Online ISSN : 2249-460X
Print ISSN : 0975-587X
DOI : 10.17406/GJHSS

Global Journal

of Human Social Sciences: G

Linguistics & Education



Education in Perspective

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Highlights

Assessment of Family-School

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Discovering Thoughts, Inventing Future

VOLUME 17 ISSUE 4 VERSION 1.0

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Volume 17 Issue 11 was originally issued as G4

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

Volume 17 Issue 11
Originally issued as G4

Global Journal of Human-Social Science: G

Linguistics & Education

Volume 17 Issue 4 (Ver. 1.0)

Open Association of Research Society

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Contents of the Issue

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

1. An Assessment of Family-School Collaboration to ward Children's Moral Development in Tanzania: Do they Speak the Same Language? *1-15*
2. EFL Teachers' Emotional Intelligence, Self- Efficacy and Pedagogical Success: In the Case of three Selected High Schools. *17-24*
3. Analysis of Common Grammatical Errors in Written Paragraphs of First Year Students of Wolaita Sodo University. *25-31*
4. Keeping Higher Education in Perspective. *33-35*
5. Academic Challenges of Visually Challenged Female Students in Addis Ababa University. *37-42*
6. Transforming Students to Legal Property: Experiences and Perceptions on the Position of Teachers on Students' Discipline Management in Tanzania. *43-54*

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

Global Journal of human-social science: G
Linguistics & Education
Volume 17 Issue 4 Version 1.0 Year 2017
Type: Double Blind Peer Reviewed International Research Journal
Publisher: Global Journals Inc. (USA)
Online ISSN: 2249-460X & Print ISSN: 0975-587X

An Assessment of Family-School Collaboration toward Children's Moral Development in Tanzania: Do They Speak the Same Language?

By Daniel Mngarah
The University of Dodoma

Abstract- The process of nurturing children's moral development in the contemporary social and globalized world calls for closer cooperation among various participants who often interact with children. The extent of stakeholders' collaboration on this aspect in the Tanzanian context is not well known. The objectives of this study were twofold: First, it sought to ascertain how parents and teachers' understanding of collaboration toward children's moral development influenced their efforts towards children's moral development. Second, it sought to assess the congruence of strategies employed to enhance children's moral development among parents and teachers. The study was conducted in two primary schools in Lushoto district, Tanga region in Tanzania, East Africa. It involved fifteen (15) participants including two head teachers, four teachers who were members of the schools' committee, four religion teachers, four parents and one coordinator of the Non-Government Organization (NGO) that supports education in primary schools.

Keywords: families, parents, teachers, schools, children, collaboration, moral development, school committee, teaching strategies, religion subjects.

GJHSS-G Classification: FOR Code: 200399



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An Assessment of Family-School Collaboration toward Children's Moral Development in Tanzania: Do They Speak the Same Language?

Daniel Mngarah

Abstract- The process of nurturing children's moral development in the contemporary social and globalized world calls for closer cooperation among various participants who often interact with children. The extent of stakeholders' collaboration on this aspect in the Tanzanian context is not well known. The objectives of this study were twofold: First, it sought to ascertain how parents and teachers' understanding of collaboration toward children's moral development influenced their efforts towards children's moral development. Second, it sought to assess the congruence of strategies employed to enhance children's moral development among parents and teachers. The study was conducted in two primary schools in Lushoto district, Tanga region in Tanzania, East Africa. It involved fifteen (15) participants including two head teachers, four teachers who were members of the schools' committee, four religion teachers, four parents and one coordinator of the Non-Government Organization (NGO) that supports education in primary schools. The interview, focus group discussion and documentary review methods of the qualitative research tradition were employed to gather data and data were analyzed thematically. The results showed that participants' understanding of the collaboration did not translate into collaborative actions and thus, they did not work in concert to promote children's moral development. It was also realized that the strategies for enhancing children's moral development were inconsistent, incongruent and old-fashioned. The study provides some recommendations.

Keyterms: families, parents, teachers, schools, children, collaboration, moral development, school committee, teaching strategies, religion subjects.

I. Introduction

It is established that the moral development of children is a shared responsibility of key partners such as families, peers, schools, the media and religions rather than being the role of any institution in isolation (Lickona, 1988; Smetana, 1999; Zdenek & Schochor, 2007; Cowan, Pruett, Pruett & Wong, 2009; Ajayi, Haastrup & Arogundale, 2009; Oladipo, 2009; Adejobi, 2014). Although Oladipo's (2009) paper identifies roles that parents, educators and religions need to play in children's moral development, it does not provide a clue on efforts to form effective collaboration to ensure smooth children's moral development. In the context of the Bronfenbrenner's (1994) ecological model of human development, the transition of a child from one microsystem to another involves interactions with significant people who play roles of socializing her/him to the aspects of the right and wrong behavior. This transition may only have positive results in the children's moral development when it is properly coordinated so as to produce an all rounded person in them. Lickona (1988 p. 36) maintains that even if schools can improve students' conduct during school hours, the likelihood of lasting on the character of a child is less when school values are not reinforced at home.

It is apparent that in some parts of the world, if not everywhere, the efforts of nurturing children's moral development have been slowed rather than propelled by the advances in Information and Communications Technology (ICT). These advances have tended to bring with them some disastrous consequences in the children's social lives and hamper their moral refinement. For instance, it is common that the media in the form of television, video games, and internet, as well as peer interest on movies have greater influence than parents and teachers when it comes to issues of familiarizing children with the issues of right and wrong. Consequently, the occasions of disrespect among children and adolescents in schools and in families, teenage pregnancies and adolescents' drug use and imprudence are on the increase. In the Tanzanian context, the parents-teachers conflicts related to children's unbecoming behaviors are common, while one could expect the two sides to address children's moral issues concordantly. Hence, doubts emerge as to whether parents, teachers and other partners responsible for nurturing children's moral development so as to produce holistic and responsible citizens work for the common goal.

II. Literature Review

The aspect of family-community-school partnership in the child development and learning has been termed crucial for children's growth (Lickona, 1988; Ooms& Hara, 1991; Wynne, 1991; Jordan, Orozco & Averett, 2001; Kiggins & Cambourne, 2007; Kutelu & Olowe, 2013; Odejobi, 2014; Kotirde & Yonus, 2014).Both families and schools influence children's learning and moral development in multiple ways. However, the link among these contexts and their roles

Author: PhD, Department of Social and Business Studies Education, University of Dodoma, P.O. Box 523, Dodoma, Tanzania, East Africa. e-mail: dmngarah@yahoo.com

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is not well developed (Palencher, Vondra & Wilson, 2000; Epstein, 2005).In the developing countries, the school-family partnership is much weaker (Sathiapama, Wolhuter, Charl, Wyk & Noleen van, 2012; Okeke, 2014; Uwezo, 2010; Bougnen, Gumede & Gurgand, 2015) relative to the Western world. In Tanzania, for example, one of the occasions where collaboration between parents and schools has tended to improve recently, particularly in the 21st century includes issues of parent engagement and involvement in school administration (Seni, 2013; Maganda, 2016). The first decade of the 21st century witnessed Tanzanian government expanding enrolment in both primary and secondary education systems through the program called Primary Education Development Program (PEDP) (Ministry of Education and Culture [MoEC], 2001). It was after the introduction of the PEDP that new guidelines on formation of the school committees were made, which involved parents and teachers in running the affairs of the school (MOEC, 2001). However, the engagement and involvement does not seem to have broadened its scope to cover issues of children's moral development.

Some literature depicts children's moral development as a shared responsibility (Lickona, 1988; Berkowitz & Grych, 1998; Clarken, 2007; Oladipo, 2009; Rahiem, Abdullah & Rahim, 2012; McCormick, Capella, O'Connor & McGlowry, 2013). The view of collective responsibility among partners is supported by the correspondence theory which advocates that the social interactions in the schools should replicate those in the wider society as a school is a macrocosm of the wider society (Bowles & Gintis, 2001). It is obvious, however, that the moral aspects of education are largely sidelined in education (Arguelles, McCraty & Rees, 2003; Griffith & Nguyen, 2006; Ball, 2008; LeBlanc & Gallavan, 2009; Alt & Reingold, 2012; Mngarah, 2008, 2016). In fact, there has been an outcry towards uplifting the status of moral education in school curriculum (Korthagen, 2001; Griffith & Nguyen, 2006; Campbell, 2008; LeBlanc &Gallavan, 2009, Anangisye, 2006, 2010).

Currently, there is a renewed interest towards collaboration for promoting the moral literacy (Tuana, 2007; Zdenek & Schochor, 2007;Clarke, 2010; Sagnak, 2012;Odejobi, 2014).The collaboration of families and schools towards moral development of children is associated with some gains in students' learning, such as social competence, emotional development, motivation to learn, positive student-teacher and peer relationships, academic attainment, and intrinsic motivation (Jordan, Orozco & Averett, 2001;Huitt & Dawson, 2011; CASEL, 2013). In their study, Durlak, Weissberg, Schellinger, Dymnicki & Taylor (2011) found that when the Social Emotional Learning (SEL) intervention includes policy makers, educators and the public, children demonstrate not only improved academic performance; they also improved in social-emotional skills, attitudes as well as behavior. The impact of the relationship between schools and families include lowering delinquency behaviors among children and adolescents (McCormick, Capella, O'Connor & McClowry, 2013).

The children's moral development has been widely theorized, but it is unfortunate that the main focus has been on development of children's moral reasoning powers where the cognitive moral development theory dominates (Kholberg, 1991; Rest, Narvaez, Thoma & Bebeau, 2000; Lind, 2000, 2006, 2013; Yűskel, 2005). This theory has been commonplace in the educational institutions but is less applicable in family contexts because families are not well versed with the stages involved in children's cognitive moral development (Mureithi, Nyaga & Kaaria, 2014). Parents may be able to determine their children's advancement in thinking and judging at different instances but that would not mean they are acquainted with the stages of the cognitive moral development theory.

The theories that are suitable for the parent-school collaboration in advancing children's moral development need to apply equally in both family and school contexts. For example, the tripartite theory of moral cognition, feeling and action is suitable as a holistic framework for moral education (Clarken, 2006, 2007). Since the theory attributes moral development to the aspect of cognition, feelings and action with regard to right and wrong in interactions and relationships, it tends to fit in the socialization roles in families as well as in teaching processes in schools. While schools seem to be proper settings for moral cognition, families tend to be appropriate scenario for feelings and actions, where imitation, role modeling, reward and punishment and authority approaches can be practiced (Ryan, 1985; Arthur, 2008). In the course of adult-children interactions at the family and school levels, therefore, the tripartite theory plays significant part. Further, moral feelings and actions may also be promoted when the school climate is set to foster social and emotional learning (Cohen, 2006; Hoffman, 2009). It is unfortunate, however, that contemporary schooling tends to be so academic-oriented that the moral feelings and actions, as well as social goals of education are not emphasized (Campbell, 2008; Vavrus, Thomas, & Bartlett, 2011; Awhen, Edinyang & Ipuole, 2014; Mngarah, 2008, 2016). In the discussion on collaboration of stakeholders towards children's moral development, Clarken (2006 p. 3) laments that society, parents and educators pay too little attention to moral education or character training; parents are occupied with material pursuits and pleasures, while school teachers concern themselves mainly with maintaining classroom order and providing intellectual training. This suggests that the accessibility of theories on moral development does not necessarily translate into children's moral development, as emphasis may be on other contesting issues. Strike (2008 p. 132), on the other hand, fears that the culture

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created in schools dominated by a concern for tests based on accountability and an appeal to the importance of human capital are likely to be counter-productive so far as moral education is concerned. Further, the study by Mngarah (2008) established that the status of moral and humanistic values education is lowered by the concern for academic pursuits in Tanzania.

The socio-cultural theory of child development supports the tripartite theory in studying the family-school collaboration for uplifting children's moral development. The theory maintains that children are inseparable from their social contexts, and knowledge and meanings are seen as embedded within social cultural practices (Hamer, 2005, p. 70). Although the theory is basically on the role of language, the fact that it emphasizes social interactions and learners' participation in the real world as they construct meaning implies that the learning outcomes ensuing are not only language acquisition, but also social learning that includes moral development. Hence, the more families and schools provide collaborative and transformative learning opportunities in the context of the socio-cultural theory, the more they foster moral development in addition to the original goals of language literacy.

The attachment theory is yet another theory that supports children's moral development as a collaborative effort. When secure attachment is assured in both families and schools, children's development becomes more consistent than when attachment lacks in any of the parties responsible for the child development. Scholars have related secure attachment of both families and schools with children's higher academic attainment, better self-regulation, social competence, appropriate moral reasoning, feelings and behavior and reduced emotional and behavioral problems (Bowlby, 1982; Kennedy & Kennedy, 2004; Bergin & Bergin, 2009; Stevens, 2009; Riley, 2009). For the attachment theory to work effectively, however, the attachment from one ecological model has to be linked with the other. However, it is not well known in the Tanzanian context how attachment from families corresponds with that from schools for the purpose of nurturing children's moral development, which makes this study pertinent.

Overall, it may be argued that theories on children's moral development that link families with schools need to expose children to the Four Components Model that encompasses moral sensitivity, moral judgment, moral motivation and moral character aspects (Bebeau, Rest & Narvaez, 1999). While these components have varying degrees of application in families and schools, their effective use facilitates children's development of moral competences as they learn differently from those settings. In fact, families and schools have wide opportunities and space for interactions with children that involve the tripartite, social cultural and attachment theories, and the Four Components Model irrespective of how they are informed of these theories and the model.

Whereas families, schools and religious institutions have from time immemorial attempted to foster children's moral development, the teaching and learning strategies for fostering children's moral development that link families and schools do not seem to be in place. While the traditional strategies such as exhortation, example, expectation and experience (Ryan, 1985; Arthur, 2008), and direct transmission of moral values (Wynne, 1991) and use of songs (Odejobi, (2014) had been effective in the past, the world has changed to render those strategies ineffective (Kohn, 2006; Campbell, 2008). There are contemporary strategies that scholars highlight as effective in children's moral development. These include, for example, observation (Spence, 2003), critical listening (English, 2011), and constructive controversy in discussions (Tichy, Johnson, Johnson & Roseth, 2010). Conversely, the extent to which these strategies apply in both family and school contexts for nurturing moral development among children is subject to study.

The learning outcomes in the area of moral development that stem from family-school collaboration have been articulated in the literature. Theories such as the attachment theory (Kennedy & Kennedy, 2004; Bergin & Bergin, 2009; Stevens, 2009; Riley, 2009) have proved that the closer and positive relationships with children influence their social and particularly moral development. The care theorists equally associate caring with improved moral development among children (Noddings, 2002, 2008, 2010). However, since children's moral development, which results from collaboration work, is not well studied in the Tanzanian context the researcher felt it imperative to undertake a study on how the collaboration among the parents and teachers' in fostering children's moral development worked.

III. Problem Statement

While it is appreciated that parents, schools and religious institutions need to share the responsibility of nurturing children's moral development (Zdenek & Schochor, 2007; Oladipo, 2009), the extent to which parents and teachers collaborate for the purpose is not clearly known in the Tanzanian context. There are doubts as to whether those parties work in concert for the purpose of grooming an all-rounded person in children. It is also not well established whether there is congruence of the strategies these parties employ in enhancing children's moral development. The study was undertaken at a time when the moral development of the Tanzanian children, youth as well as the adult society does not seem to portray a good image of the society

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that lived amicably up to the 1990s (Mlekwa, 1990). The Tanzanian society is nowadays prone to various moral decadences such as youth disrespect and rebellion, teenage pregnancies, corruption, family breakdown, disputes among agricultural and pastoral communities, political disputes, to mention a few. The Tanzanian society shares the global trends in the moral crisis and the outcry on need for moral literacy (Lickona, 2006; Althof & Berkowitz, 2006; Griffith & Nguyen, 2006; Tuana, 2007; Zdenek & Schochor, 2007; Campbell, 2008; Oladipo, 2009; Anangisye, 2006, 2010, Mngarah, 2008, 2016). While the need to engage and involve parents in children's moral development is well articulated (Lickona, 1988; Berkowitz & Grych, 1998, Huitt & Dawson, 2011), the Tanzanian situation regarding collaboration towards nurturing children's moral development has not been adequately studied.

IV. Methods

a) Study Area

The study was undertaken in Lushoto district, Tanga region. The district is located in the Usambara Mountains where most of its inhabitants reside. People living in the district speak the 'Sambaa' language (Tanzania comprises as many as 120 ethnic groups-Wikipedia The Free Encyclopedia, 2017) and its people used to live harmoniously. The researcher undertook the study while doing the clinical supervision of the University of Dodoma (UDOM) students who had been posted for the teaching field work in the district in August-September 2016. The researcher's stay in the field site enabled him to learn and interact with the study participants, hence obtaining the necessary data for the study.

b) Design

The study employed the multiple case study design (Miles & Huberman, 1994, Merriam, 1998) and was interpretive in nature as it focused on sociological aspects of education that hinge on meanings socially made by those involved in the phenomenon studied (Burrell & Morgan, 2005). The study cases included two primary schools each comprising Head teacher, teachers, and parents, while the coordinator of the NGO 'PamojaTuwalee' (literally meaning 'together we nurture them') formed a case of its own. Both the schools and study participants were sampled purposively: one school was located at the district headquarters thus representing the urban character, while the other was rural based and served by the NGO. The NGO works on women empowerment as well as serving girl students from underprivileged areas and schools in the district. The study participants were selected purposively on the basis of theirroles and positions (Bogdan & Biklen, 2007; Creswell, 2007).

c) Participants

The study involved fifteen (15) participants. These included two (2) primary school Head teachers, four (4) teachers, two from each school who represented other teachers in each school committee (it is mandatory that the school committees have two teachers as members from the teaching staff and the Head of the school who serves as secretary to the school committee (Agency for the Development of Educational Management [ADEM], 2016). Four religion teachers, two from each school were also included. It is worth noting that although Tanzania is a secular state, it boosts the teaching of religion in schools (see, United Republic of Tanzania, Parliament Records, 2010; Tanzania Institute of Education [TIE], 2010). The main religions in Tanzania are Islam and Christianity. Teachers for the Christian religion come from different denominations, and students from each denomination go to their respective classes, while Moslem students go to one classroom. While some religion teachers come from the nearby churches and mosques, some primary school teachers volunteer to teach the religion subject, thus cooperating with those from out of schools. There are specific syllabi authorized by the government which are used in schools. Four parents who were leaders of the school committee were involved, two from each school. Finally, one participant from the NGO was involved. The Head teachers made appointments with the study participants and made arrangements with the researcher for the sessions.

Parents involved in the study were members as well as leaders of the school committees who, by virtue of their roles, often interacted with the schools as well as authorities that oversee the educational matters in the study area. The guidelines require that both the chairperson and vice-chairperson of the school committees are learned people with the minimum qualification of the Ordinary Level of secondary education (Agency for the Development of Educational Management [ADEM], 2016).Hence, the selection of these leaders was based on being familiar with the schools as well as knowing the families under their jurisdiction.

d) Procedures

The study was carried out using the focus group discussion with the head teachers, religion teachers as well as school teachers who were members of the school committee, and parent leaders forming the school committees. It is interesting to note that the focus group discussion that involves participants from divergent groups becomes active as each part presents its subjective perspective to be shared in the discussion. The interview method was administered with the Head Teachers as well as the coordinator of the NGO. A review of documents focused at obtaining information

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on the status of family-school collaboration in the directives, as well as in research.

e) Analysis

Data gathered from conversations and documentary evidence was analyzed thematically as gathered in the field. The researcher transcribed the interviews in group setting, an interview with the coordinator of the NGO, field notes and documentary evidence and developed codes out of the transcribed data (Auerbach & Silverstein, 2003). The process of data reduction occurred each day the data was gathered. At the end of data gathering, the reduced data was organized into four main themes namely, *perspectives on aspect of collaboration*; *cultural aspect*; *curricula issues*, and *teaching strategies*. The four themes developed were eventually interpreted and presented as findings of the study (Miles & Huberman, 1994). The primary units of analysis were study participants namely the Head teachers, teachers, parents, the NGO coordinator, and written texts in form of teaching guidelines. Although the data applicable to this study was derived from one district within Tanzania, the conclusion drawn in the study can be generalized to the whole country owing to the fact that the curriculum in Tanzania is centralized. Besides, various cultural practices of the ethnic group studied are shared by other Tanzanian ethnic groups. Nevertheless, generalization in qualitative inquiries matters less because the approach looks more for unique aspects which cannot necessarily be generalized all over (Miles & Huberman, 1994; Bogdan & Biklen, 2007; Creswell, 2007, 2009).

The philosophical tool of analysis that informed the data was the interpretive paradigm, which provides room for understanding the world as it is. That is, social reality becomes 'little more than a network of assumptions and inter-subjectively shared meanings' (Burrell & Morgan, 2005 pp. 28-31). Hence, the analysis ended with the interpretation of the data gathered from the conversations and written text, basically focusing on the perspectives which were made by participants themselves.

V. Results

Findings resulting from the analysis of conversations and study of documents indicated varied feelings, outlooks and experiences regarding an understanding of collaboration for promoting children's moral development and strategies for fostering children's moral development. The findings are presented in the form of statements made by Head teachers, school teachers who were teachers' representatives on the school committees, teachers who taught religion subjects, parents' representatives, coordinator of the NGO, as well as the content of the documents scrutinized.

a) Views on the Understanding of Collaboration towards Children's Moral Development

The first objective of the study sought to identify how participants' understanding of collaboration for fostering children's moral development influenced their performance. The underlying assumption was that since school going children interact with their families as well as teachers in schools, both parents and teachers had a stake on their moral development. However, the understanding of presence of other partners who share the role of nurturing children's moral development does not necessarily lead to collaboration with them. Hence, it was imperative to obtain the views of the study participants regarding sharing of the responsibility of nurturing moral development of the children. Some statements made by the Head teachers, teachers, and parents through the interview and focus group discussion sessions revealed that the knowledge of presence of partners did not result in collaboration towards children's moral development, as will be pointed out shortly.

i. *Head teachers' Understanding of Collaboration for Children's Moral Development*

The two Head teachers provided their views and experiences of collaboration with families, particularly parents. Both Head teachers stated that while it was apparent that collaboration with families was vital towards achieving the goal of nurturing children's moral and other social behavior and conduct, families did not cooperate with schools. It was learnt that parents perceived school initiatives negatively no matter how appropriate the initiatives were. The view that schools belonged to the communities surrounding them, according to the Head teachers, was not strongly received by parents despite efforts to familiarize them with the need to be close to school teachers so as to enable their children to obtain relevant education.

In one of the focus group discussion sessions, one Head teacher provided an instance, where parents had accused the school for not allowing students to attend prayers on Friday, since the school day ends well after Friday prayers. The Head teacher claimed that majority of students in his school were Moslems, and, together with his staff, they thought it wise to allow students to go to the nearby village mosque for prayers every Friday. However, they realized that when students were released, they often misused the time for prayers and roamed around playing, while others' whereabouts could not be known. The headmaster and teachers decided to punish the students. He further narrated his story as follows:

> On one Monday morning, we assembled all the students before commencement of classes and

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> punished all those students who had not gone for prayers the previous Friday. The list was large: out of 460 students, only seven had attended prayers in the mosque, while others had disappeared. Since the school was in the valley, it was easier for parents to see that their children were being punished, and in no time a large group of men entered the school compound, observing me offering two strokes to each student. When one elder member asked one of the teachers why I was punishing the students, and was given the answer, he told his colleagues '*Waume! Netihaukei! Avyeghoshoa n' sawa! (*Literally meaning: *Gentlemen! Let us leave! He is right!)*.

The Head teacher further stated that after the incident, the village leaders bought facilities and expanded the mosque so as to accommodate the large numbers of students who were now used to go for prayers. However, apart from realizing that the school was concerned with the moral development of children to the extent of demanding them to attend prayers in the churches and mosques, parents could not see the school as an important partner in children's moral development. The Headmaster further narrated that the school purchased mattresses and donated them to the village mosque as a way to forge links with the community with regard to children's moral development but could not win the direct support of parents.

Another Head teacher made his views in the focus group discussion session, criticizing the parents' failures to collaborate with schools on issues that could be handled by teachers, instead going to the district offices to sue teachers. He was reporting an incident, when one of the parents had reported to the district authorities that his school charged parents money while the practice had been abolished. He said:

> When we were preparing for the national examinations last year, one parent went to the District Education Officer to accuse the school of charging students money so as to photocopy the past examination papers. Actually, the teacher was asked by some students to allow them to produce a copy of the paper whose questions she had solved, and she gave them the paper with good intentions. Unfortunately, one student seemed to take advantage of it, and to ask the parent to give him money so as to produce copies from colleagues. The parent reported to the district authorities; and probably pleased when we were harassed by authorities for the mistake we did not do.

In another focus group discussion session, the Head teacher and two female teachers who served as school committee members reported that collaboration between families and schools is hindered by the culture and traditions of the surrounding communities. It was established that the gender roles among the *Sambaa* ethnic group where the study was undertaken largely involved mothers providing care to children while fathers assumed the role of bread-earner for the family. Hence, while fathers went out to work, mothers took care of the children, as well as producing crops in the nearby family farms; ensured that children went to school, and were healthy. In the event of any problem at school, children would send information to mothers, who would in turn inform the husbands upon their return. However, the fathers usually returned late, and had no time with the children owing to the nature of their activities. Yet, whenever the parents were summoned to school, it was the father who went to school to settle matters with teachers, particularly with the Head teacher.

The Head teacher and two teachers narrated an occasion involving an angry father who came to the Head teacher to demand explanations as to why some female teachers nagged his daughter to the extent of distressing her learning in the classroom. In the interrogation, the father informed the Head teacher that his class six daughter had been complaining to her mother several times that two teachers hated her, and made her life miserable in school. The complaints had heightened to such an extent that that the father decided to visit the Head teacher, so as to make sure that the Head teacher disciplined his subordinate teachers. The Head teacher asked the father to be patient and called for those teachers in order to resolve the matter amicably. When the two teachers came, and were informed of the parent's concern, they sent for the student, who came to the office. Teachers then sent for the student's bag before they started discussion. When the student's bag was emptied, it was found to contain clothes which the girl used to wear after classes, putting the school uniforms in the bag, and then going to her boyfriend, who had a small shop nearby, and whom the teachers knew well. Later on, it was realized that the girl was already pregnant.

The Head teacher and teachers maintained that parents need to perceive school, and teachers positively so that they can work in harmony to prepare young children to become responsible and effective citizens. They realized that some students used the miscommunication between their parents and teachers, which arose from the cultural lag, to engage in inappropriate behaviors. They further claimed that whenever a parent showed up in the school, there was either a conflict between a student and one of the teachers or some unusual event, and in such situations, the parent would usually go straightly to the Head teacher, rather than seek clarification from responsible teachers. Thus, the perspective regarding collaboration with families for fostering children's moral development from the school was defined by frustrations resulting from the families' failure to effectively cooperate with schools.

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ii. *Teachers' Views on Collaboration for promoting Children's Moral Development*

Teachers who formed the school committee members had the same concerns with those of the Head teachers. They added another perspective namely ignorance in addition to cultural lag, maintaining that some parents were ignorant of their roles towards children's moral development. One of the teachers from the urban based school made her comments as follows:

> I am both a school teacher as well as a parent. One of the challenges facing the collaboration efforts is in terms of ignorance. Many parents fail to realize the right things for children to do and what they should not do. Take an example of the television programs. Children hold the remote control and do not give it to adults when asked, and yet some parents feel that children have the right to watch every TV program with no restriction. It is the parents' ignorance which causes them to fail to set limits to children regarding right and wrong. In such a situation, collaboration becomes difficult because some parents fail to realize that children are not supreme powers in discerning right from wrong.

Teachers further asserted that collaboration with families for the purpose of promoting children's moral development was largely affected by parents' negative feelings towards the teachers. They cited financial contributions which parents were asked to make so as to improve educational delivery as one of the areas that faced severe resistance, and that does not match the amount requested. Teachers maintained that there were some instances when students needed to be assisted, such as producing copies of documents so that each student could have his/her own copy in order to learn effectively, but when such information reached the parents, it was perceived as the teachers' means of making money in an unacceptable manner. One of the teachers from an urban school intimated that many teachers had considered collaboration insignificant because, after all, there was pressure from the authorities focusing on academic performance, with little stress on the moral question. She said:

> After all, I am employed to teach academic subjects in the classroom. That is exactly what I do. I think the best thing to do is to fulfill my obligations which are emphasized by my employer, that is, going to class and teaching my subject. In my opinion, there is no need for teachers to look for partnership with parents in order to promote the moral development of children, in a situation where parents are distrustful, and where we are under pressure from the authorities to deal with academics. Many of us (teachers) know what it means to be a teacher, but we need to follow what the employer wants us, to be on the safe side!

The other teacher from a rural school brought her experience of the outcome of poor collaboration on children's moral development. She had the following to say:

> As a class teacher, it is my role to monitor students' attendance as well as participation in classroom activities. As time went on, I realized that some students missed school regularly, but one of them absented himself for a prolonged period. When I asked other students who lived in his neighborhood, they told me that they used to come to school with him but the boy left after roll call in the morning, and later on totally stopped coming. After my efforts to summon his parents failed, the school administration intervened but, by then, it was too late as the boy could not return to normal even after he continued with schooling.

Generally speaking, teachers expressed discontent regarding the collaboration effort which they believed to be among the appropriate ways to nurture an all rounded person in young children.

iii. *NGO Coordinator's Views on Collaboration*

Through the interview, the coordinator of the *'PamojaTuwalee'(together we foster them)*stated that her organization was concerned by the ignorance and cultural aspects that disempowered women, hence affecting girls. She maintained that female parents in the area under study were so marginalized by the cultural practices that their contribution towards the moral and social development of their children was not significant. She maintained that the NGO was founded so as to help provide education to female parents and female students so as to emancipate them from practices which relegated their contribution as care givers. The NGO provided life skills education, issues of gender equality, women's rights and entrepreneurial education. Regarding collaboration, she asserted that the culture that confines women at home, thus limiting their ability to follow up on their children's progress at school, was common among the *Sambaa* communities. While some women in the study area were observed to fill the market places with different goods they sold, it was clearly the case that the local customs favored men to go to school to resolve children's matters.

iv. *Parents' Views on Collaboration for Children's Moral Development*

The parent representatives appreciated that despite their close link with the schools, the theme of collaboration with the schools for the sake of fostering children's moral development was new to them. They stated that their main focus had not been on what children learnt in schools to become moral people, but rather, that they focused on issues of resource allocation and management. Regarding collaboration, these leaders stated that there was a vacuum that

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needed to be filled between families and schools so that issues of children's moral, social, emotional and total development are clearly articulated. One of the school committee leaders admitted that while most parents were well aware of the role of advancing children's moral development at the family level, they tended to be ignorant of the aspect of sharing the caring for children with teachers. He presented the understanding of a common rural-based person on issues of children's moral development and gender roles in children's education as follows:

> For a typical *Sambaa* man, the role of child rearing falls to mothers, while we, men, struggle to ensure that our families have the basic needs. It is shameful for any *Sambaa* man to fail to feed his family, and fail to clothe them. For quite a long time now, we know that the government has made enrolment and attendance at school mandatory. In our case, we always expect that women have the obligation of ensuring that children go to school.

From the foregoing statements, it is evident that cultural and gender issues influence children's education. Hence, to some male parents, sending children to school is merely 'business as usual;' and so, visiting school occurs on specific occasions. This explains why some parents seem to be ignorant of what schooling has at stake for their children, which, further, puts collaboration efforts in jeopardy.

However, another parent-member of the school committee challenged the school system for providing education whose outcomes are knowledge-oriented, rather than competence-based, contending that students are not taught to be creative while in schools. It appears the parent was reacting to the earlier comments that indicated lack of communication with the schools. He raised the following remarks:

> Let me say two things. First, I agree that much needs to be done to bring parents closer to schools, so we can share ideas on how best we can raise our children in all spheres of life; and in fact, we are spending this much of our time to change parents' mindsets. There are many positive changes these days and the Head teacher may be a witness. On the other hand, however, I am concerned that those students who do not manage to go for secondary education do not come out with any skills that they may apply. I would have expected them to come back home and help their parents with ideas on social and economic activities. Instead, I sadly realize that they do not have any ideas, and just end up wandering around purposelessly. This is discouraging!

The foregoing views show parents' dissatisfaction with what goes on in school. It seems that there are multiple issues that could be addressed had the communication between families and schools been effective. It is worth noting, thus far, that the status of family-school collaboration in the research area was, on the average, low; but with respect to the moral development of the children, collaboration, it was largely missing.

b) Views on Congruence of Strategies to Enhance Children's Moral Development

The second objective of the study sought to assess the congruence of the strategies that families and schools employed, so as to foster children's moral development. The underlying assumption was that parents and teachers had conscious and deliberate measures meant to address the moral development of children. The researcher's interest was to determine whether the strategies used by families and schools to foster children's moral development were coordinated so that moral development at the family level was similarly operative in schools. Various views were presented by the study participants.

i. *Head Teachers' Views on Congruence of Strategies for Children's Moral Development*

Both schools' Head teachers provided their experience of strategies they employed to address student's moral development, maintaining that their main role in relation to moral development was setting the environment to be conducive for social and moral development to occur. They argued that the role of stimulating children's moral development was a shared responsibility in such a way that when every teacher entered the classrooms and taught his/her subject, he/she found him/herself already encouraging children, disciplining them and modifying the children's behavior. To them, when the school environment is made a safe place; and the rules are clearly known and followed; as such, the risk of contravening the arrangements is lowered, which is an essential stage for building in young students a disciplined mind. In one of the interviews, one of the Head teachers stated as follows:

> When you are heading a school with such a large population of students and teachers and you do not want to fail, the first thing to do is to strictly set your own principles so that each member, young and old is well aware of the roles and responsibilities expected of them. Then, you need to be strict and to ensure that there is order and discipline. When there is order, students learn to be accountable and responsible, to respect the social order, to be self-disciplined, and to acquire integrity. As for families, the strategies are diverse though most of them are alike: based on strict discipline, spearheaded by fathers in each household.

Through the interviews and focus group sessions, the head teachers consistently linked

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children's moral development with the overall school activities, maintaining that the teaching and learning processes in the classrooms, the extra-curricular activities, and the student social welfare, all hinged on the kind of school administration. Head teachers admitted that the congruence of strategies for promoting children's moral development was difficult to determine with clarity because the contemporary socio-economic development exposed children to alien values. While families had been the main socializing agencies, the coming of television, video shows, movies and widespread movements, made possible by means of enhanced transportation, have made children susceptible to different values systems.

ii. *Teachers' Views on Congruence of Strategies for Uplifting Moral Development*

The researcher's interest to establish the congruence of school and family strategies for fostering children's moral development elicited responses from both school subject teachers and religion teachers' views. It is worth noting that fortunately, all the teachers involved in the study had families; so they had the experience of parenting, besides their practice of teaching. The religion teachers asserted that the teaching of religion had a direct relationship with fostering students' moral development. They maintained the teaching of the word of God through the Holy books enabled children to develop fear of God and therefore, lead the lives of respecting others, hardworking, truthfulness, perseverance, reconciliation and other virtues. One of those teachers summed up the position of religion teachers as follows:

> We are all aware that the world is full of temptations, and our children are vulnerable to different enticements. Many young people have dreams of earning millions of money and leading luxurious lives, without working for it. Realizing that they are easily enticed, we teach them that God likes upright people. For instance, I once used the example of the sale of Joseph into Egypt in the Bible to teach students that good life does not come by easily. So the use of different stories helps our students to learn to become good and responsible people.

In general, religion subject teachers were agreed that the strategy of teaching the word of God through various verses and making a point to students regarding their moral lives was among the best strategies to enable students develop their moral behaviors. Regarding the teaching of religion in families, religion teachers stated that even where families were religious, it would not be possible to determine the extent to which children were taught religion at the family level, as families had different levels of commitment to religion. However, religion teachers appreciated that the students' understanding of different aspects they had taught them also reflected the fact that there were other teachings from the religious institutions, which the students attended after school time.

The other teachers who taught secular subjects had varied views regarding congruence of strategies to stimulate children's moral development. They stated that the student's moral development was dealt with incidentally as events calling for actions occurred, such as taking disciplinary action, because there were fixed schedules which would not provide room for addressing moral issues. In such a situation, teachers listed down strategies that they resorted to, including emphasizing discipline among the students, reminding students about their obligations, and rewards to students with outstanding character. Regarding congruence of the strategies that teachers and families used to influence children's moral development, teachers maintained that they were not comparable because the schools themselves did not have clearly articulated strategies that could be found from one school to another. One of the urban school teachers who was outspoken in one of the focus group discussion sessions expressed her feelings as follows:

> The topic of children's moral development is very fascinating, in my opinion. It is fascinating because we are discussing something which every one of us here agrees to be a school role which is disregarded. As for the question of whether the strategies we use to uplift students' moral growth match with those used in families, the answer is simply that there is no sign of any link! Neither teachers nor parents have clear and consistent strategies for that purpose, frankly speaking.

Teachers further admitted that, compared to guidelines from the authorities on raising academic performance in the schools, there had not been equivalent directives to address students' moral development. Hence, the status of moral development seemed to have been lowered by curriculum decision-making authorities in Tanzania.

iii. *Parents' Views on Congruence of Strategies for Children's Moral Development*

Leaders of the school committees representing parents provided their experience of their roles of linking families with schools but they also admitted to being ignorant of the role of linking families and schools in the aspect of moral development of the children. One of those parents' representatives made his position clear:

> I want to be clear on this aspect. The parents' representatives have so many issues to address with respect to school organization. We are determined to end truancy and to see all children attending school; we want to see parents meeting their obligations pertaining to the education of their children, including making schools responsible to

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our communities. I have to state openly though that we have not reached the stage of keeping abreast of issues of children's moral development. I only expect that both parents and schools share the same thinking on the kind of a person we all need.

Through the focus group discussion and interviews, particularly with the Head teachers, the researcher realized that on the one hand, the aspect of nurturing children's moral development was taken for granted by both families and schools. The study participants were actually agreed that children's moral growth was a central undertaking for both parents and teachers. On the other hand, however, both parties did not seem to have specific strategies that could link them as partners so as to build a strong personality in young children. They relied on the traditional strategies such as story-telling, as religion teachers attested; used disciplinary actions in the school environment, as well as incidental teaching of morals based on occurrence of misconducts among students. Within the family circles, the strategies for advancing moral development of the children tended to remain the roles of mothers as they reared children, guided by the culture and traditions, and mores of the communities to which families belonged. With the exposure of children to new developments brought about by ICT and other social and economic amenities, the strategies and the link available for nurturing children's moral development seem to be grossly inadequate.

iv. *Documentary Evidence on Strategies for Promoting Children's Moral Development*

The teaching of religion subjects is perceived by the Tanzanian government as a strategy to uplift students' moral development. The Moslems and Christian denominations such as the Catholics, and the Protestants (which comprise various church groupings under the Christian Council of Tanzania, CCT) had their syllabi reviewed and approved by the Tanzania Institute of Education, which is the government body responsible with the curriculum development (TIE, 2010). A critical review of the Catholic syllabus namely 'Catholic Education and Morality' (Tanzania Episcopal Conference-TEC [2011]) showed that it was prepared to emphasize the knowledge aspect, which is in line with the other subject syllabi in Tanzania. However, some studies have challenged the syllabi which are knowledge-oriented, since they do not cater for the affective and psychomotor aspects thus failing to produce a holistic person (Anangisye, 2010; Mngarah, 2008, 2016). This implies that the teaching of religion guided by the syllabi may not help uplifting students' moral righteousness because the strategies in place are meant to provide mere moral cognition rather than moral behavior.

VI. Discussion

This study intended to establish the extent to which families (or parents, to be specific) 'spoke the same language' with the schools, particularly teachers, with respect to the promotion of the children's moral development as well as assessing the congruence of strategies for promoting children's moral development. The results were contrary to the widely shared view that families and schools need to work in harmony so as to uplift children's moral development. Instead, the results revealed that collaboration between teachers and parents in the study area was not guaranteed, nor were there congruent and consistent strategies linking families and schools so as to foster children's moral development. Hence, it is imperative to show clearly why the collaboration among stakeholders in Tanzania was pathetic contrary to the widely shared belief on children's moral development as a shared role.

One of the factors affecting collaboration among stakeholders towards fostering children's moral development has to do, it seems, with belief in the traditional education philosophies namely perennialism and essentialism. These philosophies differ from the contemporary ones namely progressivism and reconstruction as they believe that formal education begins with school, thus placing schools as the main institution for the children's education (Ornstein & Hunkins, 2009). The contemporary philosophies, on the contrary, attach the education of the children to the parents as influential partners such that correspondence with the school teachers is common. Therefore, the results of the study reveal that the weak collaboration between schools and families is caused by the fact that the traditional philosophies do not tie schools and families together so as to foster children's moral development, as they emphasize cognitive processes. These philosophical concerns of education suggest that by virtue of emphasizing academic and cognitive processes, the Tanzanian curriculum relegates students' moral development, as some Tanzanian scholars maintain (Anangisye, 2006, 2010; Mngarah, 2008, 2016).

The culture and traditions of the people in the study area was found to adversely affect the collaboration among partners with regard to nurturing the moral development of children, particularly due to the gender roles, where the fathers were an absent factor. The study findings revealed that the fathers left their homesteads to go for various entrepreneurial businesses, and did not have time with children as they usually came back late. This explains why the role of child rearing and care was mainly left to the mothers, such that the levels of children's moral development can be defined as the function of mothers' socialization and, to some extent, of teachers in schools. These findings

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are neither peculiar nor specific to the study area; as several studies have established that fathers are absent from home, hence affecting emotional, social and moral development of their children at different intervals (Rosenberg & Wilcox, 2006; Allen & Daly, (2007), Kimani & Kombo, 2010; Kyando, 2012, Han & Jun, 2013).

The study findings showed that the strategies for promoting children's moral development did not link parents and teachers, since these stakeholders had separate and inconsistent strategies. In fact, it was difficult to identify clearly the strategies that families employed, perhaps because the study participants representing parents were all men. Hence it was only assumed that those strategies were related to the mainstream traditions of the society which the *Sambaa* ethnic group subscribed to. As for the schools, the study realized that the strategies varied from the use of disciplinary actions, setting the school environment to be a moral climate, as well as teaching through the use of stories from the Holy books. Nevertheless, it was not made clear how each of the strategies produced moral young people. The strategies such as use of stories in teaching religion through the cognitive processes in the classroom have been challenged in the literature. For example, Narvaez (2002) contends that reading of stories may not transform students because not only is reading passive; but, readers may not understand the same way as they have different moral schema. Further, the use of the cognitive approaches in teaching morally-charged content such as religion is criticized as it is confined to enhancing the reasoning abilities, leaving aside feeling and action competences (Griffith & Nguyen, 2006; Clarken, 2007; Gallavan & LeBlanc, 2009; LeBlanc & Gallavan, 2009).

VII. Conclusion and Recommendations

In the light of the findings of this research, it is concluded that in spite of participants understanding that fostering children's moral development calls for various stakeholders, families and schools in Tanzania operate separately and incompatibly. As such, they do not 'speak the same language'. The researcher makes a case that the role of nurturing young children's moral development is increasingly becoming powerful now more than at any other time before. With this view in mind, the researcher makes the following recommendations: First, there is need to introduce moral education as a discipline of study at all levels of education, so that moral aspects are addressed fully. This might amount to overhauling school and college curricula so as to employ teaching and learning strategies which have the potential of transforming individuals rather than providing knowledge devoid of affective and behavioral competences. This view has been expressed before in Tanzania (see, for example, Anangisye, 2006; 2010, Mngarah, 2008; 2016).

Secondly, the aspect of collaboration with the view to addressing the moral crisis in Tanzania is now a topical issue that calls for the engagement and involvement of partners who were hitherto not thought of. It might be surprising, but as the moral crisis waxes greater, the inclusion of the police, the media, students, as well as strengthening the existing partnership is becoming inevitable.

Thirdly, the researcher is of the opinion that the government of Tanzania (as well as other African governments and beyond) need to rethink the curriculum orientations they adopt so as to come up with holistic learning for the children. African countries generally and Tanzania in particular have curricula that do not jibe with the local realities (Babaci-Wilhite & Geo-Jaja, 2011), thus failing to meet the local educational needs.

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Global Journal of human-social science: G
Linguistics & Education
Volume 17 Issue 4 Version 1.0 Year 2017
Type: Double Blind Peer Reviewed International Research Journal
Publisher: Global Journals Inc. (USA)
Online ISSN: 2249-460x & Print ISSN: 0975-587X

EFL Teachers' Emotional Intelligence, Self-Efficacy and Pedagogical Success: In the Case of three Selected High Schools

By Atalay Biresaw
Wolaita Sodo University

Abstract- The rationale of the present study was to examine the relationships among high school EFL teachers sense of self-efficacy, emotional intelligence, and pedagogical success of Ginbot20, Amber and Gojjam Ber high school EFL teachers (N=25). To this end, three different types of questionnaires (EIS, TSES and CSTQ) and four statistical tools (mean, correlation, ANOVA and regression) were occupied. The findings of the mean revealed that EFL teachers in the study fall short of the expectation of practicing the affective competencies. Further, there was also significant correspondences among most sub constructs of emotional intelligence, self-efficacy and pedagogical success, however, there were some sub constructs correlated insignificantly for instance, instructional strategy with pedagogical knowledge as $p>0.05$. In addition, motivating oneself associated with instructional strategies and classroom management slightly. Finally, it was found that, emotional intelligence and self-efficacy sub constructs such as empathy, handling relationships, self-awareness, classroom management, and students' engagement are the variables significantly adding anything to the prediction of pedagogical success.

Keywords: *emotional intelligence, teacher self-efficacy and pedagogical success.*

GJHSS-G Classification: *FOR Code: 139999*



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Keywords: emotional intelligence, teacher self-efficacy and pedagogical success.

I. Introduction

Today, English as a foreign language (EFL) pedagogy has come through a number of theories and methods designed through time. In relation to this idea, Kumaravadivelu (2001) suggested, theories of teaching, which facilitates language teachers to hypothesize what they practice and practice what they hypothesize more attention has been paid to them. Thus, it can be argued that the EFL teaching variables have to be given due attention. The variables include psychological constructs among teachers. Stern (1983) and William and Burden (1997) stated that theories of TEFL could never be isolated from the field of psychology. From the executive variables of psychology, self-efficacy and emotional intelligence are the two main strands of research, which shape the framework of this study as a predictor of pedagogical success.

Teachers as practitioner of educational principles and theories are heavily involved in different teaching and learning processes, so understanding teachers' emotions, perceptions and beliefs is important. The result of research most frequently points to a combination of knowledge, skill, and genetic traits (such as overall intelligence) as the best indicator of individuals' competence (Jaeger, 2003). Wallace (1991:33-34) on his part pointed out that the key aspects of the academic processes are acquisition, reflection, application and evaluation. In similar way, Shulman (1987:8) stated categories of knowledge bases as follows: They are content knowledge, curriculum knowledge, pedagogical content knowledge, knowledge of learners and their characteristics, knowledge of educational context, and knowledge of educational ends, purposes and values. Both scholars' idea more likely emphasize on cognitive competencies. However, new research has generated evidence that these characteristics may be less important for effective performance than the teachers emotional intelligence (Abraham, 2000; Ashforth and Humphrey, 1995; Ashkanasy and Daus, 2002) cited in (Rastiger and Memarpour, 2009).

Knowing the perceptions and beliefs of teachers enables to evaluate the teachers' pedagogical success. Educational experts think that feelings are important for students overall progress and in their day-to-day activities. Intelligence quality (IQ) alone does not assess success; emotional intelligence and social intelligence also play a pivotal role in a person's achievement (Goleman, 1995). Nevertheless, the researcher believes that both IQ and EQ are fabric to bring success in EFL teaching. Bandura (1986) suggested that the ability to complete successfully pedagogically oriented task is related to a person's affective (emotional) make up in particular. Moreover, Abisamra (2000) suggested that emotionally intelligent people are more likely to succeed in activities they undertake

In fact, the English language in Ethiopia assumes two main roles. Firstly, it is a medium of instruction at secondary and tertiary levels. Secondly, it is taught as a subject. In both cases, it has mainly

Author: College of Social Sciences and Humanities, Department of English language and literature, Wolaita Sodo University, Ethiopia.
e-mail: atalay.bi12@gmail.com

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instrumental goals. Therefore, teachers need to attain enough mastery of the language to enable them to achieve general pedagogic success. Hence, it is crucial to look for ways to help teachers and make them more successful in their pedagogy to teach English as a foreign language, especially; in our context, emotionally intelligent and self-efficous teachers will be more likely to bring conducive classroom environment and effective teaching.

Today is the time of communicative orthodoxy that the paradigm is shifted from teacher centered that considers teachers as an encyclopedic mind to student centered, which makes the students at the center of learning process. The paradigm shift has the objective to promote active learning. In order, to promote this active learning successfully teachers need to balance both the cognitive and affective competence. In order to bring affective competence into picture, teachers need to be self-efficous and emotionally intelligent. However, these qualities were not attempted to practice in Amber, Ginbot20 and Gojjam Ber high school EFL teachers that will make the teacher effective in the teaching methodology.

Even if emotional intelligence and self-efficacy have an important role on teachers' pedagogical success, there is little information about these variables in high school EFL teachers in our context. Local research by Dawit (2008) entitled "An Investigation of the Correlation among Efficacy Sources, Students' Self-Efficacy, and Performance in Reading and Writing Skills". The result was that students' self-efficacy has great contribution to reading and writing skills performance. Adding up, from the researcher's working experience, the researcher had observed and heard the following basic teaching learning problems as hampering the effectiveness of the process on the part of the teachers. Research participants are observed to focus on the cognitive competencies that is, simple recall of facts rather than change the students' behavior or out looks to be interested about EFL activities, get angry when students do not do home works and class works rather than trying to motivate them to do by telling the importance of doing, do not tend to solve problem like students truants during the EFL periods, low achievement etc.

Above and beyond, teachers fall short of the expectation to receive feedbacks from students, know their strengths and limitations, tolerate while the students misbehave, not to monitor students to do home works and classroom activities. The above-mentioned problems and absence of adequate local studies in the area initiated the researcher to examine the relationships among emotional intelligence, self-efficacy and pedagogical success. Since the two factors are of current concern in all levels of education (Gilolarte et al., 2006) and they contribute to teaching effectiveness (Mortiboys, 2005; Pajares, 1992), it seems that some serious research is called for to address the would be togetherness between these two focal constructs as well as, pedagogical success. To this end, the following research objectives were formulated:

- Assessing the link among teachers' sense of self-efficacy, emotional intelligence and their pedagogical success.
- Exploring such a prediction in various high school EFL teachers' pedagogical success in view of emotional intelligence and self-efficacy.

II. Methodology of the Study

a) Design of the Study

This research project was aimed at investigating the relationships of self-efficacy, emotional intelligence and teachers' pedagogical success. A quantitative approach was employed because it was very important for the sake of representation. Besides, it allows the researcher numerically analyze the interaction among the dependent and independent variables in the study. Correlation design was employed for the variables to see each pairs of relationships

b) Subjects and Sampling Technique

In this study, 25 high school EFL teachers participated. The participants were from three high schools that is GojjamBer, Ginbot20 and Amber. The teachers teach at grade nine and ten. The schools were chosen using purposive sampling as the researcher believes they can represent the other high schools, in addition, the schools geographical proximity to the researcher. As the total number of teachers was 25, the number was manageable to use in the study; therefore, comprehensive sampling technique was used. All the participants show their consent to provide in formations on the questionnaires that was intended from them. After that, the researcher gave a concept clarification paper about self-efficacy and emotional intelligence in order to make them well informed about the contents of questionnaires.

The participants were from high school because the researcher teaches at this level and have better background information about the participants. It is also the fact that they are expected to boost self- efficacy and emotional intelligence for better pedagogical performance, as their students are on the way to take national exams and to make them better competent with Ethiopian students. In addition, it is the basic level to help students minimize their problems in order to be effective to their preparatory education for better competition to entrance exam.

Further, it helps teachers to be in advance to teach the next grade levels that is preparatory and higher education. Furthermore, since Amber secondary school does not have preparatory level, the researcher wanted to see the participants from the same grade level.

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c) Data Gathering Instruments

The data-gathering instruments used in this study were questionnaires such as Emotional intelligence scale (EIS), Teachers self-efficacy scale (TSES) and Characteristics of Successful EFL Teachers Questionnaire (CSTQ).A questionnaire enables a researcher to collect data from large groups of individuals within a short period; and it is also easy to administer to a number of subjects in one place at a time. Moreover, the questionnaire allowed the researcher to collect information on a variety of issues in a relatively short period, and it enabled comparison among respondents. Quantitative data presentation was employed for the analysis. The questionnaires were all close ended as this is very simple to assemble and administer on wide areas of contents. The instruments external validity can be checked by other researchers if there is the same finding.

d) Specific methods of data analysis

In analyzing the quantitative data, some statistical procedures were carried out. The statistical data analyses were conducted utilizing the statistical package for social science version 16 (SPSS-16). Descriptive statistics including Cronbach alpha and mean were computed to summarize the teachers' response for questionnaires of self-efficacy, emotional intelligence and pedagogical success. Pearson correlations were conducted to examine the relationships among self-efficacy, emotional intelligent and pedagogical success. In order to find out to what extent self-efficacy and emotional intelligence predict teachers' pedagogical success, regression analyses were run. The questionnaires were piloted on a representative of 10 teachers from Wejjel and Yesenbet high schools because the schools have similar context with the schools that the researcher were studying. As the numbers of teachers in those high schools were totally 10, comprehensive sampling techniques were used. It was conducted for checking the appropriateness and clarity, and for evaluating the proper ways of administering the instruments. Finally, data were analyzed to see the responses resemblance of the likert scales and decide which of the sub construct of each variable are now on application, and which is not applied. Besides, the correlations among the sub constructs of each variable were proved. Finally, whether the dependent variable could have been predicted from the independent variables were checked.

III. Result and Discussion

a) Descriptive statistics showing the results of the mean for the subscales of each variable

Table 3.1: Descriptive statistics showing the mean, maximum and minimum values

Descriptive Statistics

	N	Minimum	Maximum	Mean
Self-awareness		1	5	2.57
Managing emotions		1	5	2.66
Motivating oneself		1	5	2.78
Empathy		1	5	2.59
Handling relationships		1	5	2.64
Students engagement		1	5	2.61
Instructional strategies		1	5	2.78
Classroom management		1	5	2.68
Organization and communication skills		1	5	2.75
Pedagogical knowledge		1	5	2.66
Social affective skills		1	5	3.06
Valid N (list wise)	25			

As the table designates, the total mean score of self- awareness was 2.57. This number represents that teachers fall short of the expected to be self-aware since this number approaches to three having the representation of disagree. Next to this is managing emotions, its total mean score of items was 2.66, which almost approached to three. This also entails that the participants of this study were not live up to the expected results to manage their own emotions. Then motivating oneself was the other big issue raised in the descriptive statistics that has 2.78 grand mean. As the mean indicated, EFL teachers in the study were less

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likely to motivate themselves to teach English. The other two sub constructs of emotional intelligence are empathy and handling relationships its mean score were 2.59 and 2.64 respectively that had also the same implication with the previous one.

The sub constructs of self- efficacy are student engagement, instructional strategies and managing emotions, which has the mean score of 2.61, 2.78 and 2.68 respectively. This has the implication that participants in the study fall short of to influence motivating students engaged indifferent activities, use different instructional strategies, and manage the classroom in a well manner.

The last point is the sub constructs of characteristics of successful EFL teachers that has the mean score of 2.75, 2.66, and 3.06 for organization and communication skills, pedagogical knowledge and social affective skills respectively that involves teachers in this study were less likely to perform EFL activities.

b) The relationship among emotional intelligence, self-efficacy and pedagogical success

Correlation coefficient was computed to test whether there is a statistically significant relationship among teachers' emotional intelligence, teacher sense of self-efficacy and pedagogical success.

Table 3.2: Interrelationship among variables (emotional intelligence, self-efficacy and Pedagogical success)

Correlations

		emotional intelligence	teachers self-efficacy	pedagogical success
emotional intelligence	Pearson Correlation	1	.598**	.748**
	Sig. (2-tailed)		.002	.000
	N		25	25
teachers self- efficacy	Pearson Correlation		1	.403*
	Sig. (2-tailed)	-		.046
	N			25
pedagogical success	Pearson Correlation			1
	Sig. (2-tailed)	-		
	N			

***. Correlation is significant at the 0.01 level (2-tailed).*

As shown in Table 3.2, statistical strong relationships were observed among emotional intelligence, teachers' sense of self-efficacy, and pedagogical success. Emotional intelligence strongly correlated with teachers sense of self-efficacy (r=.598**, p<0.05, two tailed). Teachers' sense of self-efficacy also strongly associated with pedagogical success (r=.403*, p<0.05, two tailed). Besides, emotional intelligence very strongly related with pedagogical success (r=.748**, p<0.001, two tailed).

c) Inferential statistics that shows the predictability of high school EFL teachers' emotional intelligence and self - efficacy to their pedagogical success

Table 3.3: Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.935[a]	.873	.810	2.72096

a. Predictors: (Constant), classroom management, empathy, self-awareness, handling relationships, instructional strategies, students engagement, managing emotions, motivating oneself

The table demonstrates the multiple correlation coefficient (R) using all the predictors simultaneously, is 0.935 ($R^{2=}$.873) and the adjusted R^2 is .81 meaning 81% of the variance in pedagogical success can be predicted from classroom management, empathy, self-awareness, handling relationships, instructional strategies, students engagement, managing emotions, and motivating oneself.

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Table 3.4: ANOVA[b]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	817.782	8	102.223	13.807	.000[a]
	Residual	118.458	16	7.404		
	Total	936.240	24			

a. Predictors: (Constant), classroom management, empathy, self - awareness, handling relationships, instructional strategies, students engagement, managing emotions, motivating oneself

b. Dependent Variable: pedagogical success

The ANOVA table represents F=13.807 and its level of significance is 0.000, which illustrates high significance. This points out that the combinations of the Predictors significantly foretell pedagogical success.

Table 3.5: Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	-15.355	6.903		-2.224	.041
	Self -awareness	.663	.236	.288	2.113	.049
	Managing emotions	.388	.321	.173	1.209	.244
	Motivating oneself	.877	.937	.156	.936	.363
	empathy	1.115	.200	.755	5.567	.000
	Handling relationships	.808	.334	.267	2.418	.028
	Students engagement	.621	.331	.242	2.102	.05
	Instructional strategies	.079	.225	.043	.350	.731
	Classroom management	.702	.225	.249	2.228	.041

a. *Dependent Variable: pedagogical success*

Empathy, handling relationships, classroom management, self-awareness and students' engagement with level of significance.000, .028, .041, .049 and .05 respectively are the variables significantly adding anything to the prophecy from the highest to the lowest when the other four variables are already considered. It is important to note that all the variables are being considered together when these values are computed.

d) *Descriptive statistics about high school EFL teachers trends of emotional intelligence, self-efficacy and pedagogical success*

As the table portrays, the grand mean score of teachers response in this study about self-awareness was 2.57. This number representation almost approaches to three, which means disagree. This implies that the participants in the study fall short of the expected outcome of being self-awareness. To be brief, they were not exposed to know about themselves like their strengths and weaknesses; they were not intended to receive feedbacks about the teaching learning process from their students; they were not more likely successful in teaching their students, etc. When we see the total mean score of managing emotions, it is possible to deduce that the teachers are less likely to manage their emotions as the score is 2.66 which is almost nearer to the response disagree or coded as three. Since the participants in this study were less likely emphasized to know how to teach their students; they were unlikely to use instructional materials; they were not proposed to use emotion laden instructional materials, etc., that made managing emotion did not live up to the expectation. The third variable is motivating one self. As the mean score is 2.78, it is possible to say that teachers in the study were less likely in motivating by their own because of the education system by itself isn't more likely to appreciate them. The same finding was also found for the limitation of teachers' facilitation

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for students' motivation. Empathy is the other important aspects of emotional intelligence. The total means score of this variable is also 2.59 that show fall short of the expected response. In this, also, teachers in the study were not guided to respect the students' opinion; to consider the students' opinion as valuable; etc. The last sub constructs of emotional intelligence is handling relationships its grand mean of items was 2.64. The number also more approaches to three that implies the participants did not live up to the expected result since they were less likely informed to interact socially with their students.

The mean score of the total item of efficacy in students' engagement was 2.615, which had the implication teachers were fall short of the expected involvement to the activities that were performed by the students. As the data revealed, teachers were less likely informed how to help students to think critically, how to control disruptive students, how students will be effective in EFL activities, etc., and these less awareness hinders teachers not to engage students in different EFL activities. Besides, the grand mean of efficacy in instructional strategies was 2.78. This number is almost closer to number three, which represents teachers did not live up to the standard to facilitate students to give values for EFL teaching and learning. Here teachers were not likely informed to enable students to value learning, to judge the students comprehension, to foster the students creativity; etc., which indicates the education system do not give equal emphasis to affective competencies with the cognitive one. The third sub constructs of self-efficacy is efficacy in classroom management. The total mean of the items to this variable was 2.68 that imply teachers in the study fall short of the standard in shaping the classroom to go on in a well manner. Teachers were less likely aided to use alternative strategies, to adjust the lessons to the individual level, to give appropriate challenging activities for gifted students; etc., all these were indicators of deficiency of information to teachers how to manage their classrooms.

The other variable is organization and communication skills which is the sub constructs of pedagogical success its grand mean score was 2.75. The mean score is closer to three which represents the activities were done less than the expected ratio. The finding shows teachers did not prepare the lesson carefully, did not vary the speed and tone of voice, etc., which was the indicator of lack of organization and communication skills. The other sub category is pedagogical knowledge of teachers its grand mean of the total number of items represented 2.66, which did not show sufficient involvement of teachers. Teachers were not more probably aware to teach the subject matter in a way that are accessible to all learners, promote students to communicate outside the classroom, provide constant feedback, etc., which put the participants pedagogical knowledge under quotation. The last sub construct is social affective skill, which has 3.06 grand mean of the total score. As the grand mean implies teachers' social affective skill in the study was not live up to the standard. Teachers were less likely initiated to treat students fairly and equally, to be patient, to listen the students' point of view in EFL lessons, etc., which are indicators of the teachers' of social affective skills were less than the standard.

e) The contribution of emotional intelligence and self-efficacy to pedagogical success

As it was realized in the correlation analysis, both emotional intelligence and self-efficacy correlated with pedagogical success positively. Studies that support this idea is Zajacova,* Lynch, ** and Espenshade (2005) the results suggest that academic self-efficacy is a more robust and consistent predictor academic success. In this regard, we are going to see the predictability of emotional intelligence and self-efficacy sub constructs with pedagogical success.

The fourth research question was intended to identify variables that contributed for pedagogical success of teachers. The findings of the questionnaire data analyses reveal that different variables contributed to predict pedagogical success. Most of the factors that contributed for the pedagogical success are self-efficacy and emotional intelligence sub constructs. In this part, the teachers' emotional intelligence and self-efficacy sub constructs that have greatest contribution to the teachers' pedagogical success were identified. In order to determine the factors that triggered teachers' pedagogical success, multiple regression analysis was employed. Table 3.3 above illustrates the contributions of the factors that mediated teachers' pedagogical success based on the sub constructs of emotional intelligence and self-efficacy.

As it was shown in the table, the multiple correlation coefficient (R) using all the predictors simultaneously, was 0.935 ($R^{2=}$.873) and the adjusted R^2 was .81. It denotes 81% of the variance in pedagogical success can be envisaged from classroom management, empathy, self-awareness, handling relationships, instructional strategies, students' engagement, managing emotions, and motivating one self, which proves the highest predictability power of the independent variables. The ANOVA table depicts F=13.807 and is highly significant. This be a sign of that the combination of the Predictors significantly foresee pedagogical success. Empathy, which is the sub constructs of emotional intelligence, has the highest position to affect the dependent variable. Handling relationships has the second highest position of influencing the dependent variable. Classroom management also has the third uppermost rank to forecast the teachers' pedagogical success. The other variable that has greatest involvement to pedagogical

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success is self-awareness. Students' engagement has also significant input to pedagogical success. However, the other three variables are also considered to the prediction. It implies it is important to note that all the variables are being considered together when these values are computed. From the regression analysis, we can predict that the sub constructs of the emotional intelligence and self- efficacy has the greatest power to foresee pedagogical success as the value of the adjusted R^2 is 81%. This involves that there are other predictors to influence teachers' pedagogical success although the highest prediction is covered by the given variables.

Researches that have related findings are having high teaching efficacy leads to an increase of implementation of new classroom practices, an increase of motivation to work with students and staff, and an increase desire to improve one's teaching techniques (Bandura, 1997).

Berenson (2008) found combination of EI and personality served as a stronger predictor of online student academic success. EI was directly associated with GPA among online students. Since pedagogical success is seen in students' academic change, this idea was one that can support this hypothesis. Maguire (2011) found that teacher efficacy significantly predicted student achievement, with the best combination of predictor variables being the subcategories of teacher efficacy in student engagement and teacher efficacy in classroom management. Thus, the finding of the study implies that sub categories of the independent variables of course, are taking the largest part of the effect in the success of pedagogy.

IV. Conclusions and Recommendations

a) Conclusions

Based on the data gathered and analyzed, the following concluding remarks are forwarded:

- Emotional intelligence, EFL teacher sense of self-efficacy, emotional intelligence and pedagogical success interrelated positively and significantly.
- Emotional intelligence and self-efficacy sub constructs are the variables that predict pedagogical success highly and appropriately.

b) Recommendations

Based on the findings of the study, the following recommendations are forwarded in line with the potential problems that were discussed under the introduction as grounds of the study. The recommendations are bulleted next to the problems stated.

EFL teachers' emotional intelligence and self efficacy in the study did not live up to the expectation, which may hinder the effectiveness of the pedagogy and bring low achievement of the students.

The finding of the study revealed there was a positive and significant correlation with in SE, EI and PS.

EFL teachers in this study were less likely effective in teaching their students. As the finding implies teachers, pedagogical success is mainly relying on the teachers' sense of self-efficacy and emotional intelligence.

- Since self-efficacy and emotional intelligence of EFL teachers are integral part of the whole teaching-learning process, they should be embedded in teachers professional development (CPD) activities;
- EFL teachers should be sensitize on work shop complexion by educational experts;
- Curriculum and syllabus designers should incorporate theories of emotional intelligence, especially in self-awareness, managing emotions, motivating one self, empathy and handling relationships and give for the terms equal weight with the cognitive competencies.

Thus, if the above points are given due emphasis by the teachers and educational experts, teachers will be more likely to be successful in their pedagogy.

- A study should be done to examine other factors contributing to the quality of effective teachers.

V. Acknowledgement

The process of bringing this thesis to success rested upon the encouragement, support and effort of some people. First of all, I want to express my deepest gratitude to Simachew (PHD), Ato Dilnessa Debassu(BA), Ato Birhanu Chekol(MA), Ato BukayawWudie(BA) and MisMedhanit Adane (MA)for their constructive comments and , validating the questionnaires and analyzing the data. And I should cordially thank all EFL high school teachers of Ginbot20, Amber and GojjamBer for devoting their precious time in filling out the questionnaire items. Generally those colleagues and assistants participated in questionnaire distribution and collection serve a special note of thanks.

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Global Journal of human-social science: G
Linguistics & Education
Volume 17 Issue 4 Version 1.0 Year 2017
Type: Double Blind Peer Reviewed International Research Journal
Publisher: Global Journals Inc. (USA)
Online ISSN: 2249-460X & Print ISSN: 0975-587X

Analysis of Common Grammatical Errors in Written Paragraphs of First Year Students of Wolaita Sodo University

By Meshesha Make Jobo & Endale Endrias Arega
Wolaita Sodo University

Abstract- The purpose of this study was to analyze the common grammatical errors in the written paragraphs of the first year students of Wolaita Sodo University (WSU) by the academic year 2015/16. The subjects used for this study were 400 written paragraphs of students as written documents. These paragraphs were written by the sample of 400 students who were selected from 3,320 first year regular students of WSU by the academic year 2015/16 using systematic random sampling. The descriptive research design was used for collecting and interpreting the quantitative and qualitative data via document analysis. The analysis was made using the eclectic approach of data analysis. The result indicated that first year students of WSU make different grammatical errors in their written paragraphs: Tense errors, voice errors, preposition errors, article errors and errors in the usage of adjectives and adverbs. Based on these findings, therefore, the following recommendations are forwarded. First year students of WSU should give adequate attention to grammaticality when they develop their paragraphs and the teachers should provide pertinent emphasis to grammaticality when they teach their students paragraph writing and when they give feedback on their students' written paragraphs.

Keywords: error analysis, first year, grammar, paragraph writing.

GJHSS-G Classification: FOR Code: 200499



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Analysis of Common Grammatical Errors in Written Paragraphs of First Year Students of Wolaita Sodo University

Meshesha Make Jobo [α] & Endale Endrias Arega [σ]

Abstract- The purpose of this study was to analyze the common grammatical errors in the written paragraphs of the first year students of Wolaita Sodo University (WSU) by the academic year 2015/16. The subjects used for this study were 400 written paragraphs of students as written documents. These paragraphs were written by the sample of 400 students who were selected from 3,320 first year regular students of WSU by the academic year 2015/16 using systematic random sampling. The descriptive research design was used for collecting and interpreting the quantitative and qualitative data via document analysis. The analysis was made using the eclectic approach of data analysis. The result indicated that first year students of WSU make different grammatical errors in their written paragraphs: Tense errors, voice errors, preposition errors, article errors and errors in the usage of adjectives and adverbs. Based on these findings, therefore, the following recommendations are forwarded. First year students of WSU should give adequate attention to grammaticality when they develop their paragraphs and the teachers should provide pertinent emphasis to grammaticality when they teach their students paragraph writing and when they give feedback on their students' written paragraphs.

Keywords: error analysis, first year, grammar, paragraph writing.

I. Introduction

Writing is a demanding and troublesome skill (Murray and Moore, 2006). According to Fulwiler(2002), most writers find it difficult, ornery and often frustrating work. However, it is the second alternative to express our feelings and ideas to those we target to communicate. It is a productive skill that promotes the students' ability of written communication especially in the educational contexts of second/foreign language learning especially in the context of tertiary education. Thus, university students, in different parts of the globe, use the skill of writing for different purposes during their study. They use it to report their observation, to present their written works (assignments, term papers, laboratory reports etc), to answer written exams or just because they are required to do it.

In Ethiopia, students learn English for at least twelve years before they join university (Seid, 2012). In each grade level, students learn different writing activities from simple to complex. After joining the universities, in the first year, the students take the course "Basic Writing Skills" which primarily focuses on the lessons of sentences writing, paragraph writing and essay writing. However, when students' writing assignments are observed, their written English is full of errors; sometimes one cannot understand what a student wanted to say in his/her writing. Paragraphs written by the students are below their standard. To understand the paragraphs of these students, it needs the reader's dense thinking to interpret their written paragraphs in different angles. The paragraphs the students write do not clearly express their ideas and feelings.

In contrast to such the existing problem of Ethiopian universities students in expressing their ideas accurately in English by writing, Shahhoseiny (2015) stated that if a student cannot express his/her ideas and feelings in writing, we can say that the goal of his/her writing is not fully achieved. The same author (Ibid) claimed that writing is a bridge between a reader and a writer when it is accurately developed. This implies that the writing is useful skill of communication for transferring information to the targeted readers when it is properly handled (Celce-Murcia, 2001). Therefore, the writer has to state his/her idea/s clearly so that his/her reader/s can understand what he/she is intending to say without confusion and ambiguity. Thus, the general purpose of writing is to transfer certain idea/s to the targeted reader/s in the way that it makes sense (Richards and Renandya, 2002).

Therefore, the current study was designed to identify, categorize and analyze the common grammatical errors in the written paragraphs of the first year students of Wolaita Sodo University by the academic year 2015/16 and then to propose effective strategies that can alleviate the problem.

II. Research Design and Methodology

a) Research Design

The descriptive research design was used for this study. This is because the descriptive research design attempts to describe, explain and interpret conditions of the present (Kothari, 2004; Keith, 2000). It

Author α: Assistant Professor of English Language and Indigenous Studies Wolaita Sodo University. e-mail: mesheshamake46@gmail.com
Author σ: Lecturer of English Language, Wolaita Sodo University, Ethiopia.

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is also concerned with conditions, practices, structures, differences or relationships that exist in the ongoing educational process (Creswell, 2012). Thus, the researchers of the current study selected this research design with scientific rationale that it is suitable to identify, categorize and analyze the common grammatical errors in written paragraphs of first year students of Wolaita Sodo University by the academic year 2015/16. The researchers used document analysis as a prime tool of data collection. Then, the researchers analyzed the collected data using eclectic (integrating both quantitative and qualitative approaches) of data analysis as this study requires a thorough, careful and exhaustive analysis of grammatical errors in the written paragraphs of the first year students of Wolaita Sodo University by the year 2015/16.

b) Research Setting and Participants

Wolaita Sodo University is one among 35 public universities of Ethiopia. It was established in 1999 E. C (2007G.C) registering 818 students as its first batch. The University is found in the administrative city of Wolaita Zone (Sodo, SNNPR), 330kms from Addis Ababa through Hossana and 160kms from the Regional Capital (Hawassa). Currently, in its three campuses (Gandaba, Ottona and Tercha), the university teaches more than 20,000 students in 43 undergraduate and 34 graduate programs in regular, weekend and summer modalities. The university has grown its yearly intake capacity (in three aforementioned modalities) to more than 10,000 students.

The major participants of the current study were all the first year students of Wolaita Sodo University by the academic year 2015/16. However, for the manageability of this study, 400 (12%) students out of the total of 3,320 first year regular students of WSU by the academic year 2015/16 was taken.

c) Sampling Procedure

For this study, the researchers used systematic random sampling procedure to draw sample of 400 (12%) students out of the total of 3,320 first year regular students of WSU by the academic year 2015/16. The researchers selected this specific sampling technique because of the rationale that it helps them to provide all members of the students, in the entire population, equal opportunity to be selected as a member of the sample. Using this sampling technique, the researchers selected sample of students having diverse academic, cultural and demographic backgrounds and provided them (the sample of 400 students) paragraph writing test having three different types of topics and then carefully collected the written paragraphs to be ready for analysis of common grammatical errors.

d) Instruments of Data Collection

Regarding the instruments of data collection, the researchers provided the paragraph writing test to sampled first year students of WSU by the academic year 2015/16. The test was given after the students completed the learning of paragraph writing lessons in the course "Basic Writing Skills," which was offered to all first year students across the disciplines in the second semester of the first year. The test had three types of topics; one topic for descriptive writing, one for argumentative writing and the other for narrative writing. Then, each of the students in the sample was ordered to write a paragraph of not less than 150 words in each type of topic (each student wrote the total of three paragraphs: one descriptive, one argumentative and one narrative). The students' paragraphs were evaluated and corrected to identify, categorize and analyze their common grammatical errors in paragraph writing. Thus, the prime tool of data collection for this study was document analysis.

e) Methods of Data Analysis

For this study, the researchers evaluated (corrected) the written paragraphs of the students, identified their common grammatical errors, categorized the errors into different grammatical themes and then tabulated them based on the frequency of the same error. Thus, they used both quantitative and qualitative approaches for data analysis (the integrated approach). The results were interpreted and analyzed using frequency counting and percentage (descriptive statistics; that is quantitative approach) and the discussion was presented using the common grammatical errors made by students while writing their paragraphs in English as examples (that is qualitative approach).

III. Results and Discussion

a) Analysis of Common Grammatical Errors in Students' Written Paragraphs

In this study, appropriate focus was given to the analysis of general or common grammatical errors (tenses, voices, prepositions, articles, adjectives and adverbs) that students make in their written paragraphs. As a stepwise process, the researchers identified the aforementioned errors via correcting students' written paragraphs, categorized the errors, counted each category for frequency, tabulated and changed the frequencies into percentages and discussed each of the the errors supporting it by sample examples from the written paragraphs. The overall results and discussions are presented below.

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i. *Tense Errors*

Table 1: Analysis of tense errors identified in the written paragraphs of the students

No	Errors identified in the usage of tense	Frequency	Percentage
1	Present tense	392	98
2	Past tense	384	96
3	Future tense	364	91

As clearly indicated in the above table (Table 1), more than 90% (in each case) of the first year students of Wolaita Sodo University make tense errors in their written paragraphs. Among these, 392 (98%) of students (as indicated in Table 1, item 1) made errors in the usage of present tense in general and simple present tense in particular. In almost all paragraphs of these students, it was found that students make errors in the correct usage of verbs in simple present tense especially with the third person singular subjects (he, she and it). As example, the following sentences are taken from written paragraphs of students.

1. My mother advise me every night. *The correct form*: My mother ***advises*** me every night.
2. My mother always start her advices by telling me stories. *The correct form*: My mother always ***starts*** her advices by telling me stories.
3. She advise me properly when nobody disturb her. *The correct form*: She ***advises*** me properly when nobody ***disturbs*** her.
4. My mother often do all kitchen routines alone without getting assistance from any of us. *The correct form*: My mother often ***does*** all kitchen routines alone without getting assistance from any of us.

As the above sentences indicate, the students do not use '-s' or '-es' as suffixes to their verbs when they use such verbs with third person singular subjects in simple present tense. This results in subject-verb disagreement in their paragraph writing which creates confusion for the readers to understand the intended meanings of their paragraphs.

The students also make the grammatical errors in the use of present continuous tense. As identified from their written paragraphs, they miss auxiliary verbs (either ***is*** or ***are***) when they express their ideas that demand present continuous tense. The following sentences (taken from the students' written paragraphs) clearly indicate these errors.

1. At this moment, our English teacher teaching us and we taking short notes of his discussion. *The correct form*: At this moment, our English teacher ***is*** teaching us and we ***are*** taking short notes of his discussion.
2. The students talking about their study styles when I enter into the classroom. *The correct form*: The students ***are*** talking about their study styles when I enter into the classroom.

Not only these students miss the auxiliary verbs when they write sentences in present continuous tense, they also make problems of concordance of subjects and verbs. They use singular verbs with plural nouns and vice-versa. As identified from their written paragraphs, the students misuse verbs without taking into account the singularity or plurality of the subjects in their sentences. Some of these examples from their written paragraphs are

1. My parents is taking care of me. *The correct form*: My parents ***are*** taking care of me.
2. Many of our family members is taking courses in moral education. *The correct form*: Many of our family members ***are*** taking courses in moral education.
3. None of the environmentalists, in our village, are striving for changing the exhausted situation of global warming. *The correct form:* None of the environmentalists, in our village, ***is*** striving for changing the exhausted situation of global warming.

Similarly, as identified from their written paragraphs, the students rarely use present perfect and present perfect continuous tenses. On those paragraphs the students used these two forms of present tense; they have committed serious problems like verb confusions (has became, have speaked, has buy, have readed… to correctly use ***has become, have spoken, has bought, have read…***). In addition, the students also made errors in subject-verb agreements when writing paragraphs using present perfect forms (specifically they use ***have and v_3*** with singular subjects). For instance, in their written paragraphs, the researchers identified sentences like

1. She have changed her attitude towards all her family members. *The correct form:* She ***has*** changed her attitude towards all her family members.
2. He have been working for days and nights to help his mother. *The correct form:* He ***has*** been working for days and nights to help his mother.
3. The teacher have been teaching in this school since 1998. *The correct form:* The teacher ***has*** been teaching in this school since 1998.

As similar to their errors in present tense, the students also make different forms of errors in the use of past tense (384(96%) of their paragraphs have errors in the usage of past tense, as depicted in Table 1, item 2). The students do not properly use the different forms of past tense. They use simple past form for the situations

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that demand past continuous and vice-versa. Similarly, the students also amalgamate the past perfect and past perfect continuous forms when they write their paragraphs. For instance, as identified in many of their paragraphs, the students write past tense with wrong verb forms, missing of verbs and making problem of subject-verb agreement. The following examples are taken from the students' written paragraphs and clearly indicate the aforementioned errors of past tense.

1. Last year, my mother was inviting all her friends to attend my birthday party. *The correct form:* Last year, my mother ***invited*** all her friends to attend my birthday party.
2. Until the end of last decade, all our village members had exerted their efforts for combating global warming. *The correct form:* Until the end of last decade, all our village members ***had been exerting*** their efforts for combating global warming.
3. Yesterday, our teacher telled us very inspiring story about Nelson Mandela. *The correct form:* Yesterday, our teacher ***told*** us very inspirational story about Nelson Mandela.
4. My father at home yesterday. *The correct form:* My father ***was*** at home yesterday.
5. When I entered into our reading room, both of my brothers was doing their assignments. *The correct form:* When I entered into our reading room, both of my brothers ***were doing*** their assignments.

In similar vein to the above two forms of tenses (present and past), students make different forms of errors in future tense when they write their paragraphs using future tense(as 364(91%) of their written paragraphs clearly reveal such the errors). They monotonously use the modal verb ***will*** in all their sentences rather than variedly using other forms of verbs with similar functions: ***shall, may, can***… Besides, the students also make errors by misusing ***will*** instead of ***'going to'*** for activities which are clearly planned to be done in the future time. The students also miss some part/s of verb phrase when they write their ideas in future continuous or in future perfect tenses. The sample sentences, taken from their written paragraphs, clearly show the aforementioned errors.

1. My sister *will* go to Addis next week. I *will* have the final exam on coming Monday. They *will* solve this problem very easily. *The more varied and correct form:* My sister ***will*** go to Addis next week. I ***may*** have the final exam on coming Monday. They ***can*** solve this problem very easily.
2. My father will buy automobile in next summer (already planned). *The correct form:* My father ***is going to buy*** automobile in next summer (already planned).
3. At this time next year, our family members will visiting USA. *The correct form:* At this time next year, our family members will be visiting USA.

From the above analysis, we can generalize the conclusion that first year students of Wolaita Sodo University make different forms of tense errors when they write paragraphs. The most common among these errors is the use of verbs in simple present tense especially with the third person singular subjects (he, she and it). The students also miss auxiliary verbs (either ***is*** or ***are***) when they express their ideas that demand present continuous tense and make problems of concordance of subjects and verbs. The students create serious problems of verb confusion when they write in present perfect and present perfect continuous tenses. Similarly, the students make different errors when they use past tense: use wrong verb forms, miss verbs in their sentences and making problem of subject-verb agreement. Again, they make various errors when they use future tense in their paragraphs: they use the modal verb ***will*** monotonously in all their future forms, they misuse ***will*** instead of ***'going to'*** for activities which are clearly planned to be done in the future time and miss some part/s of verb phrase when they write their ideas in future continuous or in future perfect tenses.

ii. *Voice Errors*

Table 2: Analysis of voice errors identified in the written paragraphs of the students

No	Errors identified in the usage of voice	Frequency	Percentage
1	Active voice	336	84
2	Passive voice	56	93

Even though the students' paragraph writing assignment does not require the use of passive voice, some students (60 students out of 400 in total) wrongly used passive voice in their written paragraphs. As can be seen from Table 2, item 2, 56 out of 60 (93%) of those students who used passive voice in their written paragraphs made errors. The more frequent error among this category is the missing of verb to be when students write passive form swith past participle form of the main verb (V3). For instance, the students incorrectly used …***has/have/had served by***… in place of…***has/have/had been served by…***(which is the correct form) or they use patterns like ….***supported by***… instead of the correct form ***…is/are/was/were supported by…***

Besides the missing of verb to be when writing their ideas in passive voice, the students also make errors because they hardly distinguish transitive and

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intransitive verbs in their writings. They use intransitive verbs instead of transitive verbs or the vice-versa. For example, they write sentences like ***She is spoken very carefully***…to write ***She speaks/spoke/has or had spoken/is speaking very carefully…*** (which is identified from their written paragraphs). Thus, the reader of this sentence will be confused to identify its central meaning.

On the other hand, the students also have problems in correct usage of the active voice. In their written paragraphs, it is identified that the focus of their active verbs is not clearly known. As the general rule, the focus of active verbs is to indicate the doer of the action. However, in the students' written paragraphs, the active verbs hardly indicate the doer of the action. For example, the sentences like ***All our family members do given our mother love and respect…***, ***Our father is take serious punishment when any one of our family members is make mistake***…. The correct forms of these two sentences (indicating their clear focus) are ***All our family members give our mother love and respect…***, ***Our father takes serious punishment when any one of our family members makes mistake***…. These sentences clearly prove the aforementioned scenario.

Therefore, we can infer the conclusion that first year students of Wolaita Sodo University make different forms of errors in the use of active and passive voices. They miss ***verb to be*** when writing their ideas in passive voice and wrongly mix-up the transitive and intransitive verbs as they hardly distinguish these two categories of verbs in English. The students also make errors in the use of active verbs by enervating the focus of those verbs in their paragraph writing.

iii. *Preposition Errors*

Table 3: Analysis of preposition errors identified in the written paragraphs of the students

No	Errors identified in the usage of preposition	Frequency	Percentage
1	Errors of selecting appropriate preposition	380	95
2	Preposition errors of placing them correctly	352	88

Preposition errors are among the most frequent errors in the written paragraphs of first year students of Wolaita Sodo University (as identified in the written paragraphs of the students). In most cases the students make preposition errors either by selecting inappropriate preposition that does not collocate with the words it has been written with (as 380(95%) of students' written paragraphs have such kind of errors) or misplacement of the correct preposition in the sentence (as 352(88%) of their written paragraphs have such kind of errors). For example, the following sentences, having preposition errors, are taken from the written paragraphs of the students.

1. A good family rule is grounded ***by*** mutual respect. *The correct form*: A good family rule is grounded ***in*** mutual respect.
2. My English teacher provides me feedback based ***with*** the errors that I make ***of*** my written works. *The correct form*: My English teacher provides me feedback based ***on*** the errors that I make ***in*** my written works.
3. I always disagree my younger brother ***with*** when he starts talking on football game. *The correct form:* I always disagree ***with*** my younger brother when he starts talking on football game.
4. Our English teacher often attaches ***with*** every mistake of a student his/her carelessness. *The correct form:* Our English teacher often attaches every mistake of a student ***with*** his/her carelessness.

From the four sentences taken from students' written paragraphs, the first two have errors of using suitable prepositions. The latter two have no problem with suitability of the prepositions selected, but such the prepositions are placed wrongly. Thus, in both cases, the meanings of the sentences have been distracted and do not clearly address their intended meanings to the targeted readers because of the preposition errors occurred in the sentences.

iv. *Article Errors*

Table 4: Analysis of article errors identified in the written paragraphs of the students

No	Errors identified in the usage of articles	Frequency	Percentage
1	Errors of using indefinite article 'a' correctly	344	
2	Errors of using indefinite article 'an' correctly	320	
3	Errors of using definite article 'the' correctly	386	

Article errors are again among the most frequent problems in students' written paragraphs. The first year students of Wolaita Sodo University frequently make article errors when writing their paragraphs (as more than 80% of the students' written paragraphs clearly show this problem, see Table 4, items 1-3). These errors happen in different forms. In some of the students' written paragraphs, the article errors are occurred because of missing of the needed articles. In some other written paragraphs of the students, the

article errors are occurred because of the wrong usage of the articles (using definite article '*the*' in place of indefinite articles '**a**' or '*an*' or vice-versa and sometimes because of interchanging the correct usage of '*a*' and '*an*'). The following sentences, taken from written paragraphs of the students, clearly demonstrate such the problem.

1. Being noisy is bad habit when others are reading at home. *The correct form*: Being noisy is ***a*** bad habit when others are reading at home.
2. Everybody in our village believes that ***a*** village where we live is very beautiful. *The correct form*: Everybody in our village believes that ***the*** village where we live is very beautiful.
3. ***A*** current government of Ethiopia takes serious measures on those who commit corruption. *The correct form*: ***The*** current government of Ethiopia takes serious measures on those who commit corruption.
4. ***A*** hour ago, she looked for something to eat. ***An*** hour ago, she looked for something to eat.

The above discussions and the supporting examples extracted from the written paragraphs of the students clearly indicate that first year student of Wolaita Sodo University make different forms of article errors; specially missing of the needed articles and wrong shifting of the correct functions of different articles which may distort the structure and meanings of the sentences in their written paragraphs.

v. *Errors of Usage in Adjectives and Adverbs*

Table 5: Analysis of adjectives and adverbs usage errors identified in the written paragraphs of the students

No	Errors identified in the usage of adjectives and adverbs	Frequency	Percentage
1	Wrongly using adjectives instead of adverbs and vice-versa	312	78
2	Misplacing adjectives or adverbs in the sentences	332	83

Incorrect usage of adjectives and adverbs is one among the most frequent errors that the first year students of Wolaita Sodo University make in their written paragraphs. They make these errors in two different forms. One is wrongly using adjectives instead of adverbs and vice-versa (as 312(78%) of students' written paragraphs show this error) and the other is misplacing adjectives or adverbs in their sentences (as 332(83%) of students' written paragraphs show this error) that causes confusion of meaning/s.

In written paragraphs of the first year students of Wolaita Sodo University, it was identified that students wrongly use adjectives instead of adverbs and vice versa. This may be because of the reason that they do not understand the functions of adjectives and adverbs or it may be because of their blurred understanding of words that are adjectives and those which are adverbs. The following examples, taken from the written paragraphs of the students, clearly show the problem.

1. Our English teacher told us the *really* dangers of smoking on human health. *The correct form:* Our English teacher told us the real dangers of smoking on human health.
2. Whenever given me responsibility from any one of my family members, I accomplish activities being *high* dedicated. *The correct form:* (1) Whenever given me responsibility from any one of my family members, I accomplish activities being ***highly*** dedicated. Or (2) Whenever given me responsibility from any one of my family members, I accomplish activities ***with high dedication***.

In the correctly developed meaningful sentences, adjectives are placed closer to the nouns or pronouns that they modify. Similarly, adverbs are also placed closer to the verbs, adjectives or other adverbs that they modify. However, the written paragraphs of the students clearly depict the distorted appearance of this scenario. For instance, in the written paragraphs of the students, the researchers identified the following sentences having such errors.

1. The teacher gave me a chance *mere* to answer the question. *The correct form:* The teacher gave me a ***mere*** chance to answer the question.
2. During family discussion, I always observe points of view *opposite* from each of our family members. *The correct form:* During family discussion, I always observe ***opposite*** points of view from each of our family members
3. In his marking style, our English teacher is becoming generous *more and more*. *The correct form:* In his marking style, our English teacher is becoming ***more and more*** generous.
4. The environmentalists have been striving to change the harsh situation of global warming *aggressively*. *The correct form:* The environmentalists have been striving ***aggressively*** to change the harsh situation of global warming

As clearly indicated in the above discussion and proved by the sample examples from students' written paragraphs, we can infer the conclusion that the first year students of Wolaita Sodo University make two categories of errors in usage of adjectives and adverbs when writing their paragraphs *i. e* ,reversing the proper functions of adjectives and adverbs and misplacing adjectives and adverbs in their sentences.

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IV. Conclusions and Recommendations

a) Conclusions

Based on the results and discussions of the current study, the following conclusions have been reached:

- The first year students of WSU make different forms of tense errors when they write paragraphs: errors in the use of verbs in simple present tense, miss auxiliary verbs (either ***is*** or ***are***) when they express their ideas in present continuous tense, create serious problems of verb confusion when they write in present perfect and present perfect continuous tenses, use wrong verb forms and miss verbs in their sentences when they use past tense and use the modal verb ***will*** monotonously in all their future forms and misuse ***will*** instead of ***'going to'*** for activities which are clearly planned to be done in the future time in the future tense.
- The students make different forms of errors in the use of active and passive voices. They miss ***verb to be*** when writing their ideas in passive voice and wrongly mix-up the transitive and intransitive verbs as they hardly distinguish these two categories of verbs in English.
- They make errors of using suitable prepositions when writing their paragraphs and place prepositions wrongly in their sentences.
- The students make different forms of article errors; specifically missing of the needed articles and wrong shifting of the correct functions of different articles which may distort the structures and meanings of the sentences.
- They make two major categories of errors in usage of adjectives and adverbs when writing their paragraphs i.e., reversing the proper functions of adjectives and adverbs and misplacing adjectives and adverbs in their sentences

b) Recommendations

Based on the discussions and conclusions made above, the following recommendations are forwarded:

- First year students of Wolaita Sodo University should give adequate attention to grammaticality of their writing when they develop their paragraphs.
- English teachers of Wolaita Sodo University should provide pertinent emphasis to grammaticality when they teach their students paragraph writing.
- English teachers of Wolaita Sodo University should give proper and adequate attention to grammaticality when they give feedback on their students' written paragraphs.

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Global Journal of human-social science: G
Linguistics & Education
Volume 17 Issue 4 Version 1.0 Year 2017
Type: Double Blind Peer Reviewed International Research Journal
Publisher: Global Journals Inc. (USA)
Online ISSN: 2249-460X & Print ISSN: 0975-587X

Keeping Higher Education in Perspective

By Dr. Brendan Ryan

Introduction- Ionce had a client from the North East from a good family (Dad was a professional, Mom was an entrepreneur). He was a very strong student with credentials that included a GPA above 4.0 with AP classes, a SAT north of 1500 and strong leadership and hundreds of hours of community service. He was also a good golfer and hoped that golf would be the tipping point for an Ivy League education. After an evaluation, which included the day together and a round of golf, I thought it would be a stretch for him to attend the Ivy League; there are eight schools with two spots each. In my opinion, golf was not going to attract a coach at the Ivy League but his game would be very appealing at Williams, Emory, Notre Dame or Lehigh. After calling and speaking to the coaches, they confirmed they would be interested in offering the young man a spot on the golf team, a great education and guaranteed admissions before the start of his Senior year. As an advisor, would you suggest the student accept this deal?

GJHSS-G Classification: *FOR Code: 130103*



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Keeping Higher Education in Perspective

Dr. Brendan Ryan

I. Introduction

I once had a client from the North East from a good family (Dad was a professional, Mom was an entrepreneur). He was a very strong student with credentials that included a GPA above 4.0 with AP classes, a SAT north of 1500 and strong leadership and hundreds of hours of community service. He was also a good golfer and hoped that golf would be the tipping point for an Ivy League education. After an evaluation, which included the day together and a round of golf, I thought it would be a stretch for him to attend the Ivy League; there are eight schools with two spots each. In my opinion, golf was not going to attract a coach at the Ivy League but his game would be very appealing at Williams, Emory, Notre Dame or Lehigh. After calling and speaking to the coaches, they confirmed they would be interested in offering the young man a spot on the golf team, a great education and guaranteed admissions before the start of his Senior year. As an advisor, would you suggest the student accept this deal?

a) Early Specialization and Positive Youth Development

Early specialization has been a term used in the athletic world for youth who choose to focus significant time and effort into one sport at any early age (usually before puberty). However, in 2017, it should be noted that early specialization may also apply to academics. In the last couple weeks, I have visited a daycare with a friend who is 14 weeks pregnant, as well as taken my nephews to tutoring (they are 5 and 7 and go their times per week). Data in sports suggest that early specialization can lead to increased injury and burn out, what could the impacts of early specialization in academics mean?

Academics are very important however life demands more than academic competency. This idea is the foundation for research in Positive Youth Development by Richard Learner at Tufts University who fuses ideologies to focus on best practices and outcomes for youth. According to the Search Institute, the process should involve youth building competency in up to 40 external and internal assets. For advisors and parents, it is important that adolescence receives a balance among the assets, taking a role in the decision-making of activities. Building diversity in assets is important because they allow students to build skills that will transfer to either their passion or just life in general. For example, my best golfers are usually not the best students. However, school is very important because it not only leads to college golf but also helps students build focus, mindfulness, and strategy. Each of these skills is important in golf as well as life.

b) Malcolm Gladwell, My School Experience, and Frank Bruni

In Malcolm Gladwell's "David and Goliath," Malcolm introduces the idea of being a "big fish in a little pond" through the story of Caroline Sacks. Ms. Sacks decides on attending a more prestigious Ivy League School to study science rather than the University of Maryland. Soon into her choice, she finds the courses necessary to pursue science too rigorous and changes majors to English.

As a young man, I attended a very challenging academic school with a plethora of engaging students who were very committed. Many had outstanding grades and high academic goals. I was a little different; I loved sports, people, and travel. I rarely did homework, and my grades reflected my actions. When it came time to college, I had a couple good options including a name brand school and a smaller lesser known option. My mother deeply wanted me to go to the brand school. I wanted to go to the lesser school and play college golf with a friend, and in the end, that's what I did.

Many years later, it is clear that decision was the best of my life. At my alma mater, I was among the best students. I thrived academically, was given many opportunities to be involved in different academic and leadership programs and gained a ton of confidence. This confidence changed my life; today I hold several academic degrees and have authored both books and academic papers. I truly believe none of this would have happened if I had attended the other school.

The 2015 book, "Where you go, is not who you'll be" by NY Times writer Frank Bruni, outlines the case for parents and students to make careful considerations of their school decisions in a carefully constructed and well-written piece. Among the highlights of the book include an explanation of why many parents and college advisors should ignore the rankings, as well as a breakdown of the admissions matrix of elite schools. The rankings, according to Bruni are "rickety assumptions…that have enormous meaning to parents and student". Rankings are also the foundation of panic by parents, driving the assumption that Ivy League or elite Liberal Arts schools provide students an unequivocal advantage as they launch into their careers. According to Bruni, this is not only a heuristic, but a danger; the ideologya particular school

Author: e-mail: brendan@bmrgolfmanagement.com

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is better than other is at best misleading, and a worst the catalyst for the destruction of self-discovery, motivation, and unhappiness of millions of adolescencts. According to Adam Weinberg, the president of Denison University, "I think U.S. News & World Report will go down as one of the most destructive things ever to happened to higher education". Jeffrey Brenzel, a former dean of admission at Yale who wrote after resigning the position "make no mistake, the publication of college rankings is a business enterprise that capitalizes on anxiety about college admissions."

Bruni suggest "what's troubling about the fixation on a small cluster of colleges to the exclusion of others isn't just the panic that it promotes in the people clamoring at the gates, the unwarranted feelings of failure that it creates in the kids who don't make it through and the pessimism that it suggests about America's fortunes." In support, Bruni has a significant amount of information including the Platinum study, which involves an investigation of more than 550 leaders in Business, Politics and nonprofits groups. The study found that nearly 2/3 of these leaders did not attend institutions that are considered elite. Bruni's own analysis of the winners of the Mac Aurther geniuses grant from 2009-2014 suggests that more than half came from public universities or private schools that many would not generally consider amongst the highest tier. His research also suggests that Oberlin College (Ohio), since the 1920's has had more graduates go on to earn Ph.D.'s than any other liberal arts college of its size.

Another example is the work of Jonathan Roth well, a fellow at the Brookings Institution, who was gathering data about the earnings of graduates from a plethora of institutions. The reason this work is interesting is that Roth well adjusted based on the course of study, knowing that people with certain specialized degrees, like STEM, command higher. The idea of Roth well's work was to examine the "value added," of degrees; does the name on the degree add to income? If so, by how much? After crunching the numbers schools did make a difference, however they were not the ones you might expect; no Ivy made the top 20. Similar research done by Alan Krueger and Stacy Dale had found that "someone with a given SAT score who had gone to Penn State but had also applied to the University of Pennsylvania, an Ivy League school with a much lower acceptance rate, generally made the same amount of money after college".

In the book, "the Price of Admissions" by Daniel Golden, he estimates the following distribution of a class at an elite academic institution; 10-15% minorities, 10-25% recruited student athletes, 2-5% children of people who are likely to become generous donors, 10-25% legacies, children of celebrities and politicians 1-2% and children of faculty 1-3 %.Golden's work suggests that between 34%-75% of the class is determined before the admissions process begins.

c) What is a good education?

The heuristic in college admissions is that highly ranked schools offer the best education, which of course is ridiculous! The 26th school is not slightly better than the 27th school and so on. Instead college is an experience which is influenced by a multitude of variables including the classes you take, the people you meet, the activities you engage in and the location and how that culture compliments your own (or doesn't).

As advisors, it is important to have conversations that extend beyond majors and locations and size. To push our students towards more than the "college experience" and allow them to experience studying abroad, or maybe even something more amazing like the Adirondack experience at St. Lawerence University, where students live in a yurt village off the grid for an entire semester. No cell phone, no internet. There's something that would change the life of a young person!

Final Thoughts

Considering the material presented by Frank Bruni, Malcolm Glad well and the other information presented in the paper, does your opinion of what the person in the example should do, change? Then and now, it has always been my opinion that the student should have made visits to the institutions and strongly considered the offers. Should the student have been comfortable, then it would have been an excellent opportunity for a student who wanted a prestigious education.

The student in the example did not only turn down the offers but was greatly offended that anything was discussed other than the Ivy League. In fact, he instructed his parents to "fire" me. They did so, he early applied to the Ivy League and got rejected. He ended up at a school ranked academically behind the schools I had guarantee offers from.

As parents and students continue to drive record college applications, I believe the best option is to be thankful that students have so many outstanding options. We must also continue to educate parents and students on the options, as well as work to change the conversation from rankings to using education as a way to continue to gain knowledge and skills which will prepare adolescents for their next challenge. Easier said than done, but it's something to work towards.

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Global Journal of human-social science: G
Linguistics & Education
Volume 17 Issue 4 Version 1.0 Year 2017
Type: Double Blind Peer Reviewed International Research Journal
Publisher: Global Journals Inc. (USA)
Online ISSN: 2249-460x & Print ISSN: 0975-587X

Academic Challenges of Visually Challenged Female Students in Addis Ababa University Ethiopia

By Endalkachew Mulugeta & Dessalegn Mekuriaw
Debre Markos University

Abstract - The question of girls, females and women's equal participation in all aspects of life, and mainly in the educational sector is globally growing concern. While students with disabilities are the most recent marginalized group to move toward equal opportunity, female students with visual challenges face far more critical challenges in higher learning institutions of Ethiopia. To play its part in this regard, this article assesses their academic challenges in Addis Ababa University (AAU), sidist Killo campus, Ethiopia, vis-à-vis legal provisions of the country. The study employed qualitative methods (in-depth interviews and case history) involving a total of 8 university students recruited from four departments using purposive and convenience sampling.

The study found that AAU remains far from satisfying visually challenged female students for academic success as it has not yet established a structure to assist them; for not only failing to develop mechanism of checking their academic achievement but also failing to develop the university community to excel assistance to the students.

Keywords: disability, female students with visual challenges, inclusive education, addis ababa university.

GJHSS-G Classification: FOR Code: 339999



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Academic Challenges of Visually Challenged Female Students in Addis Ababa University Ethiopia

Endalkachew Mulugeta [α] & Dessalegn Mekuriaw [σ]

Abstract- The question of girls, females and women's equal participation in all aspects of life, and mainly in the educational sector is globally growing concern. While students with disabilities are the most recent marginalized group to move toward equal opportunity, female students with visual challenges face far more critical challenges in higher learning institutions of Ethiopia. To play its part in this regard, this article assesses their academic challenges in Addis Ababa University (AAU), sidist Killo campus, Ethiopia, vis-à-vis legal provisions of the country. The study employed qualitative methods (in-depth interviews and case history) involving a total of 8 university students recruited from four departments using purposive and convenience sampling.

The study found that AAU remains far from satisfying visually challenged female students for academic success as it has not yet established a structure to assist them; for not only failing to develop mechanism of checking their academic achievement but also failing to develop the university community to excel assistance to the students. As females have special needs to be met, so are visually challenged female students as compared to their male counterparts. Therefore, the university should develop viable structures to extend special assistance pursuant to their special needs.

Keywords: disability, female students with visual challenges, inclusive education, addis ababa university.

I. Background of the Study

a) Introduction

The principle of inclusive education was first internationally recognized and endorsed in 1994 at the World Conference on Special Needs Education in Salamanca, Spain to encouraged governments to design education systems that respond to diverse needs so that all students can have access to regular schools that accommodate them in child centered pedagogy (UNESCO 2005).

However, it was the UN Convention on the Rights of Persons with Disabilities (CRPD) in 2006 that established inclusive education as a mechanism to deliver the right to education for people with disabilities (Stubbs 2008). In Article 24, the CRPD stresses the need for governments to ensure equal access to an "inclusive education system at all levels" and provide reasonable accommodation and individual support services to persons with disabilities to facilitate their education. The CRPD underscores the rights enforced by other international laws related to education for all, focused on disability, while outlining how these obligations might be met by governments to provide inclusive, quality and free education to all. This commitment also implies that high-income countries should support low- and middle-income countries' efforts through their development assistance.

According to estimates of World Health Organization (WHO), 10 percent of world populations are persons with physical disabilities (WHO 1981 cited in ENDAN 2011). Similarly, evidences indicate sizable numbers of people with physical disabilities in Ethiopia. According to 2007 census, out of 73.7 million people, 805,492 people with physical disabilities are found in Ethiopia (CSA 2007). Notwithstanding this, many agreed that the number of people with physical disabilities in the country constitute 10 % of the total population while still others also suggest their number to goes beyond 10 % given the country's long lasted civil war and poverty (Institution of the Ombudsman 2010).

Ethiopia has constitutionally approved, signed and ratified many international agreements and conventions pertaining to all people with different disabilities in which visually challenged female students are part and parcel. Ethiopian constitution under proclamation number 1/1995 article 41 (5); federal civil service proclamation number 262/2010 article 13 (4); employer and employee proclamation number 377/2011 under article 29 (3); and proclamation on employment rights of peoples with disabilities under proclamation number 568/2008 articles 2 (5), 4 (1 & 3), 6 (1 & 2) & 7 (1, 2, & 12) declared that within the permissible possibility of national economy of the country, the government will take rehabilitative and supportive measures to take care of people with physical and mental disabilities (ENDAN 2011). More specifically, Ethiopian higher education proclamation number 40 (1-4) clearly indicated the support systems and services to be provided to persons with disabilities in all HEIs operating in the country.

In Ethiopia, fewer than 3% of children with different disabilities have access to primary education and access to schooling decreases rapidly as children move up the education ladder (MoE 2010).Being Visually Challenged[1] (VC), as one form of disability, adversely affects students' educational performance.

Author α σ: Lecturer of sociology, Department of Sociology, Debre Markos University, Ethiopia. e-mails: endalkdmu@gmail.com, mdessalegn@rocketmail.com

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While it can be caused by many factors, being VC is a stressful physical condition with profound social and emotional implications for the individual, the family and the community. Consequently, while VC persons are one of the most vulnerable sections of any society; VC female students (VCFS) face 'double' challenges in successfully achieving their studies as compared to their male counterparts.

b) Statement of the problem

Girls, females and women experience age-old limited roles and restricted opportunities in any society. However, the question of their equal participation in all aspects of life, and mainly in the educational sector is globally growing concern so as to boost successful overall development. Students with disabilities are the most recent marginalized group to move toward equal opportunity in education following low-income persons, racial and ethnic minorities, and women (The Institute for Higher Education Policy 2004).To solve these problems, today, education is increasingly being recognized as "a fundamental human right" all individuals are entitled to enjoy irrespective of their living experiences(UNESCO 2012).

Like many countries of the world, Ethiopia has constitutionally approved, and signed and ratified many international agreements and conventions pertaining to people with different disabilities in which VCFS are part and parcel. Viewed from educational sector, encouraging attempts are underway in terms of ensuring inclusive education at all levels of the educational system. Accordingly, article 40 (1-4) of higher education proclamation of 2009 explicitly indicates the obligations of higher education institutions (HEIs) to relocate classes and develop alternative testing procedures; provide different educational auxiliary aids and academic assistance (including tutorial sessions, exam time extensions and deadline extensions); and make building designs, campus physical landscape, computers and other infrastructures taking into account the interests of physically challenged students within the permissible capacity of their resources.

In spite of such provisions, academic challenges of Students with Disabilities (SDs) surface across all universities of the country, in which Addis Ababa University (AAU) is not an exception. As a result, VC students, like other SDs, face acute academic challenges. The problem for VCFS surfaces even more, as an age old extension of the harsh reality and gender inequalities that continue to primarily disadvantage women in the contemporary world. This has led VCFS in higher education to face multiplicity of problems that obstruct from successful achievement of their career.

While studies on academic challenges of VCFS in Ethiopian higher educations', if any, are little, gender sensitive supportive system for them as one category is not yet thought by the government. The supportive systems and mechanisms in AAU to solve the problem are not yet well built, nor did the awareness of university community reached as expected. Affirmative action for VCFS is cloaked under affirmative action of SDs. Cognizant of such realities, this paper specifically focused to examine, understand, and explore academic challenges faced by VCFS in AAU.

c) Objectives of the study

Generally, this study aims to explore the level of vulnerability of VCFS in AAU by assessing support systems accruing to them vis-à-vis the breadth and depth of support systems and services, students levels of satisfaction and the level of congruence of support with statements of higher education proclamation (2009) and other laws and conventions. More specifically, this study is aimed to:

- Assess the types and nature of support systems provided to VCFS in AAU.
- Determine VCFS levels of satisfaction to the services& support systems provided to them.
- Determine the level of gender sensitivity of services and support mechanisms.

II. Methods and Materials

a) Study area

The study was conducted in AAU, sadist kilo campus, which is the oldest HEI in Ethiopia both in its establishment and admission and graduation of students with different disabilities in the country. It is located in Addis Ababa, the capital city and political and economic center of the country. Because of critical time constraint, the study site, AAU, was purposively selected due to its proximity for the researcher, large concentration of students with disabilities (SDs), and longtime experience of the university in enrolling students with disabilities.

b) Sources of data

Data for this research were primarily collected from primary sources i.e. in-depth interview of 30 VCFS and observation of services utilized by them. Attempts to obtain secondary data on the proportion of all visually challenged students in general and of female VCFS in particular in AAU was failed for neither the registrar has the data nor the officer of the disability center of the university was willing to give information despite the repeated contacts made by the researcher. The officer's response of saying I am ill while at the same time speaking of her being busy was really embarrassing.

[1]Visually challenged persons are those with temporary or permanent, partial or full physical, psychiatric, intellectual or sensory impairment that confines their ability to execute one or more fundamental activities of everyday life.

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c) Research design

This study employed cross-sectional design and qualitative data collection tools. Qualitative method was chosen to get in-depth understanding of the lived experiences & challenges more specific to VCFS and to allow them broadly and freely express their views.

i. *Techniques of data collection*

Data were collected using in depth interviews and observation techniques. In-depth interview was conducted to elicit information on the overall support, its systems and mechanisms made by the university to VCFS, their levels of satisfaction on the supports and services they obtain, and challenges and opportunities of such supports systems and mechanisms from emic perspective. In addition, observation of their reading rooms in the library, Braille materials, computer services and other facilities meant for visually challenged students in general was made.

ii. *Sampling population*

For this study, VCFS were purposively selected with the rational of assessing whether there exists'double challenge' for academic success, and gender sensitive support systems for VCFS in the university and how VCFS manage to cope if such systems are not in place.

Accordingly, while simple random sampling was used to select 8 VCFS, it was supported by purposive sampling to select respondents with three or more years of stay in the university with the rational of obtaining adequate and detail information. Respondents were limited to 8 owing to page limitation of the assignment and the saturation of data to the needs of the researcher.

iii. *Theoretical perspectives on education*

Though many sociological theories can help explain disadvantaged position of female students in general and of VCFS in particular, Structural Functionalism and Conflict Perspective were utilized for the purpose of this paper.

Structural Functionalism stresses the key role of educational institutions to the stability, integration and the conflict-free existence of the modern society, and provides the poor with the opportunity for changing their position and environment by providing access to scarce resources. It thus, views that education fulfills the functions of cultural transmission, socialization, social control, transmission of academic knowledge and skills relevant in the society. In this regard, VCFS should obtain appropriate care, assistance and motivation not only to play their part but also to benefit from it in the process.

Unlike to structural functionalism, conflict perspective, perceives the educational system as an instrument of securing power and privileges in modern society. And education is an instrument to maintain inequality that exists in a given society by supplying students with cognitive, intellectual, and technical skills required by the capitalist class. It is thus, an instrument of the elite domination, and subordination of those (such as women, people with disabilities) who have less opportunity and access to it. In this regard, while historically perpetuating gender gap in the educational sector in general vividly indicates low educational access and success of females, absence of gender sensitive support systems and service provision for VCFS continues to perpetuate their vulnerability.

d) Ethical consideration

Due to the insensitive nature of the subject, informants were asked to provide verbal consent after briefing them about the objectives of the study and the intimate nature of interview questions. They were further informed confidentiality of information they provide, and assured to refuse to answer any question should they feel uncomfortable. In addition, all of the participants were interviewed in convenient places selected by them. Moreover, after completion of the interview, the researcher has sponsored refreshment services though some of the interviewees were unable to participate.

III. Results

To enrich the findings of this study with prior works accessible published and unpublished materials were reviewed. However, the scarcity of reading materials on the issue of the thesis has to be mentioned as a limitation. Though there was difficulty in getting adequate literatures to see different views on academic challenges of VCFS, the accessible scripts were assessed. The issues entertained in this chapter are: The development of inclusive education from historical Perspective; Educational rights of persons with disabilities in Ethiopia and Theoretical perspectives on education.

a) Background information

Data for this research were collected from 8 respondents, with the exception of one, all of whom have stayed three or more academic years in AAU. Time duration taken during in-depth interviews varied based on the expressive abilities and detail knowledge of respondents and ranged from a maximum of one and half an hour to a minimum of 30 minutes. The interviews with 6 respondents' were undertaken in their reading rooms in Kennedy library, four consecutively one day and the other two at another day (next day). The other two respondents were asked while they were returning from class two days later and interviewed in the field in front institute of Ethiopian studies (in the recreational place locally known as 'beg tera').

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All interviews were conducted solely by the researcher in Amharic (national language of Ethiopia) so as to make communication easier; recorded with the consent of informants and then transcribed and translated into English for analysis. The transcribed data has been categorized according to the themes and then analyzed manually using contextual and thematic analysis and discussed by triangulating against the findings from literature review. Finally based on the implications of the findings, conclusions and recommendations have been drawn. The following results were obtained and all the names mentioned in this article are pseudonyms.

The findings of the study were discussed by categorizing them into the following three themes: Characteristics' of respondents; academic challenges vis-à-vis supports they have experienced and obtained from AAU; and their views of awareness of university community, their levels of vulnerability.

b) Characteristics' of respondents

In order to discern the impacts of departments, family background, their type of visual challenge, religious, and social factors on academic success of VCFS, the collected data depicted the following results.

Department wise, all the 8 respondents were drawn from four departments: Ethiopian languages and literature (3 students, all 3rd year (graduating class)); law (2 students, (3rd and 5th (graduating) year)); social work (2 students, 3rd and 4th (graduating) year) and sociology (1 student, first year). Age wise, 3 respondents are of age 24; 2 aged 23 and the remaining three have ages 22, 25 and 26. Religiously, 5 are followers of Orthodox Christianity while the rest 3 are Protestants. Their family background also shows that except two, all the respondents have urban family background. Five respondents who are able to remember the proportion of VCS in their class reported to be 18:46; 13:35; 28:50; 13:65; 3:80.With respect to their visual challenges, half of the respondents have impaired depth perception while the rest have reported of having low vision.

c) Academic challenges VCFS have experienced vis-à-vis supports they obtained from AAU

Half of the respondents have reported the commencement of their challenges while they are enrolled into the university. Accordingly, four of them were not initially enrolled in their first choice, AAU. While one has been enrolled in Bahir Dar University, the remaining three have been enrolled in Hawassa University. All of them, however, have managed to change their placement to AAU by requesting the center for national examinations and certification. However, all the interviewees, with the exception of one, have reported of joining the department in their first choice.

Viewed from department wise, findings show that students and instructors of only the school of social work are reportedly found to be exemplarily helpful. In this school, all visually unchallenged students of third year and fourth year have developed regular programs/schedules to help VCS of their class. VCFS who participated in the interview from other departments have also witnessed this practice and the willingly support of students of the department for them and some of the VCS they know.

On the other side, while poor willingness to cooperate is found roughly across students of all other departments, one student from school of law has reported of joining to the department without her will and her inability of changing to the department of her interest (i.e. social work) because of unwillingness of officers in the registrar to cooperate. She blames of them for making her pay one year price (as she has been withdrawn on probation for a year) and of dean of the school for discarding her eligibility to take exam while she has reportedly brought legal receipt of sick leave for the case she had left exam room, while having attempted some questions, because of illness. With the exception of one student from the department of law who managed to secure help from others because of her special interactive quality, and two students from school of social work, the remaining five students have reported their difficulty to make use of help from their classmates, reasoning that students do not want to interact in helpful way despite they make greetings.

From instructors' side, all the interviewees from four departments, with the exception of school of social work, have reported of not seeing special assistance offered by instructors for VCS in general and of VCFS in particular. Some of them have suggested that the existence of one cooperative instructor cannot encourage them to say there is promising support. On the contrary, 5 interviewees in all departments except the school of social work, have blamed their instructors for not being forcing visually unchallenged students upon their request of not interested to do group assignments with VCSs in general and VCFSs in particular.

Overall evaluation of the university by all the interviewees in terms of its sensitivity to respond to the needs of VCS, and VCFS; designs of buildings, roads and other infrastructures; computer services, and other financial and non-financial support systems is fair and below fair. Some of their reasons for reporting this include the following:

Financial support of the university is extremely low (i.e. 120 Birr per month) which is extremely far from being enough for them to pay for readers while studying & during mid and final exams let alone for purchasing some sanitary materials which are provided of free in some other universities (example Hawassa University) as two interviewees have indicated. This finding is consistent with the assessment conducted by the

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institute of the Ombudsman (2013) which found out that for the question asked to know whether sanitary materials were given, 58.34% have said no while 41.66% have not provided the answer. It is also consistent with the same finding which commented that while it is being governed by the same legal framework, AAU, unlike Hawassa University did not financially support the expenses given for readers of visually challenged students mentioning a gap in awareness. Computer services are also reported to be of acute scarcity. All of the respondents have reported of having neither reference nor teaching materials of relevance written in Braille. They also have aggressively expressed the existence of some Braille references, in very few departments, which are of little, if any, relevance for current knowledge and technological advancement. A quote taken from one of the interviewees shows their deep challenge as it can be seen as follows:

> *Really there is little concern for VCS; while there are outdated reference materials in Braille showing the concern in some remote past, today, we are unable to get even limited but timely Braille reference or teaching materials. Because of this, we cannot get library pockets so as to borrow books, while visually unchallenged students can easily do; there is no a system of using limited Braille materials turn by turn, as a result of which one who get in the first time can use it the whole day and night… it is within such system we are learning and competing with others with no problem of vision in AAU. She added, being female, it is far more challenging to stay overnight there to solve the problem and not easy to ask males for help.*

This is also consistent with the finding of institute of the ombudsman (2013) which indicated the existence of limited references for SDs and stated such limited materials were concentrated in the school of law instead of being fairly distributed to other departments.

All of the interviewees have also blamed the University for replacing the provision of cassette with digital recorder recently. According to the interviewees, this was not need based. A similar view of three different interviewees on the issue was quoted as follows:

> *All VCS need cassette for not only using it at a later time (i.e. even after graduation), but also to give it for different individuals who can help us by recording simultaneously. Digital recorder can be useful for those who have personal computer (i.e. rich student or student from rich family); if we were rich, we should not have nagged for everything. Many of VCS have learned in boarding schools which definitely outstrip AAU in their treatment, support and service provision. Why the concerned bodies do not consider the needs of VCS. What will happen for a poor VCS who may have lost his digital recorder either from himself or because of he/she gave for someone volunteer to help in recording? Many of us are begging for different people to help us during exam time.*

d) *Interviewees views on awareness of university community& their levels of vulnerability*

Mixed responses were obtained with respect to the views of university community as reported by the interviewees. While 2 have reported extreme cases of being bored to communicate VCS by some officers have said their awareness to be low and the remaining one has said as fair. These responses can be attributed to their intensity of visiting offices.

With respect to their levels of vulnerability, all female students reported of believing their being at disadvantageous position as compared to their male counterparts with visual challenges. They have cited uneasiness of their interaction with clever male students, less access and utilization of technologies, and absence of some forms of gender sensitive support systems. This finding, too, has some consistency with the finding of institute of the ombudsman (2013) which indicated unfair financial support of the university for all citing the same support provided for individuals with one finger and the one who uses wheelchair.

IV. Conclusions and Recommendations

The interviewees overall evaluation of support systems and services provided by the university is found at maximum to be fair (2 reported it as fair and 4 as poor and 2 as extremely poor). This indicates the existence of wide gap to meet the demands of VCFS in AAU. The school of social work is found to be exemplary in terms of help both students and instructors of the department provide for VCS in general and VCFS in particular. This practice need to be strengthened and expanded toother departments of the university.

All the interviewed VCFS have reported of their more disadvantageous position than their male counterpart VCS. This gives a hinge to conduct another study to validate the case so that gender sensitive support systems can be put in place if it is confirmed. This can better help to redress specific challenges of VCFS.

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Global Journal of human-social science: G
Linguistics & Education
Volume 17 Issue 4 Version 1.0 Year 2017
Type: Double Blind Peer Reviewed International Research Journal
Publisher: Global Journals Inc. (USA)
Online ISSN: 2249-460X & Print ISSN: 0975-587X

Transforming Students to Legal Property: Experiences and Perceptions on the Position of Teachers on Students' Discipline Management in Tanzania

By Dotto Nhandi
The University of Dodoma

Abstract- This study examines the impact of secondary school students' protective disciplinary laws and regulations on teachers and students' relationship at the expense of teachers' position in managing students' discipline. The study interviewed secondary school teachers and students, and the University of Dodoma (UDOM) lecturers and students at its College of Education. A total of 50 informants were purposively selected for the study. Focus group discussions, face-to-face and mobile phone interviews were used to collect the data from the informants. Data were analyzed by using thematic analysis. The findings revealed that more legal protection on students' welfare increases their rate of misbehaviour and deters teachers' autonomy in managing the students' discipline in and outside classrooms. It was further revealed that such students' much protection has become their umbrella against punishment by teachers.

Keywords: discipline management, child's rights convention, legal protection, teacher autonomy, corporal punishment.

GJHSS-G Classification: FOR Code: 330199



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Transforming Students to Legal Property: Experiences and Perceptions on the Position of Teachers on Students' Discipline Management in Tanzania

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Abstract - This study examines the impact of secondary school students' protective disciplinary laws and regulations on teachers and students' relationship at the expense of teachers' position in managing students' discipline. The study interviewed secondary school teachers and students, and the University of Dodoma (UDOM) lecturers and students at its College of Education. A total of 50 informants were purposively selected for the study. Focus Group Discussion, face-to-face and mobile phone interviews were used to collect the data from the informants. Data were analyzed by using thematic analysis. The findings revealed that more legal protection on students' welfare increases their rate of misbehaviour and deters teachers' autonomy in managing the students' discipline in and outside classrooms. It was further revealed that such students' much protection has become their umbrella against punishment by teachers. Basing on its findings, this study recommends that the students' protective laws and regulations should not deter and devalue the positional autonomy of teachers in undertaking their responsibilities. There is a need to establish mechanisms and guidelines which clearly stipulate the scope of the position of teachers in discipline management with immediacy particularly when students react and abuse teachers since currently the laws are silent.

Keywords: discipline management, child's rights convention, legal protection, teacher autonomy, corporal punishment.

I. Introduction

The responsibility of discipline management in secondary schools is becoming an area of serious attention and focus in teaching and learning. Prosperous teaching and learning require learner's attention to understand and get accommodated to the learning environment (Munn, Johnstone, Sharp & Brown, 2007). Likewise, it is imperative that a teacher understands properly the classroom or school environment in which a student learns. In practice, schools and schooling are expected to mould and shape students to be useful individuals to themselves and admirable and depended upon by their society during their adulthood (Munn, et, al., 2007; UNICEF, 2009; Candle, 2010; Oluremi, 2013; Mlowosa, Kalimang'asi & Mathias, 2014; Hoque, Khanam & Nobi, 2017). Such preparation depends on students' desirable behaviour. Well disciplined students are expected to be productive to their society with desirable knowledge and skills. This is the essence as to why education is given to children in the world (Save the Children, 2013). According to Nakpodia (2010) "a disciplined mind is an asset to any society and a school is meant to train the youth to produce a balanced and disciplined citizen" and that "…schools are silent teachers of morals". This implies that, discipline to students is important in teaching and learning process and for overall school management (Kilimci, 2009; Stanley, 2014). It shapes their behaviour and improves achievement of school organizational goals and students' academic performance (Ouma, Simatwa & Serem, 2013; Njoroge & Nyabuto, 2014; Stanley, 2014; Simba, Agak & Kabuka, 2016). This may suggest that good students' behaviour such as respect, friendliness to their teachers, commitment in studies and refraining from drug and physical abuse such as bullying and sexual deeds have a positive impact on students' discipline and teachers' commitment in teaching and learning roles.

However, there are uncontested debates on students' indiscipline and unmatched violence like sexual abuse, corporal punishment, bullying, lack of respect, absenteeism, strikes, drunkenness, examination fraud, unethical dressing, stigma and discrimination, among others (Wright, Mannathoko & Pasic, 2009; Tweve, 2011; Karanja, & Bowen, 2012; Songela, 2015). Despite the fact that many scholars have addressed the problem of students' indiscipline and criticized the use of corporal and other forms of punishment (Naz, Khan, Daraz, Hussain & Khan, 2011), the state of students' indiscipline and violence in schools is high (Dunne, Humphreys & Leach, 2003). Besides, the actual and an escalating experience in the world sees schools and schooling changing to apertures of conflicts and bullying behaviour (Munn, Johnstone, Sharp & Brown, 2007; Petro, 2009; Ndibalema, 2013b). The schools will likely become and remain places where everyone looks and happily celebrates for the weaknesses of the other; the teacher

Author: Department of Social and Business Studies Education, the University of Dodoma, P.O. Box 523, Dodoma, Tanzania.
e-mail: lugedenga.dotto@gmail.com

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and his learner. The lovely care and respect expected from and between teachers and students seem to lack. This scenario is also likely to be apparent among secondary schools in the United Republic of Tanzania (URT).

More notably, since the establishment and enactment of the international Convention on the Rights of the Child (CRC) in 1989 and 1990, respectively (Crown, 2009), and the imposition of laws and regulations abiding their conducts and positions in schools (URT, 2004; Livingstone, *et al*, 2015), students and the society have started seeing the position of the teacher in class and society relatively insignificant (Hargreaves, *et al*, 2006; Kadzamira, 2006; Ndibalema, 2013a). Additionally, despite the mild and severe forms of punishment being not effective to reckon the high rates of schools' behavioural misachievement (Peretomode, 1992; Nakpodia, 2010; Stanley, 2014), students themselves know that teachers are not allowed by law to administer corporal punishment to them without recorded permission by the heads of schools. The many directives given by government and non-government educational stakeholders are likely to have an itching-like fate to teachers (Wandela, 2014). Also, parents can question the power of the teacher in disciplining their students and that teachers are even brought before police and courts of law as a consequence of discharging their duties (UNICEF, 2010.; Hargreaves, *et al*, 2006; Nakpodia, 2010; Jeston, 2013; Ndibalema, 2013a; Mcevoy & Zender, 2014; Magwa, 2014). The role of a teacher as a maintainer of security and order in classroom (Nakpodia, 2010) is scarce. For such reasons, students have become more legally prohibited and teachers are now missing authority in students' discipline in teaching and learning (UNICEF, 2009). They are becoming legal properties highly protected by laws and regulations. The researcher's own experience in the education career shows that, teachers punishing students today is risking their life and employment. Such conducts will likely continually erode the authoritative and professional autonomy of teachers in their career.

II. Background to the Problem

The question on students' discipline and its definitions are complex and have attracted attention, researches and discussion in many nations (Munn, Johnstone, Sharp & Brown, 2007; Ouma, Simatwa & Serem, 2013; Yaghambe & Tshabangu, 2013; Kinyaduka & Kiwara, 2013, 2014; Magwa, 2014; Simba, Agak & Kabuka, 2016). The definitions of discipline and punishment have further created divergent thinking among children's rights' scholars (Gershoff, 2002; Munn, Johnstone, Sharp & Brown, 2007). Such attention and discussion have groomed to the need for students' rights' protection.

The consequential result of high demand for students' rights' protection has emanated from many nations to adopt the CRC in order to enhance attainment and protection of civil, cultural, economic, political and social rights (Kilimci, 2009). The aims of the Convention and other regulations are, among others, to develop the child to the fullest potential and enable him/her engage in family, cultural and social life (URT, 2008; UNICEF, 2009). However, despite the good aims of the Convention, the legal protection of secondary school students is more alarming and even terrifying the position and authority of teachers (Nakpodia, 2010; Machumu & Killugwe, 2013). There are many laws, regulations and spokespersons that monitor more the safety of the learner in school than teachers (Thomas, 2011; Livingstone, et al. 2015). Such monitoring centers more on students' learning affairs.

Indeed, the protection of students' rights is much conducted worldwide because many school students are exposed to risk settings of torture and difficult learning environment. CRC prohibits students' rights' violation in schools and home places and provides some articles which prevent corporal punishment (Wright, Mannathoko & Pasic, 2009). Many nations like Iceland, Israel, Germany, Croatia, Latvia, Cyprus, Austria, Norway, Denmark, Finland and Sweden have banned the use of physical punishment to children in schools and homes (Durrant, 2004). In Scotland, as it is in other nations, handling of students' violence in schools has been an etymological implicate of political sensitivity and concern (Munn, Johnstone, Sharp & Brown, 2007). Further, there are nations which consider corporal punishment an important and useful tool for managing and correcting students' discipline (Dunne, Humphreys & Leach, 2003; Naz, *et al*., 2011) while others see it to be causing much externalizing behavioural problems (Wright, Mannathoko & Pasic, 2009; Hecker, Hermenau, Isele & Elbert, 2014). In countries like USA, Turkey, Sweden, Netherlands, China and Nigeria, school and home environments' advocacy and use of corporal punishment to discipline children are still a norm (Research and Analysis Working Group, Kilimci, 2009; UNICEF, 2010; Hecker, Hermenau, Isele & Elbert, 2014). Interestingly, in Turkey, for example, although students are embraced through the welfare approach, the rate of their disruptive behaviour is still high (Munn, Johnstone, Sharp & Brown, 2007). To reckon the situation, some studies have gone further to suggest correction mechanisms towards students' discipline improvement such as through team teaching for coaching and mentorship (Munn, Johnstone, Sharp & Brown, 2007), positive parenting and non-violent caregiving strategies (Hecker, Hermenau, Isele & Elbert, 2014). However, despite the fact that teachers and students' indiscipline conducts are variably and highly reported in countries like USA, Germany, China, Bangladesh and Sub-Saharan Africa (Betweli, 2013), teachers' loss of authority and loco-parentiship is hardly

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legally acknowledged. In the U.S. for example, although 80 percent of teachers are victimized at least every year (American Psychological Association, 2016), the efforts to redress the matter seem to be little.

It is important to note that, the western based studies center on looking at students' academic achievement in terms of more socializing environment in which punishing students becomes a legal question. Contrastingly, the traditional African experiences on children and students' discipline management in many instances are taken as a society role in which punishing students is part of their learning venture. It means therefore that, most of the western studies on students' discipline in learning give a new and opposite look to Africa whose students' discipline in schools and homes still attract much attention and sometimes develop blames. Such attraction becomes useful to the present study which seeks to examine the position of teachers in managing discipline of secondary school students.

There are cases of students and teachers' indiscipline like sexual and other forms of harassment in many African nations like South Africa, Zambia, Kenya, Ghana, Zimbabwe and Malawi, on one hand (Dunne, Humphreys & Leach, 2003; Chege, 2006; Smith & DU Plessis, 2011). On the other hand, Nigeria, Kenya and Tanzania have laws which still propagate for the regulated use of corporal punishment in schools (URT, 2002, 2008; Nakpodia, 2010; Hakielimu, 2011; Newell, 2011; Kinyaduka & Kiwara, 2013; Hecker, Hermenau, Isele & Elbert, 2014; Mlyakado & Timothy, 2014; Stanley, 2014). This may likely pose students' indiscipline problems in schools due to divergent multiple instructions given by divergent legal directives from divergent authorities. Indeed, there is enough and startling evidence of students' mistreatment of their teachers in and outside classrooms (UNESCO, 1998; Dunne, Humphreys & Leach, 2003). In Tanzania experience shows that the rate of violence and misbehavioural conducts among students against their teachers is common and emotively attracts social and political tension, violence and hatred among political and government educational officials, heads of schools, teachers, students and parents in and out of school settings (Akyeampong, n.d.; Kiyao, 1981; UNESCO, 1998; Mulford, 2003; Hargreaves, et al, 2006; Makule, 2008; Mushi, 2009; Karanja & Bowen, 2012; Osaki, 2012; Machumu & Killugwe, 2013; Mlyakado, 2013; Ndibalema, 2013a; Youze, Fanta, Balyage & Makewa, 2014). Still in many parts of the world, parents, too, are swiftly leaving their role of disciplining and guiding students at homes and such impact negatively impacts their behaviour (Barbara, 2008; Nhandi, 2017; Wright, Mannathoko & Pasic, 2009; Laddunuri, 2013).

Furthermore, there are several reports about students' misbehaviour, voluntary absenteeism from school, intensive drug abuse, sexual harassment and verbal and physical abuse to their teachers in the nation which demoralize and make the latter worry about their life (Machumu & Killugwe, 2013; Mlowosa, Kalimang'asi & Mathias, 2014; Stanley, 2014). Teachers are sexually and physically abused and their authority being muscularly protested by students without many of these cases being reported (Dunne, Humphreys & Leach, 2003; Machumu & Killugwe, 2013; Magwa, 2014). Also, since students have become legal properties protected by 'strict' laws and conventions, they know and value more about their rights than the role and position of the teacher in and outside school and classrooms (UNICEF, 2009, Article 38; Nakpodia, 2010; Magwa, 2014). Eventually, teachers teach students in a way that is friendly enough to allow them not to be blamed (Nakpodia, 2010). The likelihood flaw is to make the students less listening to and respecting their teachers. In classrooms, teachers have become passive because heads of schools are not all the time omnipresent to inflict corporal punishment to misbehaving students (Nakpodia, 2010). Accordingly, the teaching codes in many nations position a teacher as a misconduct and criticism bound, but not as a professional learner for clear professional growth and accountability (Van Nuland, 2009).

In fact, teaching and learning environments in schools have become like sport ground. Everyone has put his eyes away from the target ball; the demand for quality and individual-responsive education to both teachers and students (Candle, 2010; Ndibalema, 2013a:45). The teachers are lamenting on the fouls played by their learners, as the latter are being oppressive to the former. Students, too, see teachers not welcome as they are thought to be harsh and incompetent without authority. Every part is blaming the other parts (Akyeampong, n.d). The educational officials, government, parents and non-governmental organizations are all over the playground looking keenly on the fouls played by teachers against their students (Mlowosa, Kalimang'asi & Mathias, 2014). Much defense and protection are on students.

More practically, there are cases of teachers being punished before their students by government officials. For example in 2009, the District Commissioner in Bukoba, Tanzania ordered the police to cane seven female teachers and 12 male teachers before students due to tardiness and students' poor performance in national examinations (Ndibalema, 2013a). Likewise, the actual experience in October 2016 of the University practicing teachers who corporally punished a secondary school student in Mbeya Region, Tanzania and the scenario attracted a severe national attention. There was attention from three Government Ministries, police officers and the Regional Commissioner and the student-teachers were apprehended (https://www.youtube.com/watch?v=e3LZF4f2WSI;http://www.bbc.co

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m/swahili/habari37575984). Ultimately, the head of school was eventually demoted because of mishandling the matter by purport that she was like letting the matter go unreported. However, the later report from the Regional Commissioner showed that there were serious incidences of students' misconduct in the school so much that it rendered students' discipline management by teachers impossible (https://swahilitimes.com/taarifa-mpya-ya-mkuu-wa-mkoa-kuhusu-tukio-la-kupigwa-kwa-mwanafunzi-mbeya-day/).

Eventually, with such students' rights' legal protectionism, and because little is written about its impact on teachers' students' discipline management, specifically the central role of this paper was to examine the impact of the legal rights' protectionist systems on teaching and learning and on teachers' authority in students' discipline management when executing their noble career roles.

III. Objective of the Study

This study examines the position of teachers in management of discipline of secondary school students who have much legal protection in the process of teaching and learning. The study objective is guided by two questions.

(a) What is the actual state of legal protection of students' rights in discipline management in secondary schools in Tanzania?
(b) What is the position of teachers in effectively managing students' discipline in secondary schools in the nation?

IV. Methods

a) Research approach, sampling process and data collection

This study employed a qualitative approach to enable more complex aspects of experience to be studied including the nature of the informants' experiences in the position of teachers' discipline management among secondary school students (Barker, Pistrang & Elliott, 2002). The target population was purposively selected from secondary school teachers and students, and UDOM lecturers and students from the College of Education. There were 10 University lecturers, 5 secondary school heads, 10 secondary school teachers, 10 university undergraduate students and 15 secondary school students who were interviewed. Purposive sampling and data collection were done on an ongoing iterative basis to saturation level (Cohen, Manion & Morrison, 2007; Glaser and Strauss 1967; Barker, Pistrang & Elliott, 2002) in order to get randomly targeted informants to avail their perceptions on the study. Sampling was concluded when saturation was reached especially when observed situations appeared to be repeating (Cohen, Manion & Morrison, 2007). This helped in easing the selection of the common themes obtained from the informants.

The data were collected by using Focus Group Discussion (FGD), face to face and phone interviews. The interviews enabled to gain informants' inner feelings about students' discipline and the position of teachers in maintaining and managing their roles. Individual and group informants were selected based on their potential and ability to significant contribution to the study. Only in certain circumstances, observation and data collection continued to find the most to the least common behaviours observed over time to maintain data trustworthiness (Cohen, Manion & Morrison, 2007). In order to adhere to research ethics, informants' anonymity was considered. Also, the researcher first sought a letter of permission from the Postgraduate Office of the College of Education responsible for research to enable him collect these data.

b) Data analysis and presentation

The data were analyzed by using thematic analysis in relation with the two specific research questions and researchers' own cognitive style and talents without causing vagueness to the phenomenon under examination (Barker, Pistrang & Elliott, 2002). The analysis of data was first done by transcribing the recorded interviews and their meanings (Barker, Pistrang & Elliott, 2002).

Since this study went beyond the descriptive level, cross-case analysis was used across informants in order to identify common themes about the students' discipline across schools and informants' experiences and perceptions in order to see which aspects were shared. The common themes that appeared to be reiterated by many of the informants were: the fate of students' legal protection on the management of their discipline, political interference and contradicting directives when teachers execute their duties, position of teachers and the teaching is not good, low socio-economic status of teachers and poor quality of teachers and large class sizes. In order to express the informants' perceptions freely, the findings were presented and synthesized using the informants' own quoted voices.

V. Results and Discussion

a) The actual state of legal protection of students rights in discipline management in secondary schools in Tanzania

The fate of students' legal protection on teachers' discipline management

Out of 15 interviewed students, 14 (93.3%) agreed that students' discipline was poor. Such problem creates impact for poor academic performance. The problem was placed onto students. One male student from secondary school Z when interviewed said:

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"students do not follow instructions given by their teachers". It was further informed that the directives from the higher authorities do not help students to improve their discipline. Another student said:

> *In my school, if a student does wrong, discipline masters/mistresses will act and punish students without any permission from the head of school. And students' discipline is good* (A female student of secondary school Y in FGD).

When asked if there is a need to maintain punishment in schools, 8 lecturers (80%) insisted that it has to continue. More emphasis was put on the effective use of corporal punishment and its importance of immediacy. One lecturer had this to affirm:

> *If corporal punishment is to be maintained, procedures should be followed in a meaningful context and with immediacy. Punishment is not only for the misbehaving student, but also a lesson to other students. In Tanzania, the government procedures on punishment are too long…For example, if a student misbehaves in class while the teacher is teaching, at what time will the punishment be rewarded to the student for immediate effect? What will other students in the class learn if the misbehaved is punished later and may be out of the context of the mistake?* (A male lecturer in FGD).

Generally, upon seeing the seriousness of secondary schools' misbehaviour problems among students, many informants of this study vied for support of use of corporal punishment more than ever before. There were different voices from the informants. Contradictions and enmity among students and their teachers were reported to be a serious problem. Another lecturer said:

> *Nowadays students are in a winning side. Most of the laws and regulations are in their support and address their matters positively. Teachers are glaringly losing the battle. Indeed, teaching and learning relationship between teachers and students is creating a battle field; a student wins because he has the laws, the teacher loses because he has no laws in his support* (A female lecturer in FGD)

The above sentiments are in line with the studies by Hargreaves, *et al*, (2006), Kadzamira, (2006) and Ndibalema, (2013a) that teachers are losing their authority in students' discipline management before the latter's protective laws. Similarly, students are also not happy with and do not support the too protective laws and regulations done on their favour. To aid this, one female student participant remarked:

> *The laws and regulations which strictly defend students do not help in bringing up obedient and good behaving student-citizens. These laws are destructive…They make teachers fear from being punished or terminated from their employment…* (A female student of secondary school Z in a face to face interview).

Experiences from majority of the informants of this study showed that if discipline management is carefully done, there is likelihood of making students perform well in their educational endeavors. One remark from a lecturer was hinted:

> *Corporal punishment is highly required. If I had that opportunity, I could suggest that more corporal punishment is needed. Students today are driven by this ICT world and they know everything. They completely do not value the presence and authority of their teachers. I have my own experience when teaching in one secondary school in Kilimanjaro where I severely punished two students who were drug abusers. They reported to their parent. When the parent came and gave me support after getting my full explanation, today these students are in universities pursuing their bachelor degrees. The parent has become my friend who all the time contacts and thanks me for that* (A male lecturer in a face to face interview).

The great constraint is that many education stakeholders including NGOs and other government organizations write and center more on students' rights and protection while paying little attention to the needed positive student-teacher interactions in and out of school settings. Such poor teacher-student's relationship is also reported by other researchers (Nakpodia, 2010; UNICEF, 2009). The informants' experiences and perceptions portray further that students' rights' activism conducted by various educational stakeholders endanger teachers' effectiveness in discipline management among secondary school students.

The above responses indicate clearly that, the state of students' discipline in schools is not good. All the interviewed informants had a view that, students have become aware that they are legally protected and therefore they no longer have a fear of their teachers. However, the informants affirmed that it is important that all stakeholders collaborate together to ensure that management of students' discipline is a responsibility of every individual. A student is a society member who after his/ her journey of studies, he/she is expected to join and serve his/her people and the nation. Thus, quality preparation of learners with admirable attitudes and discipline is required to make them accountable and close to their people.

Political interference and directives on teachers' management of students' discipline

Political interference in administration of school activities is becoming apparent. In course of that, various directives are given but they are not uni-directional. All these are making teachers miss their core

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target. In a group discussion with four lecturers from UDOM, emphasis on the use of laws and regulations in running schools was upheld. The discussants had a view that lack of discipline in many secondary schools in Tanzania is partly due to low enforcement of school rules and regulations. In one point, they hinted:

> *Corporal punishment should be controlled with laws and regulations and teachers need to stick on them. Good behaviour and learning to students require abiding by the instructions and schooling culture. There should be a limit of democracy in learning when school rules and culture are violated by learners. Students should be told to have a mandatory requirement to study and follow the school regulations. There is a problem with our policies that affect the leadership system in decision making. There is like a vacuum in leadership. National laws make mandatory to take a child to school, but when it comes to students' discipline, he/she is left without help. Teachers need to be well informed by the educational officers. The educational inspectorate officers need to go down to the lower school roots* (A female lecturer in FGD).

In noting the glaring impact of political interference, it was revealed that, many government and political leaders influence and impact much the management of schools and students. There are many confronting directives which thwart the autonomy and authority of teachers in managing effectively students' discipline in secondary schools. One secondary school head emphasized:

> *We should not politicize the actual status. There is a need to have clear directives. Government officials should not give directives without getting the first hand information of what is happening…There is a need for coordinated flow of information from top to bottom and vice versa. Otherwise, teachers may continue to be demoralized by the many and often given directives…Only people responsible to the administrative running of schools should be given a room. Politicians need to be limited. It is nowadays possible to find a political leader directing what a school head should do while there are educational officers who could channel well the required information* (The Headmaster of secondary school Z in a phone interview).

The foregoing remark implies that lack of clear channels of commands in teaching career is still a problem. This is likely to cut across from students and teachers, to lower and higher educational officers. It is common to find that even school heads cannot discipline teachers as they fear to miss that authority. Concurrently, some of the school heads are also condemned of perpetuating school misconducts. This idea is supported by Ndibalema (2013a), Hargreaves, et al, (2006), Wright, Mannathoko and Pasic (2009), Osaki (2012) and Mushi (2009) who see that the authority and role of teachers are affected by political and other social factors in our society.

Teachers' effective management of students' discipline help in making and producing learners who understand well their role and responsibility in their society. These learners become hard workers and committed to their learning and other society needs. One male lecturer commented:

> *Corporal punishment makes students behave well and work hard. Due to the current situation, the teachers are not in a good position to play their role as loco parentis. It has got a long procedure and a single person (headmaster/headmistress) is not easy to handle all the punishment for misbehaving students…What is happening nowadays is abhore! One event might have more than ten different directives from different institutions which become of more political interest than building our dying education system* (A male lecturer in a face to face interview).

The imperative need for corporal punishment has much been insisted by many informants of this study because of increase of students' legal protection. Such protectionism makes students' discipline unmanageable by their teachers. This similar demand is supported by other researches like Machumu and Killugwe (2013) and Hecker, Hermenau, Isele and Elbert (2014) that corporal punishment to student is needed. However, the most important caution to be taken is the regulated use of the political directives given to teachers which negatively affect their commitment in supervising students' discipline in secondary schools.

b) The position of teachers for effective management of students' discipline for academic excellence

The study went further into seeing what might be the position of teachers in handling students' discipline in classrooms especially in this era where students' democracy is highly growing and legal protection of their rights is in rise. With a focus on critical commitment of teachers in their success of teaching and upbringing students as responsible and society blended individuals, the presentation of the findings has been done in specific sub-themes as follows.

Friendliness, love and cooperation among teachers and students

Collaboration and friendly teaching and learning environment among students and teachers are largely missing in schools. Informants of this study in several ways urged a call for decisive efforts to aid students and teachers' supportive learning and interaction in order to ensure that secondary school students graduate with good behavioural attributes in order to work for the betterment of their people and the nation.

When asked about the state of friendliness and cooperation between teachers and students in teaching

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and learning, the informants affirmed that there are no calm situations. Students are not interested in class activities especially when the activities are particularly involving and demanding. Even when a student fails to perform a given task, much of blames are thrown to teachers. In some cases, when students are sent to school, no serious follow up is given. Discipline inclines, among other things, accomplishment of tasks and assignments given to students. To actuate these, one informant had this to say.

> *…Teachers are being blamed by everyone; if they punish a student, the parent and even the government officials react against them. How can the teachers improve the discipline of their students with this kind of their low treatment?* (UDOM's female undergraduate student in a face to face interview at the College of Education).

The above sentiment commends that, because of serious lack of students' commitment in their school activities and tasks, there is much failure in students knowing their school responsibilities and cooperation amongst themselves and their teachers. All these lead to what students, many governments and society at large consider as lack of teachers' loco-parentiship (Nakpodia, 2010). It is possible to find teachers in many secondary schools celebrating for the poor results of their students. Moreover, there are many organs ranging from politics, parentiship, NGOs and educational officers (UNICEF, 2009; Nakpodia, 2010; Magwa, 2014) which champion for students' rights' protection. Also, such relations create high antagonistic chains of commands which aim at directing what is to be done in schools pertaining to students' learning. The likely impact is that students are seen being so much pampered. One lecturer informed:

> *Teachers were expected to be loco-parentis. Only teachers are left to deal with students' misbehaviour; and they have also lost interest. Again parents do not want teachers to interfere them! …Parents want students to perform, but teachers are demoralized. There is no positive reinforcement. There is a problem in engaging teachers, parents and the government. Everyone is running away from the responsibility of helping students in their learning. There is a need for effective engagement* (A male lecturer in a face to face interview).

The study observed further that, other school governing machineries such as school boards are not effective in overseeing school discipline. Also general school meetings and councils are hardly convened. An informant in one of the occasions during data collection emphasized that:

> *School boards are no longer powerful…There is a need to limit the boundaries of jurisdiction. For example, in seminary schools, when decisions are given, only school heads have that autonomy. With such follow ups on students' discipline, most seminary schools perform well in academics…In one school, they created the use of different uniforms to each group, thus difficult for a student to escape from class. All teachers have been given permission by the school head to punish a misbehaving student. There is high discipline in this school…* (A female lecturer in a face to face interview).

Students who participated in the study cemented further that there is little guidance and care from parents pertaining to management of students' discipline. Others are even ready to go to school and confront teachers if their children, who are also students, get punished. This in fact deteriorates teachers' morale of helping managing the discipline of students. Another secondary school student reiterated:

> *In my school, I have an experience of a male teacher who was stoned by a group of male students at his home. The reason is that the teacher was very strict and punished one Form three student who later organized some of his fellow students and attacked the teacher at home in one evening* (A female student of secondary school Y in a face to face interview).

It is important to note that in certain circumstances, parents support teachers in provision of corporal punishment. Such support helps in ensuring that student's conducts and progress are a joint venture of every person in a society. More notably, parents' positive cooperation to teachers is an effective mechanism towards effective student's discipline in schools. In an emphatic tone, one lecturer when interviewed cemented:

> *I came across a problem when a female student who did not go back home the previous day after school hours. Instead, she was brought by her mother and reported that she went to her female friend and slept there. Teachers punished the student with full support from the parent.*

The implicative meaning of the available legal and directives' contradiction in discipline management among secondary school students in Tanzania makes teaching and learning environment in schools very difficult (Ndibalema, 2013a; Mlowosa, Kalimang'asi & Mathias, 2014). As it is in other nations in the world, teachers are the main receivers of criticism and claims of students' poor performance in their educational endeavor (Van Nuland, 2009). There is no clear direction of who should direct teachers for students' educational outcomes. Even when the outcomes are delivered, students are highly favored.

Low socio-economic status of the teaching profession

Poor economic status of teachers was mentioned to be a course of students' misbehaviour. Many informants mentioned and reiterated on the poor

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economic status of teachers which makes them get a socially constructed label of low social status and attraction. A challenge with this is that everybody despises the teaching profession, be it parents, teachers themselves, government and other pressure groups (Ndibalema, 2013a). In other times, teachers are not given due respect on the discharge of their duties due to their difficult economic condition. Little respect is given to them. One lecturer commented:

> *When a parent has an income higher than a teacher, a student sees the teacher to have no significant impact with his/her discipline. Teachers are seen as being poor with their own problems. So, whenever you deal with a misbehaving student, the matter is displaced to teachers that they are harsh to students because of their economic difficult* (A male lecturer in a face to face interview).

This may be true as most of the teachers are much of their time involved in school activities. Teaching is not about getting in and out of class. It is a continuous activity and quite diagnostic for the learning progress of the students. After teaching, there comes marking and assessment of learners' assignments. Teachers are learning creatures all the time. They do not have time to handle their personal businesses. Their income goes on remaining stagnant. Wonderful, this also creates a room to poor labeling in fulfilling their responsibilities.

Impact of class size on students' behaviour

It was also reported that the expansion of schools has led to high enrollment rates that have caused many classes to be overcrowded. Teachers' classroom management for students' behaviour is difficult. One secondary school student teacher reported.

> *…Other students involve themselves in dangerous groups such as drug abuse. You find some numbers of students are in shifts; others come in the morning while others in the afternoon. A teacher gets difficult to monitor students' school attendance and discipline* (A male student of secondary school Z in a face to face interview).

Such school expansion led by students' increase in enrollment creates acute constraints on teachers' preparation and quality of their training (Kilimci, 2009). Quick and sometimes poor training of teachers lead to some miss proper professional attitudes and skills in dealing with students' misbehaviour. When asked about the course of high rate of misbehaviour among students in secondary schools, the informants had various revocations. Others saw that there is a problem of quality and competence of the teachers who are in schools. This idea was highly supported by both teachers and students. One secondary school student from school Y affirmed that "The professional ability of teachers in class contributes much to students' misbehaviour. Some are not competent enough to deliver in class. This welcomes a lot of students' challenges, grievances and dissatisfaction which lead to teachers' difficulty in managing classes". Moreover, in supporting the above response, one secondary school teacher commented by reiterating that:

> *The expansion of education has led to high enrollment of teachers. Teaching and preparation for teachers are also creating challenges. Other teachers are in teaching without call and self-motivation. Yet, employers are interested more in performance than competence* (A male teacher of secondary school Y in a face to face interview).

The above quotations indicate that, teachers' preparation and employment do not follow strict professional codes. Both the highly and poorly performing student-teachers are all employed. In private schools, however, experience shows that, since they normally involve interview in recruitment of teachers, most of them center on good grades of highly performing students. Generally, teachers are hardly well prepared to enable them manage well and successfully students' indiscipline cases.

If teachers were well prepared and their authority recognized in our communities, there could be effective and purposive administration of punishment to misbehaving students. The opposite is that, today it is possible to find some teachers punishing students on personal grievances. They should focus on the problem being addressed rather than general attributes. One lecturer cautioned:

> *The punisher should focus on the problem, but not personal attributes of the student. You may find in other times when a teacher is punishing a student, there may also be a lot of abusive language which attack students' individual personalities. Thus, some time one may miss to see what problem the student is actually being punished for; no consistence...* (A male lecturer in a face to face interview)

The remarks from the informants are calling for collaborative and cooperative responsibility among teachers, students, government, parents, NGOs and other society members in management of students' discipline in secondary schools. Students' rates of misbehaviour, violent and abusive attitudes to their teachers are apparently present. However, such cases are neither recorded nor reported and even if known, they are not given much attention for redress. These findings corroborate with previous studies by Dunne, Humphreys and Leach, (2003), Machumu and Killugwe, (2013) and Magwa, (2014) who report further that teachers are physically and muscularly abused by students. This contributes much to the former's demoralization in not only managing the latter's discipline but also their learning.

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Teachers are generally becoming demoralized and have left their role of managing students' discipline (Nakpodia, 2010; Magwa, 2014). Most of the interviewed informants in this study agreed that teachers today do not seriously help students when they are in difficulty. This further goes even to teaching and learning processes in class. If students do not attempt given class assignment, very few teachers make follow up and diagnose the problems affecting their learners.

VI. Conclusion

The discussion above gives constraints that are still in the Tanzanian education system. The position of teachers in discipline management of students in secondary schools is very low and limited. Meanwhile, the state of students' discipline in secondary schools is bad. There is a serious confusion. Students are much legally protected which make teachers remain silent. There is worry that schools have become meeting points of two people who have their own different walks. Teachers are teaching and preparing learners to simply accomplish the doctrine cycle of education. Also, students are in a tolerating mood in the hands of these people who are seen as 'wolves' or predators, their teachers (Shakeshaft, n.d.). The great concern over school student's discipline management is becoming more simplified every day. As Albert Einstein, a famous philosopher says, "We should make everything as simple as possible, but not simpler". The present study concludes that, in the current democratic classes, activism in teaching and learning will spoil students if it is solely looked at and left under student's legal rights' protective wing.

There is a need to stop throwing blames in discipline management of secondary school students. Trust is needed to be strengthened among parents, teachers and the government to make sure that students are prepared well to assume their roles responsibly and with good discipline. Teachers, too, should not see that students' discipline management and their academic success are no longer their responsibility (Ndibalema, 2013a). The quality of education obtained must be given good disciplinary support in order to produce good behaving students.

VII. Recommendations

The study recommends that, there is a need for closer cooperation among students, parents, teachers, government and other educational stakeholders including the community. Students need to be protected with the laws for their rights as individuals. However, the responsible organs need to pay attention to the key issues which may clearly define the position and autonomy of teachers in discipline management in order to establish and strengthen positive discipline among secondary school students and teachers. There should be formulation of clear rules and regulations to guide the scope of teachers' autonomy in managing students' discipline. Such rules and regulations will help to gorge more friendly environments which both a student and a teacher benefit from the learning process. This means that, when there are rules and regulations which propagate for students' rights, there should also be provisions which clearly state the rate of authority a teacher has on disciplinary management of his/her learner. This is important especially when the teacher's authority for effective accountability execution is thwarted by students' protective legal rights.

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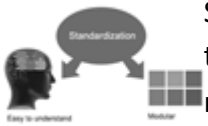

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References	Complete and correct format, well organized	Beside the point, Incomplete	Wrong format and structuring

Index

B

Broadened · 2
Bullying · 8, 9,19

C

Concordance · 27, 28
Congruence · 1, 3, 8, 9, 10, 3

D

Daycare · 33

I

Inspectorate 14
Intransitive · 29, 31

L

Lamenting · 11

P

Pedagogical · 16, 17, 18, 19, 20, 21, 22, 23
Portrays · 21

T

Thrived · 33
Transcribing · 12



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ISSN 975587

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