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Indian Education System

Ghanaian Tertiary Students'

Highlights

Practices and Challenges

Social Narrative of Literacy

Discovering Thoughts, Inventing Future

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Action Research Approach in TESOL

By Alshahrani Turkiah

Abstract- Through observation of students 'behaviour, foreign language teachers often seek ways to improve their teaching of a foreign language. Teachers teaching of a foreign language observe their students' behaviours, analyze them, identify possible problems, propose intervention for the problem, and evaluate the results after implementation of the proposed intervention. Some solutions succeed; others fail. When this approach results in a 'self-reflective spiral of planning, acting, observing, reflecting, and re-planning', it is called Action Research (Mc Niff & Whitehead 2002: 46). It is a practical approach, which aims to develop the process of teaching and learning by empowering participants and extending participation through collaboration (Zuber-Skerritt 1991: 2) In this paper, I will show how Action Research succeed to solve a problem that I have faced in my familiar classroom. According to the Action Research approach, solving problems of teaching that may happen in TESOL classrooms takes collaboration and much participation. Each teacher should play a great and essential role as a collaborator to help students to improve both teaching and learning levels. In addition, it is important for a teacher to evaluate any proposed solution through assessing the level of the students. In fact, the levels of the students partly reflect the level of the teacher and her/his effort in developing the procession of education. School and teachers can be considered two essential factors of the factors of students' success. Where Fullen (2001:115) argues that educational change depends on what teachers do and think, it is as simple and as complex as that', Willis reminds us that individual human action is embedded in cultural and structural systems not of the individual's making (Willis 1977). Herein lies the value of Action Research for TESOL as a 'collective, self-reflective inquiry undertaken by participants in social situations in order to improve the rationality and justice of their own social or educational practices' (Kemmis and Mc Taggert.

Keywords: action research approach, improve, teaching of a foreign language, observe, intervention, solutions.

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I. Introduction

Through observation of students' behaviour, foreign language teachers often seek ways to improve their teaching of a foreign language. Teachers observe their students' behaviours, analyze them, identify possible problems, propose intervention for the problem, and evaluate the results after implementation of the proposed intervention. Some solutions succeed; others fail. When this approach results in a 'self-reflective spiral of planning, acting, observing, reflecting, and re-planning', it is called Action Research (Mc Niff & Whitehead 2002: 46). It is a practical approach, which aims to develop the process of teaching and learning by empowering participants and extending participation through collaboration (Zuber-Skerritt 1991: 2) In this assignment, I will use Action Research to solve a problem that I have faced in my familiar classroom.

II. Analysis of my Classroom

I have taught English language as a foreign language to female students in the secondary stage in my home country, Saudi Arabia. The school is located in a small village and is not as big as urban schools in the cities. Sixteen students is a manageable number, which helps the teacher to ensure that each student understand the lesson. The curriculum of the secondary stage contains various topics, which are related to different dimensions of life, such as sports, principles of life customs, education, etc. Each student should have two books – one is called 'pupil's book', which has the main topics that should be taught by the teacher in the classroom; and the other book is called 'work book', which has many different tasks for homework. Village schools are not fitted with technologies of education, such as smart board, modern furniture, etc., to assist the teacher in the delivery of English Language lessons. Therefore, the common method of teaching is Grammar-Translation Method for most of teachers.

As one of the EFL teachers in villages in my home country, I normally employ Translation Method in my teaching. I begin the lesson by showing what was written in the students' book to the students, translate the new words from L2 to L1 (English language to Arabic one), and then have the students repeat the new words chorally and individually. Next, I show the students the tasks written in their workbooks and explain how to answer the tasks. To be honest, I am not satisfied with my students' level in speaking English language in the classroom. Therefore, I decide that it is best to conduct an action research project to find a solution to the low level of students' speaking.

III. Identifying the Problem

a) Problem Identified

The problem which I face in my classroom is the low level of speaking by three quarters of the students. They cannot speak fluently or communicate by speaking. This is not only a significant problem in learning a foreign language but an essential one as well. It is incumbent upon the EFL teacher to search for solutions to any problem in teaching a foreign

Author: e-mail: royna.888@hotmail.com

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language. To learn foreign language, it is essential for the students to practice four skills, listening, reading, writing and especially speaking in the classroom.

b) The cause of the problem

As EFL teacher, I think that the main cause for the low level in my students' speaking is the use of the Grammar-Translation method in teaching English Language. This method provides a very limited role for the students to practice speaking -most of the time they passively sit as listeners in the classroom. The teacher dominates the whole role in the classroom.

c) Proposed change to address the cause

To solve the problem of my students' lack of competency in speaking, I should provide my students with opportunities to speak English Language in the classroom. I would like to change the method of teaching English Language with a method in which speaking ability of the students will be improved successfully. One of the successful methods which help the students to practice speaking is Cooperative Method. It is an effective instructional method that can be used to support educational development.

IV. Collecting Data of the Problem Before Intervention

This stage of the stage of collecting information about the effect of using grammar-translation method on the ability of students' speaking in order to make sure that it is the cause of the problem. There are two kinds of collecting data either quantitative collecting or qualitative collection. Both of them are useful methods, and the teacher can use all of them, or only use one kind. Data collection takes two weeks. Although some statistical data can be produced after coding the video tapes, I use video tape as a qualitative method of data collection.

a) Video Tape Recording

Video tape recording can be employed as a useful device to gather information about a particular issue. It is important to help me as a teacher notice what I and my students are really doing in the classroom. By watching video, I can remember easily what has happened in the classroom during the lesson. Also, I can see how many opportunities the students have in the classroom to speak English language. After watching the video, I notice that all my questions which I have asked the students demand short answers, and as a result the students cannot extend their answers. For example, one of the lessons is about (Simple Past Tense). The whole role in the classroom is performed by me and the students simply passively listen to me and then answer some simple questions, such as ' give me the past form of the following verbs: go, open,..', therefore the students' answers are ' went, opened..' I do not allow them to describe something that had happened in the past by using 'Simple Past Tense'

b) Implementation Cooperative Learning in the Classroom

Cooperative Learning is recognized to be one the successful methods used in Teaching English Language in the classroom. Research indicates that learners of a second language will get more opportunities to hear the foreign language and to communicate with their peers. My role is to lead sitting up the structure of cooperative learning in the classroom and to help the students to accomplish the task successfully.

Implementation of Cooperative Learning is through dividing the students, sixteen students, into groups and giving them different tasks to accomplish. Doing the change has two stages as follows:

c) Pre- task stage

Before starting the task, I explain the new approach which I will use in teaching the lesson instead of the usual method, including its aims, students' roles with the new approach, and how they play an important role in the success of the new method. Then, I divide the students into small group. For example, the number of my students is sixteen, so the groups will be four groups of four students in each group. The members of each group are selected according to the students' levels in English language, high, medium, and low level.

d) Task implementation stage

To start the task, I introduce the topic of the task to the students and present some words and phrases that can be used to accomplish the task. They are encouraged to use familiar words or phrases in doing the task if they are related to the topic. While the students are engaged in the task, I encourage them to only communicate with their peers in the same group in English language and remind them that it is not allowable to use their mother tongue in speaking. In addition, they should practice speaking in doing the tasks even when they make mistakes. Through practice, they will eventually overcome their mistakes. Although cooperation between students is encouraged, students may consult with me if they find any difficulty. During the task, I pass through the groups to check their achievements and share in the students' discussions. After they finish the task, I ask each group to write down briefly how they accomplish the task. Then one of each group should read what they have written to all the other groups.

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V. Collecting Data After Cooperative Learning Implementation

The implementing of the new method which is Cooperative Learning takes a month. During this period, I review information to know if there is any change in the students' ability of speaking. There are different ways to gather data, but I use the same way of collecting data before implementing the change in order to see the differences in the level of speaking of the students before and after the change. The ways of collecting data is as follow:

a) Video Tape Recording

I use video tape recording several times during a month to see the progression in the speaking ability of the students, and how they develop during a month. It also shows the students' reactions toward the new approach. By watching Video recording, the students' role in the classroom is seen clearly. They participate more times than before. At the beginning, they seem that they are not able to speak English in doing tasks, but then they accept the idea of doing tasks in groups.

VI. Analysis of Data

a) Analysis data before doing a change

All the information which is gathered while I am using Grammar-Translation Method as a method of my teaching indicates that the speaking ability of the students is very low. The Students seem not to be interested in English classes. They are bored because they think that they should memorize more than practice speaking, which causes the absence of some student from English classes. The students said that even when they know the meaning of words in their mother tongue, it does not help them to communicate by using the foreign language.

b) Analysis data after doing a change

All the collection of information after implementing Cooperative Learning points out that in the first week of using Cooperative Method, the students don't communicate and they are not be able to speak English. In the second week, they can speak limited English language, with many mistakes in both pronunciation and grammar rules. Gradually, in the third week, the students can overcome most of their mistakes to become more self-confident to speak English in front of other students. The last week shows the noticeable progression in the level of speaking of the students. They can express their ideas by using English language.

VII. Evaluation of using Cooperative Method in Classroom in Comparison with Grammar-Translation Method

My observations indicate that there are differences between methods used in the classroom by the teacher for student achievement to speak a foreign language. From my experience, using Grammar-Translation Method in teaching a foreign language results in a poor use of English language. Students work with the language as a set of individual words that can be put together in order to create a sentence. Generally speaking, grammar translation method could not help the students to communicate through the medium of English Language.

In contrast, by using the Cooperative Learning Method in the classroom to teach a foreign language, I expect that there will be a noticeable change in the students' performance. Students will be more motivated; they will be able to communicate by using English language in classroom even they face difficulties. I expect that a spirit of cooperation will be seen between the students.

VIII. Conclusion

According to the Action Research approach, solving problems of teaching that may happen in TESOL classrooms takes collaboration and much participation. Each teacher should play a great and essential role as a collaborator to help students to improve both teaching and learning levels. In addition, it is important for a teacher to evaluate any proposed solution through assessing the level of the students. In fact, the levels of the students partly reflect the level of the teacher and her/his effort in developing the procession of education. School and teachers can be considered two essential factors of the factors of students' success. Where Fullen (2001:115) argues that educational change depends on what teachers do and think, it is as simple and as complex as that', Willis reminds us that individual human action is embedded in cultural and structural systems not of the individual's making (Willis 1977). Herein lies the value of Action Research for TESOL as a 'collective, self-reflective inquiry undertaken by participants in social situations in order to improve the rationality and justice of their own social or educational practices' (Kemmis and McTaggert 1988: 5).

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"My Pencil Is My Friend/I Keep Him to the End"– - *The First Grader* and the Social Narrative of Literacy, Agency and Ageing in Postcolonial Kenya

By Pritha Banerjee
Sundarban Mahavidyalaya

Abstract- Ecological theories of ageing suggest that a unique combination of factors such as personal competence and environmental characteristics, influence an older adult's sense of autonomy and optimal level of functioning in society. One does not usually factor in possibilities of acquiring literacy as a crucial aspect of the environmental resources necessary for supporting an older adult's aspirations. Through a close reading of James Chadwick's film The First Grader (2010), which narrates Kimani Ng'ang'a Maruge's struggle for acquiring literacy through attending primary school, amidst much socio-political resistance, I shall be seeking an appropriate heuristic for comprehending an older adult's desire for literacy and the possibilities of an 'environment' re-engineered to provide the same, by the older adult himself. My study shall also endeavour to identify the "little narratives" (Beth Daniells, 1999) in the film that critique the grand narrative of literacy promoted by the postcolonial state of Kenya, to highlight inherent ageist assumptions that often unthinkingly exclude the aged from state narratives of progress for "all".

Keywords: *ecology, ageing, autonomy, agency, literacy, narrative, environment, postcolonial.*

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MY PENCIL IS MY FRIEND/I KEEP HIM TO THE END-- - THE FIRST GRADER AND THE SOCIAL NARRATIVE OF LITERACY, AGENCY AND AGEING IN POSTCOLONIAL KENYA

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"My Pencil Is My Friend/I Keep Him to the End"--- *The First Grader* and the Social Narrative of Literacy, Agency and Ageing in Postcolonial Kenya

Pritha Banerjee

Abstract- Ecological theories of ageing suggest that a unique combination of factors such as personal competence and environmental characteristics, influence an older adult's sense of autonomy and optimal level of functioning in society. One does not usually factor in possibilities of acquiring literacy as a crucial aspect of the environmental resources necessary for supporting an older adult's aspirations. Through a close reading of James Chadwick's film *The First Grader* (2010), which narrates Kimani Ng'ang'a Maruge's struggle for acquiring literacy through attending primary school, amidst much socio-political resistance, I shall be seeking an appropriate heuristic for comprehending an older adult's desire for literacy and the possibilities of an 'environment' re-engineered to provide the same, by the older adult himself. My study shall also endeavour to identify the "little narratives" (Beth Daniells, 1999) in the film that critique the grand narrative of literacy promoted by the postcolonial state of Kenya, to highlight inherent ageist assumptions that often unthinkingly exclude the aged from state narratives of progress for "all".

Keywords: ecology, ageing, autonomy, agency, literacy, narrative, environment, postcolonial.

I. Introduction

What does it mean to 'age well' and what role does 'literacy' play in the lives of the aged and affect their sense of wellbeing? Seemingly contradictory ideas are brought together in James Chadwick's 2010 film *The First Grader*. One does not easily conflate the images that attend literacy narratives---that of schooling and teaching with an old man's figure bent over a first grader's tiny desk, trying to emulate the etchings on the blackboard onto his page. He struggles to hold the pencil between his fingers correctly and respond to the teacher's questions in the classroom, nudged by classmates half his height, as his auditory functions are impaired by age. The name of the film itself attempts to destabilize our expectations regarding the 'age' and 'body shape' we imagine we shall see on screen as the first grader, thereby alerting us to the problematic and inherent ageist ideas informing our perceptions regarding the aged and their requirements.

Wahl, Iwarsson and Oswald (2012) define ageing well as "maintaining the highest autonomy, well being and preservation of one's self and identity as possible, even in the face of severe competence loss". The P-E fit (Wahl, et. al, 2012) or person–environment interaction that decides the level of autonomy experienced by the aged, largely focuses on physical competence and cognitive abilities of the older adult and the ability/inability of the immediate environment to support or sustain the same. As articulated by these theorists, "person-environment resources are central to agency and belonging," (Wahl, et. al, 2012) as environmental configurations often decide a person's experience of ageing, by either limiting his possibilities, or enhancing them. While Carstensen's research (2006) iterates that curiosity and explorative behavior decreases with advance in age and Wahl, Iwarsson and Oswald concede the possibility of the same, suggesting the increasing importance of 'belonging' increasing with advance of age in a person more than that of processes of agency, they keep room for the opposite to happen as well. Over the course of their study, Wahl, Iwarrson and Oswald (2012) grant that often with a sudden cessation of activities performed at the workplace and/or home, the older adult might actually seek new experiences and opportunities for an enhanced sense of agency and thus belonging in society.

James Chadwick's *The First Grader* enacts the second event conceptualized by Wahl, Iwarrson and Oswald, by narrating the story of Kimani Ng'ang'a Maruge, an 84 year old man's battle with socio-political systems to acquire literacy , by attending primary school with toddlers who reach till his knees. When the Kenya government announces free primary schooling for all, this octogenarian seeks to attend primary school, but is turned away by the school teachers who are surprised and bemused that an old man like him wants to attend school. He asserts that the government announcement mentioned "all" and hence included him as well. The school teachers, unable to come up with a suitable rejoinder, tell him that a school uniform was essential for attending school and hence he was not eligible. Even later, when Maruge dons half pants and walks to school in "uniform" and is sent back again, elders living in the neighbourhood are visibly disturbed by his actions and

Author: Assistant Professor and Head, Department of English, Sundarban Mahavidyalaya, India.
e-mail: prithabanerjee1985@gmail.com

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appearance and he is seen as an 'odd' old man among the aged and the young.

The ageism experienced by Maruge and seen by us in the film is a result of social expectations regarding how the aged must behave or contribute to society. Even older adults themselves seem to absorb these notions regarding ageing and participate in criticizing anyone stepping outside the boundaries acknowledged as proper behaviour for the aged in a particular time and space. The film, based on the actual incidents of Maruge's life attempts to visually 'break the mould' and question predetermined ideas regarding what the aged require or desire.

Just as ecological theories of ageing stressed by Lawton and Nahemow (1973) stress that an individual's optimal level of functioning is determined by a unique combination of "personal competence" and "environmental characteristics" , I wish to suggest that Maruge's desire for literacy in his old age and the resistance of society and government to the same might be understood as society's inability to provide/comprehend the 'environment' necessary for Maruge's 'optimal level of functioning', owing to preconceived notions regarding literacy and its 'use' in the greater narrative of growth and development of the State.

The theory of the need of older adults to "age in place" (Wahl et. al, 2012) might also be examined for its limitations and limiting capacity on the way both older adults and the young form narratives regarding ageing and ageism. I argue that ageing in "place", emphasizing the older adult's need for 'belonging' over that of 'agency', becomes a metaphor for binding a person to a "place" that is predetermined in terms of personal competence, skills and cognitive faculties.

Robert Butler's extension of his earlier (1968) definition of ageism in 1975, recognizes it as "a process of systematic stereotyping or discrimination against people because they are old," these belief systems or stereotypes becoming so ingrained in people's psyche that they are implicitly embedded in the way society is structured. The fallout of this is that the "gaze of the youth" (Calasanti, Slevin & King, 2006) structures State policy and beliefs regarding older persons. Butler concedes that "…Ageism allows the younger generation to see older people as different from themselves; thus they subtly cease to identify with their elders as human beings." In my view, this process of 'othering' is implicit in theorizing about old age as well, as seen in the limiting constrictions of ageing in 'place'. Of course, Calasanti (2008) would argue that ageism includes such 'age-blindness' and a belief that age doesn't really matter, such as I may be appearing to suggest. However, I am not suggesting that age does not matter or 'age' should be ignored. Rather, I am searching for an approach to age studies that does not constrict or delimit the needs and desires of the aged.

II. Refusing to 'Disengage'

The First Grader, in this respect is an appropriate film for the purpose of my study. Maruge challenges the way society views him—as an 'old man', who is expected to behave in a certain way, shaped by individual and collective ideas regarding ageing. When head teacher of the school Jane Obinchu asks him in surprise, "Mzee, why does someone as old as you want to go to school?" he replies, "I want to learn to read." Bemused and startled, Alfred, the other school teacher barks out, "Go home and rest in peace." At this Maruge reacts sharply, "Rest in peace? I'm not dead. My name is Kimani Ng'ang'a Maruge." Maruge has obviously faced such a perspective earlier as the elderly are often equated with the 3 'D's by the young, and even by the old themselves—disease, disability (functional impairment) and death (Butler, 1975). However, Maruge refuses to be typecast, not accepting this idea of disengagement which society forces upon him. Disengagement theory as set forth by Cummings and Henry (1961) details the steps whereby the old disengage from active social life and highlight the importance and benefits of this process to the social system as a whole. This theory has of course been challenged for its assumption that this is an innate, natural or inevitable process , rather than one created and enforced by society that does not see 'profit' in keeping the old engaged and participant in important social spheres. It also deprives the older person of agency, representing him/her as a pliant tool, succumbing to the social system. Maruge's figure provides a visual challenge to such a theoretical model, highlighting his anger against a system that attempts to create a power hierarchy between the young and the old, as represented by the school fence standing between the figures, physically differentiated by their 'age'. His act of asserting his name and identity as a person, rather than an 'old man' or 'mzee' begins his journey of claiming agency in a system that seeks to suppress this need. Arlie Hochschild (1975, 1976) has pointed out that those who do not 'disengage' as society would expect them to, following the model proposed by Henry and Cummings, are seen as "troubled outliers". In this film too, we see how Maruge is seen as a troublemaker, who refuses to 'go home' and 'rest in peace' , who refuses to be confined to the 'home' or assume a static/peaceful existence, rather seeking to walk to school each day and participate in new activities as he wishes to learn to read and write.

It is also worth noting that he wants to be recognized as a part of the "everybody" that the Kenyan State has envisioned as beneficiaries of free schooling. When the school , its board members and finally the State are so startled and surprised by his demand for inclusion, it points again to the unthinking yet systemic process of exclusion and marginalization of the elderly from the social perception of "all". It is apparent that the

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social perception of "all". It is apparent that the 'young' and the 'old' adults of the film see Maruge as a bothersome 'extra' creating trouble and disturbing the smooth functioning of their idea of education and social progress. The Ontario Human Rights Commission (2000) understands, hence, that the problem with ageism is a tendency to structure society "based on the assumption that everyone is young, thereby failing to respond appropriately to the real needs of older persons." Hence Maruge's figure disrupts this invisibility of the old, suddenly 'popping up' and refusing to be 'less important', claiming centre stage, till the school finally accepts him as a student.

When Kimani Ng'ang'a Maruge steps into the school grounds, it's significant that the camera captures him with the Kenyan flag flying in the background. Many aspects of the narrative coalesce here. Maruge had been a Mau-Mau warrior in his youth, sacrificing his family and all he held precious for the ideal of freedom and liberty. He refused to give up his oath of allegiance to the Mau Mau and their call for freedom from British rule and for this his family was killed and he was tortured in the camps. The film wishes to sensitize its audience to the fact that the Kenyan flag flying high in the school grounds owes much to him and thousands like him, now old, marginalized and rendered 'invisible' as the postcolonial State of Kenya seeks to participate in the 'narrative' of progress and development, to be secured by promotion of literacy among other initiatives, with the focus on children as future of the newly emergent modern nation State.

While the film does not directly challenge the idea of literacy as a means of transformation and personal betterment, participating in the 'grand narrative' of literacy (Daniells, 1999) promoted by the Kenyan State with Maruge himself subscribing to the view, it complicates this narrative by questioning the State's demarcation of eligible participants of this narrative. When Maruge travels to Nairobi to meet the board members deciding State education policy after Jane Obinchu, the school teacher helping him, is transferred to a remote location, he breaks into the meeting room, refusing to be sidelined again and views the photographs of Mau Mau freedom fighters lining the walls of the boardroom. He silently takes off his coat and shirt before the board members stunned into silence by his sudden entrance and actions. He turns around to reveal a back criss-crossed by lashes, signs of the torture inflicted upon him at the camps, reminding the government representatives of the history that enables them to sit in this boardroom and decide the policies of the State affecting the citizens of Kenya. It is significant that the element of surprise is repeated in Maruge's action of taking centre-stage, refusing the invisibility cast upon him by State policy, yet again. His active resistance to the transfer of his beloved teacher is also unexpected by the board members as they expect an old man to 'go home' and accept what has been handed out to him by a hostile society. Maruge's actions also critique the policies of a State that forgets its past and simply continues implementing the legacy of colonial practices without reconstructing them to include the needs and aspirations of every section of society under the banner of the Kenyan State.

I am using Beth Daniells' (1999) concept of 'little narratives' to therefore read how the film text critiques the perceptions and representation of older adults in a newly emergent State. The film does cater to audience expectations of a 'literacy narrative' as a transformative text, subscribing to the usual master narrative of movement from darkness to enlightenment (Inayatullah, 2013) exemplified by literacy narratives. However, by visually embedding Maruge's past within the present social system, it disrupts this grand narrative as well. When Maruge is rebuked by a teacher in school that he has not sharpened his pencil, he shuffles slowly to do so, but is overcome by the memory of the same pencil used to torture the Mau-Mau warriors in the British camps. The contrast between the present, where children learn to hold the pencil in their hand and chant after their teacher , "My pencil is my friend/I keep him to the end," and the terror of colonized Kenya when children do not have the possibility of receiving this education in a State of freedom, rather terrorized by the spectre of their mothers and fathers being shot when demanding the British leave their land, further intensifies the problematic of a State narrative that forgets the sacrifice of the elders in the society and does not seek to comprehend their desires and necessities.

III. Learning from the 'Old'

We see in one scene that Maruge is teaching the children the value of the education they are receiving, as it is in his vision. He says to them, "A goat cannot read. A goat cannot write his name. An old man no better than a goat." Of course these statements are awkward as they ascribe to literacy a paramount value without which a human is compared to an animal. However, perhaps it is representative of a social system wherein the elderly find it difficult to participate, without the skills available to the larger section of population. For maintaining a sense of independence and self-dependence as also for retaining agency in a transforming world, the aged are often forced to learn and acquire new skills, whether of literacy or digital literacy, as we often find older adults at home seeking to participate in the new media of the internet and smart phones, sometimes struggling with the new jargon associated with new media. Returning to the theory of ecology of ageing discussed at the beginning of this paper, we remember that it is the unique interaction between a person, his competence and physical functioning and environmental press (Wahl et al., 2012)

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Maruge attempts to re-engineer his environment or the facilities provided by his social environment so as to improve his functioning in society and continued active participation in it. He wishes to read on his own a letter sent to him many years ago. His sense of independence does not allow him to simply ask another to read it out to him. Thus the film does sensitively portray the difficulties faced by an older adult seeking active participation in society.

Theorists such as Choi and Kim (2011) have discussed the benefits of the Activity Theory in gerontology, which see it as beneficial to both the older people and to society that they remain 'active', performing roles that they had always performed before being classified as 'aged'. The theorists understand that social perceptions regarding ageing affect individual perceptions regarding age among the aged themselves, further affecting psychological wellbeing. Both a sense of agency and a sense of belonging are perhaps necessary co-ordinates essential for an older adult's sense of wellbeing and self-valuation. In Maruge's case, this sense of agency and belonging are derived from the right to literacy and the right to pursue the same in a sensitive atmosphere conducive to learning, alongside recognition of the older adult's contribution to the present that Kenya enjoys.

The teacher of the school tells the parents of children who have gathered to resist Maruge's presence in the school alongside toddlers, "I think we have a lot to learn from Maruge…The children have a lot that they can learn from the old." We are now led to think about Maruge's interaction with the children in the school and analyse the children's response to this old man in class. When he first steps into the classroom , the teacher initially seeks to place him at the back of the class, but he says he won't be able to see the blackboard. So the teacher is forced to place him in the front of the class where he shuffles into a space besides a toddler, who looks at him, interested, curious but not with disdain, different from the way the other teacher in the school treats the 'intrusion' of this old man in 'his' school. The children, not yet drawn into the social narratives of exclusion of the aged, accept his presence quite happily after the initial 'gazing', because of his different body shape and size in their class--that of the 'adult', usually associated with the 'teacher' rather than the 'student'. At lunch hour, some of them start interacting with him and he inspires them in re-iterating the battle cry of 'freedom!' which they take so easily for granted, not knowing the sweetness of this freedom won after a tough struggle and much loss. There is disjuncture, as the children uttering the word and Maruge uttering the same word , bears different meanings for both, but at the same time, it also creates the mildest sense of awareness of a past, teaching the children to respect it and learn from it.

Lauren Marshall Bowen (2014) in his analysis of this film asks pertinent questions regarding how the elderly are supposed to visualize their social roles in a modern society. Does Maruge therefore represent the past? Do the old represent the past, alone? Barbara Myerhoff (1992) discussed the importance of the stories older people tell, as they 'make' themselves through this process of narration. While Maruge is largely silent regarding his past and does not wish to "speak" about the horrors experienced by him, his past is always present for him, as seen through the flashbacks in the film that impinge upon his present narrative. In *The First Grader*, the present is sought to be changed by Maruge as he warns the government and the school board that "we reap what we sow". His past experiences, and therefore his "age" endows him with an understanding regarding the fallout of decisions taken over time. He encourages the policy framers to recognize the efforts of a good teacher like Jane Obinchu, instead of punishing her with a transfer as that will foster and encourage the kind of sensitivity towards Kenya's history as also the ability to re-interpret predetermined cultural meanings of ageing displayed by Jane.

The film depicts a student named Kamau, who is weak in mathematics and falling behind the rest of his class. His father, deeply resistant to Maruge's figure in the school, feels that the teachers are giving more attention to the old man rather than the young children, who 'should' get greater care, being Kenya's 'future', leads the demonstration against Maruge. However, later, it is Maruge who helps Kamau learn to write '5' correctly, repeating the teacher's rhyme regarding '5', drawing the number with a stick on the ground. Kamau, inspired and encouraged in a friendly atmosphere learns joyously. Later, when Maruge is transferred to an adult school and Jane Obinchu to another school, it is this child who leads the other children in throwing stones and barricading the school, refusing entry to the new headmistress appointed by the school board. The children's ability to accept 'differences' created and perpetuated by adult society stands out as a sharp critique of the way ageist attitudes are often unconsciously built into the way society functions. Novak's (2012) concept of the Conflict Theory of Ageing is significant here as it highlights the impact of ageism on society's valuation of the elderly. Often seen as unproductive and as 'burdens' on the economy, only valuable in terms of feeding the burgeoning market of health care, specific needs of older adults are brushed under the carpet of a universal policy regarding older persons and ageing, seeing them as a homogenous bracket of people.

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IV. Critiquing the Homogenization of the Needs of the 'Old'

However, as depicted in *The First Grader*, one size does not fit all. The "gaze of the youth" (Calasanti et. al., 2006) is not sufficient in comprehending the subjectivities of ageing. 'Age' often acts as an additional layer of discrimination along with the prejudices associated with race, gender, caste, creed and financial status. As Phelan (2008) notes, "Ageist assumptions become so integrated into common discourse in diverse social contexts that they become tacitly acceptable and legitimize a particular version of social reality which objectifies older people as a homogenous group in subject positions which emphasize these stereotypical negative attributes." At the same time, age based discrimination is overlooked or granted less importance than other forms of "othering", on the basis that "we all grow old" (Law Commission of Ontario, 2017). However, this film attempts to critique this homogenization of the 'old' by depicting difference in the way older adults respond to, or experience the same situation. While Maruge is interested in learning and attending primary school, other old men in his locality laugh and jeer at him for not following the norm. "A school is no place for an old man," they say, "You don't belong there!" However Maruge is undeterred. He creates his own space. It is also worth observing that he is extremely depressed when sent to an adult school as 'befits' him, as he finds his classmates absolutely uninterested in learning and the teacher uninvolved with the learners, in contrast with the primary school he used to attend, where the teacher teaches him to hold the pencil and begin writing and personally attends to the needs of the students. Therefore, what might suffice for a lot of older adults does not satisfy him and his yearning to learn in an environment conducive to learning, with other learners equally excited to write 'a…b…c'.

With a burgeoning aged population, the Kenyan government introduced a National Policy on Older Persons and Ageing in 2009, attempting to at least include the older adult's needs in their national vision of collective progress. Julliet Kola, the head of the Kenyan government's social welfare programme in 2009, accepted that the government had previously focused on the youth and ignored the older people (Brown, 2009). This policy attempted to provide continued employment to older adults and include them in the workforce, seeing that they can contribute to society even in old age. This approach, in keeping with the Activity theory of ageing (Choi & Kim, 2011) discussed earlier, focuses on the "willingness and productivity" of individuals as the only determining factor regarding their suitability for continued participation in social activities, instead of an age barrier. However, while this shifts the way the elderly are seen in society, from the position of 'advisors' to that of active participants, it might do well to continually remember the differing needs of older adults and their differing skills and desired methods of participation and retaining 'agency'. With Kimani Maruge's efforts at acquiring primary school education in 2003, and his being recognized by the Guinness Book of World Records as the oldest man to start primary school, the Kenyan government included the promotion of education for seniors in their 2009 policy as well. Maruge's efforts did lead to an inclusion of the necessity for thinking about the need for literacy as a 'need' amongst the elderly, hitherto never considered by the stereotypical assumptions of the State and society at large. Towards the end of *The First Grader*, we learn that the letter Maruge had preserved so carefully and been unable to read, was the government recognizing his efforts and contribution as a freedom fighter and promising him a pension. It brings tears to his eyes, listening to the letter and also points to the lacunae in the State's vision that promises a pension to individuals through the medium of a letter, not reflecting on the fact that most of the Mau-Mau fighters were probably unlettered. While it does redeem the image of the State partially in that it recognizes the need for financially supporting these older adults in society, yet it points out the unconscious acts of neglect and marginalization, deeply embedded in way the State functions.

V. "The Power is in the Pen"

Representation and visibility therefore play a great role in transforming this systemic stereotypical imagery perpetuated over time. The radio plays an important role in Maruge's journey in the film. It is through the national announcement over radio that he learns of the State policy announcing education for 'all'. Again, it is the radio that starts spreading the news of Maruge attending primary school, in 'uniform'. The radio jockey's shifting interpretation of Maruge's actions, portray the shifting interpretations by society and thereby changes the manner of representation as well. From deep surprise at his actions, to celebrating his success at this journey, to exclaiming in joy at Maruge representing Kenya at a global forum like the United Nations, the radio jockey's narrative demarcates the possibilities of change engendered by mass media. At the same time, the film also projects a strange contrast between the billboards of Kenya showcasing Maruge and his words "The power is in the pen" and his lonely figure walking through the streets, fighting for a revisioning of the purpose of literacy and education. While the media cashes in on his figure of resistance, at the same time, it seems uncaring towards the actuality of that struggle. Similarly, while the National Policy of Kenya on Older Persons and Ageing (Ministry of Labour, Social Security and Services, Republic of Kenya ,2009) strives to include the interests of the elderly, it does not create space for the specific and the individual axes of

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struggle faced by each older adult, Maruge, simply being a representation of one. I think the film succeeds in drawing our attention to the instability of images perpetuated through media and the power of the same.

At the same time, Maruge's figure inspired an entire generation of older adults to begin attending primary school. While, as Lauren Marshall Bowen's (2014) detailed analysis of this film suggests, the film does not question or interrogate the nature of literacy being offered to the children of this postcolonial State , I think the film is important in creating the sub-narratives or 'little narratives' that question the lack of representation of older adults in the grand narrative of literacy closely aligned to the grand narrative of progress and development of the State that so easily bypasses the need to include the requirements of older adults, who form such a large chunk of society. Thus, by representing a "need" not usually associated with older adults and their perceived requirements, the film assists in breaking stereotypical representations of the aged, and making us aware of the lacunae in our understanding of age. It also revisions the notion of curiosity and enthusiasm for new experiences declining with age (Carstensen, 2006) and suggests, rather the need for 'agency' as essential for a sense of belonging in society; this 'agency' derived from acquiring skills that enhance the ability to participate in social activities, without the need for depending on another.

VI. Conclusion: Re-Modelling 'Place'

In my view, the Ecological Framework of Place (Moore, 2014) provides a better heuristic for the environmental gerontology concept of "place", including in its ambit the five axes of 'people', 'physical setting', 'program of the place' (referring to the socially shared understanding of the place, enabling effective 'co-action'), 'human activity' that acts as a catalyst for the earlier three axes and 'time' as major agent of change. While drawing upon earlier research on person-environment interaction (Lawton, 1983; Lawton & Nahemow, 1973; Rubenstein, 1989; Scheidt & Norris-Baker, 2004; Oswald, Wahl, Rowles & Chaudhury, 2005), it provides a more sensitive model of ecology of ageing by providing for simultaneous intersections of 'social embededness', 'temporality' and 'human agency' as factors contributing to differential experiences of 'ageing' and 'place', by older adults. Maruge's re-creation of the image of an old man in popular imagination impels a transformation in the way a generation of older Kenyans viewed themselves and also acts as the catalyst transforming the social understanding of a primary school as 'place', with a specific 'program'. *The First Grader* also makes us aware of the importance of providing an environment sensitive to the problems faced by these older persons seeking to re-engage, as the support of the environment equipped to respond to the requirements of the elderly decides the level of autonomy experienced by them in the face of declining physical and cognitive abilities as per the ecology theories of ageing analyzed at the beginning of this paper. However, this notion of 'decline' is also problematized as Maruge's figure purposefully striding through the arid landscape of Kenya, refusing to be 'held down' to any definition of 'decline', challenges this concept regarding the elderly as well and focuses attention on the need for seeing older adults as 'agents' in the process of remodeling of "place" (Moore, 2014), as a socio-physical milieu inhabited and catalyzed by them.

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Ghanaian Tertiary Students' use of ICT

By Farouq Sessah Mensah

Abstract- The use of ICT by Ghanaian tertiary students was investigated. Information on possession or access to laptop, desktop, smart phones and cell phone (not smart) and the use was obtained from 1940 students with a structured questionnaire. Prevalence of ownership/access was 85.1%, 26.3%, 99.5%and 46.4%, for laptop, desktop, smart phone and cell phone (not smart) respectively while the use was 86.6%, 39.2%, 99.5% and 50.0% respectively. Prevalence of the use of ICT for social/leisure-related activities was markedly higher than for academic work. Mature (31 and above years) and post graduate students were more likely to use ICT for academic purpose. Desktop or laptop was associated with academic work. Use of laptops by students should be encouraged to limit the distraction of social applications facilitated by smart phones.

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I. Introduction

The use of Information Communication Technologies (ICTs)in education is growing in all parts of the world (Anderson & Kanuka, 2003). Africa have also witness the development of these ICTs in various sectors including education. These ICTs are increasingly becoming prevalent in our society, and consequently, they entail new conditions and opportunities for the teaching and learning processes. On the one hand, the new generation of students enters the tertiary level of education with a strong command of competencies to communicate via ICTs, a situation which obviously facilitates the introduction of such resources as learning supports (Liccardi et al, 2007).

ICTs has positive motivation impact on students (Mbah, 2010) and has been useful for promoting education by open and distance learning courses in low-income countries especially the sub-Sahara Africa (Mwilongo, 2015; UNESCO, 2004). Several reports on the integration of ICTs into teaching and learning indicated that the embedding process depends on the teacher, the subject, the students and the cultural context (Adebayo, 2008; Yuen, Law, & Wong, 2003; Sutherland et al., 2004; Khan, Butt, & Zaman, 2003). Succinctly, the use of ICTs in learning includes but not limited to students' access to tutorials online, carrying out assignments, PowerPoint presentations, graphical illustrations, tables, texts, statistical analyses and access to diverse sources of information. It also promotes interaction among students in sharing ideas, information and publications among others. In addition to the educational use of ICTs, it is also used by students for social interaction and leisure (Selwyn, 2008; Corrin, Bennett & Lockyer, 2010; Roblyer, McDaniel, Webb, Herman, & Witty, 2010; Edmunds, Thorpe &Conole, 2012; Okoye 2012). However, it is a common knowledge that advances in science and technology that usually leaves trails of misuse and abuse with attendant negative impact on the society. Recent events indicate that ICTs are not immune to this negativism because of the social usage of ICTs.

Internet and mobile phone-based social interaction has steadily become popular in the last two decades (Ogedebe, Emmanuel & Musa, 2012). This was facilitated by e-mail and various chatting and networking sites such as WhatsApp, IMO, Facebook, Twitter, Instagram, YouTube, LinkedIn etc. Entertainment websites for movies, music, and pornography abound on the internet and they attract young people including tertiary students. It has been reported that students' academic use of ICTs is often intertwined with leisure use (Marriott, Marriott & Selwyn, 2004; Usun, 2003; Walmsley, White, Eynon, & Somerfield, 2003; Selwyn, 2008). This is a source of distraction from learning and recent studies showed that it had negative impact on students' academic performance (Sanchez-Martinez & Otero, 2009; Jacobsen &Forste, 2011; Stollak, Vandenberg, Burklund, & Weiss, 2011; Hong, Chiu, & Hong, 2012; Junco, 2012; Rosen, Carrier, & Cheever, 2013). These empirical studies were conducted in Europe, Asia, and USA. There is paucity of information on the use of ICT by tertiary students in Ghana and the gap needs to be filled.

The use of ICTs in libraries and tertiary institutions in Ghana is steadily increasing (Addy &Ofori-Boateng, 2015). However, the extent of the social use of ICT for leisure-related activities by tertiary students in Ghana is yet to be assessed. Although Slater &Kwami (2005) mentioned the likely negative impact of ICT on students in Ghana based on patronage of social network sites, they did not provide empirical evidence. The other sub-Sahara Africa-based studies on ICT cited earlier, focused mostly on academic use. It is obvious that excessive social/leisure use of ICT can distract students from learning. It also raises issues of promoting immorality because adolescents who are in their impressionable age are frequently exposed to "violent" action movies and pornography.

From the discussions, it is not clear as to how and what tertiary students actually use ICT for. Could it be that tertiary students are using ICTs for other social activities rather and learning? It is therefore against these background that the researchers seeks to explore

Author: e-mail: farouq.mensah@stu.ucc.edu.gh

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ICT usage and how its' usage has permeated the lifestyle of Ghanaian tertiary students.

II. Purpose of the Study

The study seeks to explore the exact usage of ICT among Ghanaian tertiary students. Investigating ICT use at the tertiary level is crucial because this knowledge could provide guidance for ways to enhance effective and efficient ICT integration and encourage greater use of ICT.

Research Questions

The study seeks to answer the following research questions:

1. How prevalent is the use of ICTs among Ghanaian tertiary students?
2. Do Ghanaian tertiary students use ICTs more for social/leisure activities than for academic purpose?
3. What is relationship between ICT usage and Ghanaian tertiary students' socio-demographic background?

III. Significance of the Study

The study is significant because it could provide insights into students ICT use at the tertiary level. The study provides empirical evidence on the extent of ICT use among tertiary students at tertiary level in Ghana. This could provide guidance for policy makers and stakeholders in education when structuring and introducing ICT integration policies at the tertiary level. The study also adds to knowledge by providing new evidence about the exact use of ICT use among tertiary students in Ghana.

IV. Methodology

a) Research Design

The study used a cross-sectional survey to collect information on ICT use among Ghanaian tertiary students. Lavrakas (2008) opines that cross-sectional data are usually collected from respondents making up the sample within a relatively short time frame. In a cross-sectional study, time is assumed to have random effect that produces only variance, not bias. Creswell (2012) argues that cross-sectional survey design has the advantage of measuring current attitudes or practices.

b) Sample and data collection

Tertiary students were chosen as the sample for this study because they represent a demo graphic that heavily have access to ICTs and use these ICTs for various purposes. The students were currently enrolled in the tertiary institutions in Ghana. In the present study we asked tertiary student in Ghana through a web-based survey about their use of ICTs. A total of 1940 tertiary students from 196 different tertiary institutions in Ghana participated in the study.

c) Instrument

After a careful review of appropriate literature, questionnaire was chosen as the instrument to collect data to answer the research questions set for this study. Questionnaire was chosen because it took less time to administer them and also ensured the anonymity of respondents (Fraenkel & Wallen, 2000). The questionnaire had sections on ownership or access to laptop and desktop computers, and cell phones; use of ICT for social and academic purposes; and socio demo graphic characteristics (gender, age, academic programme, class level and residence).

V. Data Analyses

Prevalence of ICT usage was computed by percentage based on the number of "Yes" answers. A similar procedure was also used to compute the prevalence of ownership/access to ICT devices. Logistic regression was used to analyse the relationship between students' socio-demographic characteristics and use of ICT applications with "Yes" and "No" as outcome dependent variables coded 1 and 0, respectively. A similar procedure was also used for the data on ownership/access to ICT devices. SPSS version 20 was used for the statistical analyses.

VI. Results and Findings

a) Background Information of Students

The background information regarding the tertiary students is presented in Table 2. The result of the study indicated that 69.6% and 30.4% of the tertiary students in Ghana were males and females respectively (see Table 2). This skewed ratio is a reflection of the low population of girls pursuing tertiary education in Ghana. Pertaining to the age of the tertiary students as shown on Table 2, the findings indicate that, cumulatively most tertiary students were 30 years and below, 1540 (79.4%) and only a small proportion of the tertiary 400 (20.6%) were above 30 years. Tertiary students studying for Bachelor's degree dominated the academic programme 1220 (62.9%). Students living outside the campuses (off-campus) were more than two-thirds of the sample population.

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Table 1: Demographic Information of Students

Variable	Category	Frequency	%
Gender	Male	1350	69.6
	Female	590	30.4
	Total	**1940**	**100.0**
Age	less than 20	280	14.4
	21-25	680	35.1
	26-30	580	29.9
	31 and above	400	20.6
	Total	**1940**	**100.0**
Residential Status	Off Campus	1210	62.4
	On Campus	730	37.6
	Total	**1940**	**100.0**
Qualification	Bachelor's degree	1220	62.9
	Diploma	300	15.5
	Post Graduate	420	21.6
	Total	**1940**	**100.0**

Source: Field Data, 2017

b) Prevalence of Academic and Social Use of ICT

Approximately 26.0% of the tertiary students owned or had access to desktop computers and prevalence of the use of desktops was correspondingly slightly higher (39.2%). The prevalence of ownership or access to laptops or the use was very high 1680 (86.6%) as compared to desktop. On the other hand, there was only 10 (0.5%) of the tertiary student who did not use smart phones. Almost all the tertiary students use smart phones 1930 (99.5%) with half of the respondent having access to and use cell phones which were not smart phones (Table 3).

Table 2: Ownership/access and use of ICT tools (N=1940)

	Ownership/Access $n(\%)$	Usage $n(\%)$	
		Yes	No
Laptop	1650 (85.1%)	1680 (86.6%)	260 (13.4%)
Desktop	510 (26.3%)	760 (39.2%)	1180(60.8%)
Cell Phone (Not Smart)	900 (46.4%)	970 (50.0%)	970 (50.0%)
Smart Phone	1930 (99.5%)	1930 (99.5%)	10 (0.5%)

Source: Field Data, 2017

The prevalence of the use of ICT for academic work was generally low when compared to social applications (Figure 1). Statistical software was used sparingly as indicated by the prevalence that was lower than 6% while the use of ICT for "information search" was the highest with a prevalence of nearly 63% (Figure 1). The use of other academic applications tended to be below average (Figure 1). Compared to academic works, prevalence of the use of ICT for social/leisure activities was markedly higher with prevalence exceeding 56% except internet banking and porn site (Figure 1). Patronage of social network sites was the most prevalent (99%) while music and video downloads followed as shown in Figure 1.

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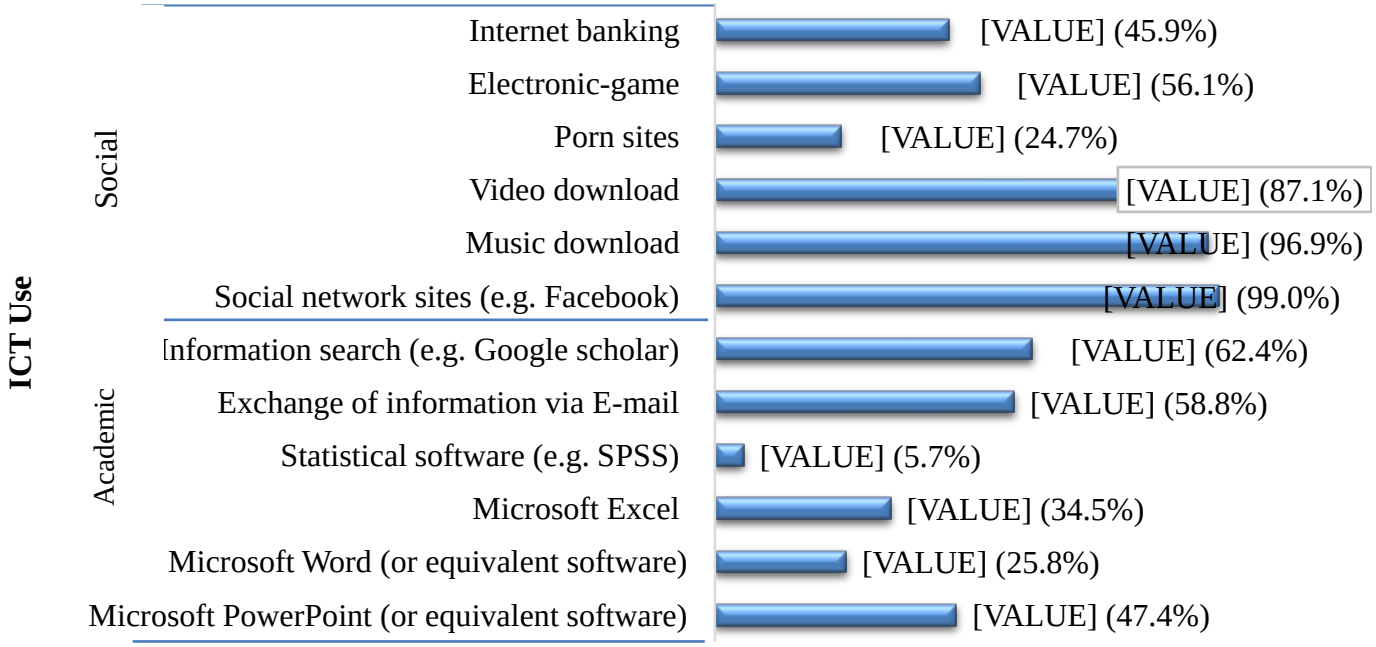

Source: Field Data, 2017

Figure 1: Prevalence of Academic and Social Use of ICT

c) Relationship between ICT Usage and Students' Socio-Demographic

The logistic regression analyses of the relationship between ICT usage and students' socio-demographic showed that mature (31 and above years) students and post-graduate students were significantly more likely to use ICT tools for academic purpose than for social/leisure activities (Table 4). The analyses further revealed that male tertiary students were significantly less likely to use ICT for both academic and social activities than their female counterparts (Table 4). However, Bachelor's degree students were significantly associated with social use of ICT, but not for academic work while on-campus resident students were significantly more likely to use ICT for both academic and non-academic purposes than off-campus students (Table 4).

Table 3: Logistic Regression Analyses of the Association between ICT usage and Students' Socio-Demographic

Variable	Academic Use		Social Use	
	Odds ratio	95% CL	Odds ratio	95% CL
Age				
less than 20	1		1	
21 - 30	1.27	0.33 – 2.04	1.99*	1.73 – 2.98
31 and above	1.43*	0.51 – 2.51	0.53	0.11 – 2.01
Gender				
Female	1		1	
Male	0.02*	0.04 – 0.31	0.13*	0.05 – 0.33
Qualification				
Diploma	1		1	
Bachelor's degree	1.01	0.43 – 3.09	5.83*	4.03 – 7.93
Post Graduate	1.97*	1.04 – 4.83	1.22	0.33 – 2.64
Residential Status				
Off Campus	1		1	
On Campus	3.67*	1.98 – 6.41	2.39*	1.37 – 5.01

**P<0.01*
Source: Field Data, 2017

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VII. Discusions

Ghanaian tertiary students own and commonly use smart phones because it is portable, "mobility-friendly" and cost much less than laptop or desktop computers. The high prevalence of the use of smart phones for sending and receiving messages and video/music download is consistent with the report of Lepp, Li, & Barkley (2015). The current study indicated that tertiary students see smart phones as devices for pleasure and so spend time social networking, listening to music, watching video and playing games. Thus the likelihood of a reduction in the time spent for academic use of ICT is indicated. The academic application commonly used by students is predominantly to search for information as the current study revealed. This is understandable because tertiary students need to do their assignments and prepare their dissertations/thesis among other things. However, an application like SPSSwaspoorly utilized.

Mature or research degree students use ICT more for academic works than Bachelor or Diploma students, because their academic programmes require consistent search for information, data analyses, and presentation of research findings leaving them with little time for pleasure. The desktop or laptop computer becomes convenient for them because the large screens encourage typing, PowerPoint presentations, drawings, graphs, statistical analyses and reading online, which is not convenient with the smaller screen of smart phones. This category of students is usually few hence the prevalence of the use or ownership of laptop or desktop is low. This explanation is corroborated by the observation that ownership/use of laptop or desktop computer is significantly associated with post-graduate students.However, on-campus students tended to use ICT applications better because their off-campus colleagues face more distractions from the activities of non-students with whom they share facilities. With regards to gender, the finding that males were less likely to use ICT (academic and social) than females is an indication that the old idea of males dominating the use of ICT (Sutton, 1991) is changing. The inequity is disappearing (Mossberger, Tolbert, & Stansbury, 2003; Selwyn, 2008).

The advent of smartphone technology with android devices popularised mobile devices and reduced the use of desktop or laptop computers that ought to be more suitable for academic work. It is common to see Ghanaiantertiary students in classrooms, buses and relaxation spots glued to their phones "Facebooking", "whatsApping" or downloading music, video or pornography. These leisure-based activities have also been observed in other countries (Marriott, Marriott, & Selwyn, 2004; Usun, 2003; Walmsley, White, Eynon, & Somerfield, 2003; Selwyn, 2008). These distractions are likely to lower tertiary students' academic performance (Lepp, Barkley & Karpinski, 2015). Although the findings were not corroborated with the students' academic performance, the likelihood of its negative effect on academic performance among Ghanain tertiary students cannot be overlooked given the outcome of related investigations by Stollak, Vandenberg, Burklund, & Weiss (2011) and Lepp, Barkley & Karpinski (2015).

VIII. Mitation

A limitation of this study is that the findings were not corroborated with student respondents' academic performance. Any attempt at obtaining the students' academic records from the the respective tertiary institution wouldn't have been successful because such information are highly classified in most Ghanaian tertiary institutions.

IX. Conclusion

The current study revealed that smart phones are commonly used by Ghanaian teratiry students as comapred to desktop or laptop computers. These ICT devices particularly smart phones tended to be used more for social/leisure activities than academic purposes. This constitutes a distraction from learning and typifies societal problems that usually accompany advances in science and technology. The finding that laptop/desktop computer users performed some academic work suggests the need to encourage possession or adequate access to desktop or laptop computers by students. Ghana's Higher Education Ministry and Agencies may need to find ways of making laptop computers available to students at cheaper costs in order to promote the use of internet for learning and reduce the negative use.

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The Lagging Behind of Indianeducation System

By Abhinav Agarwal
Malviya Convent School

Abstract- "Education enables the humans to achieve their fullest mental and physical potential in both personal and social life." The importance of education cannot be overemphasized. Education participates critically in building individual endowments and abilities; it drives social and economic development at the national level. India with more than a billion residents has the second largest education system in the world (after China). As of the beginning of 2017 according to experts estimates 29.7% of the population of India has been in the age group 0-15 years.

But counter to the image of India as a youthful engine of economic growth where many citizens work in some of the best technology centered jobs in the world, HRD ministry statistics demonstrate a significant decline in national primary school enrollments. If India's population is not trained to face the globalized world – we will soon become a nation of servants & clerks.

The below Article is about the defects in our present system of Education. Read it mindfully for learning why "a radical change is the need of the hour."

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I. Introduction

There was a time, when India was noted all over the world as a glorious center of education and culture, where students from all parts of the globe used to pour in. The educational and cultural centers of Nalanda, Taxila and Prayag attracted students from places, as far as Egypt, Greece, China, Ceylon and Indonesia. The colonial masters introduced new education systems in India to create clerks and civil servants, and we have not deviated much from that pattern till today. If once the youngsters prepared en masse for civil services and bank officers exams, they now prepare to become engineers.

a) So what is wrong with this education system?

- *It's all about our mindset*

We have established IITs, IIMs, law schools and other institutions of excellence; Students now routinely score 90% marks so that even students with 90+ percentage find it difficult to get into the colleges of their choice ;But we do more of the same old stuff. Creating a few more schools or allowing hundreds of colleges and private universities to mushroom is not going to solve the crisis of education in India.

"And just because you have colleges and universities doesn't mean you have education."

— Malcolm X

In this country, millions of students are victim of an unrealistic, pointless, mindless rat race. The mind numbing competition and rote learning do not only crush the creativity and originality of millions of Indian students every year, it also drives brilliant students to commit suicide. Why would a young, hardworking, bright student who has the world ahead of him, do something like this? The answer is this—in our constant approbation for the great institutions like IITs, IIMs, etc, we forget their dark side. And the dark side is that IITs are exasperated by the archetypal Indian phenomenon of academic pressure, probably the highest in the world.[1]

It is truly said that in India your intelligence will be judged by what major you took for your graduation.

Those who take science and do engineering are intelligent, rest those who take Commerce and Arts are weak in studies. Really? Is this true?

- *Education system is commercializing now*

Let's talk about infrastructure. In a govt. school nearby my home students have to sit on the floor. In the name of study, they get mid-day meal. Not everyone in India is capable to send their kids in the convent schools. Considering the general standard of living in the country, it is definite that our system of education is highly expensive. Even for the upper-middle class people higher education in our country has become a white elephant. 3.8 lakh candidates took the CBSE class XII exam in 1999, a number that has grown to 25 lakh in 2017. This is just one board, and if you consider ICSE and all other boards, the all India number is over 10 times that of CBSE. While not everyone get a good college seat, the top 10% alone of these two crore students is twenty lakh children. Are there twenty lakh top college seats in our country? Are there even two lakh? The lack of seats in our top colleges forces our bright students to get admission in second-rung private colleges where donation goes from 2 to 5 lakh for engineering and for medical colleges it varies from 20 lakh to 50 lakh in the name of Management Quota. The other choice left with the students is to get a degree in an expensive, racist country.

Our government invests in a lot of things. It runs anairlines that is in complete loss. It runs hotels, Telecom Company and is also involved in making basic stuff. Then, in something as important as shaping our young minds it stepped back. It stopped creating new IITs, IIMs. Why?

- *Corruption- A Root Cause of the Problem*

We have all the land we want, teachers love to get a government job, a lot of education funds are raised every year & they are never questioned. Still, why don't we have new A-grade universities in every state capital?

Author: e-mail: aa192002@gmail.com

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A report stated, Indians have Top Level Intelligence. In all companies, Indians are on Top positions. NASA have 36% Indians. If they stop leaving India & start working in India. India can be the Super Power but problem is Corruption in India.

India's education system is mired in corruption and a high rate of teacher absenteeism in the country was a key factor for it according to the new global study. The UNESCO's International Institute of Educational Planning study on corruption in education released recently says that 25% teacher absenteeism in India is among the highest in the world, second only after Uganda that has a higher rate. Recent surveys conducted on the impact of corruption on the provision of social services-including education thus suggest for instance that illegal payments for school entrance and other hidden costs help explain low school enrolment and high drop-out rates in India.

- *Reservation – A Social Evil Eating our Education System*

A Survey found that Indians have too much talent but problem is a caste based Reservation in India. Deserving students do not get actual positions & most of them leave India & all other countries happily welcomes their talents. Just once put an end to reservation & in some years India will become Super Power & World Leader. If we want to emerge as a country build on a knowledge economy, driven by highly educated people – we need to make good education so universally available that reservation will lose its meaning. There is no reservation in online education – because it scales. Today top universities worldwide are taking various courses online, and today you can easily attend a live class taught by a top professor of Harvard University online if you want, no matter which country you belong to. This is the future, this is the easy way to beat reservation and make it inconsequential.

- *Our Education System is based on Examinations Rather than Knowledge & Skill*

The real problem with our education system is that, it tests our memory power not learning & intelligence. India's education system is primarily focused only on examinations rather than training students for the future and really testing their knowledge.

Because of this, students are forced to take tests that show only their retention powers, not their actual capacity or knowledge. So engineers today cannot do actual work in technology and doctors do not go to people who need their services. No one believes anymore that scientists are trained in science classes or politicians in civics classes or poets in English classes. The truth is that schools don't really teach anything except how to obey orders. This is a great mystery because thousands of humane, caring people work in schools as teachers and aides and administrators, but the abstract logic of the institution overwhelms their individual contributions. Our education system is geared towards teaching and testing knowledge at every level as opposed to teaching skills. "Give a man a fish and you feed him one day, teach him how to catch fishes and you feed him for a lifetime." I believe that if you teach a man a skill, you enable him for a lifetime. Knowledge is largely forgotten after the semester exam is over. Still, year after year Indian students focus on cramming information. The best crammers are rewarded by the system. This is one of the fundamental flaws of our education system.

"If education were the same as information, the encyclopedias would be the greatest sages in the world."

—Abhijit Naskar, The Education Decree

- *Lack of Better Job Facilitiesi in India*

People always do ask? Why IITians go for lucrative jobs and don't spend their time in our country and do research? Which company in India will pay 1,20,000 $ per annum as a salary only. Let's talk about research, A Research Scientist earns an average salary of $76,961 per year in US. A Research Scientist earns an average salary of Rs588,339 (8817.31 $) per year in India. If you will treat your greatest mind as a clerk and garbage, then they have their lives too. They are son, daughter, and father of their family. 90 out of 100 will stay here if government will give not same, but half of the facilities. A new data by AICTE revealed that in India 60% of Graduating Engineers remain jobless & 1% get Internships. By 2018, Government will start a new test "NEETI" for admissions in IIT & reputed colleges & will cancel seats of 50% state colleges by 2022.

Will it improve Indian education system?

"What the nation requires is not merely more education, also better education, and what will ultimately count in the progress of the race is not the quantity alone but the Quality of our education as well."

— Tanya R. Liverman, Memoirs of an Educarer: An Inspiration for Education

II. Conclusion

Defects in the education system are common throughout the developing countries of the world. But here we have talked about the flaws in the education system of one of the world's fastest growing economy – India and reached at the conclusion that in view of the foregoing defects and shortcomings, our system of education calls for a radical change. The present education system has failed to provide gainful employment to its beneficiaries. There is hardly any link between the education and the employment opportunities. Modern education does not equip our

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youth with the necessary value framework needed totake the country to the highest level in every field. One of the first and the greatest task that is faced by us today is to overhaul and reconstruct our education machinery, for it is on the regeneration of our education machinery that the regeneration of the nation depends. In recent years, the state and the central governments have started giving attention to this complex problem. Many commissions and committees were constituted both at the central and state levels. International educational institutions (IEI) and innovative models of learning are now becoming increasingly popular in the Indian market. There is no dearth of examples to qualify this growing trend. Face book's recent investment in the Indian Education market with $50 million in Byjus is evidence of that fact and their faith in the opportunities in India. Despite all these efforts it is very pitiable to note that Progress has been dismal in education. We spend only 3.85 per cent of the GDP on education. Some 8 million children are still out of school, though gross enrolment ratio has improved but not enough. Except a few outward changes here and there, the system exists as it is. Not much outstanding changes are visible as it was envisaged. For the progress, the country needs to devise as early as possible a comprehensive national system of education which seeks to bring about a complete and harmonious development of all factors of human personality.

"The destiny of India is now being shaped in her class rooms …. In a world based on science and technology, it is education that determines the level of prosperity, welfare and security of the people."

— Education Commission Report, 1964

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Early Child Hood Care and Education (ECCE): Practices and Challenges, the Case of Woldia Town, North East Ethiopia

By Melese Astatke & Kifle Kassaw
Woldia College of Teachers Education

Abstract- The study attempted to assess the current practices and major challenges of Early Childhood Care and Education (ECCE) in Woldia town private owned 8 KG schools. As a means, mixed research method was employed to analyze both the collected qualitative and quantitative data. Participants of this study were 123 KG children, 32 teachers,8 principals,19 caregivers and34 parents who are members of Teacher Parent Student Association (TPSA). In order to select the participants, purposive, comprehensive, stratified and simple random sampling techniques were applied. The main data gathering instruments used in this study was observation, questionnaire and FGD. Moreover, document analysis was also used to collect supplementary data. Thematic data analysis techniques were also used to analyze the gathered qualitative data; whereas the quantitative data were analyzed by using statistical technique analysis of variance and post hoc comparison. The results obtained revealed that the studied private owned KG schools had no similar educational inputs.

Keywords: *early child hood care and education (ECCE), ECCE practice, ECCE challenges.*

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Early Child Hood Care and Education (ECCE): Practices and Challenges, the Case of Woldia Town, North East Ethiopia

Melese Astatke [α] & Kifle Kassaw [σ]

Abstract- The study attempted to assess the current practices and major challenges of Early Childhood Care and Education (ECCE) in Woldia town private owned 8 KG schools. As a means, mixed research method was employed to analyze both the collected qualitative and quantitative data. Participants of this study were 123 KG children, 32 teachers,8 principals,19 caregivers and34 parents who are members of Teacher Parent Student Association (TPSA). In order to select the participants, purposive, comprehensive, stratified and simple random sampling techniques were applied. The main data gathering instruments used in this study was observation, questionnaire and FGD. Moreover, document analysis was also used to collect supplementary data. Thematic data analysis techniques were also used to analyze the gathered qualitative data; whereas the quantitative data were analyzed by using statistical technique analysis of variance and post hoc comparison. The results obtained revealed that the studied private owned KG schools had no similar educational inputs. Most of the schools have no adequate physical learning environment such as buildings, classrooms, indoor outdoor materials and equipment, play grounds, and professional qualification of teachers and care givers based on the standard. Furthermore, the practices and major challenges of ECCE were also identified. Accordingly there was significance difference in effective utilization of some of the educational process. Only three KG schools were frequently employing child based teaching methods. Parents of these three schools children had better involvement in providing financial support, assessing their children interest and academic progress. Moreover, lack of trained KG care givers, assistant teachers and teachers, absence of professional development in the field of ECCE, inaccessibility physical learning environment of KGs, inaccessibility of indoor outdoor materials and equipment for children with disability, lack of budget on the ECCE program, inaccessibility and high cost of educational materials, lack of standardized class room space, absence of recreation center in a school and lack of standardize class room space were identified as the major challenges to implement ECCE in the studied KGs. Finally, the post hoc analysis result indicated that only one KG had statistically significance difference in educational output scores as compared to other schools. Lastly, pertinent recommendations were drawn from the findings and the conclusions of the study.

Keywords: early child hood care and education (ECCE), ECCE practice, ECCE challenges.

Author α: Psychology Lecturer, Department of Professional Studies, Woldia College of Teachers Education.
e-mail: meleseblen2563124@gmail.com
Author σ: Psychology Lecturer, Department of Professional Studies, Woldia College of Teachers Education. e-mail: negedekifle@gmail.com

I. Back Ground

Early child hood education is curial to the future well-being of children, and establishes the foundation for the acquisition of knowledge and skills that will affect later learning and behavior Suivant (2006:17). In addition, according to Mialarent (1976:33) Pre-school education is a crucial stage in the life span of human beings needing care and proper influence. The writer also explains that this is not without reason. This is the stage at which rapid physical and mental development takes place. Children are said to be achieved half adult stature and greatest development during this stage. In line with this, Bloom (1964:14) suggested that there is also much development in the intellectual growth in the first four or five years of life as the next thirteen years. One third of the child's school attainment potential has been determined by the time she/he enters primary school. As the above research findings showed that pre-school program is important for mental and physical development of children's in the early stage.

Moreover, early childhood age is a time of remarkable transformation and extreme vulnerability (Chowdhury & Choudhury, 2002). A child's life represents crucial period of growth and change. Programmes that support young children during the years before they go to primary school provide strong foundations for subsequent learning and development. Such programs also compensate for disadvantage, disability and exclusion, offering a way out of poverty. That is the main intention of special needs education. In relation with this, 'World Declaration on Education for All' stressed that learning begins at birth. Systematic development of basic learning tools and concepts therefore requires that due attention should be given to care young children and their initial education, which can be delivered via arrangements that involve parents, teachers, caregivers, institutions and the community at large. If proper attention is not given to the early childhood care and education of children, our country's crime rate and school dropouts will go up, self-employment will go down, our work force will negatively be affected and extra millions of dollars will be spent to solve the problems which otherwise could have been easily prevented by providing proper attention and Early

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Childhood Care and Education (ECCE) during these vital years (Chowdhury & Choudhury, 2002). Considering these realities one may not have doubt on the fact that early (ECCE) is valuable in light of later schooling adjustment and a child's holistic development. Besides, it is also the first stage of education where the foundation for life-long learning and all round development is laid and its contribution is to build a sustainable society. According to Boren and Pickett (1954: 8), pre-school education seeks to cultivate proper habit of living to develop social cooperation and individual responsibility to stimulate initiative and resourcefulness and to develop the ability to solve the daily problems of group life. In addition, Brudenell (2004) states that Early Childhood education (ECE) is a roadmap that helps children of today to be prepared for the vastly complex and rapidly changing world of tomorrow.

Even though preschool education has different development stages at different time in the globe May H., Kaur, B., Prochner, L. (2006) stated that Preschool education has expanded by the European colonization to the rest of the world by their religious missionaries.

In Ethiopia, the pre-school education was established in 1908E.C. in Dire-Dawa to provide necessary caring services for the children of the French consultants who were assisting in the building of first rail road in Ethiopia (Demeke cited in Demeke, 2007:181). However, since then there were poor efforts exerted to facilitate the opportunity for providing the program for the pre-school age group and improve the whole practices. As a result, the coverage and the quality of the program still remained considerably limited. But according to Education International (2008), National Policy Frame Work for ECCE in Ethiopia (2010), education, including early childhood education (ECE), is enshrined in the United Nations Universal Declaration of Human Rights as well as the UN Convention on the Rights of the Child. Similarly, Wood head, M. (2006) asserted that, the enhancement of the quality of young children's live is a national and international priority, expressed through research and policy initiatives, programme development and advocacy.

Early childhood is the period of life when humans are most dependent on secure, responsive relationships with others (adults, siblings and peers), not just to ensure their survival, but also their emotional security, social integration and cognitive and cultural competencies (National Policy Frame Work for ECCE in Ethiopia, 2010).

According to the Education Sector Development Program V (ESDP V):

> *In the final year of ESDP IV, 7 out of 36 colleges of teacher education (CTEs) began a multi-year diploma specifically for pre-primary teachers. Among these, one has skilled teacher educators for ECCE and during ESDP V activities will seek to improve teacher educators' knowledge, skills and experience for ECCE instruction across all CTEs. In addition, standards for learning materials in O-Classes and a specific curriculum are under development, along with the preparation of a one-year certificate training curriculum. These activities, along with pilots of accelerated child readiness programs, evaluations of Child-to-Child and assessments of O-Class provision will provide valuable inputs to improve the quality of pre-primary education during ESDP V.*

Hence, in this study, the researchers makean effort to document the current practices and challenges of ECCE in woldia town private owned KG schools. This is done by compartmentalizing the preschool education in to educational inputs, processes and outputs. Moreover, the very essence of conducting this study is to document practices of ECCE among the KGs so as to minimize and fulfill the observed educational gaps (if any). As a result, pre-school children will get appropriate educational services in an environment which is conducive for teaching learning processes.

To this end the following research questions have been examined in the course of the study in order to address the problem.

1. How far the educational inputs adequately delivered to implement ECCE in the study area?
2. To what extent early child hood education is implemented?
3. To what extent the ECCE educational out puts achieved?
4. What practical challenges are affecting the ECCE?

II. Significance of the Study

1. The research finding may help schools, WEO, REB and MOE to identify their implementation problems and take timely corrective action with their combined effort; and scaling up the best practices to other areas.
2. The research will enable schools; WEO, REB, and MOE make a rational decision for their future planning.
3. The research perhaps will help other researchers undertake wide scale research in other dimension of this problem.

III. Methods

a) Design of the Study

The main purpose of this study was to assess current practices and challenges of early child hood care and education in Woldia town. Accordingly, in this study, a survey method was employed. For this purpose, the study had employed mixed research method where both qualitative and quantitative data gathering methods and analysis were used. The

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researchers had employed the mixed research methods to expand a thorough understanding and to triangulate findings from different data sources which were gathered sequentially. In line with this, Creswell et al. (2009:203) argued that, combining quantitative and qualitative methods in educational and social research are a better approach. Using both Quantitative and qualitative methods can capitalize on the strength of each approach and offset their different limitations. It could also provide more comprehensive and complete answers to the basic research questions, going beyond the limitations of a single approach.

b) Data Sources

The data sources for the study were two types: primary and secondary. The primary data were collected from KG teachers, principals and children. The other supplementary data sources were KG care givers, and parents who were members of TPSA which are found in the study area. The secondary data were gathered from children's exercise-books feedback given both by the KG teachers and children's parents'.

c) Population of the Study

The population of this study was1289 KG children. These children are currently attending their ECCE program in eight private owned KGs which are found in woldia town. In these KGs, there are 8 principals, 32KG teachers, 11 assistant teachers and 19 KG caregivers who are currently running the ECCE program at the school level. Moreover, there are 34 parents who are members of Teacher Parent Student Association (TPSA).

d) Sample and Sampling Techniques

Hundred percent of the school principals, teachers, care givers and parents who were members of the TPSA from each private KG schools of Woldia town were selected.10% of the KG children from each private KG schools were the target sample size.

The selection of sampling techniques for the study was made based on the representativeness and resourcefulness of the sample and the type of population considered. Accordingly, both probability and non probability sampling techniques were employed.

Purposive sampling technique in selecting woreda, comprehensive sampling technique-in selecting private KG schools, principals, teachers, care givers and TPSAs were employed. In addition stratified random sampling and simple random sampling techniques were used respectively in selecting KG children. School and sex used as strata to make the samples proportion.

Table 1: Sample Size

Participants	Population			Sample			Sample size in %
	Male	Female	Total	Male	Female	Total	
kG school principals	1	7	8	1	7	8	100
KG school teachers	0	32	32	0	32	32	100
Care givers	0	19	19	0	19	19	100
KG children	692	597	1289	63	60	123	10
KG assistant	0	11	11	0	11	11	100
TPSA	20	14	34	20	14	34	100
Total	693	680	1373	84	143	227	

e) Data Collection Instruments

As indicated before, this study employed both qualitative and quantitative research method in order to achieve the stated objectives. Therefore, it employed multiple data collection tools such as, questionnaire: Close ended questionnaires adopted from Am hear Education Bureau preschool standard in the form of four scale rating items (i.e. very low (1), low (2), medium (3), high (4) were administered for the respected respondents. Focus group discussion, observation and document analysis (children's exercise books to view their teachers and parents comments) were also used.

f) Data Gathering Procedures

Before administering the data gathering process, the participants of the study were well oriented about the purpose of the study. Questionnaires and observation, which are the major data sources of the study, were employed to collect data. Questionnaires (76 close ended items: 25 input based items, 39 process based items and 12 output based items and3 open ended items) were collected from KG teachers, care givers and assistant teachers. And also 8 privately owned KG schools were observed. As regarding the questionnaire 32 KG school teachers, 19 care givers and 11 assistant teachers filled out the questionnaire containing issues about the educational inputs to implement ECCE, practices of ECCE, output of ECCE as well as challenges of ECCE in the studied KG schools. Regarding observation, an observation checklist was prepared and used to guide the classroom and outside the classroom observations.

In addition, FGD was conducted to collect data from KG principals and TPSAs. It was held at least with the presence of one TPSA member, care giver, assistant teacher and principal from each KG school. And also we observed the123 randomly selected children's exercise

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books of the studied KG schools to view the comments of their teachers and parents.

IV. Methods of Data Analysis

Descriptive statistical methods were used to analyze the study. Different statistical tools (both descriptive and inferential) such as: Percentage, frequency counts, mean, grand mean and standard deviation were employed. To examine mean differences, One-way (or single factor) ANOVA was used. Post hoc comparison further was used. Thematic data analysis techniques were also used to analyze the gathered qualitative data.

V. Results and Discussion

The main purpose of this study was to assess the current practices and challenges of ECCE through compartmentalizing the educational processes in to educational input, process and output. In addition, it was designed to examine and document the current practices and main challenges of ECCE. Therefore this part of the paper deals with the presentation and analysis of data collected from respondents to address the basic research questions. Analysis of the data is the matically organized. Moreover, for simplicity, only major findings are reported.

a) Delivery of Educational Inputs to Implement ECCE

In early childhood period, a child learns through interacting with immediate environment. Hence, the environment must be physically safe, socially enhancing, emotionally nurturing, intellectually stimulating and should equipped with variety of materials to arouse and maintain the child's curiosity, interest and promote learning and academic readiness (Chowdhury & Choudhury, 2002). Therefore, so as to assess the current practices of ECCE the researchers had selected some specific educational inputs such as, KGs' physical learning environment, availability and adequacy of indoor outdoor materials and equipment, teachers and caregivers professional qualification.

i. *Physical Learning Environment of ECCE*

Chowdhury and Choudhury (2002) stated that the site of ECCE includes proper location, soil, the aspect and elevation. The ideal location of preschool as far as possible should be in the neighborhood of the children served. The preschool may be located away from the crowded areas of the site/city, cemetery and main traffic areas for the purpose of children's safety. The vicinity must also be such as to permit any future expansion.

The researchers' general observation of the eight sampled preschools in Woldia town showed that, the site, location, and surrounding area of ECCE did not take into consideration when it was select the site for ECCE.

Therefore, from this point of view one can infer that the studied preschools were not built for the purpose of ECCE and at the same time did not take the accessibility issue for preschool children in general and children with disability in particular. Hence, this may hamper children's all round development and reduce the participation of children with disabilities.

Majority of the studied KGs' toilet per child and pure-water per child ratio was found to be below 1:20. But relatively, one of the KGs has drinking pure and safe water as compared to other preschools. However this finding is inconsistent with the standard adapted by MoE (2009) indicates the water tap and clean toilet should be 1:20 per child. In addition, the observation showed that there was a lack of child size toilets and the toilets were not close and were not cleanly kept, and no potable water points. This result is parallel with the result of Tirussew et al (2009) which noted that in Benishangul Gumz, Oromiya and Addis Ababa city administration sampled preschools had no child – size toilets.

ii. *Availability and Adequacy of Class Room Space, Indoor Outdoor Materials and Equipment in ECCE*

Indoor materials and equipment are an integral part of the effective implementation of ECCE. These materials and equipment contribute its lion's share in attracting and getting the attention of children for long period of time. It also makes the teaching learning process more concrete, suitable and easily understandable. More particularly, locally produced instructional materials are very vital in creating different mental maps and conceptual understandings (Chowdhury & Choudhury 2002).

Majority of the studied KGs were not equipped with different locally produced indoor equipment and instructional materials. In addition, most of the studied KGs had no standardized child sized table, chairs and shelves. Moreover, majority of the studied KGs had no clean and well ventilated class-rooms. And also they had no sufficient amount of light. Furthermore our observation showed the following serious problems that include; lack of areas for children to rest, lack of children story books if there were some all of them were not developmentally and culturally appropriate, and lack of play materials such as manipulative. None of the preschools used the syllabus for pre-primary schools prepared by Ministry of Education. Many did not even know the existence of syllabus. Moreover different preschools used different textbooks. Some used grade one text books .Others used text books of literacy campaign.

The result of this study goes in contrast to Boren and Pickett (1954) and Chowdhury and Choudhury (2002) which explain that the presence of adequate indoor materials and equipment were fundamental for the effective implementation of various

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class-room activities in particular and ECCE in general. More specifically, Boren and Picket (1954) suggested that every room used by KG should contain child sized furniture table and chairs that are important for children to sit and work at puzzles, games and others that is necessary for children to develop new skills using real tools and real world.

Regarding the negative impact of narrow class-rooms and absence of appropriate teaching materials, Bruce (2011) stated that children cannot learn without real, direct and first-hand experiences. Moreover, regarding the adequacy of indoor space, Gans Steindler and Almy (1952:352) noted that "in schools where there is adequate space and storage the varied activities go on without friction and all the materials can be tided away and kept dust-free and orderly." On the other hand, where space is restricted, impromptu partnering of any kind occurs less often than when children circulate more freely in the block area (Procchner, 1992:l6).

From this point of view one can infer that majority of the studied KGs have similar in door materials and equipment. In addition to this, they have no wide class room and child sized chairs and tables. Hence, this may affect the proper implementation of ECCE in general and academic achievement of the children.

iii. *Professional Qualification and Experience of ECCE*

a. *Teachers and Caregivers*

Most of the teachers who are currently working in the studied KGs were diploma holders in the field of TVET education. Very small number of teachers had diploma in other field of education but not in preschool education. Insignificant numbers of teachers' were preschool education graduates. The rest were grade ten completed. This indicated that, majority of teachers had no better educational qualification. Therefore, from this point of view one can conclude that KG teachers were providing services without having preschool education training.

Similarly the result of this study is consistent with the study of Tirussew et al (2009) which denoted that there was a limitation of ECCE professionals in that; ECE teachers were not trained, ECE directors were not trained in ECE management.

Therefore, from this point of view one can conclude that KG caregivers are providing services without having pre and in-service training. This might result in poor implementation of ECCE and children who are currently learning in these KGs may have some difficulty in relation to the service they get from the untrained KG caregivers.

In general to examine the provision of inputs in the eight preschools we provided 25 items close ended questionnaire for respondents and their response is analyzed using ANOVA and post hoc as shown below:

Table 2: Delivery of educational inputs to implement ECCE (one way ANOVA

Delivery of ECCE INPUT	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	10.647	7	1.521	10.420	.000
Within Groups	7.882	54	.146		

The result of one way ANOVA implied that the studied privately owned KG schools have a significant difference on delivery of educational inputs to implement ECCE ($p<0.05$). The Tuky HSD POST HOC multiple comparisons means based on delivery of educational inputs to implement ECCE indicating that only the three KG schools have better educational inputs to implement ECCE than the other five studied privately owned KG schools.

b) Implementation of Early Child Hood Care and Education

i. *Most commonly used method of teaching*

As the research hers' classroom observation results of this study only a few teachers (31%) of teachers in the study area often used cooperative teaching methods. This indicated that teachers had no better used cooperative teaching method. The result of this study goes in contrast to Christensen & Mora Vick (1987:208), who stated that cooperative teaching method is the best teaching method in kindergarten. The teacher structured the task in such a way that involvement of each member contributes to implementation of the task. Establishing and maintaining cooperative group norms develops the concept of a community of learners. Moreover, the method enhances student's respect for and understanding of individual differences in the ability, interest and needs. However, some of the teachers used play based method. This indicated that teachers in the few KGs had better used play based teaching method as compared to teachers in the other KGs.

The result of this study goes in line with most early years professionals who agreed on that play is the first and most appropriate mode of instruction in KG (Beaver et al., 2008; Jones and Cooper, 2006; Tallack, 1997; Boren and picket, 1954;Froebel cited in Johnson, 1987; Christensen & Moravick, 1987;). Play enables children to actively engage in different activities and help them to interact with both adults and children. This helps

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them to develop their social skills, to get access to information processes in a meaningful way and to become part of the large community. More particularly, it helps children to accumulate a vast amount of vocabulary that is paramount important for their language, arithmetic and intellectual development. Hence, this type of teaching method can help teachers to address children's individual differences and at the same time to implement child-centered teaching method.

Furthermore, according to this study results, teachers in the KGs schools had better used story telling teaching method. The result of this study goes in line with Choudhury and Chowdhury (2002) and Brewster et al. (2008) they confirmed that children love stories. It provides them both pleasure and information for KG children. Stories can be either written or oral and can provide either imaginary events or descriptions of real life, past or present. Children usually feel comfortable with them as there is a familiar structure to them. In addition sharing a story at home with family and/or at school between teachers and children has great contribution for development of literacy skills. Hence, this type of teaching method can help teachers to address children's individual differences and at the same time to implement child-centered teaching method.

ii. *Parents' Involvement in Facilitating their Children's learning*

The FGD part of the study presents the major findings of parental involvement in their preschool children's education. It was found that, parents' involvement in bringing and taking children to and from the preschool; providing financial support and in assessing their children interest and academic progress was found better. The researchers tried to analysis the document particularly children's exercise-books feedback given both by the KG teachers and children's parents' showed that most of the three KGs students' children parents and few of the rest KGs parents tried to comment and suggest about children academic performance and also gave possible solutions. This result also confirmed during focus group discussion of members of TPSA which are found in the study area.

The result of this study goes in line with Fantuzzo, Davis and Ginsburg (1995) that assured the degree of participation of parents in their children education enhances children's academic performance. In addition, best practice in the field of early childhood suggests that successful partnership between schools and families increases the involvement of family on varying levels and encourage positive family outcome (Bredekamp & Copple, 1997). Similarly, Hoover-Dempsey et al, (2005) states that children whose parents are involved have better grades and test scores. Furthermore, the degree of parental involvement in the factor for the success of the learners. In line with this, the greater involvement of parents in the KGs and the children's academic achievement might have positive relationship. Therefore preferably further research should be investigated in the area to determine the correlation and to what extent does parental involvement affects the children's holistic development in general and academic achievement in particular.

iii. *Role of Government in Monitoring and Evaluation of ECCE*

Our observation regarding the role of government in monitoring and evaluation of ECCE the study found that similar types of KG syllabus were distributed in all the studied KGs. This syllabus was set by MoE in 2009. However, in all the studied KGs there was no work book for children. In addition, there was no teachers guide, supportive teaching materials for children with different type of disabilities such as Braille paper, mobility and orientation training, sign language training materials, resource centers etc.

The result of this study goes in line with MoE (2002) which stated that the roles of government in pre-school education vary considerably from one country to another. In many developing countries, government does not involve providing pre-school education while in the developed countries the provision of pre-school education by government is highly introduced recently after they had achieved universal primary education. However, in Kenya, for instance pre-school education is provided for the private organizations, religious and non-governmental organizations (IDCR, 1983 cited in Amele work, 2007). In many cases, the government effort is focused on developing educational policy, training of teachers, caregivers, preparation of quality standard, organization of syllabus etc.

Focus group discussions were also held with school principals, TPSA, care givers and assistant teachers to examine extent of government involvement in early childhood education. In almost all the FGDs, Participants indicated lack of government support in many ways: failure in providing policy directions, curricular materials, failure to make budgetary allocations, not making material provision and technical support.

Furthermore, to examine the practices of ECCE in the eight preschools we provided 39 items close ended questionnaire for respondents and their response is analyzed using ANOVA and post hoc as shown below:

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Table 3: Implementation of ECCE (one way ANOVA)

Implementation of ECCE	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	7.981	7	1.140	9.884	.000
Within Groups	6.229	54	.115		
Total	14.210	61			

The result of the above one way ANOVA implied that the studied privately owned KG schools have a significant difference on implementation of ECCE ($p<0.05$). The Tuky HSD POST HOC multiple comparisons means based on implementation of ECCE indicating that only the three KG schools have better implementation of ECCE than the other five studied privately owned KG schools.

c) Achievement of ECCE Educational Out Puts

According to the Amhara Education Bureau preschool education standard and as it is clearly indicated in the conceptual frame work of the study, preschool children are expected to achieve the four educational out puts: physically and mentally developed, self-confident and disciplined, identify and design words and number and also active in social life and ready to formal education.

In order to assess the achievement of educational out puts children who were attending their preschool education in the private KGs schools,12 preschool standards based Close ended question-naires were administered for respondents of all eight KG schools. In this study, it was found that educational output had statistically significant difference among the eight KG children. That is, children in three KGs/ KGA, KGB, and KGC scored better result in educational output score as compared to children from the rest KGs. moreover, the further post hoc analysis result indicated that only one KG school had statistically significant difference in educational output score as compared to the other three. The result is shown by the following table:

Table 4: Educational outputs of ECCE (one way ANOVA)

Educational output	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	8.886	6	1.481	30.124	.000
Within Groups	2.704	55	.049		
Total	11.589	61			

This also triangulated by classroom observation and FGD that the above three KGs children had the potential to appreciate nature, express their feelings freely and respect their peers, caregivers and teachers as compared to the rest five KGs. Most children do have the capacity to express their feelings by following their turn.

Findings by Bruce (2011) stated that children cannot learn without real, direct and first-hand experiences. Moreover, regarding the adequacy of indoor space, Gans Steindler and Almy (1952:352) noted that "in schools where there is adequate space and storage the varied activities go on without friction and all the materials can be tided away and kept dust-free and orderly." On the other hand, where space is restricted, impromptu partnering of any kind occurs less often than when children circulate more freely in the block area (Procchner, 1992:l6).

Similarly, Christensen and Mora Vick (1987:137) expressed that, "many children are disadvantaged with crowded class as they are deprived of space, privacy and time for exploration, interaction and discussion." As a result children might get low academic achievement in particular and poor implementation of ECCE in general.

According to Chowdhur and Choudhury (2002), the important teaching methods in preschools include play, store telling, motivating the curiosity of the child, helping the child to learn through experience, discussion, rhythm, music and movement, dramatization and field trips and excursion. As, whole preschool teachers are urged to use developmentally appropriate and varied teaching methods in order to help develop the children's scientific knowledge, attitudes and enhance the child's educational out puts. This indicated that employing inappropriate educational inputs and throughputs may greatly affect the educational output of the KG children.

In general, parental involvement, effective utilization of teaching aids, employing child- centered teaching methods and proper utilization of indoor outdoor materials and equipment for conducive learning environment might be the result for significant difference in the educational output of children in the KG.

d) Major practical challenges affecting the implementation of ECCE

As Daniel, Haile, and MoE (2010), Tirussew (2005) stated that the major challenges which are

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existing in the practices of ECCE in Ethiopian includes lack of standard curriculum and guideline, lack of culturally relevant story books, an almost non-existent alternative care and education for the large child population in the rural areas, lack of access to preschool education for most children with disabilities and children from low socio¬economic backgrounds, low salary of teachers, high teacher turnover, lack of early childhood education professionals, misconception that anybody can teach kids because they are kids!; and the use of foreign language, mainly English, as a medium of instruction. Similarly, the information gathered through FGDs and open ended questionnaire results showed the following major challenges of current practices of ECCE are in the eight KG schools:

- Absence of trained KG teachers, assistant teachers and care givers in preschool education
- absence of professional development in ECCE
- lack of curriculum based books
- low interest of the community to preschool education
- inaccessible physical environment for most children with disabilities,
- Inaccessibility and high cost of educational materials.
- Lack of standardize class room space
- Absence of readiness to address the needs of disability
- Lack of budget.

In addition, the TPSA indicated that there was unfastened collaboration among the Ministry of Health (MoH), Ministry of Education and Ministry of Social and Labour Affairs (MoLSA) in providing coordinated service for the KG children.

The result of this study was consistent with Tirussew et al (2009) research reported that challenges of preschools were lack of trained KG teachers ,if there are some, the teachers are trained for primary schools as being qualified to teach at preschool level and absence of professional development of KG teachers.

VI. Conclusion

Putting the findings of this study as a point of reference, the researchers have able to wind up this study by identifying some remarks or terminating ideas. Hence, based on the findings of the study, the following conclusions were drawn:

Most of the studied private owned KGs have no similar educational inputs which help them for their current practices of ECCE. More specifically, they have no similar KG physical learning environment such as, buildings, class-rooms, indoor outdoor materials and equipment, play-grounds, KGs syllabus and professional qualifications of caregivers.

Furthermore, the researchers had identified that in the studied private owned KGs there was significant difference in effective utilization of some of the educational process. More specifically, three KGS teachers were frequently employing teaching methods such as, brainstorming, play based, storytelling, and integrated rhythm, music and dance well than the other five KGs. In addition this study has identified additional points, that is, parents in the three KGs had better involvement in bringing and taking their children to and from the KGs. In addition, parents of children in the three KGs had better involvement in providing financial support, assessing their children interest and academic progress, providing volunteering services than the parents in the rest KGs.

The other issue which is considered in this study is the children's educational outputs in the studied private owned KGs. In this study, it was found that educational out puts had statistically significant difference among the eight KG children. That is, children in three KGs/ KG school A, KG school B, and KG school C scored better result in number and letter identification test score as compared to children from the rest KG schools.

Moreover, the further post hoc analysis result indicated that only one KG had statistically significant difference in educational output score as compared to the other schools. The result from observation showed that most students do have the capacity to express their feelings by following their turn. On the other hand, lack of trained KG care givers, assistant teacher and teachers, absence of KG directors, absence of professional development in the field of ECCE, in accessible physical learning environment of KGs, indoor outdoor materials and equipment for children with disability, lack of budget on the ECCE program, inaccessibility and high cost of educational materials, absence of recreation center in a school, lack of standardized class room space, absence of recreation center in a school and lack of standardize class room space were identified as some of the major challenges in the current practice of ECCE in the studied KGs.

Based on the major findings, the methods of teaching that are assumed to be employed in all preschool education centers were proved to be badly practiced. This implies that without sound method of teaching children's learning will be frustrating and lead to failure in the children's achievement. Therefore, we can say that, if preschool teachers' knowledge and skills is not related to child centered, then this will severely affect the quality of the program. According to the study, the procedures do schools follow to mobilize local community & gain support from external sources indicate that it was proved to be poorly practiced. Therefore, the opportunity that the schools should obtain from stake holders would be lost and remained to be challenge to the program. It was found in the study

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that the program is characterized by lack of budget, standard payment of preschool teachers and assistant teachers (absolutely not practiced), parents low awareness and long distance, low participation of community associations. From this evidence, it is possible to conclude that the program could not be effectively implemented. And significant achievement could not be obtained this also could be more difficult to assure the quality of education within the nation's strategic plan.

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A Study of the Impact of School Management Trainings And Head of School's Attitude on Student's Learning outcomes

By V. Sharma

Abstract- School management trainings play an important role towards school effectiveness. The contemporary education systems place a high value on school management trainings for attaining improved learning outcomes.

The present study is undertaken to assess the effectiveness of SMT programs. It is aim at ascertaining the effects of SMT programs on SLOs in terms of students' results, engagement with classroom and school activities. The reason for undertaking this study was the scarcity of research concerning this specific educational aspect in educational sector of Mauritius.

The findings of the study reveal that school management trainings equip Head of Schools with desired school management skills which enable them to manage respective schools effectively. The conclusion of the study points out towards the overall improvement in students' learning outcomes.

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Chapter One: General Introduction

I. Introductory

The success of any school is largely rests upon the effective role of the Head of school. Leadership is an instrument used in a school for behavior modification. Improving Student Learning Outcomes (SLOs) through School Management Trainings (SMTs) is a phenomenon that is rapidly receiving a significant attention from educational administrators across the world. It is supported through a wide range of measures, especially in terms of developing an effective school leadership. In accordance with the previous research, school leaders may come from non-traditional backgrounds (Slenning, 1999). They need, therefore, special training programs to manage schools effectively.

In secondary school administration, the success of any school to achieve its stated goals or objectives depends on the ability of the Head of school otherwise known as the Principal and his Leadership style. School leadership has become a priority in education policy agendas internationally. It plays a pivotal role in improving school outcomes by influencing school climate and environment. School leadership is expected to provide motivation as well as builds capacities within school educators. That is why effective school leadership is considered essential to ensure the efficiency and competence of schooling.

Author: *e-mail: vsharma471@yahoo.co.uk*

a) Background of the Study

As countries strive to improve student results and reform education systems, the school leadership remains on the top in educational policy agendas. Many countries have moved towards decentralization, making schools more autonomous in their decision making and holding them more accountable for results. School-Based Management (SBM) approach emerged in the aftermath of the decentralization process. At the same time, the requirement to improve overall student performance while serving more diverse student populations is putting schools under pressure to use more evidence-based teaching practices. Literature shows that school leaders can make a difference in school and student performance if they are granted autonomy to make important decisions.

In case, where the leadership style of the principal is ineffective, even the best school programmers, the most adequate resources and the most motivated staff and students will be rendered unproductive. Therefore, the importance of good leadership style in an organization cannot be overemphasized. School Management Trainings for the Head of schools are one of the modest educational reforms. They particularly focus on the increased quality assurance and accountability, the development of new curricula, requirements for strategic planning, the use of information system and the improvement in teaching and learning etc.

For instance, the recent reforms in Mauritius, Singapore and China have focused on coming closer to a quality-oriented education and moving away from the test-based education. The reforms include the ways to improving instructional content, curricula, educational evaluation as well as educator education (Bunwaree, 2008). Educational reforms target the professional development of Headof schools as they play an important role in schools' success.

b) Significance of the Study

The present study is being undertaken to assess the effectiveness of School Management Training programs. It is aimed at ascertaining the effects of SMT programs on Student Learning Outcomes in terms of students' results, engagement with classroom and school activities.

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It also investigates how Head of schools attitude interlink with SMTs and SLOs relationship. The reason for undertaking this study is the scarcity of research concerning this specific educational aspect, especially in the not-for-profit educational sector of Mauritius.

This study revolves around three variables, this is, SMTs as an independent variable, SLO as a variable of primary interest, and Head of school attitude as a mediating variable.

c) Aims and Objectives of the Study

The aim of this study is to explore the insights about the intra-relationship of SMTs, SLOs and Head of school.

- The main objectives of the study are the following:
- To ascertain the effects of school management training on students' learning outcomes
- To assess whether Head of school attitudes affect relationship of school management trainings and student learning outcomes or not
- To identify the relevancy and perceived value of school leadership variables that lead to enhanced performance of schools and students
- To generate a body of knowledge for educators and school leaders about how they can improve performance of their schools and students

d) Statement of the Problem

In the context of Mauritius, SMT received a little attention of educators, policy makers and government officials. Only a few institutions impart management training to their Head of schools. The trend of such training, however, is rapidly increasing in the schools which are managed by not-for-profit organizations. These programs are seemingly designed to equip the Head of schools with knowledge, skills and desired attitude, which are essential for effective school management.

Literature shows that SMTs have a significant impact on schools because they play a central role in motivating educators, satisfying students, and making school environment attractive. However, we found still an unmet need to assess how it affects student's learning outcomes where SMTs are prioritized, frequent and highly valued, yet their impact isneither gauged nor documented.

e) Scope of the Study

Although, the scope of the study is limited, the study findings can be generalized to other not-for-profit educational systems, private educational institutions, and the government institutions in and across Mauritius.

The study provides valid perceptions about the components of SMTs which play an important role in enhancing schools as well as students' performance. It provides a meaningful base for policy makers, school leaders, and administrators of educational institutions to employ these training in their respective institutions.

f) Research Questions

The research questions of this study will consist of the following:

- Is there any relationship between SMTs and SLOs?
- How does the approach of Head of school affect the relationship of SMTs - SLOs?

Chapter Two: Literature Review

II. Introductory

This chapter deals with a literature review regarding school improvement. It sheds light on the training and attitudes of HOS in improving students learning outcomes

a) Theoretical Considerations

Drawing on the definition of school improvement, the concept of effective school improvement was defined as follows: effective improvement in schools, generally, refers to a planned educational change that positively affects student learning outcomes and school's capacity for managing change (Ainscow and West, 1994). An effectiveness and improvement criterion is needed to evaluate effective school improvement.

School management remains concerned with school effectiveness. The effectiveness criterion refers to student outcomes. The pivotal role of the school leader as a factor in effective schools has been corroborated by findings of school effectiveness research in recent decades (Reynolds, 1976).

b) School Effectiveness

School improvement concerns the raising of students' achievements and the school's ability to manage change (Reynolds et al. 2001). One can compare one's own school and individual performance against a set of benchmarks and criteria from the international literature on school effectiveness and school improvement.

School effectiveness refers to the extent to which a school is successful in achieving its high quality results with the support of an effective system. The central themes of critics of the school effectiveness and improvement movement are that it over-claims the success of effective schools (Thrupp, 2000).

Most school effectiveness studies show that 80% or more of student achievement can be explained by student background rather than schools (Teddlie & Reynolds, 2000). On the other hand, school effectiveness supporters believe that, even with only 20% of achievement accounted for by schools, their work has convincingly helped to destroy the belief that schools do not make any difference. They argue that schools not only make a difference but they add value

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despite the strong influence of family background on children's development (Reynolds & Teddlie, 2000).

Studies in the United States and Canada support the hypothesis that schools which implemented school-based management improved their overall effectiveness. In his search for what characterizes successful schools, Little (1982) argued that successful schools appear to be those which allow staff a greater say in educational decisions, and which open up communications channels between parents, educators and students.

c) *Need for Training*

Most Head of Schools were educators previously, and promoted to Head later. They come from diverse backgrounds. Some of them might hold substantial school management skills while other might not. Even those, who hold these skills, may need to refresh and/or update their skills. Thus training for enhancing skills becomes essential for everyone. Nathan (2000) highlighted a need for new Head Educators to receive proper preparation and more induction.

Murphy (2003) asserts that leaders must still be constructed as educators and be 'much more knowledgeable about the core technology of education in particular' and among educators there is still great reaction to employing non-educators as school leaders. The aim of the training programs is to change school administration from management to educational leadership and from administration to learning, while linking management and behavioral science knowledge to the larger goal of student learning.

d) *Identifying the correct attitudes of Head of Schools*

Knowledge and skills together with behaviors and/or attitudes are important for bringing effectiveness to the schools. This is essential for the Head of School to develop the behaviors and attitudes which are linked with school effectiveness. Leadwood (1994) relates leadership with a series of contributing behaviors which is designed to bring effectiveness to the schools and affect classroom environments noticeably.

The Head of Schools are responsible for fostering these types of behaviors to manage school environments properly; their attitude in this connection therefore plays a pivotal role. Their attitudes must be directed to ensuring school effectiveness and achieving high quality results.

According to Heck (1992), the behaviors of high and elementary school principals are indicative of high achieving and low achieving schools to determine whether school performance could be predicted through an examination of behaviors.

e) *Theoretical Framework*

School leadership is considered critical for all phases of school development process since it is held responsible for keeping the school as a whole in mind, and for adequately coordinating the individual activities during improvement processes (Hall and Hord, 1987). On the basis of these considerations, the study uses the following framework.

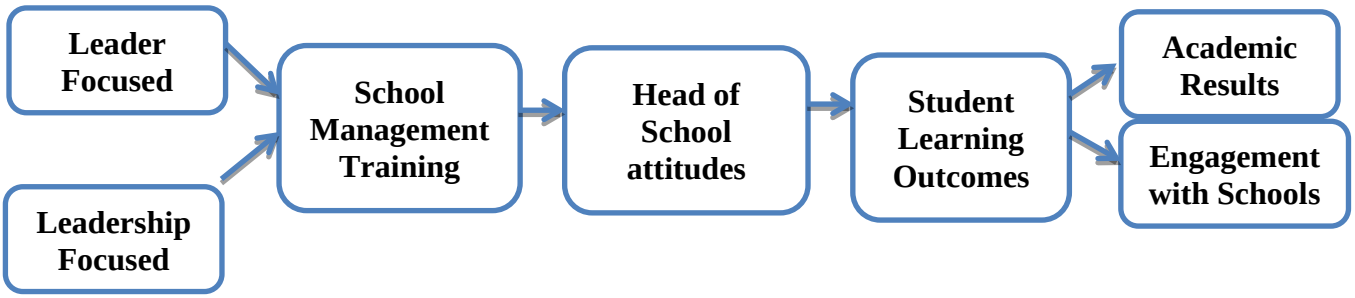

Figure 2.0: School Development Framework

The above model predicts that school management trainings have effect on student learning outcomesand the attitudes of Head of schools influence the relationship of school management trainings and student learning outcomes.

i. *Head of Schools /Managers*

Cheng et al. (2003) recounted that leaders are often considered as key actors in mobilizing their members and institutions at the site-level to face up with those challenges and make educational services and provision more quality effective and accountable.

The performance of these tasks by Head of Schools inevitably varies from one school context to another. Nonetheless, the research suggests three primary modes of leadership that promote student learning.

- *Head of School as an Effective Leader:* Effective school leaders make concerted efforts towards developing and maintaining a focus on academic improvement and student learning while safeguarding educators from all sorts of interferences from within and without environment.
- *Organizational Capacity of Head of School:* Successful Head of schools consistently strive for availing the best human resources, innovative ideas, creative programs, and comprehensive curricula

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that could be catalytic towards objective-oriented teaching learning while focusing on an ongoing strategic plan conducive to contemporary and future challenges.

- *Head of School as a Management Guru:* Effective Head of schools make sure that they collect as well as process, fine-tune and update essential data pertaining to their respective communities for creating an enabling environment towards student learning and academic improvement. They focus on building educators' professional skills through customized trainings both on-job and through other professional training outfits.

f) The Significance of Developing School Leadership

According to Gray (1990), the central importance of educational leadership stands out as one of the clearest messages of school effectiveness research. Louis and Miles (1990) also categorize the administrative and organizational activities as "management. Promoting a conducive environment to creativity and innovation, encouraging initiatives, allowing perspectives, ensuring a collective vision and advancing congeniality and collegiality as well as garnering a cooperative school culture and sustaining it is also considered to be permanent facets of effective school leadership.

Developing school leadership is deeper than occasional or need-based interventions. It actually shapes up both through formal and informal processes at all stages of leadership practices in a sequential as well as contextual manner.

- *Ensuring Essential leadership training:* Formal and structured leadership training is a must regardless of governance models of different countries. Governments can design customized training and orientation programs, collaborate with local level governance structures and develop incentives to ensure that school leaders must participate in such training programs.
- *Sharing Experiences and Challenges:* Frequent periodical conventions of Head of schools can prove to be invaluable through sharing individual experiences and challenges as well as innovative solutions to different challenges. Head of school' conventions can provide vital networks for Head to share their problems, concerns, challenges and their effective solutions.
- *On-job Training:* On-job and or in-service programs are to be designed considering the actual need and context based on prior learning opportunities for school leadership.

Head of School leadership was related to certain attributes of effective schools, such as increased student achievement (Sagor, 1992), declining dropout rates; high student and faculty morale as well as improved school climate (Kendrick, 1988). A review of research studies by Leithwood et al. (1999) revealed that there are a few studies that investigated the relationship of transformational leadership with student learning outcomes.

Chapter Three: Research Methodology

III. Introductory

The study methodology has been designed considering suitability of techniques as well as availability of resources. Since Mahatma Gandhi Institute runs a cohesive network of 7 schools, and study respondents are obviously Heads of Schools, educators and students.

a) Research Design

Polit and Hungler (1995:36) define a research design as "the researcher's overall plan for obtaining answers to questions". The development of the research design involves a series of choices and decisions appropriate for the needs of the research topic. Research design refers to the strategy to integrate the different components of the research project in a cohesive and coherent way.

Considering this point along with study requirements, a purposeful combination of tools is employed to collect data from the study respondents. These tools include a structured questionnaire, semi structured interviews, review of school records, and personal observations.

The structured questionnaire is used for collecting data from principals while interviews are used for obtaining information from school educators. Similarly, pertinent school records are examined for recording student academic achievements, and personal observations will be used for assessing student engagement with schools.

b) Research Instrument

In this survey a structured questionnaire will be adopted. The questionnaire consists of two sections example, an introductory section and the statement section. In first section, the respondents will be asked about their age, sex and professional experience etc. In second section, the respondents are asked to rate the statements as per their perception. The questionnaire contains 40 items within three classifications in which the respondents are asked to express their judgments using a five point Likert scale ranging from disagree (1) to agree (3).

Semi-structured interviews will be conducted for obtaining information from the school educators as well as students as to what role Head of schools play towards motivating them. Interviews will be also used for investigating the difference that school leadership is making towards educator satisfaction and student performance.

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Databases, manual registers and other information systems of the schools will be reviewed for recording students' achievements, and for comparing the current achievements with the previous achievements for determining the effectiveness of school leadership.

In order to cross-check the collated data, we personally observed study settings and school environments. The observation includes school records, curricula, and condition of educational as well as physical facilities. Personal observations turned out to be instrumental in obtaining additional school information.

c) Pilot Test

A pilot test will be carried out with 2 Heads of Schools to validate the questionnaire. The returned questionnaires will help to purify the measure and redesign questionnaire. This pilot study will prove instrumental for validity as well as reliability of instrument data respectively. To improve the comprehensibility and clarity of the questionnaire, difficult words, identify by Head of Schools during the data collection, willbe substituted with simpler words where possible. Also, a few other items are reworded to ensure that the understanding level was more appropriate.

d) Research Process

The questionnaire will be self-administered which will be distributed personally by the researcher. Only one questionnaire will be provided to each respondent. The filled questionnaires will be collected personally by the researcher. The researcher provided adequate support to the respondents in understanding and answering the given questions accurately. In addition to the collection of data through questionnaire, educators and school databases are also consulted for gauging students' academic achievements. Students' engagement with school will be recorded through classrooms observations and informal discussions with students. Frequency of the respondents is given below:

Table 3.0: Frequency Distribution of Respondents

Respondent	Frequency
Age	
20-30 years	1
31-40 years	4
41-50 years	6
51 to above	6
Total	17
Experience with School	
Up to 2 years	0
3-5 years	1
6-10 years	4
11 to above	12
Total	17

e) Sampling and Target Population

We selected a sample of 17 respondents. All questionnaires are returned with usable data, yielding a response rate of 100 percent. The respondents of the study were school Head, educators and students belonging from lower secondary to upper secondary. The Head of Schools are selected based on their personal and professional characteristics reflecting the following criteria:

- The selected Head have attended at least one school management training program
- They have been working with school for more than two years, and
- They possess qualifications as well as abilities which are necessary for school management etc.

f) Data Analysis

Both qualitative and quantitative techniques will be used to analyze data. Using qualitative techniques, the judgments of the participants are written down and assembled during the interview sessions. On the basis of these judgments, information will be analyzed and subsequently the findings will be drawn. Data will be summarized using the triangulation approach in order to converge on an accurate representation of data reality. This approach is mainly employed to interpret and synthesize data from the already gathered judgments. It also led to minimize biases that could distort the results of the study.

In quantitative techniques, Statistical Package for Social Sciences (SPSS) will be employed for data analysis. The study will test three variables example, SMT as an independent variable, SLOs as a variable of primary interest, and Head of School attitudes as a moderating variable.

g) Practical Limitations of the Study

The present study contains some limitations. It is impeded by some undesirable limitations that hampered the researcher from utilizing a variety of options instead of conducting this study in confined settings. The study limitations are:

- The schools, selected for data collection, are headed by male Heads of Schools because females

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headed by male Heads of Schools because females are their subordinates. So respondents of the study are male Heads.

- School management trainings do lead to improve student learning outcomes; student learning outcomes, nonetheless, may also be result of some other contributing factors, such as student family background, additional tutorial help etc.
- Minimum sample size of the students is taken because of time constraints.

Chapter Four: Discussion and Findings

IV. Introductory Note

This chapter is concerned with the statement of the findings of the research and an analysis of the data collected through the questionnaires. Various tests have been used to give a quantitative dimension of the survey

a) Results

It was found that Head of Schools are not solely responsible for the outstanding educational outcomes observed, but their leadership has been found an inevitable factor in producing the environment where these outcomes occur. The empirical study findings suggest a strong relationship of school management skills on student achievements. Head of Schools create improvement culture among schools; and this they learn from school management trainings.

It was found that Head of Schools have high and clearly understood expectations of others. As noted by one member of staff: "Our Rector has expectations and standards which are passed on and these things happen". Head of Schools are aware of the importance and value of providing professional support, and of treating staff professionally, expecting a high standard of professionalism in return. These Head realize the importance of school pride, identification with the school and its reputation in the community.

Quality school leaders, the evidence suggests, understand teaching and are respected by their staff. As beautifully explain "by keeping the issues of learning and teaching at forefront of the dialogues, these school leaders use to build organizational capacity by constantly expressing norms and the values that define school's vision and initiating conversations about improving teaching and learning (Sackney and Walker, 2006). Huber's (2004) research on school improvement and development supports the crucial role that leaders play in driving and maintaining ongoing growth.

The study used the structural equation model technique to analyze data and test the first hypothesis. Table 4.0present the result of this study and show a highly significant positive relationship between school management trainings and students' learning outcomes.

Table 4.0: Relationship between SMT and SLO

Hypothesis	Estimate	S.E.	C.R.	P	Decision
H1:There is a positive relationship between school management trainings and student learning outcomes.	0.923	0.075	12.235	.000	Accept

Above figure and table represent the structural equation model of this study in which two variables were tested, school management trainings and student learning outcomes. The value of P in above table is .000; therefore the study findings accept H1. The model fit also meets required criteria. It shows the positive nature of relationship between school management trainings and student learning outcomes.

Table 4.1: Model Summary

			Estimate	S.E.	C.R.	P	Label
SMT	<---	Attitude	.420	.083	5.066	.023	accepted
Attitude	<---	SLOs	.040	.090	.441	.045	accepted

Above figure and table represent the structural equation model of this study in which three variables are tested, example, school management training, Head of School's attitude and student learning outcomes. The values of P in above table are .023 and .045, which are below 0.05, therefore study findings accept H2.

The study empirically found that school management trainings built and polished skills and abilities of 86% school Head while remaining 14% commented that they were capable enough to manage their schools and achieve satisfactory student results without receiving any professional school management training.

Responses of Head of schools, students and educators as well as empirical evidence from the school records and databases reveal that school management trainings do have a strong positive relationship with student learning outcomes. In the light of empirical

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study findings, also supported by literature, we observed a model which illustrates the logical sequence of the impact of school management training programs on student learning outcomes.

The model is given below:

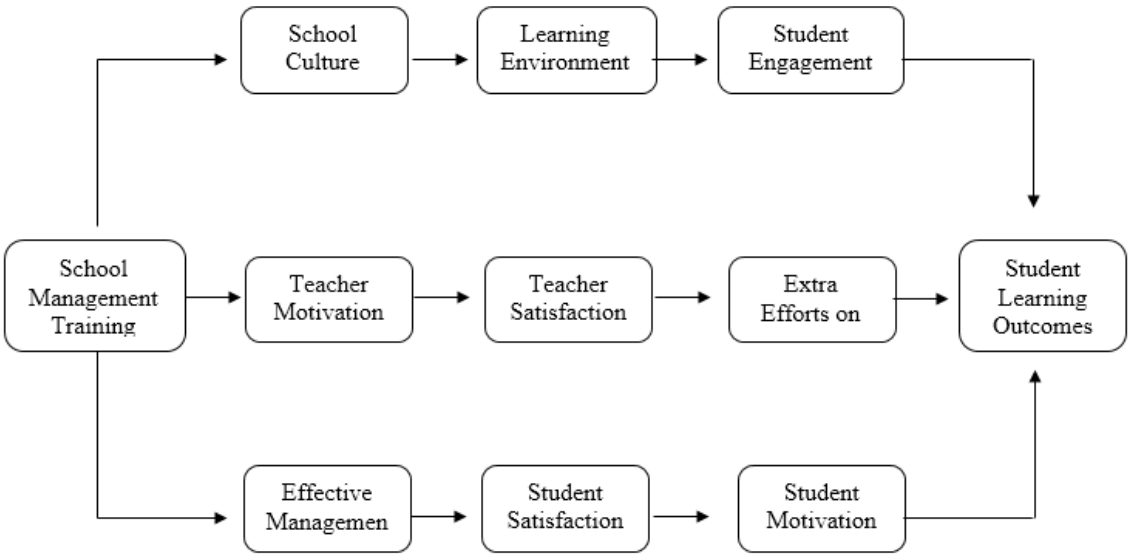

Figure 4.0: Impact of school management training on student learning outcomes

The study reveals that all of the school management factors that come in to play via school management trainings enable principals to manage their schools effectively. These factors include management of school environment, human and financial resources, quality of education, infrastructure, discipline and performance.

We found that student learning outcomes are positively related to school culture and learning environment. According to the study findings, 89% school Head pay substantial considerations to school culture and learning environment.

Research (Sashkin and Walberg, 1993) suggests that school culture does not operate in a vacuum and crucial to its creation and maintenance are the leadership practices of the Head of schools. Further, evidence from several studies (Sashkin and Sashkin, 1990) provides strong support for the claim that transformational leadership contributes to more desirable school cultures.

Many of the factors have been found to influence approaches of the students to learning. For example, it has long been accepted that students' perceptions of their learning environments have a significant influence on their approaches to learning and the quality of their learning outcomes (Ramsden, 1992).

Students' satisfaction and motivation is linked with some important school factors, such as study settings, culture, environment, learning aids and educator commitment etc. Lizzio et al., (2002) found that the students' perceptions of their learning environment have a greater impact on student learning outcomes than prior achievements in school.

The study also revealed a positive relationship between educator satisfaction and student performance. It was noticed that 63% Head of Schools encourage and motivate their educators that, consequently, result in educators' satisfaction. When educators are satisfied, they put extra efforts for their students and help them improve their performance. They show their strong commitment with their profession which in long-run will uplift learning outcomes of students.

The literature also shows significant relationship between educator satisfaction and student performance. Analyzing student work samples in educator study groups has gained momentum in many schools. In teams, educators examine a common piece of student work, discuss its strengths and weaknesses, and suggest how they would proceed to help this student improve (Langer et al., 2003).

The study also found that Head of Schools were more concerned with expending resources for improving school environment and study settings. It explored that such expending positively affect student learning outcomes. Additionally, study relates that some other school factors developed by Head of Schools also lead to improved student performance.

Staff development days and meetings are often given over to providing educators with new skills and knowledge, and the confidence to try different teaching approaches. Often, a "champion" for this area and a small supporting team are empowered. Programs to

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support and develop such areas bring members and parts of the school together, leading to better understanding, commitment, improved efficiencies, and outcomes.

Through empowering, encouraging and supporting educators to become learners, Head of schools acknowledge and foster the leadership traits in others. They respect and recognize others' capacities as well as achievements.

b) Discussion

In this study, we found the effects of school management training programs on student achievements. The substantive contribution of our study is that it has demonstrated that Head of School attitude and educator's beliefs about their capacity as well as their professional commitment mediated the impact of school management trainings on student achievement. Our results indicate that Head of Schools who adopt a transformational leadership style are likely to satisfy their educators, and improve learning outcomes of their students.

It is found that school leaders need specific trainings to respond to broadened roles and responsibilities effectively. Strategies need to focus on developing and strengthening skills related to improving school outcomes and provide room for contextualization. Leadership development is broader than specific programmers of activities or interventions. It requires a meaningful combination of formal and informal processes throughout all stages and contexts of leadership practice.

Head of Schools, regardless of the student populations they serve, are held accountable for student achievement in their schools. However, research reviews found that the direct effect of Head of schools on student achievement is near zero (Hallinger and Heck, 1996).

Our findings strengthen the claim for indirect leadership effects in the review by Hallinger and Heck (1996).Our study avoided many of the problems afflicting leadership research, including common method variance (our model was tested with data from different sources: questionnaire, interview, personal observations and student assessments), over-reliance on modification indices without theoretical justification, and sample dependent models.

Chapter Five: Conclusion and Recommendation

V. Introductory Note

This chapter presents a summary of the main findings that have been observed in the study. Major findings from the literature review and the survey are highlighted before recommendations are made.

a) Conclusion

The study thoroughly investigated the effects of school management trainings in the schools about what goes on in the classrooms. It revealed that it is important to have decisive and goal-oriented school leadership in the schools, which also really empowers the educators in terms of true delegation of power. If the leadership is only about improving teaching and learning, it should specifically be geared towards creation of the right conditions of learning, framed into obvious expectations of what should be achieved.

Furthermore, school management trainings also cause to handle effectively with all seriously hindered school issues like proverbial isolation of teaching staff, time and resource constraints, fragmented structures unable to ensure coordination of activities or exchange of knowledge, and lack of linkages between the school and the community.

The work of Head in the schools has certain consistent outcomes and themes. However, in examining these outcomes and themes, very few of them demonstrated how student outcomes are affected by the work of principals. Despite these trainings, some needs of the principals remain unmet which can be met by equipping them with additional need-based professional trainings. Further, this study suggests a linkage between the school management trainings and student reactions, examined to the degree possible in future empirical research. This study is not intended to be the final work regarding the relationship of school management trainings and student learning outcomes. Rather, it is meant to provide an impetus and means for understanding this form of impact on students.

b) Recommendations

- The learning-specific trainings should be carried on without any let-up as these programs are source of updating knowledge and skills of the Head of schools. These trainings should be conducted periodically as well as continuously rather than at once. There is a need to make these trainings a source of lifelong learning for the school principals.
- Training contents should be revised, and new subjects should be included in the contents.
- A monitoring committee should be set up who will remain held responsible for reviewing and monitoring student learning outcomes.
- A concept of incentive-based school management can be introduced in the schools. This will make them more motivated, and will ultimately lead to ensuring effective school management as well as enhanced student learning outcomes.
- There is a need to streamline effective planning, implementation and monitoring of school improvement plan in each school.

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- Finally, the Management should conduct itself or commission periodic researches with respect to effective school management and student learning outcomes.

c) Future Research

The present study investigated only the effects of school management trainings on student learning outcomes in terms of their academic results and engagement with school activities; there is still an open field for the researchers, however, to explore the impacts of such trainings on students' reactions as well as attitudes at their schools, homes and communities. Gender perspectives should be given adequate considerations in future research studies.

List of abbreviation

SLO	Student Learning Outcomes
SMT	School Management Trainings
SBM	School-Based Management
HOS	Head of School
SPSS	Statistical Package for Social Sciences

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Appendix One: Questionnaire

Gender: Age: Total years as a Head with this school:			
Please express your view by marking a tick in relevant box. A – In Result of Receiving School Management Trainings (SMTs)	Disagree	Neutral	Agree
I look for positive challenges during period of change.			
I am willing to take risks and learn from mistakes.			
I regularly give honest feedback to my staff.			
I regularly acknowledge accomplishment of others.			
I possess professional knowledge, skills and attitude.			
I have written long-range plans and I am committed to them.			
I consult with my staff when I am planning something.			
I delegate tasks easily to others.			
I ensure satisfaction of students with school.			
I regularly visit classes.			
I put strong emphasize on test results of the students.			
I encourage and praise educators as well students on their achievements.			
I try to address issues of students, educators and staff immediately.			
I promote improvement seeking behaviors among students and educators.			
I motivate educators and students intrinsically.			
I try to provide attractive culture and environment to students.			
I promote an atmosphere of caring and trust among staff and students.			
I put special emphasis on professional development of my staff.			
I review teaching practices in classrooms regularly.			
I promote respect of educators in the school.			
I consult with the educators and staff before taking important decisions.			
I review staff members' tasks and try to simplify them where possible.			
In involve educators and staff in devising school goals.			
I evaluate school goals at their completion.			
I monitor the implementation of decisions taken in meetings.			
I assess students' needs on continuous basis.			
I ensure that all school records are maintained.			
I involve parents deciding and revising the school's pedagogic goals.			
B – Attitude			
I have abilities to manage the school without receiving SMTs.			
SMTs have polished/enhanced my natural abilities.			
I already possess knowledge and skills.			

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I have abilities to improve student learning outcomes without receiving SMTs.			
C – Student Learning Outcomes			
I use test scores of students to evaluate effectiveness of SMTs.			
SMTs have brought changes in student learning outcomes.			
SMTs have affected student retention and pass rates.			
SMTs have brought behavioral changes in the students.			
In the result of SMTs, parents of students have expressed their satisfaction with their children's performance.			

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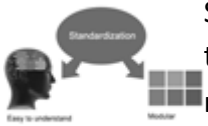

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3. Submission of Manuscripts,

4. Manuscript's Category,

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- Consequences, including definite statistics - if the consequences are quantitative in nature, account quantitative data; results of any numerical analysis should be reported
- Significant conclusions or questions that track from the research(es)

Approach:

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

Introduction:

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

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

Approach:

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

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

Procedures (Methods and Materials):

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

Materials:

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

Methods:

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

Approach:

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

What to keep away from

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

Results:

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

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



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Content

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

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- Do not present the similar data more than once.
- Manuscript should complement any figures or tables, not duplicate the identical information.
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Approach

- As forever, use past tense when you submit to your results, and put the whole thing in a reasonable order.
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- You may propose future guidelines, such as how the experiment might be personalized to accomplish a new idea.
- Give details all of your remarks as much as possible, focus on mechanisms.
- Make a decision if the tentative design sufficiently addressed the theory, and whether or not it was correctly restricted.
- Try to present substitute explanations if sensible alternatives be present.
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- Recommendations for detailed papers will offer supplementary suggestions.

Approach:

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Methods and Procedures	Clear and to the point with well arranged paragraph, precision and accuracy of facts and figures, well organized subheads	Difficult to comprehend with embarrassed text, too much explanation but completed	Incorrect and unorganized structure with hazy meaning
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Discussion	Well organized, meaningful specification, sound conclusion, logical and concise explanation, highly structured paragraph reference cited	Wordy, unclear conclusion, spurious	Conclusion is not cited, unorganized, difficult to comprehend
References	Complete and correct format, well organized	Beside the point, Incomplete	Wrong format and structuring

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