.0	20.0	24.0
	Undecided	19	38.0	38.0	62.0
	Agree Somewhat	16	32.0	32.0	94.0
	Agree	3	6.0	6.0	100.0
	Total	50	100.0	100.0	

- *Mastery Factor*

Table 5.1 : The Mean and STD of Mastery Factor

N	Valid	50
	Missing	0
Mean		**4.6200**
Std. Deviation		1.12286

Table 5.2 : The frequency of Mastery factor

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Disagree	2	4.0	4.0	4.0
	Disagree Somewhat	7	14.0	14.0	18.0
	Undecided	11	22.0	22.0	40.0
	Agree Somewhat	18	36.0	36.0	76.0
	Agree	12	24.0	24.0	100.0
	Total	50	100.0	100.0	

- *Peers Factor*

Table 6.1 : The Mean and STD of Peers Factor

N	Valid	50
	Missing	0
Mean		**4.0200**
Std. Deviation		.84491

Table 6.2 : The frequency of Peers factor

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Disagree	1	2.0	2.0	2.0
	Disagree Somewhat	13	26.0	26.0	28.0
	Undecided	21	42.0	42.0	70.0
	Agree Somewhat	14	28.0	28.0	98.0
	Agree	1	2.0	2.0	100.0
	Total	50	100.0	100.0	

Table 7: Determine the ranges for weighted average (the mean) using (7-Likert Scale)

The Opinion	Weighted average
Strongly Disagree	From 1 to 1.89
Disagree	From 1.9 to 2.79
Disagree Somewhat	From 2.8 to 3.69
Undecided	From 3.7 to 4.59
Agree Somewhat	From 4.6 to 5.49
Agree	From 5.5 to 6.39
Strongly agree	From 6.4 to 7.00

Table 8 : Determine the direction of opinion using Table 7 ranges

The opinion	Weighted average	Direction
Needs	4.6200	Agree Somewhat
Mastery	4.6200	Agree Somewhat
Power	4.1800	Undecided
Fear	4.1600	Undecided
Authority	4.2600	Undecided
Peer	4.0200	Undecided

By considering the Agree, somewhat agree, and strongly agree as agreed, the result (in table 8) shows students agreed that the Needs and Mastery factors motivate them. Whilst the students wasn't able to decide on Power, Fear, Authority, and Peers motivation factors.

Table 9 : Mastery Questions and its direction

Statement		N	Mean	Direction
M3	No matter how much I like or dislike a class, I still try to learn from it.(Mas)	50	5.26	Agree somewhat
M6	I feel that challenging assignments can be great learning experiences.(Mas)	50	4.58	Agree somewhat
M7	College helps me to gain valuable knowledge.(Mas)	50	4.00	Undecided
M8	My quality of performance is dependent on my grade in the class.(Mas)-R	50	4.18	Undecided
M12	I learn simply for the sake of learning.(Mas)	50	5.20	Agree somewhat
M27	I see myself as well-informed in many academic areas.(Mas)	50	4.54	Agree somewhat
M29	Sometimes I do more than I have to for an assignment to help me understand the material better.(Mas)	50	4.22	Undecided
M31	I enjoy learning about various subjects.(Mas)	50	4.50	Agree somewhat
M49	I like to spend time reading about things that interest me.(Mas)	50	5.22	Agree somewhat
M51	I try to do my best on every assignment.(Mas)	50	5.36	Agree somewhat
Mastery		50	**4.6**	**Agree Somewhat**
Valid N (listwise)				

Table 10 : Needs Questions and its direction

Statement		N	Mean	Direction
N1	I want to learn everything I need to learn.(Need)	50	5.58	Agree
N22	I work best in a group environment.(Need)-R	50	3.58	Disagree somewhat
N23	I do all that I can to make my assignments turn out perfectly.(Need)	50	5.06	Agree
N25	I sign up for the classes that will prepare me for the future.(Need)	50	4.76	Agree somewhat
N26	I have high expectations of myself.(Need)	50	5.30	Agree somewhat
N28	I get frustrated when I find out that I did not need to study as much as I did for a test.(Need)	50	2.74	Disagree
N33	I wait till the last minute to complete my assignments.(Need)-R	50	3.88	Disagree somewhat
N34	I would only sign up for a club if it helped me to reach a long-term goal.(Need)	50	4.46	Undecided
N48	I feel good about myself when I finish a difficult project.(Need)	50	5.78	Agree
N60	I set high goals for myself.(Need)	50	5.28	Agree somewhat
Needs		**50**	**4.6**	**Agree somewhat**
Valid N (listwise)				

d) The qualitative result

Instructors who participated in seminars and interview believes the English language play major role on motivation barrier. The language barrier affect students' ability to understand, learn, and ask questions. In addition, instructors believes incentives and strict regulation may help improving students' motivation. The interview and seminars questions in (Appendix D). Adding to incentives, the sense of completion is missing beside no enough recognition from college and instructors.

IV. Discussion

Needs and Mastery factors results prove the hypothesis that at least one factor affecting student motivation and rejected the negative hypotheses. Needs and Mastery results show that student agreed these factors affect their motivation. Having intrinsic motivation (mastery goals and the need for achievement) is encouraging result because it is an indication that student want to learn for sake of learning if they found the suitable environment.

Instructors agreed the lack of good English language prohibit students from achieving and impact their intrinsic motivation negatively. However, instructors believe have extrinsic motivation such as authority and fear of failure may help students to perform better.

V. Recommendations

a) Recommendation for college leaders

Students shows having sufficient intrinsic motivation but have some barriers; we recommend the following: revisit the English language level accepted in the college, provide incentive, encourage completion, treat students equally, listen to graduate feedback, force the ABET and NCAAA standards, and strengthen the rule and regulation.

b) Recommendation for college instructors

Students shows having sufficient intrinsic motivation but have some barriers; we recommend the following: encourage students to improve their English language; provide regular recognition; show willing to help; focus on course learning outcome; understand students' needs; and get students feedback regularly.

VI. Conclusion

The survey and interviews that conducted with students and instructors were very necessary to better understand the students' motivation. The paper were able to identify mastery and need as factors that affect positively the motivation of the CS and IS students. The paper discussed the factors roles on positively or negatively impacting students' motivation, analyzed the interviews and surveys data conducted with faculty members and students. In addition the paper provide recommendations for instructors and college leaders to address the motivation issues. In addition, the recommendation to improve the quality of learning outcome for CS and IS.

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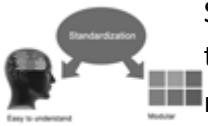

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Title: The title page must carry an instructive title that reflects the content, a running title (less than 45 characters together with spaces), names of the authors and co-authors, and the place(s) wherever the work was carried out. The full postal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

Abstract, used in Original Papers and Reviews:

Optimizing Abstract for Search Engines

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

Key Words

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

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

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

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

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

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

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

Acknowledgements: Please make these as concise as possible.

References

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

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

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

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

Tables, Figures and Figure Legends

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

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

Preparation of Electronic Figures for Publication

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

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

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

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

TECHNIQUES FOR WRITING A GOOD QUALITY RESEARCH PAPER:

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Informal Guidelines of Research Paper Writing

Key points to remember:

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

Final Points:

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

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

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

General style:

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

To make a paper clear

· Adhere to recommended page limits

Mistakes to evade

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

In every sections of your document

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

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

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

· Align the primary line of each section

· Present your points in sound order

· Use present tense to report well accepted

· Use past tense to describe specific results

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

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

Title Page:

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

Abstract:

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

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

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

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

Approach:

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

Introduction:

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

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

Approach:

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

- Present surroundings information only as desirable in order hold up a situation. The reviewer does not desire to read the whole thing you know about a topic.
- Shape the theory/purpose specifically - do not take a broad view.
- As always, give awareness to spelling, simplicity and correctness of sentences and phrases.

Procedures (Methods and Materials):

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

Materials:

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

Methods:

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

Approach:

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

What to keep away from

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

Results:

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

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

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.

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

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