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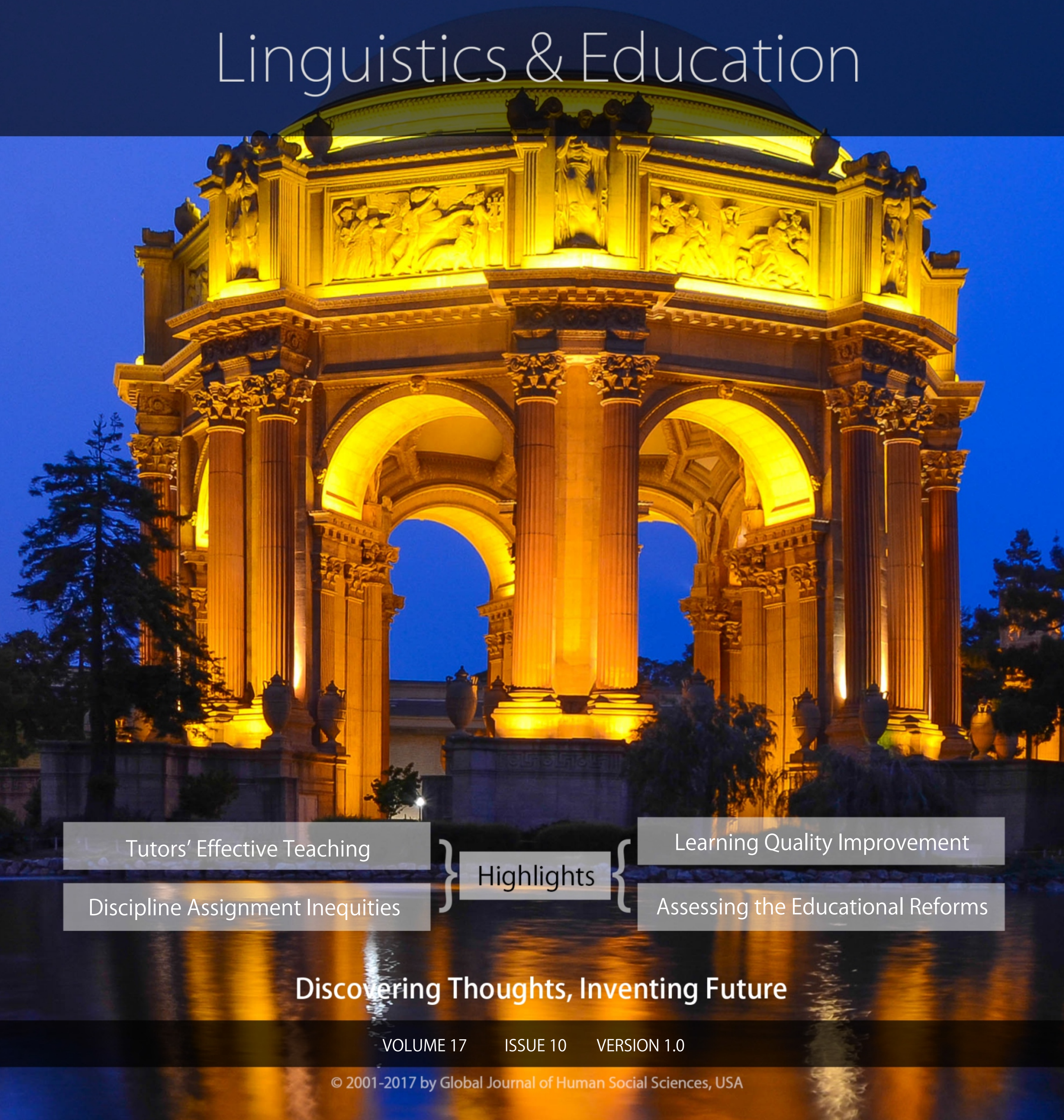

Tutors' Effective Teaching

Discipline Assignment Inequities

Highlights

Learning Quality Improvement

Assessing the Educational Reforms

Discovering Thoughts, Inventing Future

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By Jamie Heintz Benson & John R. Slate
Sam Houston State University

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Keywords: in-school suspension, out-of-school suspension, texas, grade 9 students, black, hispanic, white, learning disabilities.

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DISCIPLINEASSIGNMENTINEQUITIESBYTHEGENDERANDETHNICITYRACEOFGRADE9STUDENTSWITHALEARNINGDISABILITY

Discipline Assignment Inequities by the Gender and Ethnicity/Race of Grade9 Students with a Learning Disability

Jamie Heintz Benson [α] & John R. Slate [σ]

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Keywords: in-school suspension, out-of-school suspension, texas, grade 9 students, black, hispanic, white, learning disabilities.

I. Introduction

In astudy of students in a large, diverse Florida school district, Mendez and Knoff (2003) examined archival data to ascertain whether inequities might be present in out-of-school suspensions by ethnicity/race, gender, school level, and discipline infraction. Mendez and Knoff (2003) documented that in the 1998-1999 school year boys exceeded girls in suspensions and Black boys exceeded White boys in suspensions by almost 16 percentage points. Mendez and Knoff (2003) also determined that in Austin, TX during that same school year Black students were four times more likely to be suspended then were White students. Students in Maryland from Kindergarten through Grade 12 experienced suspensions at a rate of 7.8%.

In a recent study conducted in Texas, the state of interest in this investigation, Curtiss and Slate (2013) examined disparities in discipline assignments of Texas Grade 4 and Grade 5 boys and girls in the 2012-2013 school year. They established that Grade 5 boys were assigned out-of-school suspensions at statistically significantly higher rates than Grade 5 girls. The number of discipline assignments given to Grade 4 and 5 boys was also statistically significantly higher than the number of discipline assignments given to Grade 4 and 5 girls. Students who qualify for special education were included in the sample of students whose data they analyzed in their study. Of the students in Texas who qualify as having a disability, the highest portion of students with disabilities are learning disabled.

In a study on data from students who were enrolled in special education, Allman (2010) conducted a Texas statewide investigation of Texas Grade 9 and Grade 10 students with disabilities during the 1998-1999 school year. Of the 33,389 Grade 9 students analyzed in the study 24,723 were identified as having a learning disability. Of the 23,832 Grade 10 students with disabilities, 18,194 of those students were identified as learning disabled. Allman (2010) established the presence of statistically significant differences in the reading and mathematics achievement of students with disabilities who were assigned an in-school suspension and/or an out-of-school suspension in comparison to the reading and mathematics achievement of students with disabilities who were not assigned suspensions. In all cases, students with disabilities who had received a discipline consequence had statistically significantly lower average reading and mathematics test scores than their peers with disabilities who had not been assigned such consequences.

Black, Hispanic, students who were economically disadvantaged, and students with disabilities arereceiving exclusionary disciplinary consequences which result in their removal from the classroom at a higher rate than their peers. The removal of students from the classroom setting results in students missing instruction along with academic and social opportunities for growth. Removal from the classroom due to disciplinary consequences primarily affects Black, Hispanic, students in poverty, and students with disabilities. This disproportionality is especially concerning because Black and Hispanic students constitute half of the student population of the United States (Vidal-Castro, 2016). Black students represent 17% of student population across the nation, yet they accounted for 33% of suspensions in the 2000 school year (Mizel et al., 2016). Students with disabilities are afforded protections through the Individuals with Disabilities Act to protect them from excessive

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disciplinary actions which may be related to their disability.

Zirkel (2011) conducted an investigation in 2009 to examine each state's statues and regulations for the definition of Functional Behavior Assessment and Behavior Intervention Plan and the procedures and requirements for school districts required by that state above the federal requirements of the Individuals with Disabilities Education Act. Zirkel (2011) determined the presence of limited requirements for the utilization and requirements for implementation for functional behavior Assessments and behavior intervention plans across the nation. Of the 56 states, 19 states had no mention of the federal requirements of the Individuals with Disabilities Act for behavioral assessment and plans to address the behavior and the remaining 31 states had limited explanation of requirements and vague definitions which leave much to interpretation in school districts. Overall, state law requirements for functional behavior assessments and behavior intervention plans in 2009 was relatively limited.

The Texas Education Agency indicates school districts in Texas must report long term suspensions or expulsions of students with disabilities as a whole and by ethnicity/race. Data provided by school districts are identified as Indicator 4A and 4B in the State Performance Plan. The Texas Education Agency defines a long-term expulsion or suspension to be longer than 10 school days. If a student has been outside the placement decided by the Admission, Dismissal, and Review committee for more than 10 cumulative school days, an Admission, Review, and Dismissal meeting is called to determine if the student's behavior which resulted in the consequence which displaced the student was a manifestation of the student's disability. These meeting are called Manifestation Determination Reviews. The committee will determine if the consequence is appropriate for the student. In Texas, special education rules are established by the State Board of Education and the Commissioner. These rules are made available by the Texas Education Agency and updated after every legislative session.

II. Statement of the Problem

Students with learning disabilities struggle with academic tasks more than most students considered typically developing or without disabilities. Learning disabilities influence behavior less than students identified as Autistic or Emotionally Disturbed. With learning deficits in the classroom, it would be unlikely these students would benefit from suspension as a consequence for non-preferred behavior. In Texas, exclusionary discipline is a common consequence given to both students with and without disabilities. Exclusionary disciplinary practices, however, negatively influence student achievement (Allman, 2010).

III. Significance of the Study

Inequities in student discipline are attracting the attention of many researchers and policymakers across the United States. In this study, data on in-school suspensions and out-of-school suspensions of Texas Grade 9 students who had a Learning Disability were analyzed to ascertain the extent to which inequities were present with respect to gender and ethnicity/race. Limited research, thus far, existsin regard to discipline inequities for students with learning disabilities. Findings of this investigation could provide evidence to help support school administrators, teachers, and members of the Admission, Review, and Dismissal committee to consider equitable disciplinary assignments and possible alternatives to exclusionary discipline assignments.

IV. Purpose of the Study

The purpose of this study was to ascertain the degree to which differences were present in the assignment of in-school suspension and/or out-of-school suspension to Grade 9 boys and girls with learning disabilities. A second purpose of this study was to determine the extent to which differences existed in the assignment of in-school suspension and/or out-of-school suspension by the ethnicity/race of Grade 9 students with learning disabilities. Disciplinary assignments included in this study were limited to in-school suspension and to out-of-school suspension.

a) *Research Questions*

The following questions we readdressed in this study: (a) What is the difference in in-school suspension assignments between Grade 9 boys and girls with learning disabilities?; (b) What is the difference in out-of-school suspension assignments between Grade 9 boys and girls with learning disabilities?; (c) What is the difference in in-school suspension as a function of ethnicity/race for Grade 9 students with learning disabilities?;and (d) What is the difference in out-of-school suspension as a function of ethnicity/race for Grade 9 students with learning disabilities?

V. Method

a) *Research Design*

In this study, a non-experimental, causal-comparative research design was used (Creswell, 2009). The independent variables in this study were gender and ethnicity/race (i.e., Black, White, and Hispanic). The dependent variables in this study were in-school suspension and out-of-school suspension disciplinary assignments. Archival data were utilized and, as such, the independent and dependent variables in this study had occurred in the past and could not be manipulated. The population of students whose data were analyzed herein were students who were determined to meet the State of Texas definition for a Learning Disability.

b) Participants

Participants in this study were Grade 9 students in the State of Texas who qualified as having a learning disability. The archival data that were analyzed in this investigation were obtained through a Public Information Request form submitted by the instructor of a statistics course.

c) Definition of Terms

In-School Suspension (ISS). In this study, in-school suspension was defined by the U.S Department of Education and Hilberth and Slate (2014a) to be "Instances in which a child is temporarily removed from his/her regular classroom(s) for disciplinary purposes but remains under the direct supervision of school personnel" (p. 46).

Out-of-School Suspension (OSS). For this study, out-of-school suspension was defined by the U.S Department of Education and Hilberth and Slate (2014a, 2014b) to be "instances in which a child is temporarily removed from his/her regular school for disciplinary purposes to another setting (e.g., home, behavior center)" (p. 46).

d) Learning Disability

A student who qualifies as having a learning disability is defined by the Texas State Board of Education and defined in the Commissioners Rules asa student who:

> Does not achieve adequately for the student's age or meet state-approved grade-level standards in oral expression, listening comprehension, written expression, basic reading skill, reading fluency skills, reading comprehension, mathematics calculation, or mathematics problem solving when provided appropriate instruction, as indicated by performance on multiple measures such as in-class tests; grade average over time (e.g. six weeks, semester); norm- or criterion-referenced tests; statewide assessments; or a process based on the student's response to scientific, research-based intervention; and does not make sufficient progress when provided a process based on the student's response to scientific, research-based intervention, as indicated by the student's performance relative to the performance of the student's peers on repeated, curriculum-based assessments of achievement at reasonable intervals, reflecting student progress during classroom instruction; orexhibits a pattern of strengths and weaknesses in performance, achievement, or both relative to age, grade-level standards, or intellectual ability, as indicated by significant variance among specific areas of cognitive function, such as working memory and verbal comprehension, or between specific areas of cognitive function and academic achievement. (Chapter 89)

VI. Results

To ascertain whether a difference was present in in-school suspension and out-of-school suspension assignments as a function of gender and/or ethnicity race of Grade 9students who were identified as being learning disabled, a Pearson chi-square analysis was conducted. This statistical procedure was viewed as the optimal statistical procedure to use because frequency data were present for the independent variables of gender and ethnicity/race and for the dependent variables of in-school suspension and out-of-school suspension. As such, chi-squares are the statistical procedure of choice when both variables are categorical (Slate & Rojas-LeBouef, 2011). In addition, with the large sample size, the available sample size per cell was more than five. Therefore, the assumptions for utilizing a chi-square were met.

For the research question in which the focus was placed on the assignment of in-school suspension of Grade 9 boys and girls with learning disabilities, the result was statistically significant, $\chi^2(1) = 282.33$, $p < .001$. The effect size for this finding, Cramer's V, was small, .10 (Cohen, 1988). As presented in Table 1, Grade 9 boys who had a learning disability were assigned to an in-school suspension at a statistically significantly higher rate than Grade 9 girls who had a learning disability. The percentage of Grade 9 boys who were assigned to an in-school suspension was about10 percentage points higher than the in-school suspensions assigned to Grade 9 girls in Texas during the 2008-2009 academic school year.

Table 1: Frequencies and Percentages of In-School SuspensionPlacement by Gender

	Did Not Receive an In-school Suspension	Did Receive an In-school Suspension
Gender	*n* and %age of Total	*n* and %age of Total
Boys	(n = 10,082) 54.20%	(n = 8,523) 45.80%
Girls	(n = 6,327) 64.50%	(n = 3,475) 35.50%

For the research question in which the focus was placed on the assignment of out-of-school suspension to Grade 9 boys and girls with learning disabilities, the result was statistically significant, $\chi^2(1) = 426.78$, $p < .001$. The effect size for this finding, Cramer's V, was small, .12 (Cohen, 1988). As revealed in Table 2, Grade 9 boys who had a learning disability were assigned out-of-school suspension at a statistically significantly higher rate than Grade 9 girls who had a learning disability. Grade 9 boys who had a learning disability were assigned to an out-of-school suspension at a rate that was almost twice as much as the out-of-school suspension rate for Grade 9 girls with a learning disability in the 2008-2009 academic school year.

Table 2: Frequencies and Percentages of Out-of-School Suspension Placement by Gender

	Did Not Receive an Out-of-School Suspension	Did Receive an Out-of-school Suspension
Gender	*n* and %age of Total	*n* and %age of Total
Boys	(*n* =13,620) 73.20%	(*n* = 4.985) 28.80%
Girls	(*n* = 8,240) 84.10%	(*n* = 1,562) 15.90%

For the research question in which the focus was placed on the assignment of in-school suspension to Grade 9 students with learning disabilities by their ethnicity/race, the result was statistically significant, $\chi^2(2) = 381.58$, $p < .001$. The effect size for this finding, Cramer's V, was small, .12 (Cohen, 1988).As delineated in Table 3, Grade 9 Black students who had a learning disability were assigned out-of-school suspension at a statistically significantly higher rate than either Grade 9 Hispanic or White students who had a learning disability. Grade 9 Black students who had a learning disability were assigned to an in-school suspension almost one and a half times more than Grade 9 White students who had a learning disability. Almost half of the Black Grade 9 students who were part of the sample were assigned to in-school suspension in the 2008-2009 academic school year. Grade 9 Hispanic students who had a learning disability were assigned to an in-school suspension at a rate almost one and a third times more than Grade 9 White students who had a learning disability.

Table 3: Frequencies and Percentages of In-School Suspension Placement by Ethnicity/Race

	Did Not Receivean In-School Suspension	Did Receive an In-School Suspension
Ethnicity/Race	*n* and %age of Total	*n* and %age of Total
White	(*n* = 4,861) 66.70%	(*n* = 2,431) 33.30%
Hispanic	(*n* = 8,248) 55.90%	(*n* = 6,498) 44.10%
Black	(*n* = 3,067) 50.70%	(*n* = 2,988) 49.30%

For the research question in which the focus was placed on the assignment of out-of-school suspension to Grade 9 students with learning disabilities by their ethnicity/race, the result was statistically significant, $\chi^2(2) = 772.20$, $p < .001$. The effect size for this finding, Cramer's V, was small, .17 (Cohen, 1988). Table 4 contains the frequencies and percentages for this analysis. Grade 9 Black students who had a learning disability were assigned to an out-of-school suspension almost three times more than Grade 9 White students who had a learning disability and one and a half times more than Grade 9 Hispanic students who had a learning disability. Grade 9 Hispanic students who had a learning disability were assigned to an out-of-school suspension almost two times more than Grade 9 White students who had a learning disability.

Table 4: Frequencies and Percentages of Out-of-School Suspension Placement by Ethnicity/Race

	Did Not Receive an Out-of-School Suspension	Did Receive an Out-of-School Suspension
Ethnicity/Race	n and %age of Total	n and %age of Total
White	(n = 6,308) 86.50%	(n = 984) 13.50%
Hispanic	(n = 11,273) 76.40%	(n = 3,473) 23.60%
Black	(n = 4,006) 66.20%	(n = 2,049) 33.80%

VII. Discussion

In this investigation, data were analyzed for the 1998-1999 school year to determine the extent to which inequities were present in the assignment of in-school suspension and out-of-school suspension for Grade 9 students with learning disabilities by their gender and ethnicity/race. Statistically significant differences were clearly documented by this investigation. As illustrated in Figure 1, Texas Grade 9 boys who were learning disabled exceeded Grade 9 girls with learning disabilities in both in-school suspension and out-of-school suspensions by approximately 10-11%. Tiger and Slate (2017) determined that Grade 4 boys were more than three times more likely to be assigned anin-school suspension than girls regardless of their economic status.

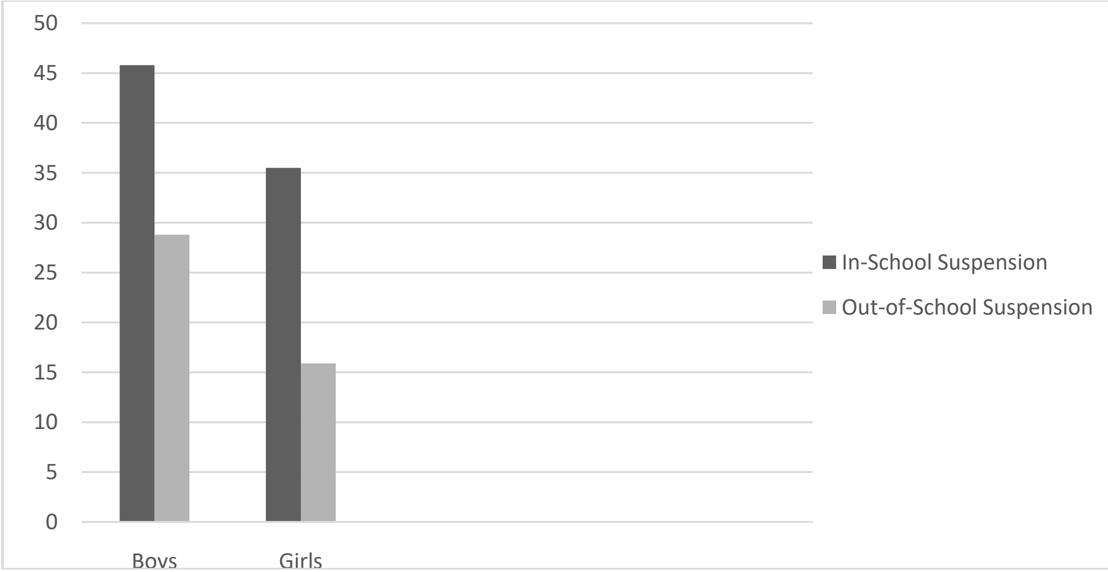

Figure 1: Percentage of Texas Grade 9 boys and girls who were Learning Disabled and assigned in-school suspension and /or an out-of-school suspension in the 1998-1999 school year.

In this study, inequities clearly existed in disciplinary assignments of Grade 9 Black students with learning disabilities when compared to the disciplinary assignments of their White and Hispanic peers. Grade 9 Black students who were learning disabled exceeded White students who were learning disabled by 16 percentage points in-school suspension assignments, and exceeded Hispanic students who had a learning disabilities by 10 percentage points in in-school suspension assignments. When examining out-of-school suspensions assigned to Grade 9 students who had learning disabilities, Black students exceeded White students by 20 percentage points and Hispanic students by 10 percentage points in out-of-school suspension assignments. As depicted in Figure 2, Black students who had learning disabilities were assigned in-school suspension and out-of-school suspension at statistically significantly higher rates than White and Hispanic Grade 9 students.

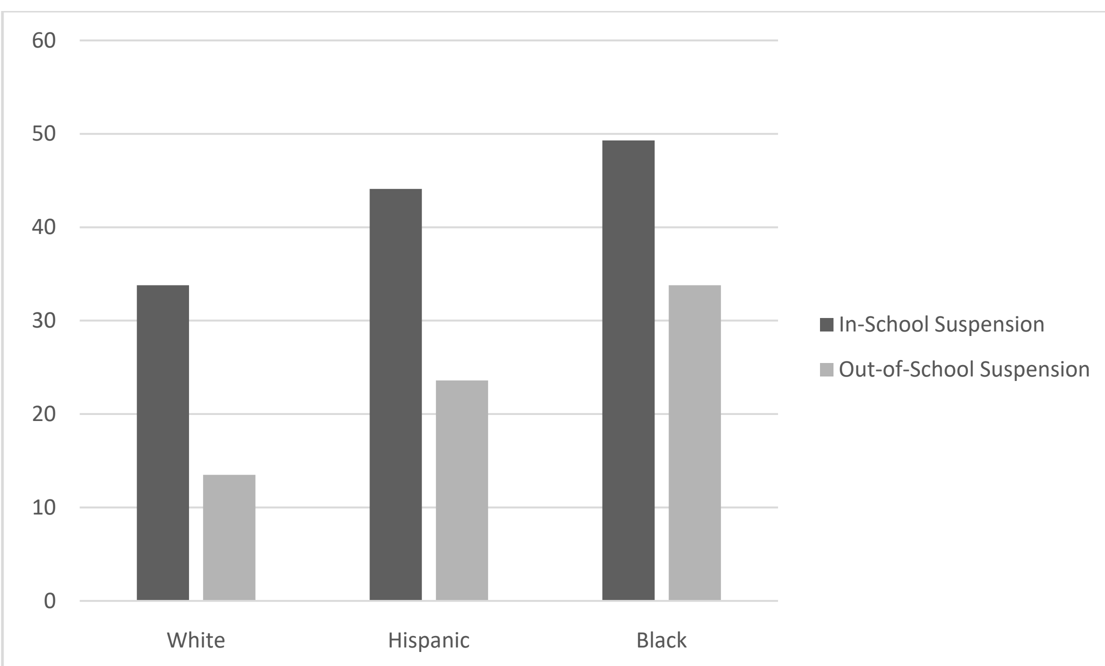

Figure 2: Percentage of Texas Grade 9 students who were Learning Disabled and assigned in-school suspension and/or anout-of-school suspension by ethnicity/race in the 1998-1999 school year.

a) Implications for Policy and Practice

Students who qualify as learning disabled are provided rights through the IDEA. Students who are assigned exclusionary disciplinary assignments which exceed 10 school days are examined by an Admission, Review, and Dismissal committee which includes an adult student, parent, License Education Agency representative, Special education and General Education teachers. This committee determines if the behavior the student exhibited to receive a consequence which would result in a change of educational placement was a manifestation of the student's disability. Black students who had learning disabilities were assigned in-school suspension and out-of-school disciplinary assignments at statistically significantly higher rates than White and Hispanic Grade 9 students who were learning disabled. As a result, school administrators, teachers, and parents should investigate the frequency of manifestation determination reviews and the process of determining if a discipline assignment is appropriate. Grade 9 Black students with learning disabilities were assigned out-of-school suspensions two and a half times more than White students with learning disabilities. The behavior resulting in disciplinary assignments should be investigated. Skiba (2002) established most out-of-school disciplinary assignments are assigned for student aggression, disrespect, and noncompliance. School administrators should examine why Grade 9 Black students who were learning disabled were likely to be identified as aggressive or disrespectful at such a higher rate than White students. School administrators should review their programs to insure interventions and behavioral strategies are utilized to reduce exclusionary disciplinary assignments. Students with learning disabilities likely struggle with academic tasks, this could contribute to non-preferred behaviors. Forcibly leaving to classroom and missing instruction would likely only increase non-preferred behavior and academic deficits.

b) Recommendations for Further Research

Investigated in this current study was the degree to which inequities were present in the discipline consequences that were assigned to Grade 9 students with learning disabilities in the 1998-1999 school year. Data from the last several school years should be analyzed to determine if the degree to which inequities continue to exist in the assignment of disciplinary consequences to students with learning disabilities. Moreover, only data on students in Texas were analyzed in the current study. The extent to which results of this Texas statewide investigation would be generalizable to students with learning disabilities in other states is not known.

Additional research should be considered to investigate Manifestation Determination Review meetings. The current study reflects Black students who had a learning disability exceeded White students with learning disabilities at a statistically significantly higher rate. It is likely the students who were assigned suspensions should have been subjects of a Manifestation Determination Review. Very little research exists regarding the utilization of required meetings to determine appropriate discipline consequences of a student with disabilities. A Boolean search for "Manifestation Determination Review" or "MDR" was conducted through Ebsco Host and yielded one scholarly, peer reviewed article, dated 1997. Additional research could be conducted in this area to assist Admission, Review, and Dismissal committees, parents, and teachers in appropriately assigning disciplinary consequences to a student with a disability.

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Beyond the Glass Ceiling–Finnish Women's Path to the Top Leadership Positions

By Kaarina Määttä & Satu Uusiautti

University of Lapland

Abstract- In Finland, women have advanced to top positions, and this positive development is the result from a long legislative development and advances in attitudes. How has this development happened and why? What kinds of obstacles women may face? How to bring women's expertise forward? In this article, we discuss these questions. We highlight the importance of courage to do the effort for the better society.

Keywords: female leaders, Finland, leadership, women.

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BEYONDTHEGLASSCEILINGFINNISHWOMENSPATHTOTHETOPLEADERSHIPPOSITIONS

Strictly as per the compliance and regulations of:

Beyond the Glass Ceiling – Finnish Women's Path to the Top Leadership Positions

Kaarina Määttä [α] & Satu Uusiautti [σ]

Abstract- In Finland, women have advanced to top positions, and this positive development is the result from a long legislative development and advances in attitudes. How has this development happened and why? What kinds of obstacles women may face? How to bring women's expertise forward? In this article, we discuss these questions. We highlight the importance of courage to do the effort for the better society.

Keywords: female leaders, Finland, leadership, women.

I. Introduction

In today's Finland, an increasing proportion of leaders and supervisors are women. The number of employees working under the supervision of women is greater than in any other country in the European Union (Paoli, 1997; Paoli & Merllié, 2001). Indeed, a surprisingly fast change has occurred in the equality development of work life in Finland: women are taking over leadership roles even though they are still mainly possessed by men (Lehto, 2009; Hyvärinen, Uusiautti, & Määttä, 2015).

This article describes the development of Finnish women's position in the light of history and political decisions. In addition, our purpose is to discuss how work life has changed and requires new kind of leadership practices. Today, it is more and more important to support and encourage employees' development and help them use their strengths. Also communality has increased its importance in modern workplaces. This article is based on Professor and Vice-rector Kaarina Määttä's festive speech held in September 2017 at the graduation event of the Executive Master of Business Administration (eMBA) program at the University of Lapland, Finland. This two-year-long program was targeted at experienced women who work as leaders or entrepreneurs at public administration or private sector. The purpose was to combine academic research-based knowledge with wide experience at leadership in practice.

Regardless of their good education and talent, women still have less leadership positions than men. Why? We want to analyze why many women tend to underachieve and give up their career plans or pursuits of reaching a top position. It is important to identify those factors that would strengthen women's expertise and power. Many women working at the top leadership positions also act as models for other women showing how to enhance their performances and work for not only themselves but eventually to the whole society. Today's work necessitates creativity: courage to give up the old routines and create new solutions. When asking where to find this courage, we expect to find the answer from strong women. Finland has numerous examples of women advancing to top leaders and renewal work they have done. Let us introduce these milestones.

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II. The Development of Gender Equality in Finland

In the past, Finnish women's education and career opportunities have followed certain steps. The history is long, but changing positively. As mentioned, Finnish women hold the top record for leadership positions in the EU. What happened? The following phases and decisions are probably the most essential ones for the Finnish women's career development (Office of the Equality Ombudsman, 1996):

1864 Unmarried women of 25 years became of full legal age
1870 A women passed the Matriculation Examination
1878 Women and men received equal right with regard to inheritance
1882 Women became eligible to teach at girls' schools
1890 The first public kindergarten was established in Helsinki
1901 Women received the right to study at university, on equal terms with men
1906 Women received voting rights for national elections (the first country to do so in Europe) and the right to be electoral candidates (the first country to do so in the world)
1907 The first women jointed the Parliament
1919 Wives gained the right to work without their husband's permission
1921 Compulsory general education decreed by law
1926 The Act on women's eligibility in state posts was passed
1926 The first female minister for the Finnish government was instated
1930 The Marriage Act released wives form under the guardianship of their husbands and wives were given the right to their own property
1943 Statutory school meals were introduced

1944 Act passed instituting local government maternity and child health care clinics and also local government health visitors
1962 The principle of equal pay for work of equal value is established both in the public and private sectors
1970 The Abortion Act was passed
1972 The 1st woman was elected to be Minister of Finance
1975 The 1st woman was elected to be Minister of Justice
1978 Parents gained the right to share parental leave
1986 Finland ratified the UN Convention on the Elimination of All Forms of Discrimination against Women
1987 The Act on Equality between Women and Men was passed
1988 Women were permitted to enter the clergy of the Evangelical-Lutheran Church
1990 Children up to the age of 3 were guaranteed a municipal child care place
1990 The first woman in the world to become Minister of Defence
1992 A woman became University Principal
1992 A woman became Governor of the Bank of Finland
1994 A woman became the Speaker of the Parliament
1995 Partial reform of the Act on Equality between Women and Men: a 40 % quota of women
1995 Act on women's voluntary military service
1995 A woman becomes Permanent Secretary of the Ministry of Justice and the Ministry of the Environment
2000 The first woman became the President of Finland.

These phases represent not only the milestones of Finnish women advancing to top leadership positions but also milestones of how women's position in Finland was improved in general too. In Finland, the number of women in leadership positions has been steadily increasing since 1984 and today 40 % of all employees and 63 % of female employees have a woman as their supervisor (Lehto & Sutela, 2008).

According to a report concerning EU countries, the proportions of employees working under female supervisors have increased in almost every EU country since 1995 (Paoli, 1997; Paoli & Merllié, 2001). Only in Germany, the proportion has remained at the same level (18 %). The growth has been the fastest in Belgium (from 16 to 25 %), although its score is still only average in Europe while the slowest growth has been in the new member countries such as Bulgaria, Hungary, Latvia, and Slovakia (Lehto, 2009; Paoli, 1997; Paoli & Merllié, 2001).

III. Why to Recruit Women in Leadership Positions?

Numerous changes have taken place in work life based on which leadership and supervision questions have to be viewed in new perspectives (Perlow & Kelly, 2014). Women's input as leaders is needed increasingly for the following reasons:

1. Team work has become more common and the traditional hierachical structure in many fields has dissolved. This requires new kinds of leadership that provides encouragement, inspiration, attention to emotions, and acknowledgment and feedback.
2. Many employees have new kinds of goals for their careers: instead of advancing to higher positions, they pursue wider expertise in their current jobs.
3. Women's educational level has increased considerably and faster than men's education. Finnish women stand out in European comparisons as most educated women. Finland tops even the other Nordic Countries when looking at women's educational levels.
4. According to Statistics Finland, women differ from men as leaders and supervisors (see e.g., Lyly-Yrjänäinen & Fernándes Macias, 2009). Female leaders have proved to be better than men in giving feedback, encouragement, and support, acknowledging good performances, noticing emotions, and especially in encouraging employees to study and develop in work. However, women and men did not seem to have differences in their abilities to solve conflicts, share responsibilities, distribute information, expertise in work tasks, or paying attention to older employees.

International research on employee or supervisor experiences of female or male leaders is scarce (Eagly & Heilman, 2016). The general impression on the one hand does not support the fact that female leaders are more and more common, and on the other hand creates stereotypical images of female leadership (Joshi, Son, & Roh, 2015; Kumra, 2014).

However, there are numerous theories about various leadership styles all the way from leadership trait theories (Parry & Bryman, 1996) and leadership style theories (Northouse, 2013) to authentic leadership (Gill & Casa, 2015) (see Hyvärinen, 2016). When it comes to women and men's leadership styles, Eagly (2007) has connected the transformational leadership style with women and the transactional style with men. Tranformational leadership is based the idea that true leadership makes followers work better through encouragement and support. This kind of leadership enhances employees' intrinsic motivation. Transactional leadership has emphasis in control and outrinsic motivational factors such as rewards from good performance and punishments from bad ones (Eagly, 2007). Black-and-white analyses of differences between women and men may however maintain stereotypes (Vinkenburg, Van Engen, Early, & Johannesen-Schmidt, 2011).

Research shows that women still find it more difficult to combine work and family than men (van

Steenbergen, Ellemers, & Mooijaart, 2007). Women's solutions are interpreted differently than men's and the public discourse about the relationship between a leader's work and family suggests that this is only a women's problem (Aranda & Glick, 2014). A career-oriented woman's ability to take care of her family is often questioned and she can be blamed for neglecting her family (Bosley, Arnold, & Cohen, 2009). When it comes to male leaders, these discussions or analyses rarely take place.

Hopefully, the increase in the number of female leaders would spread understanding about the fact that the successful combination of work and family does not so much have to do with gender but the spouses' ability to compromise about career choices and agree with how duties are shared in the family (Uusiautti & Määttä, 2012).

IV. Why do Many Talented Women have Difficulties in Advancing their Careers?

Talented women are often also those ones who have succeeded well at school, been nice and obedient. Those women who have advanced to leadership positions do not feel too grateful for these features in their past. When men's and women's experiences are compared, talent is interpreted differently (Festing, Komau, & Schäfer, 2014).

Good self-image and robust self-esteem are central factors for the development of talent and creativity. They influence the development of talent in women in a very special manner (Robinson, Fetters, Riester, & Bracco, 2009). The self-esteem of girls who are known to be talented decreases especially during their adolescence. This phenomenon is connected to girls' ability to notice conflicting expectations in their environment. As girls grow, they become to realize that they are expected to possess the traditional female characteristics such as passiveness, adjustment, sensitivity to others' expectations, and altruism, while at the same time, they are expected to perform well and succeed (e.g., Combs & Luthans, 2007; Hyvärinen, 2016).

Contradictory expectations targeted to girls may lead to a situation where girls hide their talent and lose their potential. They may be afraid to succeed or avoid it because they believe that competitiveness and success would destroy their femininity or jeopardize their social relationships or acceptance by others (Duguid & Thomas-Hunt, 2015).

Similarly, perfectionism can hinder talent to come forward. When it is combined with responsibility and scrupulousness, accomplishments never satisfy these women. Strong tendency to avoid mistakes alongside perfectionism may also lead to under-performing (Corrie & Palmer, 2014).

Certainly, girls' and women's individual differences are great and they also differ in their ways of facing gender-specific expectations and pressures (Roth, Purvis, & Bobko, 2012). At the same time, stereotypical beliefs of women's features seem to be well rooted (Biernat & Vescio, 2002).

V. How to Turn Obedient Girls into Strong-Willed Women?

Based on our own studies and research review (e.g., O'Brien, Scheffer, Van Nes, & Van Der Lee, 2015), we present five viewpoints or mottos to give better space to women's expertise, knowhow, and talent when pursuing a better work life. To improve the current everyday life at work, the following general features are necessary for female leaders:

a) *Communication Challenges: Perseverance*

– Women should learn to express clearly what they want and also take the risk of becoming ignored. They should pay more attention to how their express their viewpoints than what others think about them (see also Beukeboom, Finkenauer, & Wigboldus, 2010).
– If you have belief in your cause, do not give up immediately—even if the first reaction was disapproving.

b) *Focusing of the task and activities: Trust in one's expertise*

– Women should learn to focus on how to enhance and finish activities and make decisions, and this should be regarded as at least equally important than relationships between people who perform tasks.
– They could try to avoid the continuous thought of how to become accepted by others (Biernat & Fuegen, 2001; Biernat, Tocci, & Williams, 2011).

Women have to highlight their own expertise. When building functional and thriving living areas, day care centers, schools, churches, offices, kitchens, apartments, houses, and enterprises, women should disclose the knowledge they possess, they have obtained through education and everyday solutions (Ely & Meyerson, 2000). Female leadership and expertise become common resource only when women themselves trust in them to be right (Castilla, 2016).

c) *Attitude: Appreciation and Positivity*

– Women should value themselves. A positive attitude and self-appreciation as well as appreciation of others make the world look a better place.
– "It would be quiet in the woods, if only those birds who sang the best were singing." The leader can give various experts opportunities to shine if they realize that together employees complement each other (Uusiautti & Määttä, 2015). In addition, we

have to learn to be happy about ourselves, respect our own achievements, and appreciate our own opportunities and fulfill them.

When does the joy start?, asked a Finnish author Kari Hotakainen, and the same question was asked by Dr. Taina Rantala (Rantala & Määttä, 2011) when she did research among bored and frustrated fourth-graders. She created ten theses to strengthen joy of learning at school. Likewise, Eliisa Leskisenoja (2016) showed how joy at school could be improved by applying principles of positive psychology. Uusiautti and Määttä (2015) have done research on how positive emotions and successes at work can have a far-reaching positive influence on people's lives.

Basic positivity, positive thoughts about others and a positive self-image, can help surpassing feelings of failure or mistakes that must be allowed to everyone, even oneself. On the other hand, it would be good to be strong enough or one's own direction if new information or experiences prove it reasoned.

Perhaps, the ability to choose wisely is more important feature and strength than we often realize. People have enormous potential! It is difficult to decide what one should become and what to accomplish in life. However, time and resources are limited and women should not be bystanders or stay worrying their reasons for too long.

Previous experiences may hinder women if they gnaw their self-esteem or self-appreciation. Belief in one's success may be weak in adulthood. Researchers call this phenomenon "impostor phenomenon" (Clance & Imes, 1978): when people suffering from this syndrome succeed, they think they are cheating the world and assume their success to be just coincidence and not real.

d) Collaboration with and between Women

Women have to start collaborating and finding mutual connection with other women. Instead of isolating themselves, the purpose should be to work for enhancing everyone's opportunities and providing support for each other. When women's feelings and experiences become worded, they can turn into expertise, freedom, and courage. Clearly, the acknowledgment of women's experiences and sensitivity will help us to build work life that has space to intimacy, honesty, joy, and justice.

Solidarity is needed and it can be spread among women by supporting—not by leaning on harsh experiences such as "I have made it here by myself, why couldn't she do the same?" (Van Den Brink, Holgersson, Linghad, & Deé, 2016). Men's old-boy network has helped men, so why women find it difficult to collaborate? Research in workplaces where women dominate have often problems that are also called "toxic workplaces" (Gilbert, Carr-Ruffino, Ivancevich, & Konopaske, 2012). These situations can not only be detrimental to employee health and emotional well-being (Gilbert et al., 2012) but also prevent talented employees advancing their careers (Buunk, Goor, & Solano, 2010). Competition among women is a complex phenomenon because women do not tend to openly compete for jobs or positions, but they do it in a hidden and stealthy manner (see e.g., Tracy, 1991).

Therefore, it would incredibly important to learn to support each other and give space to the idea of helping others does not take anything from you but, indeed, gives back in many ways—not to mention increased well-being at work for starters (Uusiautti & Määttä, 2013)!

We can set an example to men and women by being individuals who dare to use their personalities free from possible gender-related chains: doors should be open to many kinds of experts (Bleijenbergh & Van Engen, 2015). Women who are leaders can support other women by giving them resources and opportunities to advance in their careers (Meyerson & Kolb, 2000).

Likewise, women as leaders are models to girls. They see how leader women have developed their strengths and directed their resources wisely. These kinds of examples hopefully free girls from, for example, pressures of thinking about their looks and teach them how to show their expertise in their talents and strengths (see e.g., Savukoski, Uusiautti, & Määttä, 2016).

VI. Conclusion: Do Women have Enough Courage?

As the 2020s is getting closer, numerous changes and crises, challenges take place. Globalization and related hopes and threats, refugee floods, climate change, digitalization, and deeper gap between the poor and the wealthy make facing these challenges true and frightening. Life in the middle of changes requires leadership that provides new dimensions and requirements also for women as leaders. The changes may also show how very much needed women are to become leaders (see Jyrkinen & McKie, 2011; Kalaitzi et al., 2017).

When looking at the world situation and change management one can conclude that for some changes form a threat that has to be rejected no matter what. This will only lead to isolation and clustering. On the other hand, some people tend to believe in a determined manner that there is no other option than passive adjustment. Others control our lives and destinies.

Luckily, some people perceive the change and related crises as challenges (Uusiautti, 2015) that ignite the wish to search for new solutions and change one's own conceptions and ways of action. The starting point is to learn to live through changes and to tolerate or merely appreciate insecurity and difference. This shows courage in many ways. And like the milestones and women related to these listed earlier in this paper, we want to state that taking challenges as chances can support women in their aspirations for changing the world to be a better place (Benschop & Van den Brink, 2014; McLean & Anderson, 2009).

In sum:

– One needs courage to be open to changes and face new situations and challenges. If one lacks this kind of courage, one will not develop.
– One needs courage to realize one's personal strengths and opportunities. Lack of self-esteem keeps one insecure and passive.
– One needs courage to make decisions. Fearful insecurity does not lead to decisions.
– One needs courage to follow one's own principles, beliefs, and conscience. Fear makes one act inconsistently.
– One needs courage to think in a new manner. If one is hesitant and sticks nervously to what others have said and what others may want one to think, no revolutionary steps can be taken.

Fear makes us stick to old, while courage helps us build new. Various experiments can be easily judged as naïve or weak but it also may be that these exact experiments show path forward. Everything that may lead us forward and provides new expertise can be significant. Nothing happens without trying. And there is not just one right solution but different kinds of adventures should be appreciated and acknowledged—they give birth to new kind of courage. These are difficult but important guidelines to women, female leaders, and mothers and their way of life and make a difference. Good luck!

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Tutors' Effective Teaching and Students' Pass Rates in Teacher Colleges in Tanzania

By Sylivester John Buyobe
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Abstract- Scholars and education practitioners agree that a teacher (tutor) is an important factor in education and training. Teachers organize and guide students in their learning experience and interaction with the content of the curriculum and at all times promote students' initiatives and readiness for their own learning (Nuthall, 2004). Multiple group and different people in the society react in a different way from what is happening in Teacher Colleges. Sometimes Tutors are blamed for poor performance of students in national examinations. In this paper two objectives guide the study: to find out the relationship between interaction styles and students' examination pass rates and to establish the relationship between instructional procedures and students' examination pass rates. The data for this paper were collected in 2013 through questionnaire survey. The samples of the participants were 120 tutors from Mpwapwa and Morogoro Teacher Colleges respectively. Pearson Correlation Coefficient was used to measure the strength and direction between the correlated variables. Statistical tests were used at a two-tailed test of significance at $P<0.05$ probability level of confidence. The finding here are part of Master Dissertation on Tutor' effective teaching and students' examination pass rates in Teacher Colleges in Tanzania.

Keywords: effective teaching, examination pass rates, teacher colleges, instructional procedures, interaction styles.

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TUTORSEFFECTIVETEACHINGAND STUDENTSPASSRATESINTEACHERCOLLEGESINTANZANIA

Strictly as per the compliance and regulations of:

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I. Introduction

Effective teaching is the foremost influential together with quality curriculum in terms of its influence on student learning and performance (UNESCO, 2004 & Nuthall, 2004). Adeyami & Adu (2012) indicate that, the level of performance in any education institution is intimately related with the commitment of educators to teach effectively. So, a tutor is a prime input into the Teacher Colleges constituting important aspects in students' learning.

In recent years however, Teacher Colleges in Tanzania were blamed for ineffective teaching and fluctuating students' examination pass rates (Haki Elimu, 2012). Communities have been putting more pressure on how students are prepared and how tutors engage effectively on the teaching process. National Examination Council of Tanzania (NECTA) (2010) shows low students' examination pass rates by 66.9% in 2010, students referred to repeat the examination that year was 31.3% and 1.8% failed students. This was a high examination repetition and failure rate by seven years than that of 2007 where pass rate was 98%, repetition rate 1.5% and failure rate was 0.5% only. This signifies that curriculum implementation in teacher colleges began to deteriorate in a sense that tutors instructional procedures and styles are inappropriate.

The fate of tutors' ineffective teaching in this era of globalisation and advanced technology is by necessary means need to be fixed. One possible way is by improving tutors' instructional procedures and interaction styles so as to facilitate learning to the optimal realization of learning outcomes. This correlate with Liu (2002) with other things addresses that teachers/tutors should contribute most to the educational enterprise and therefore should ensure that learners are engaged appropriately with the instructional materials. As Walls, Nardi, von Minden & Hoffman (2002) point out, tutors should have better developed schema for classroom teaching, with strong acquaintances between the subject matter and ways to teach it; to be more effective lesson planner and curriculum implementer and yet be more flexible and reflective in meeting students' needs and facilitating student social and academic growth.

This paper argues that effective teaching is likely to be achieved when tutors are acquainted with a deep understanding of subject matter, learning theories and student differences, lesson planning, classroom instructional strategies, knowing individual students and assessment of student understanding and proficiency with learning outcomes. This goes hand in hand with mastery of interaction styles/ teaching techniques for enhancing successful instructional design, clearly establish a learning objective through lesson planning (Grosser, 2007; Barry, 2010).

Despite effective teaching being a prime factor into students' learning and performance, literature has shown that, teachers/tutors are rarely engaging instructional procedures and interaction styles in their teaching routine (Haki Elimu, 2012; Mushashu, 2000: NECTA, 2010). This paper therefore reports the findings a study that was carried out to determine the relationship between effective teaching by tutors and students' examination pass rates within teacher colleges in Tanzania.

II. Hypothesis of the Study

When doing this study, the research had the following hypotheses

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Null hypothesis (HO): There is no significant relationship between tutors' effective teaching and students' examination pass rates in teacher colleges in Tanzania.

Alternative hypothesis (H1): There is significant relationship between tutors' effective teaching and students' examination pass rates in teachers‟ colleges in Tanzania.

III. Purpose of the Study

This study aimed at examining if there is an existing relationship between tutors' effective teaching and students' examination pass rates in teacher colleges in Tanzania.

a) Specific objectives

The study specifically intended to;

i. Find out the relationship between teaching strategies/interaction styles and students' examination pass rates
ii. Establish the relationship between instructional procedures and students' examination pass rates

b) Research Questions

i. What relationship exists between teaching strategies/instructional styles and students' examination pass rates?
ii. What relationship exists between instructional procedures and students' examination pass rates?

c) Literature Review

The literature surveyed show that the main challenges that teachers/tutors face in the classroom worldwide include motivating students to learn, classroom management and assessing student work (OECD, 2009). However, the positive and negative behaviors that a teacher exhibits determine to a great extent their effectiveness in the classroom and ultimately the impact they have on student achievement.

A teacher is a foremost input into the educational system, constituting important aspect in pupils‟/students‟ learning. This contestation concurs with the idea of Adeyemi and Adu (2012) who argued that „the level of performance in any school is intimately related with the commitment of teachers to teach effectively. Walls, Nardi, von Minden, & Hoffman (2002.p.5) explains that effective teachers;

Appear to have better developed schemata for classroom teaching with strong link between subject matter and ways to teach it; to be more effective lesson planners and implementers, and yet be more flexible and reflective in meeting student needs and facilitating student social and academic growth.

Similarly, Allington (2002) notes that effective teachers manage to produce better achievement regardless of which curriculum materials, pedagogical approach, or reading program they use.

In school/college setting a tutor is considered to be committed to teach effectively if has more to do with; scheme of works and lesson plan preparation, have competence in subject matter and clearly present lessons in classroom settings, is rich in using teaching strategies that elicit learning among learners, and is enthusiastic to students in a manner that provides tasks in term of questions, assignment which enable students to acquire problem solving skills. Moreover, Bain (2004) in his book 'what the Best College Teacher Do' asserts that effective teaching begins with the relationships between the teacher and each individual students in his/her class. This can be with a reason that teachers do not teach a class but students in classroom. Acknowledging this statement, effective teaching comes to the building of a learning collaboration with an individual student: support and challenge.

In words of Bain, a student wants to be challenged to learn more through questions, quizzes, assignments, tests and examination, however, they want support from the teacher and his/her classroom learning environment that enable them to think that they will be able to meet the challenges. Mc Ber (2000) points out that, effective teachers, employ variety of teaching strategies and techniques to engage students and to keep them on task. The teacher presents lessons to students with a high degree of clarity and enthusiasm. The teaching techniques include; group discussion, presentation, questions and answers, lecturing which are interactive in nature and enable the teacher to control and manage the class for students learning progress. Questions engage students actively in the lesson and the teacher is able to monitor students' understanding and challenge their thinking by skillful questioning. According to McBer (2000) it is evident that effective teachers use sophisticated questioning approach ranging from asking many brief questions on main and supplementary point to multiple questioning of individuals to provide greater understanding and challenge.

In effective teaching the lesson to be learnt is presented clearly and with measurable learning objectives, which state specifically what students should know and be able to do as a result of the lesson. The teacher has to focus on the class as needed to maintain progress in completing the lesson and achieving the lesson objectives. This concurs with the idea of Hall, (2009) who addresses that teachers in classroom have to breakdown complex lesson activities/skills into a series of manageable steps, which aid students in mastering the learning objectives. Thus, using questions, assignments, homework or group work can enhance learning and increase task completion. This allows students to become successful in independent activities. Since the literacy meaning of effectiveness is good attainment, the implicit assumption is that the criteria used to measure performance reflect important educational objectives. Therefore, the literature suggest indicative performance of effective teaching as; lesson plans preparation which reflect important concepts in the discipline and accommodate relationships among concepts and skills, clear and accurate classroom lesson explanations, accurate answers to student questions, demonstration of mastered teaching strategies and techniques which allow interactive learning and completion of syllabi and curricula materials.

IV. Methodological Approach to the Inquiry

This study was drawn on the quantitative inquiry deploying correlational research design. It was conducted in Dodoma and Morogoro regions, Tanzania in 2013 including Mpwapwa and Morogoro Teacher Colleges respectively. The selected study areas were particularly useful because both Mpwapwa and Morogoro Teacher Colleges are government owned institutions and train diploma student-teachers, which met the requirements of data gathering for this study. 120 tutors from both Colleges returned the supplied questionnaires. Tutors were purposively chosen by virtue of their professional, knowledge and experience in the context of Teacher colleges in Tanzania as illustrated in figure 3.1

Table 3.1: Distribution of Tutors under Study

Teacher College	Location	Respondents		
		Male	Female	Total
Mpwapwa	Dodoma	51	9	**60**
Morogoro	Morogoro	31	29	**30**
	Total	82	38	120

The required data were collected through questionnaire survey. Tutors were supplied with closed ended questions in the questionnaire just to respond for the list of items about instructional procedures, interaction styles and students' pass rates.

Descriptive Statistics was used to analyze the data from returned questionnaires. Frequencies and percentages were calculated for various responses in order to determine the extent to which tutors were effective in their teaching. Pearson's correlation coefficient was used to determine the direction and strength of association between the correlated variables. Statistical test was used at a two tailed test of significance at $p<0.05$ probability level of confidence. The researcher had to state null hypothesis, which were either rejected if P-value was greater than 0.05 or accepted if otherwise. Cohen's (1988) guideline for correlation interpretation was used to interpret the effect size for this study where r= 0.10 to 0.29 or -0.01 to -0.29 = small; r= 0.30 to o.49 or -0.30 to -0.49 = medium and r= 0.50 to 1.0 or -0.50 to -1.0 = large of the effect size of the study. Moreover the strength of the association between the variables was interpreted using the rule of thumb provided by Gerber & Finn (2005, p. 69) in which correlation between 0 to 0.30 or 0 to -0.30 (absolute value) indicate weak relationship; 0.31 to 0.60 or -0.31 to -0.60 (absolute value) indicate moderate relationship; 0.61 to 1.0 or -0.61 to -1.0 (absolute value) indicate strong relationship. The collected data were nominal in character and expressed continuous scores of variables. All of these were done through computerized program called SPSS version 20.

V. Findings and Discussion

Presentation and discussion of the findings drew upon two research questions: (1) what relationship exists between instructional procedures and students' examination pass rates? (2) What relationship exists between teaching strategies/instructional styles and students' examination pass rates?

VI. Effective Teaching in the Investigated Teacher Colleges

A commitment to effective teaching is considered to be one of the most important qualities a successful tutor/teacher can possess. Variables in table 4.1 were used to measure effective teaching to tutors as follows.

Table.4.1: Components of Effective Teaching Studied in the Surveyed Colleges

ITEM	RESPONSE (N=120)					
	Low		Average		High	
	*N	%	F	%	F	%
Level of lesson planning and scheme of work preparation	25	21	14	12	81	67
Level of lessons presentation in the classroom	13	11	9	7	98	82
Level of tests administered	46	38	11	9	63	53
Level of assignments provision Level of syllabus completion	125	104	1317	1114	9598	7982

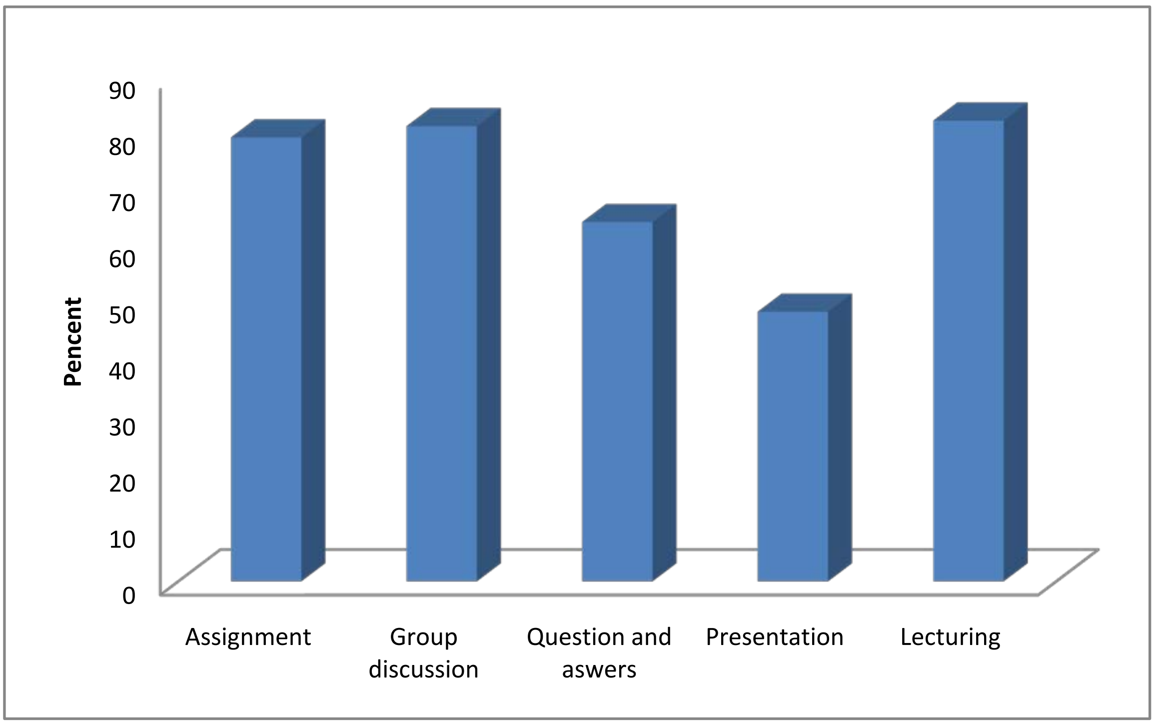
**N= Frequency*

The findings in Table 4.1 portray that the levels of lesson presentation and syllabus completion are high at 82% in the investigated colleges. It can be concluded that high rates of lesson presentation/delivery in classroom indicates effective implementation of the syllabus of a specified class/program or course. Hirsch (2000) states that, effective classroom teaching is positively related to students" achievement because it maximizes students" time and engagement in learning tasks and encourages students" active participation during lessons. With this in mind, it can be said that effective teaching remains an important variable for effective learning facilitation, leading to good students' academic achievement.

On the other hand, the findings revealed that the levels of assignment provision in the surveyed colleges are high at 79%. Assignments contain questions which make the students interact with a variety of sources like textbooks, supplementary books and the Internet for deepening their learning over a given problem (Hirsch, 2000). Table 4.1 shows also that there is a high level of lesson planning at 67 percent in the investigated teacher colleges. This shows that, before undertaking actual classroom lesson presentation, a tutor/teacher must plan a lesson to be delivered which specifically indicates the learning objective intended to be achieved in the class. It also helps tutors/teachers to suggest proper teaching techniques to be used while teaching so that the stated learning objective is achieved (Barroso and Pon 2005). Mantooth (2010) & Adams (2010) for example, called the teacher a professional question maker and claimed that the asking of questions is one of the basic ways by which the teacher stimulates students" thinking and learning. Additionally, asking questions in a test or examination is one of ten dimensions for studying teachers' behavior in the widely used system for interactive analysis. Thus, textbooks and examination questions and assignments undoubtedly make a contribution to the learning process. The key function of questions relies on learning by doing with questions accelerating and deepening the learning process, which also includes self-questioning and reflection. Questions allow students to harvest learning.

VII. Teaching Strategies used by Tutors in Surveyed Colleges

Through questionnaires, tutors were asked if they use learner centered teaching techniques effectively. Figure 4.1 describes more in details, the teaching techniques which are commonly used in teacher colleges as follows.



Source: Questionnaire analysis (May, 2013)

Figure 4.1: Teaching techniques used in the surveyed teacher colleges.

The findings in Figure 4.1 reveal that although learner centered teaching is done in both colleges, the lecturing technique is still dominating. This could be for several reasons, such as it is less time consuming in terms of lesson planning and delivery since learning activities are fixed, it is effective for teaching a large number of students at one time and tutors may not have experienced or be familiar with other techniques. However, this reflects that there is no rule book on which teaching methods match up best to which skills and or content that is been taught. But Jacobs and Gawe (1996:208) state that;

The outcome of any method is determined by the teacher's motivation, the effort that has been put into the planning and preparation of the lesson, the motivation of the pupils and the ability of the teacher to create opportunities for pupils to participate in the learning process.

The key advantage of such teaching methods is that it allows interaction between the teacher and learner with the sole purpose of harvesting better learning outcomes. Additionally, group discussions, assignments, questions and answers and presentations are communicative teaching methods which provide a wide range of student participation in the learning process.

VIII. Relationship Between Effective Teaching and Examination Pass Rates

This paper has one hypothesis and the analysis is presented in line with the study hypothesis. The hypothesis was formulated that, "effective teaching and examination pass rates have a significant relationship." It was assumed that good examination results among students in teacher colleges are a result of tutors' efforts to implement the curriculum. The effectiveness of their teaching was measured using variables of actual classroom teaching/lesson presentation, lesson planning and rate of learning tasks provision, syllabus completion and mastery of teaching techniques used to teach in the classroom as shown in the table 4.2 below

Table 4.2: Correlations

ITEM CORRELATED (N=120)	r-value	p- value
Syllabus completion and high examination pass rate	.620	.016*
Tutors' lesson presentation and teaching techniques	.550	.006**
Learning tasks provision to students and accomplishment of syllabus	.416	.018*
Lesson presentation and lesson plans/schemes of works preparation	.625	.013*
Tutors' lesson presentation in the classroom and high examination pass rate	.713	.003**

**Correlation is significant at the 0.05 level (2-tailed)*

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

The findings presented in Table 4.2 depict that syllabus completion and good examination results have a strong positive association at r (120) = 0.620, which is significant at the 0.01 level (p = 0.016), because it is smaller than the critical value of p= 0.05. Using Cohen's (1988) guidelines, the effect size is large for studies in this area. This has the implication that the more tutors complete the syllabus, the higher the opportunity for improved examination pass rates. This correlation indicates also that two items are associated and can be grouped together by the factor analysis. This means, tutors who completed syllabus, their students tended to achieve better results in the national examinations. In 2006, Aiyepeku expressed that where a national examination syllabus is available, the school/college teaching syllabus should be based on it and should be completely taught so as to yield good results.

Tutors' lessons presentation was positively correlated with their lesson planning behavior. The findings show that tutors lesson presentation in the actual classroom and their lesson planning behavior has strong positive relationship at r (120) = 0.625 which is significant at the 0.05 level (p=0.013), because it is smaller than the critical value of p=0.05. This means that the majority of tutors tend to plan lessons before attending classes. Those who usually plan lessons are more likely to deliver structured and systematic lessons, potentially resulting in better learning outcomes for the students. Lesson planning has an important contribution in good learning achievement because it helps teachers/tutors to prepare relevant learning materials in a specified sub-topic and learning objective. It also assists teachers/tutors to decide on the appropriate teaching techniques and learning activities to be used in the course of lesson delivery in the class. Haki Elimu (2012) addresses the function of lesson planning that, it serves as a combination guide, resource and historical document reflecting teaching philosophy, student population, textbooks/references and, most importantly, educational goals for students. This implies that poor lesson planning causes unstructured lesson delivery in the classroom which results in lower learning achievement amongst learners.

Furthermore, the findings show that tutor's lesson presentation in teacher colleges and teaching techniques used by tutors have moderate positive relationship at r (120) = 0.550 which is significant at the 0.001 level (p=0.006) because it is smaller than the critical value of p= 0.05. This means that the better the teaching techniques used, the more effective the lesson presentation in the classroom. The implication is that good teaching strategies used in a lesson delivery, allows students to gain more learning from the lesson. Many studies suggest that a direct teaching approach serves the purpose of more than one aim of teaching. However, it is less interactive than might be anticipated, so fails to yield effective results. Bain (2004) explains that different teaching techniques are appropriate to different learning aims. Moreover the most important thing in effective lesson delivery depends upon the skills of a tutor/teacher in using teaching strategies to enhance learning.

Moreover, the findings in Table 4.2 show that providing learning tasks/activities in the class has moderate positive relationship with syllabus completion at r (120)= 0.416 which is significant at the 0.05 level (p=0.018) because it is smaller than the critical value of p=0.05. This means that the learning tasks/activities provided to students cover the topics and learning objectives of the syllabus of the specific subject. Moreover, activities which include group discussions, assignments, home-work, essay writing, project work and seminars are interactive learning strategies, which assist students towards better academic achievement. This indicates that tutors who are effectively provide learning activities in the class tend to complete the syllabi and their students tend to perform better in the examinations. Willin (2003) supports in his framework for task-based learning by explaining that learning tasks mainly focus on bringing real world contexts into the classroom. On top Prabhu (1987) maintained that learning tasks enable students to share opinions and the challenge for tutors/teachers is to provide learners with the opportunity to use tasks to solve academic problems. This entails that learning tasks are extracted from topics of a given syllabus of a specific subject. The effective provision of learning tasks leads to high rate of syllabus completion and as a result, students achieve better academic outputs/outcomes.

Finally, the findings in Table 4.2 show that lesson presentation in classroom has strong positive association with examination results at r (120) = 0.713 which is significant at the 0.01 (p= 0.003) because it is less than critical value of p =0.05. This means that the higher the efficacy of lesson presentation in the classroom the better the examination results. The study by Abayo and Mbwette (2000) explains that examination results, whether good or poor, measure the performance of tutors'/teachers'/lecturers' teaching performance. This is supported by Mensel, James and the Assessment Reform Group (2009) who accepts that public examinations are a powerful indicator of education standards used to judge individual and institutional performances as well as the extent to which children have learnt. Therefore the findings empirically reject the null hypothesis, which states that "there is no significant relationship between effective teaching and good examination results" and support the study hypothesis which states that "there is a significant relationship between effective teaching and good examination results". The correlated variables specifically support that there is a significant relationship between teaching strategies/interaction styles and students' examination pass rates. And also that, there is an existing significant relationship between instructional procedures and students' examination pass rates

IX. Conclusion

Generally, preparation of quality student teachers in Teacher Colleges in Tanzania depends on many factors, including effective teaching of the tutors. As such there is a need for the College principals to create motivational factors enabling tutors and students feel motivated to work hard. This study found that, relationship between effective teaching and examination pass rates is strongly exists. This is reflects on existence of strong positive correlation between instructional procedures and examination pass rates; existence of strong positive relationship between teaching strategies and quality student learning. Thus, tutors are encouraged to comply with instructional procedures and teaching strategies for improving students' learning performance.

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Assessing the Educational Reforms for Learning Quality Improvement Program in South Sudan

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Abstract- Education has always been the significant phenomenon of human being society. Man invariably yearns for knowledge. Thus he used different efficacious tool and techniques for the acquisition of knowledge and wisdom. But southern South Sudan faces daunting challenges for promoting educational culture in his people, as its peace settlement is under threat of mass poverty, widespread violence and weak government institutions poses the formidable barrier to human development towards the educational environment. Educational inequalities in South Sudan can be attributed to many factors. The lack of funds and infrastructure, along with a deprived and mostly illiterate population makes establishing an effective education system challenging. There are also certainness traditional cultural ideas about women which make it more difficult for girls to get an education than their male counterparts.

Only 28% of South Sudanese adults today are literate. Other challenges include inadequate schools; teachers who have had insufficient training; a shortage of teachers, particularly women; lack of a standard curriculum; and a legislative and policy framework on education that is still in development. The vision should be the transformation of traditional systems into "Smart Education Systems" in place of the traditional ones that develop an integrated high-quality learning opportunities in all areas of students' lives, at school, college, home, and in the community.

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ASSESSINGTHEEDUCATIONALREFORMSFORLEARNINGQUALITYIMPROVEMENTPROGRAMINSOUTHSUDAN

Strictly as per the compliance and regulations of:

Assessing the Educational Reforms for Learning Quality Improvement Program in South Sudan

Mahmoud Kaleem

Abstract- Education has always been the significant phenomenon of human being society. Man invariably yearns for knowledge. Thus he used different efficacious tool and techniques for the acquisition of knowledge and wisdom. But southern South Sudan faces daunting challenges for promoting educational culture in his people, as its peace settlement is under threat of mass poverty, widespread violence and weak government institutions poses the formidable barrier to human development towards the educational environment. Educational inequalities in South Sudan can be attributed to many factors. The lack of funds and infrastructure, along with a deprived and mostly illiterate population makes establishing an effective education system challenging. There are also certainness traditional cultural ideas about women which make it more difficult for girls to get an education than their male counterparts.

Only 28% of South Sudanese adults today are literate. Other challenges include inadequate schools; teachers who have had insufficient training; a shortage of teachers, particularly women; lack of a standard curriculum; and a legislative and policy framework on education that is still in development. The vision should be the transformation of traditional systems into "Smart Education Systems" in place of the traditional ones that develop an integrated high-quality learning opportunities in all areas of students' lives, at school, college, home, and in the community.

So education reform in South Sudan should reforms laws, minds, and culture in a way that to allow good schools and universities to flourish independently of all civic and political handles. In the far-flung peripheral areas of South Sudan, including south, west, east, and north, little development has taken place in decades. The humanitarian and development needs are vast in South Sudan and the government was unable to cover the complex array of issues relevant to South Sudan. Below some suggestion are presented to cope the challenges as well as promote the educational infrastructure in the Southern South Sudan.

I. Introduction

a) Educational Situation in South Sudan

Man is inherently ignorant, for his innate is empty of any preexisting information. His state is of no worth without being gifted rationality and knowledge. Allah made Adam and gave him from His cognition, Thus Adam became the father of a wise creature namely “mankind”. It is but the fact that man is no better than animals in case he lacks the faculty of knowledge. They advocate education would be holistic, including truths, skills, physical discipline, music, and art, which they consider the highest form of education. Schooling is the most significant pillar in any country. Therefore, the reform in education system develops, shares, and acts on knowledge that improves the conditions and, especially in South Sudan, the rural and urban communities. The philosophy of education is the study of the purposes, process, nature, and ideals of education. This can be within the context of education as the process of human existential growth; it is that hoe our understanding of the world is continually transformed via physical, emotional, cognitive and transcendental experiences.

Most educational institutes saw education as the key to creating and sustaining the societies. They advocate education would be holistic, including facts, skills, physical discipline, music, and art, which they consider the highest form of education. Therefore, the reform of education system develops, shares, and acts on knowledge that improves the conditions and, especially in South Sudan, the rural and urban communities. Education poses a colossal challenge in South Sudan's future development. More than 4 million children, equivalent to half of the primary school-aged children, don't enjoy the right to education in South Sudan South Sudan. There are also marked regional disparities throughout the country. According to Save the Children, in the northern and central states, schools enrolment rates exceed 80%. Large gender gaps are apparent throughout the country. With a 16% female literacy rate, [1] South Sudan ranks lowest in the world. Two-thirds of the approximately two million illiterate South Sudanese are women or girls are more likely to die in pregnancy or during childbirth than to graduate from primary school. [6] In 2005, the female: male enrolment rate in primary school was 35:100.Education has a crucial role to play in the progress of nations.

In the year’s post-2015, the Government of the Republic of South Sudan (GRSS) has put in place a set of priorities, which will continue to improve the quality of primary education and increase access for all, particularly the most vulnerable [2]. Girls are the priority group for the Ministry of Education, Science, and Technology (MoEST) going forward. The MoEST will focus on girls by providing boarding schools for those who cannot easily access education facilities, providing

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learning materials, and strengthening to educational governing bodies and parent-teacher associations. The MoEST prissily emphases on increasing the provision of education materials, including textbooks. Until 2015, there has been little emphasis put on the transition from primary to secondary institutions as a result of the nationally low provision of secondary school. By 2017, the end of the current Girls Education Support Programs (GESP), the GRSS aims to increase the primary Net Enrollment Rate (NER) to 63%, Gross Enrollment Rate (GER) to 92%. Universal Primary Enrolment (UPE) Education situation in South Sudan should be met by the year 2022, barring any foremost crisis or conflict. There is neither method, instrument nor other tool leading to national progress and prosperity but education. It creates eructated generation and evolves new ways and means of reforms at all levels. Basically, by increasing the number of schools, colleges, and universities, or by introducing new approaches of teaching and knowing about the relevance of syllabi and curricula for the present generation, education is must at every corner of the country. To evaluate the reform and development of human resources, skills, motivation plus knowledge due to edification, one need a yardstick to evaluate the reform system, the product of coaching. The planning and implementation of informative curriculum are called transformation and evaluation. Modification in building scholastic programs helps us to evaluate the achievements in nation development. Reform is necessary to improve upon the effectiveness of the present program. The student's progress in learning can be known only by evaluation and reform. That helps planners, administrator, and researchers. It helps us to discriminate how efficacious the process of education is in achieving the desired product, and in shaping, revising and replacing educational programmes to accomplish better results. [3] The quality of basic indoctrination throughout South Sudan is underprivileged and is a contributing factor to low enrolment and retention rates and low levels of achievement. In the federal system, only half of the 120,000 schoolteachers have received any form of teacher training.

South Sudan has been limited support of international community for indoctrination. Edification in southern South Sudan has been particularly badly under-resourced. The infrastructure and education system in war-affected areas, such as the south and Nuba Mountains had been rudely affected by the conflict. One consequence of the war has meant that the majority of school-aged children are unable to access the formal education system. There is the hefty percentage of teenagers and young men and women who were unable to acquire the ceremonial education system when they were of school-age and no longer qualified to admittance in proper education system. Education has seen as one of the underlying reasons for the war in southern South Sudan. Even before this civil war, there was a shortage of qualified teachers and lack of school equipment and materials [4].

Despite these many roadblocks, impressive gains in education have achieved since 2005. With United States Agency for International Development (USAID) assistance, primary school enrolment in South Sudan has increased from approximately 300,000 students in 2000 to 1.4 million in 2012. USAID has supported the construction or rehabilitation of 140 primary schools and five secondary schools. To improve teachers' skills, the Agency helped to rehabilitate four regional teacher training institutes and is encouraging women to become teachers. To address lower literacy and school attendance among girls, USAID has awarded over 9,000 scholarships in the past five years to girls and disadvantaged boys who are unable to pay school fees to complete secondary school.

b) South Sudanese Education

Across South Sudan, youth have the least accessible primary education system in the world with 22% of school-age (7-14) children attending school. Today, a mere one in six children in South Sudan can read. In 2004, only 2.3 percent of students completed primary school. These statistics are even more daunting among females. [5] Only 11% of girls have access to primary education, and only 5% of girls are complete eighth grade. Of the children that do go to school, 80% have no seat to sit on. These statistics make it not surprising that South Sudan has an adult literacy level of 24%, and 93% of available teachers are untrained. 1/3 of existing permanent schools have no toilet, while 1/2 have no water facility. Out of the 1600 schools for 1.6 million children, less than 10% are perpetual, 45% are imparted under trees, and the remaining are grass-thatched huts.

II. Educational Degradation Statistics of South Sudan [6]

- Adult literacy rate is 24%
- Percentage of primary school students who are girls is 27%
- Net enrollment rate in primary school is 1 in 5 children
- Percentage of girls who complete a primary education is 5%
- Percent of total enrollment (all schools) who are girls is 16%
- Percent of textbook requirements met is 16%
- Percent of schools without teacher guides is 50%
- Current numbers of schools in South Sudan are 1,700
- Numbers of schools hoping to exist by 2017 are only 3,646
- Number of community secondary schools in South Sudan are only 22

- Primary reason girls drop out of school Early marriage and household chores
- Proportion of students (boy & girl) who start grade 1 and reach grade 5 is 28%
- Number of school-aged children (7-14) who no access to education =1.4 million
- Average age of children in grade 1 (in Equatorial) is 12 years old
- Percent of students in grades 1-4 is 89%
- Number of years to reach in school for basic literacy and numeracy is 5-6 years
- Percent of schools with no latrine is 68%
- Percent of schools without safe drinking water is about 52%
- Percent of schools without access to health facilities is 67%
- Amount a teacher will make (if at all) per year to teach is $20 to $90 USD

a) History of Education in South Sudan

As a British colony from 1899 to 1956, there was not much effort on the part of the imperial power to establish schools. [7] Catholic and Protestant missionaries provided limited schooling. However, these schools were taught in the vernacular which did not help children become permanently literate. After South Sudan's independence in 1956, the ineffective church-run schools were shut down in a wave of Islamism. New nationalized schools were created, and schools used Arabic instead of local languages. The new schools were also inaccessible to most of the population. The educational opportunities became even more dismal once the civil war broke out.[8] The on-and-off civil warfare devastated educational prospects for generations of South Sudanese, due to high costs, lack of buildings, and insecurity.[9] Since the Comprehensive Peace Agreement of 2005 parents are pushing for their children to attend school. 500 new schools have been built. These new structures serve the 1.4 million children who are now[when?] attending primary school, which is a two-fold increase from five years ago.[9] South Sudan's official independence in 2011 left Africa's newest country without a basic infrastructure in place, with some of the worst human development indicators in the world.

b) Development of Education in South Sudan

Modern education in South Sudan did not begin with the condominium in 1898 when some western type schools were established by the Christian missionary societies in the main towns of the northern South Sudan, and few in the south. Neither did South Sudan's cultural relations with the outside world, nor infiltration of 'western' ideas that start at the begging of this century. South Sudan had been exposed to cultural influences from outside since ancient time. [10] A traditional system of education had followed the spread of Islam in the country. The beginning of the 'western' type education was laid during the Turco-Egyptian regime by both the government and the Christian missionary societies. The basic purpose of education is to study religion and Sufism. The spread was determined the proximity of the regions to Egypt, North Africa, or Hejaz, the member of settled Arab tribes in the Arab peninsula among the local population, the type of economic life and political organizations and internal communication.

c) The Challenges Facing Education in South Sudan

Many issues prevent the educational infrastructure in South Sudan from reaching its full potential, including poverty, administrative failures, ongoing violence, poor health of its citizens, and inaccessibility to schools that are overcrowded, underfunded, and operated by unqualified teachers. South Sudan has the worst gender equality in education in the world. Illiteracy rates are high in the country. In 2011, it was estimated that more than eighty percent of the South Sudanese population cannot read or write. [11] The challenges are particularly severe for female children. South Sudan has proportionately fewer girls going to school than any other country in the world. According to United Nations International Children Emergency Fund (UNICEF), less than one percent of girls complete primary education. Only one schoolchild in out of four is a girl, and female illiteracy is the lowest in the world. Edification is priority for the Southern South Sudanese, and they are keen to make efforts to improve the education system. Ensuring that by 2015 all children, particularly girls, either children are in difficult circumstances and those belongs to folkloric minorities, have right of entry and, complete, free compulsory good quality primary education [12].

III. General Challenges

Poverty and lack of government funds significantly restrains the extent to which education can be improved. According to the World Bank, more than half of the South Sudanese people live below the poverty line. The government of South Sudan lacks the money and institutional framework to offer much help. [12] South Sudan is rich in natural resources with oil as their preeminent export, representing 98% of government revenue. However, recently oil exports have been completely cut off, due to a high tax which South Sudan sought to levy upon oil flowing through their pipelines. It is expected that the scholastic budget could be dramatically declined. The inability of the government to fund schools leads to high education costs that most families cannot afford. An additional challenge faced by students in persuaded regions like War rap and Upper Nile is the continual fighting between different factions. [13] Conflict displaces citizens and unhinges government services.

In 2008, there were 300,000 such refugees in South Sudan. These regions with ongoing violence are bound to suffer more lately because, as Jeffrey Sachs has stated, conflict disallows children from attending school and building the skills needed to be a productive society member. Conversely, many refugees from the civil war are returning in droves to South Sudan. Only established in 2011, South Sudan's infrastructure is not up to par yet. However, the repatriates put an even supercilious strain on the slim resources.[14] Many of these refugees had received better education during their time in refugee camps in places like Kenya. The result is that this influx of more educated persons is increasing the overall net literacy rates of South Sudan.[15] Challenges faced in the classrooms include language disparities, un-unified curriculum, teacher absenteeism, teachers who are untrained, and overcrowded auditorium [16].

Table 1

State	Pupils age 6, 13	Population age 6-13	% Out of School Children
Central Equatorial	97,528	269,869	36%
Eastern Equatorial	74,007	235,170	31%
Jong Lei	167,763	362,169	46%
Lakes	66,318	184,833	36%
Northern Bahr El Ghazal	105,015	216,336	49%
Unity	148,175	253,711	58%
Upper Nile	86,826	170,262	51%
Warrap	98,738	276,147	36%
Wester Bahr El Ghazal	43,990	83,870	52%
Wester Equatorial	52,022	138,958	37%
Total	940,382	2,191,325	43%

Source: GRSS, EMIS, National Statistical Booklet 2011

South Sudan had decided to use English as the preferred language in schools. Presently teachers lack English educational material or the capability to teach in that language. There is presently no unified standard of curriculum for the whole country. It leads to differences in outcome for the students. [18] Teacher absenteeism has also been shown to be an issue where in certain-areas of the country, very little time is spent learning in the classroom. Even when teachers are present, there is a good chance that the teacher is untrained. Estimates show that as many as 7,500 teachers are not qualified to teach primary school. Overcrowding is yet another problem in classrooms, and in 2009, it was arbitrated that there were on average 129 students per teaching space.

a) Additional challenges for girls

While all of the above-described issues generally apply to students in South Sudan, assured cultural practices add terrific difficulty for girls seeking education at any level. South Sudan currently has one of the lowest globally ranked levels of gender equality in the world. [17] Two of the prevalent reasons for girls dropping out of school include early marriage and early pregnancy. [18] The wedding gift associated with matrimonial can be a lucrative incentive for parents to marry their daughters off at premature age. Prioritization of boys' education over girls' leads to girls being disconnected from school earlier. If a family cannot afford to send all of their children to school, the interests of the boys' education will be preferential [18]. Further, girls' domestic responsibilities within the household increases with their age, there for less time is left for girls to attend school and study. Violence is a deterrent for parents considering sending their daughters to school in South Sudan. If the distance to school is long, fear of attacks by men while on the way or from school is a huge concern. [19] Lack of facilities also prevented the girls to attending the institute. Most schools do not have separate latrines for girls, and those without access to sanitary napkins are more likely to not attend school while menstruating.

Most of us tend to take our education for granted; we expect to be educated and for our teachers to be qualified to do the job well. What if we were students in a school in South Sudan? Teachers, there are often under-qualified for high school lessons, because their education level is underprivileged. They come to the classroom with low literacy skills and are only able to teach to their level. On top of this, students recently sat new high school exams in the country, but some questions were missing and, others asked about parts of the syllabus that had not covered, leading to a frustrating situation, as the entry to university in South Sudan hinges on exam performance. [20].This is why BANNA is so essential to the future of South Sudan's education. Students who have been marginalized, and suffered in their troubled country need to be supported, and they need to receive the best schooling to make sure they can take the skills they learn in the U.S back to

South Sudan in the future. Students need empowering, not repressing.

b) Teachers Need Teaching

According to reports on the problem of under-qualified teachers in South Sudan are very large in numbers. Less than 5% of teachers in South Sudan have the skills to teach in schools, said education officials. Around 3% of teachers in this region are qualified at college or university; most of the teachers had stopped learning after secondary school. Most of the teachers linked with tutoring structure as they have no jobs or adopt this profession as part-time.

High School Exams Flawed:

For students in South Sudan to gain a place at university, they must sit an exam. The first national high school papers are set in March, to a level of excitement among teachers and students alike, but frustratingly, many questions were missing and there was a long wait for the actual papers to arrive from Juba, South Sudan. The South Sudan Tribune reported that many of the students had to wait for half of the day for the papers to be delivered, and when they finally came, questions were missing, the exams were confusing and contained many mistakes. The new education system in South Sudan means that this year is the first year for students to sit exams. The initiative has been acknowledged well, but parents, students, and teachers are now frustrated at the mistakes that have been completed and the risk it puts youngsters in for not gaining a university place because of the exams.

c) A Lack of Books

Students in South Sudan have to share textbooks, and sometimes up to 9 students might be trying to read the same book, according to allafrica.com, the South Sudan News Agency. A shortage of books, along with overcrowding in classrooms, has led to many youngsters failing to complete their primary education. The parliamentary committee has recently been given new elementary books in a drive to improve conditions in the region.

Suggestions to Improve the Education:

Access to primary education has improved significantly in South Sudan over the last decade, but low education quality, gender inequalities, and weak pupil learning outcomes remain significant challenges especially in rural areas. These provocations are amalgamated by pathetic capacity within the country's decentralized education system as well as limited availability and use of data for education decision making.

d) Make the curriculum Dynamic not strict

The curriculum or the syllabus for students in our country in higher education (mainly engineering colleges) is outdated in most cases. It is stale, dogmatic and teaches things that the world has moved with modifications. To pervade enthusiasm, you need the curriculum to be progressive. People need to be given the option of doing multiple courses in the first year and allowed to choose what they want after the first semester or year. The spirit of the curriculum should be projects driven not exams driven, it should be innovation-driven, and it should evolve not stay stagnated. Exams are needed to measure the capabilities of pupils, and they should be admired, with incentives for innovation (say Final Exams should be 50%, and the projects should be 50%). The projects should have independent people who judge them not just faculty in place. The students should also be given the option, to switch over to other streams if they feel so or if they justify the rudimentary criteria. When I mean streams, practically speaking it should be very easy within Engineering and slightly harder to shift to say a Commerce course. For all this to happen, you need young and dynamic faculty sitting on the academic syllabus boards, that's where the next issue pops up.

Make the Teachers feel worthy, pay them more:

The academic curriculum board, in most circumstances is filled with people above their 60's and 70's. With all due respect to them, I strongly feel that you need a bunch of younger professors in there to have that mix of experience and youth in the system. The younger ones would be more in sync, more in line with the technological changes and the new age needs of the students in their years to come. The fact, however, is that most of the younger professors are either outcasts or are doing this job because they don't have better things to do. Very few among the young are actually in teaching for the sake of coaching. The point is very simpleton; they are paid patents in comparison with the rest. A graduating student earns more in an IT company than what a Lecturer or even an Assistant Professor earns in some colleges (despite the 6th Pay commission increase which covers only on the Government colleges). Once you start paying more; you get quality faculty in, you get people who want to teach and people who are worth the caliber of teaching. After this, you will have a scenario where you have quality young people who can give the 60's and 70's in the curriculum boards a run for their money, and there wouldn't be any excuses. So where would the money come?

e) Teacher Training Programs

The government in South Sudan must announced a training initiative for teachers to enable them to become better qualified for the job. The program is organized by SSTEP, (South Sudan Teacher Education Program) (SSTEP) and teachers throughout the region took part because they understand how important a good education is. Other factors come into play, however, such as low pay and not enough textbooks, making the training an uphill struggle. Conditions need to improve so that teachers and students have a better experience in schools. At BANNA, South Sudanese students benefit from the scholarships that are presented to them. If these students can return to South Sudan in the future, armed with the solid skills to promote economic development and improved education, the tide will assuredly turn. Students benefit from a quality education through the financial initiative, providing them with valuable skills in mathematics, literacy and life sciences that they would not learn in such depth in South Sudan's current education climate. The more specialized areas of molecular biology and biotechnology are growing in popularity as fields of study, and through scholarships, students can learn these subjects in depth and implement what they learn when they return to South Sudan.

f) Promote the Private School Culture

Promote the private school culture is the sound like a ludicrous suggestion, but if you think about it, it might make some sense. We all know that private colleges make money and they run as large businesses. The solution, I feel, lies in making them take away the nonprofit status and make them competitive. Make them under direct competition with each other so that they can get fight it out openly rather doing under the carpet. We can't follow the English education system and yet sit in our holy grail of nonprofit, can we? Education is a business in some form, the more we hide behind it, and the more corruption would step in. If educational institutes are using this commercial to improve their system, then let them do it, that's how world-class universities abroad, work and that's how we should work if we follow the colonial system. The best way forward is to make them "for" profit, taxable and it would increase capital for them as well as increase transparency for us.

IV. Industry Interaction Employment

One of the key pillars of growth in education is the level of industry interaction with the students. Companies should be sought out for such collaborations, if they don't agree with it, then the universities should use their advantage. When companies come for placements, there should be a rudimentary qualification criteria for their eligibility for the employments. For example, they should have contributed investment worth 2,000$ to 4,000$ in R and D with the university to be eligible to come to employment. Most of the companies would fall in line automatically since for human capital is much more important than these meager sums of money. You think any IT company would care about a few thousand dollars when they are recruiting 600 to 1000 people? When you provide so much human(s) capital you think they would ignore it? Not a chance, this would make the university utilize its human potential to the hilt and also enhance its industry interaction numbers significantly. Eventually, this investment would enhance the learning experience of the student and make him want to give back to the institutes more once that person graduates.

a) Use the Power of the Alumni

One of the most underrated potentials in South Sudanese education system is the power of the Alumni. Excepting the few other top institutes, the concept of Alumni networking is nonexistent. In an era where every South Sudanese graduating is earning somewhere, alumni networks need to be very well entangled with the university affairs. Alumni are very eager to give; just that a) they don't know who to give b) they are worried about where the money would go. Once you establish a credible network which is transparent, it should give the avenue as well as the confidence for the alumni to contribute regarding money, and academic expertise.

b) Public awareness programs

According to census, 70% of the inhabitants of this country lives in villages and a big part of this population is uneducated. They are not aware of the importance and need of education in a person's life. It is very essential to make them aware of the need and importance of education for the improvement of the literacy rate of the country. By making people conscious about tutelage, they can help you in teaching. The thing is very simple if you want to teach more people you have to reach more people. It is an effective awareness program is very important. The government is giving its effort by introducing various literacy campaigns like BANNA. The free SMS services demonstrated a valuable tool for spreading awareness in this matter.

c) Social Environment

The social surroundings are also have widely responsible for the unscrupulous condition of literacy in South Sudan. Here people have imposed various restrictions on girl's education. The woman literacy rate is like a scary dream for a person who is putting his effort for improving the literacy rate of the country. On the same side, it is a great contest for the people working in this field. It is very imperative that proper steps taken by administration, and other beneficiaries to encourage girl education in the country.

d) Involvement of Beneficiaries

Opening more and more school is total wastage of time, money and effort for improving literacy rate. The government, as well as other beneficiaries, involved in it has to put their exertion in encouraging more and more students to join schools and study. More awareness programs should be introduced especially in the rural areas and focusing on girl education. On the same side more and more aids should be given to people want to study but don't have proper resources for that.

e) Realization of social responsibility

It is very imperative that people must realize their social responsibility and put their respective efforts to improve the literacy rate of South Sudan. Taking small steps can make gigantic changes you can teach underprivileged children, you can take responsibility or bear expenses of neglected child and many efforts can be put by you, if you generously want to implement. The free calls can be used to encourage people to understand their social responsibility and act vice versa.

f) Role of Government to Promote Educational Culture

The following steps which should be taken by the government to improve the literacy rate in the country;

1. The initial stride to improve the literacy rate of South Sudan is that the government should make the acquiring of primary education as compulsory on every child in the province, in such cases those 4.6 million children that are still not a part of any educational institutions will be able to play their role and contribute in improving the literacy rate.
2. The primary education should be made free of cost for everyone as the government should bear the expense of his erudition, because in South Sudan mainly the people are associated with the cultivation and farming, so they can't afford the high educational expenditure for which they prefer their children to assist them in their farms rather than going to school. Once the primary education is free than the parents will not be having any legitimate excuse for, not sending their children to schools.
3. The government should focus on creating more educational institutions and schools because still there are many rural areas where there are no schools, so their children have not access to educational institution.

V. Conclusion

The funded Education Quality Improvement Program (EQUIP) aims to improve the quality of primary education and learning outcomes by removing constraints and building capacity at various levels of the education system. The EQUIP program consists of activities aimed at:

- Enhancing the professional capability and performance of teachers;
- Improving school leadership and management skills;
- Strengthening systems that support the district and regional management of education;
- Increasing community participation and demand for; and accountability in education;
- Consolidation the learning and dissemination of results.

The project will provide an independent evaluation of the EQUIP program to promote accountability and gather evidence to help inform potential program adjustments over time. Also, the evaluation will support learning on school improvement program and pupil learning outcomes as well as assess the monetary affordability of extending the EQUIP program to regions beyond those covered in the initial phase. All of the above are just mere suggestions to tackle system that has numerous issues. These recommendations might not break the deadlock or create a revolution by any means, but it can be something that can be incorporated. These suggestions might not be relevant to some. These recommendations might also sound farfetched, but if it at least one of them adds value somewhere to the education system, then it's worth it.

Acronyms & Abbreviations

EQUIP Education Quality Improvement Program
SMS Short Messaging Services
BANNA Traditional word of South Sudanese language mean Back to School
SSTEP South Sudan Teacher Education Program
U.S United State
USAID United States Agency for International Development
UNICEF United Nations International Children Emergency Fund
GESP Girls Education Support Programs,
NER Net Enrollment Rate
GER Gross Enrollment Rate
UPE Universal Primary Enrolment
MoEST Ministry of Education, Science, and Technology and technology
GRSS Government of the Republic of South Sudan
EMIS Education Management Information System
R&D Research and Development
IT Information and Technology

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Perceived Credibility of Social Networking Technologies in Uganda's Institutions of Higher Learning

By Bwiino Keefa, LubogoyiBumaali & Kituyi Geoffrey Mayoka

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Abstract- Purpose: The study aims to examine the influence of Perceived Credibility on the use of Social Networking Technologies (SNTs) in institutions of higher learning in Uganda. The Study evaluates the influence of Perceived Ease of Use, Perceived Usefulness and Perceived Credibility on the adoption of Social Networking Technologies.

Research Methodology: The study opted for cross sectional survey methodology to gather data from 146 institutions of higher learning on the variables captured by the modified Perceived Ease of Use, Perceived Usefulness and Perceived Credibility construct.

Findings: Results of correlation and regression analysis indicated that in addition to Perceived Ease of Use and Perceived Usefulness, a positive and significant relationship exists between Perceived Credibility and SNTs adoption.

Research Limitations: The Study was limited to senior managers, further research is recommended to investigate the perceived credibility of SNTs by Students and Lecturers because they are the actual users of such technologies.

Keywords: *social networking technologies, perceived credibility, perceived ease of use, perceived usefulness, institutions of higher learning.*

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PERCEIVED CREDIBILITYOFSOCIALNETWORKINGTECHNOLOGIESIN UGANDASINSTITUTIONS OFHIGHERLEARNING

Strictly as per the compliance and regulations of:

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Practical Implications: This study suggests that managers of institutions of higher learning believe that a positive change in understanding and evaluating the source credibility, media credibility and content credibility of the teaching information exchanged on SNTs would increase reliance on the use of social networking technologies in education.

Originality: This research provides an insight into the influence of perceived credibility on SNT adoption in the education context and besides, this study is one of the first studies to align perceived credibility as a significant predictor of SNT adoption in institutions of higher learning in Uganda.

Keywords: social networking technologies, perceived credibility, perceived ease of use, perceived usefulness, institutions of higher learning.

I. Introduction

In recent times, the world has witnessed a convergence of novel technological networks that connect computers on the internet, and the virtual social networks that have linked humans irrespective of differences in the time zones. In institutions of higher learning, the most popular Social Networking Technologies (SNTs) being used are Facebook, Twitter, Whatsup, and YouTube (Manzira&Tsvara, 2015). Consistent with other SNTs studies (Hussain et al., 2012; Boumarafi, 2015; Munguatosha et al., 2011), Social Networking Technologies is regarded as the engagement of participants online and the creation and sharing of user generated content. These internet based tools and technologies have audio and visual capabilities that among others, capture, store, connect and retrieve content (Hussain et al., 2012).

A study conducted in Algerian Universities shows that 100% of its students use Social Networking Technologies for different purposes and some of them have more than one social media account (Boumarafi, 2015). Further, extant literature shows that students use SNTs to discuss group project works, share assignments and course work as well as files and lecture notes (Zanamwe et al., 2013; Munguatosha et al., 2011; Boumarafi, 2015; Manzira & Tsvara, 2015). This is an indication that social networking technologies contributes to a student's life experience, knowledge and skills.

The use of these SNTs in education comes with benefits like personalization, collaboration, information sharing, common interests, active participation, and group work support (Mazman and Usluel, 2010). Furthermore, Manzira & Tsvara (2015) posits that potential learning occurs outside the classroom as students can be able to access educational resources as long as they are connected to internet and indeed, students benefit from the use of SNTs because these technologies have a positive aggregate effect of improved academic performance and growth (Zanamwe et al., 2013). Previous studies have shown that SNTs are being widely used in institutions of higher learning for studying purposes followed by research, and reading both news and notes (Munguatosha et al., 2011; Rumanyika & Galan, 2015; Manzira & Tsvara, 2015). This shows the importance of SNTs within the education sector.

Despite the importance of SNTs adoption, in Uganda's context SNTs adoption is very low. A study by the *freedom on the net report* (2014) has demonstrated that only 15% of Ugandans use SNTs. The effect of this has been predominantly adverse, specifically low retention levels, low socialization levels, low student engagement levels and no sense of control and ownership of knowledge among students (Munguatosha, 2011). Therefore, knowing how to improve

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SNTs adoption remains a crucial and virgin research area.

The technology adoption literature is prevalent with studies that demonstrate the importance of Perceived Ease of Use and Percieved Usefulnes in influencing the adoption of information technologies(Bwiino et al., 2016a; Bwiino et al., 2016b; Daruish et al., 2015; Boland et al., 2013; Susanto & Aljoza, 2015; Almahamid et al., 2010; Park, 2009;Delibasic et al., 2013; Munguatosha et al., 2011; Giner et al., 2009). Indeed,when a technology is perceived as simpler and easy to understand it as easily adopted and besides if the technology is perceived to be useful, its adoption rate increases(Bwiino et al., 2016b; Daruish et al., 2015; Park, 2009; Munguatosha et al., 2011).Despite Perceived Ease of Use and Perceived Usefulness being important determining factors of adoption of SNTs, there has been studies calling for the inclusion of perceived credibility to foster adoption of communication technologies like SNTs (Endsley et al., 2014; Minjeong, 2010).

Extant literature is rife with scholarly work that exhibit the significance of Perceived Credibility in improving online technology adoptions (Adeyanju, 2015; Minjeong, 2010; Lambe & Saodah, 2015;Yu, 2012; Ellison, 2013; Pang, 2013; Petersen&Johnston, 2015;Thiga et al., 2015; Mccracken, 2011). However, the majority of these studies have dwelt on the credibility of the news medias and journalism (Chu, 2009; Yaakop et al., 2012; Rory, 2008; Canini, 2011) while others focus on the hosipitality industry(Fotis, 2011; Seth, 2012; Endsley et al., 2014). Surprisingly, little research about SNTs adoption has considered the education sector (Hoffman, 2009; Grover & Stewart, 2013; Kingsly et a.l, 2013) in general and more specifically institutions of higher learning. The only study in Uganda is by (Munguatosha et al.,2011) and besides the conceptual link between perceived credibility and adoption of SNTs is not shown by Munguatosha et al(2011). This is ideally a knowledge gap that this study intends to fill.

Therefore, reliance on Perceived credibility by organizational managers has been argued to predict SNTs adoption (Paquette, 2013; Castillo, 2011; Thiga et al., 2015;Minjeong, 2010) if educators are to surrender some control to embrace the informal leaner-centered instructions that empowers the learners, increase student engagement, collaboration and knowledge retention levels with a cummulative effect being better academic performance.

II. Theoretical Framework

The conceptual link between peceived ease of use, perceived usefulness and SNTs adoption can best be explained by the Technology Adoption Model (TAM) propounded by Davis (1989). TAM is built on the bedrock that affirms that in a bid to accept a new technology, a technology acceptor must conceive in his or her mind, the usefulness and ease of use of that technology, if it is to be adopted and used (Davis, 1989). Tobbin (2012), argues that these two beliefs create a favorable disposition or intention towards use and consequently affect its use. He notes that Perceived Usefulness (PU) is said to be the degree to which a person thinks that using a particular system will enhance his or her performance. For the Perceived Ease of Use (PEOU), is simply the degree to which a person believes that using a particular system will be very appropriate (Davis, 1989). TAM has been applied in studies like the acceptance of internet and mobile related technologies, such as mobile payments, mobile banking, m-commerce. For that reason using TAM as a basis to study the acceptance of social networking technologies by higher institutions of learning is exceedingly a valid approach.

Based on this, it is hypothesized that

H_0: Perceived Ease of Use is positively related to SNT Adoption in institutions of higher learning in Uganda.

H_1: Perceived Usefulness is positively related to SNT Adoption in institutions of higher learning in Uganda.

However, it should be noted that Davis (1989) in his TAM model is silent about perceived credibility of a technology (Kevin et al., 2011) and yet Perceived Credibility has been earmarked as an important facet in determining adoption of Communication Technologies (Minjeong, 2009). Extant literature indicates that the perceived credibility of a communication medium like SNTs strongly influences the user's attitudes and beliefs to adopt it (Lea et al., 2012;Kyung &Gretzel, 2008;Uday et al., 2007;Stephen& Goldsmith, 2001).

The framework linking perceived credibility to SNT Adoption can best be explained by the Heuristic Systematic Model of Social Information Processing proposed by (Chaiken , 1980). The bedrock of this model is based on the critical assumption that people can engage in Systematic or Heuristic processing of the message or information (Chaiken & Trope, 1999). Systematic processing involves analyzing the details of the messages and this is regarded as content or message credibility (Chaiken, 1980, 1987). The framework further posits that in Heursitic processing, people consider a few informational cues and form a judgement based on these cues for instance the source of the message or the medium of transmission of such messages (Chaiken, 1980, 1987).In this context therefore, Perceived Credibility is recognized as the believability of a source, its media and content and it rests largely on perceptions of the trustworthiness and expertise of the information source, media and content as interpreted by the information receiver (Metzger and Flanagin, 2013).

Based on this, it is hypothesized that

H_2: Perceived Credibility is positively related to SNT Adoption in institutions of higher learning in Uganda.

Perceived Credibility can therefore be measured in terms of the Source Credibility, Media Credibility and Content Credibility which is inline with other scholar's findings(Lee & McLoughlin, 2010;Uday and Pallavia, 2013; Newell& Goldsmith, 2001) and besides, studying perceived credibility has been central in determining the persuation of information in psychology(Chaiken, 1980, 1987; Chaiken & Trope, 1999; Newell & Goldsmith, 2001; Tondorov et al., 2002), and there fore, studyng perceived credibility will enable institutions of higher learning to consequently be persuaded to use them in teaching and learning hence adoption of SNTs.

It is apparent from this preliminary work and the conceptual model presented that the study of Perceived Usefulness, Perceived Ease of Use and Perceived Credibility will have implications for both academia and practioners. Figure one below illustrates a framework toguide this study;

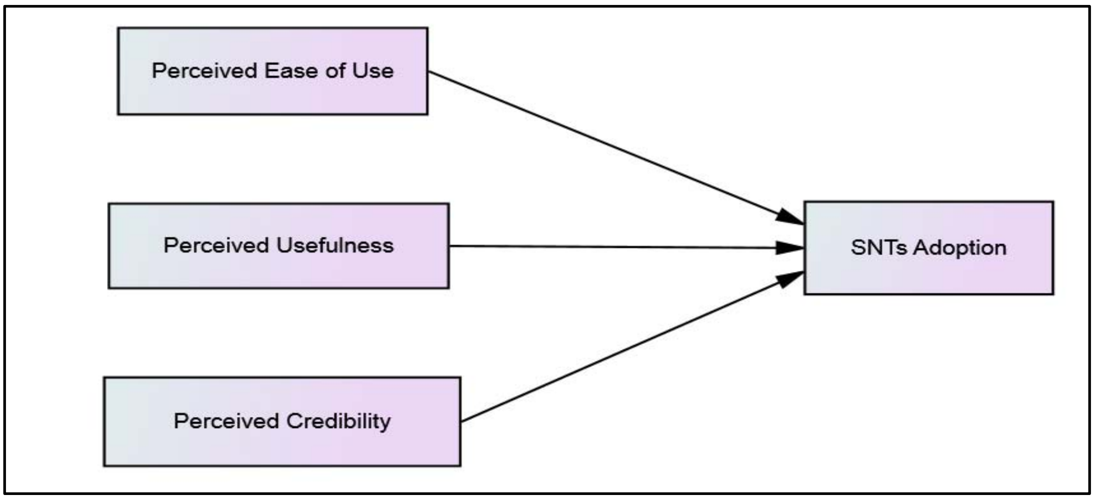

Figure 1: Conceptual Model

III. Literature Review

a) Perceived Ease of use and SNT Adoption

In the adoption of technologies in institutions of higher learning, students use information technologies that are simpler and easy to understand as well as how useful they deem such technologies to be (Daruish et al., 2015). In fact, this is confirmed by Susanto & Aljoza (2015) who posit that dimensions of perceived ease of use of an online public service relates to an individual's perception on the web navigation and ability to use it anywhere anytime. Bwiino et al (2016a) further argues that institutions of higher learning should develop more user-friendly and user-oriented e-learning content on SNTs for successful adoption and that learning to use a technology is normally considered easy if it requires less mental effort.

Extant literature indicates that much more attention should be paid to perceived ease of use by policy and decision makers to ensure accurate, valid, up-to-date, sufficient, free-of-error, and precisely present information in using online technologies (Bwiino et al., 2016a;Almahamid et al., 2010; Park, 2009; Davis, 1989). This is further established by Delbasic et al (2013) who argue that students easily use technologies that they have a clear understanding; this is an indicator of the potential contribution of perceived ease of use on SNTs adoption.

A study by Agarwal & Prasad (1999) indicates that ease of use becomes a significant predictor of both attitude and usefulness when users are not familiar with the system and therefore a basic requirement for information technology system design. In fact, if system designers want the users to find the system easy to use, clear and understandable, the technology should use understandable terminologies other than jargon that would confuse the users (Hasan & Ali, 2014).

Generally, if a system is easy to use, less effort is needed by the users to adopt it which increases the possibility of system usage and the more complex the system is, the more difficult it becomes to use by the user and only few can adopt it because it will need much effort and attention on the part of the user (Strogatz, 2001). Perceived ease of use is the degree which an individual beleives that using a particular system will be simple and free of effort understandable (Davis, 1989). In line with previous literature, this study postulates that Perceived Ease of Use is positively related to SNT Adoption in institutions of higher learning in Uganda.

b) Perceived Usefulness and SNT adoption

Perceived usefulness by Davis (1989) is a belief from someone that using a particular information technology system will enhance job performance. Research conducted by Munguatosha et al., (2011), Bwiino et al., (2016b) and Irshad(2012) for Social Networking Technologies adoption all showed similar results and significant influence of perceived usefulness on the intention to use SNTs.

Other studies postulates that the adoption of information technologies largely depends on the perceived usefulness of a technology in terms of how such technologies can improve on the individual job performance (Surachman, 2013; Bwiino et al., 2016b; Venkatesh &Balla, 2008; Munguatosha et al., 2011;Davis, 1989;Venkatesh & Davis, 2000). This gives confidence in the hypothesis that Perceived Usefulness is positively related to SNT Adoption in institutions of higher learning in Uganda (H_1).

c) Perceived Credibility and SNT Adoption

In communication research, the credibility of the communicator has widely been suggested to influence the processing of the communicated content and the change of audience attitudes and beliefs which influence the user's behavioral intention to adopt a technology (Newell & Goldsmith, 2001). Minjeong (2010) further argues that individual audiences are paying closer attention to the media that they perceive to be credible and that when individual audiences rely more on a certain communication medium for information seeking, they are likely to rate the medium more credible than other media.

Previous research has shown that the credibility of the channel/medium of communication influences the selective involvement of the audience with the medium (Lee & Mc Loughlin, 2010;Uday and Pallavia, 2013; Newell & Goldsmith, 2001). This shows that the user's perceived credibility of a social networking technology will affect its adoption directly through users' trust and expertise which determines the user's attitude and intention to use a technology (Kyung &Gretzel, 2008). Minjeong (2010) further argues that credibility will provide strong predictive power of the perceived service quality provided by social networking technologies in Institutions of Higher Learning as ascertained by systems reliability and availability as key success factors for ICT-supported learning.

Metzger and Flanagin (2008) posits that people are motivated to evaluate the credibility of the information they receive in order to determine its trustworthiness. The outcome of this postulation is that people engage in effortful evaluative processes in order to be certain of content or source credibility. Extant literature has focused on examining the credibility of ecommerce, political, news, and health web sites, as well as wikis, blogs, micro blogs, and other types of text-based web content (Metzger, 2007; Minjeong, 2010;Kyung and Gretzel, 2008;Lee & McLoughlin, 2010;Uday and Pallavia, 2013; Newell & Goldsmith, 2001). Based on literature, recommended approaches to evaluation of the credibility of online information typically includes five criteria that users can employ that is checking the accuracy, authority, objectivity, currency, and coverage or scope of the information and/or its source (Metzger, 2007).

Further, Metzger and Flanagin (2013) argue that the reputation, endorsement, and consistency heuristics are all premised on the notion that if a number of people use information, recommend it, and agree with it, then it is credible. This simply means that if managers of institutions of higher learning recommend the usage of SNTs by students and lecturers, and agree to use them, then they are credible teaching platforms and the information circulated on these SNTs would be regarded credible.

Heldman et al., (2013) asserts that due to the multi-way, interactive functionality that is inherent to SNTs, these platforms can allow people to increase direct engagement to maintain and increase trust and credibility. The consequence of this would be identification of the pedagogical information needs of users, strengthening communication which enhances socialisation among the users, and encouraging users to create, share and collaborate on user generated content(Cameron et al., 2013;Heldman et al., 2013; Anderson et al., 2013)

A study conducted by Cheong (2002) shows that the adoption of an information media like the SNTs significantly depends on the perceived credibility of the source, media and content. Further, a recent study conducted in Nigerian universities by Edogor et al., (2015) shows that 68% of the students agree that social networking technologies are credible sources of information because senders of the messages get first-hand information, some of the messages come from the mass media, many of the messages are backed with pictures of what is reported, senders of the messages can be reached for clarifications and many of the reports are known to the members of the public. This is the basis upon which hypothesis H_2 which states that "Perceived Credibility is positively related to SNT Adoption in institutions of higher learning in Uganda" is formulated.

IV. Methodology

This study used a cross sectional survey research design to collect data from managers of institutions of higher learning in Uganda. This decision is in line with the view of Ohaja (2003, p.74), who suggests that "whenever the major source of primary data for a study would be the views of any particular group, a survey would be called for."

The population of this study is made up of senior academic staff of Institutions of Higher Learning in Uganda like the heads of departments, deans of faculties, principles and directors because they are at the center of implementation of such technologies for learning in education. The total population for this study was 284 institutions of higher learning obtained from the Uganda National Council for Higher Education website. A total sample of 166 institutions of higher learning was generated using the formula suggested by Yamane

(1967): $n = \frac{N}{1+N(e)^2}$ *Where:*

n= the Sample Size
N = Total Population;
(e) = the Sampling Error

This is because the Yamane formula assumes a normal distribution of the population (Yamane, 1967). The Yamane formula was therefore considered suitable for determining an appropriate sample size.

From the Ugandan Institutions of Higher Learning, a stratified sampling technique was used to select institutions from the institutional categories by the Uganda National Council for Higher Education.The institutions of higher learning are categorized into 12 major types namely Public Universities (6), Private Universities(32), public university colleges(9), private university colleges(4), public tertiary institutions(52), private tertiary institutions(102), commercial and cooperative institutions(26), health institutions(23), National teachers colleges(5), other degree awarding institutions(11), Technical colleges(10) and military training institutions(4). Thereafter, we used simple random sampling to ensure that each participating institution had an equal chance of being chosen. This is because the population of interest was relatively homogeneous and yet simple random sampling technique provides estimates that are unbiased and have high precision in such conditions (Meng, 2013). An aggregated sum of One hundred and forty six questionnaires was retrieved from the field indicating a response rate of 88%. The unit of inquiry was the senior academic managers of institutions of higher learning and the unit of analysis was the individual institution of higher learning.

V. Measurement of Variables

To measure Perceived Ease of Use, this study employed a self-generated scale arising from extant literature. Questions generated were used to measure the extent to which an individual perceives that using SNTs will be free of mental effort and easy understand ability using scales developed by (Shahzad et al., 2016; Davis, 1989; Venkatesh & Balla, 2008; Venkatesh& Davis, 2000). An example of the items generated for perceived ease of use is: "*It will be easy for teachers and students to become skilful at using SNTs in education.*"

Perceived Usefulness was also measured using a self-generated scale adopted from existing literature. The scale was used to measure the extent to which an individual believes that using SNTs will improve the job performance of the workers in the organization (Shahzad et al., 2016; Davis, 1989; Munguatosha et al., 2011; Venkatesh and Balla, 2008; Venkatesh& Davis, 2000). An example of the items generated for perceived usefulness is: "*In this institution, using SNTs will enable lecturers and teachers to accomplish their academic tasks more quickly*".

In order to measure Perceived Credibility, this study used a self-generated scale resulting from extant literature. Questions generated were used to measure the degree to which a person trusts the use of SNTs as credible to perform the expected service. Consequently, this study measured perceived credibility in terms of source credibility, media credibility and content credibility, using scales developed and tested by previous scholars (Lee & McLoughlin, 2010;Uday and Pallavia, 2013;Newell& Goldsmith, 2001). An example of items generated for the Perceived Credibility scale is:"*I will trust the source of information on SNTs as a teaching platform in this institution*".

For SNT adoption, this study used a self-generated scale resulting from extant review of literature. According to Hussain et al (2012), Kingsly et al (2013) and Reuben et al (2012), the domains of SNT adoption are create, engage and share user generated content. An example of items generated for the SNT adoption scale is:"*I plan to use SNTs when carrying out my academic activities*". All items were later anchored on a five-point Likert scale – strongly disagree to strongly agree.

VI. Reliability and Content Validity Index of Variables

Following the administration of the survey, content validity index was used to establish the construct validity of the scales; content validity index was found to be greater than 0.70 which is the minimum as suggested by Amin (2007). Internal consistency of the questionnaire was determined by calculating the Cronbach alpha coefficient, reliability estimates were all greater than .70 which is the minimum as suggested by Nunnually (1978). The validity and reliability of the variables is indicated in table 1 and table 2 respectively;

Table 1: Content Validity Index

S/N	Variable	CVI	No. of Items
01	Perceived Ease of Use	.78	6
02	Perceived Usefulness	.79	6
03	Perceived Credibility	.80	6
04	SNT Adoption	.83	8

Source: Primary Data

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Table 2: Reliability Test

S/N	Variable	Cronbach Alpha(α)	No. of Items
01	Perceived Ease of Use	.833	6
02	Perceived Usefulness	.912	6
03	Perceived Credibility	.834	6
04	SNT Adoption	.827	8

Source: Primary Data

VII. Results

In order to test the formulated hypothesis, we use the Pearson(r) correlation analysis and regression analysis to ascertain the predictive effect of Perceived Credibility on SNT adoption and the results are displayed in table 4 and table 3 respectively;

Table 3: Correlation Analysis

S/N	Variable	1	2	3	4
1	SNTA	1			
2	PEOU	.784**	1		
3	PUSF	.734**	.809**	1	1
4	PCRD	.611**	.614**	.694**	.892**

Source: Primary Data

Key: SNTA=Social Network Technology Adoption, PCRD= Perceived Credibility, PEOU = Perceived Ease of Use, PUSF = Perceived Usefulness

From Table 3 above, at a preliminary level, correlation results indicated that Perceived Ease of Use has a positive and significant relationship on SNT adoption ($r = .784; p < 0.01$). This implies that a positive change in SNT adoption is related with a positive change in Perceived Ease of Use. Also, correlation results in Table 3 above further show that Perceived Usefulness has a positive and significant relationship on SNTs adoption($r = .734$; $p < 0.01$). This is an indicator that a positive change in Perceived usefulness positively affects SNTs adoption. Additionally, results in Table 3 above show that Perceived Credibility is positively and significantly related to SNTs adoption ($r = .611$; $p < 0.01$). This is an indication that a positive change in Perceived Credibility is associated with a positive change in SNT adoption.

Table 4: Results of Regression Analysis of PEOU, PUSF and PCRD on SNT Adoption

Variable	R^2	β	t	P
PEOU	.615	.784	15.167	0.01**
PUSF	.539	.734	12.978	0.01**
PCRD	.373	.611	9.255	0.01**
	*N = 146; **P < .01*			

Source: Primary Data

Key: PEOU = Perceived Ease of Use, PUSF = Perceived Usefulness, PCRD = Perceived Credibility

With reference to correlation results obtained from Table 3 above, further evidence is adduced by the results of regression analysis as displayed in Table 4. Results indicate that 62% of the variance in SNTs adoption is attributed to Perceived Ease of Use ($R^2 = .615$; $p < 0.01$). The regression coefficient of Perceived Ease of Use was significant at ($\beta = .784$, $t = 15.167$; $p < 0.01$). Also, from Table 4 above, it can be deduced that Perceived Usefulness explains approximately 54% of the variance in SNTs adoption in institutions of higher learning ($R^2 = .539$; $p < 0.01$). The regression coefficient of Perceived Usefulness was significant at ($\beta = .734$, $t = 12.978$; $p < 0.01$). Further, Results in Table 4 above show that approximately 37 per cent of the total variance in SNT Adoption is explained by Perceived Credibility ($R^2 = .373$; $p < 0.01$). The regression coefficient of Perceived Credibility was significant ($\beta = .611$, $t = 9.255$; $p < 0.01$). On account of this, it can be adduced that Perceived Ease of Use, Perceived Usefulness and Perceived Credibility are positively related to adoption of SNTs in institutions of higher learning in Uganda and therefore, a positive change in Perceived ease of Use, Perceived Usefulness and Perceived Credibility will positively influence the adoption of Social Networking Technologies in Institutions of higher learning in Uganda.

VIII. Discussion

The results of this study have provided some theoretical implications and practical implementations to the field of technology adoption in education in institutions of higher learning in Uganda. For the theoretical contributions, this research provides an insight into the influence of perceived credibility on SNT adoption in the education context which is different from the previous studies on SNTs adoption which have not considered perceived credibility as an important factor (Munguatosha et al, 2011;Meng, 2013;Metzger &Flanagin, 2013) to influence social networking technologies adoption. In addition, this study is one of the first studies to align perceived credibility as a significant predictor of SNT adoption in institutions of higher learning in Uganda.

The findings of this study also provide implications for practitioners. The findings of this study has found that perceived ease of use has a positive and significant effect on SNT adoption in institutions of higher learning in Uganda which implies that H_1 which states that "*There is a positive and significant relationship between perceived ease of use and SNTs adoption in institutions of higher learning in Uganda*" is supported. These findings are in line with previous studies (Bwiino et al., 2016a; Daruish et al., 2015; Munguatosha et al., 2011; Venkatesh & Balla, 2008; Davis, 1989). Thus this study suggests that for successful adoption of SNTs in institutions of higher learning, designers of such systems should design systems that are easy to learn to use, that are easy to access, that are flexible, clear and easily understandable by the user.

The learning point here is that managers of institutions of higher learning should encourage faculty in their institutions to design teaching content on SNTs that are easy to learn, easy to access any time anywhere to ensure flexibility and above all content and ways of using such technologies should clear and understandable. These will accelerate the adoption levels of SNTs in institutions of higher learning in Uganda.

Arising from the findings of this study, it has emerged that Perceived Usefulness has a positive and significant relationship with SNTs adoption in institutions of higher learning in Uganda. These findings have therefore supported H_2 of this study which states that "There is a positive and significant relationship between Perceived Usefulness and SNTs adoption in institutions of Higher learning in Uganda." In fact, this study suggests that SNTs should be designed in such a way that they will help users enhance their academic job performance, accomplish academic tasks more quickly, increase academic productivity and above all enable users to accomplish their academic work effectively and efficiently. These findings are consistent with previous studies (Bwiino et al., 2016b; shahzad et al., 2016; Daruish et al., 2015; Susanto&Aljoza, 2015; Boland et al., 2013; Almahamid, 2010).

The learning point here is that for successful adoption of SNTs in institutions of higher learning, managers should implement technologies that will improve the academic job performance of the faculty and the students in an effective and efficient manner.

The results of this study have indicated that perceived credibility has a positive and significant effect on the adoption of social networking technologies. Thus the author suggests that managers believe that a positive change in understanding and evaluating the source credibility, media credibility and content credibility of the teaching information exchanged on SNTs would build more trust for social networking technologies. This might be due to the fact that most resourceful information is got on the internet so they have no problem with trusting the source and content on the social networking technologies. This is in line with previous studies (Lee & McLoughlin, 2010; Udayet al., 2007; Newell& Goldsmith, 2001) which indicate that in case the user has trust in the use of a particular technology, its adoption will be very easy.

Based on these findings, the learning point is that enhancement of SNT adoption in institutions of higher learning in Uganda will demand a managerial culture that focuses on understanding and evaluating the credibility of the source of information, the media through which the information is sent and above all evaluating systematically the content credibility.

IX. Limitations of the Study

This study employs a cross sectional survey which lacks time richness explanation considering the fact that information technology adoption is a dynamic field which changes as time goes on. Hence, a longitudinal survey would be used to supplement the findings of this study. Secondly, this study considered only the senior managers since they are the ones at the centre of implementation of such technologies in institutions of higher learning. Further research can consider other stakeholders at the centre of implementation of these technologies like the students and lecturers.

The study was limited by the research methodology employed by using a survey to collect data which relies on self-report measures which can result in a social desirability bias. Though the managers completed their questionnaires anonymously, it is possible that they may have wanted to respond in ways that made them look helpful in terms of using SNTs. While the prospective for this effect is possible, the probability that it would impact the study's findings is low, given that managers did not know the hypotheses put forward by this study or the desired responses.

X. Recommendations and Conclusion

Findings of this study indicate that Perceived Ease of Use is essential for SNT adoption in institutions of higher learning in Uganda. This study therefore recommends that once SNTs are designed in a way that they are flexible, easy to access and above all easy to use, their adoption rate will accelerate. Therefore, institutions of higher learning should develop and adopt technologies that can be used by employing little or no mental effort in learning to use and the same time they should be clear and understandable.

Further, this study shows that Perceived Usefulness is strategic for SNTs adoption in institutions of higher learning in Uganda. Therefore, this study recommends that once managers of institutions of higher learning in Uganda implement technologies that improve on the academic job performance of the faculty and students, SNTs adoption will be easy. In fact, institutions of higher learning should adopt technologies that help users to accomplish their academic tasks more quickly, that improve on the academic job performance, improve productivity and enhance job effectiveness and efficiency.

From this study, it emerged that the source, content and media credibility are crucial for SNT adoption in institutions of higher learning in Uganda. The findings of this study suggests that once the source, media and content of the SNTs are reasonable and believable, they build trust and credibility of the use of the SNTs in institutions of higher learning in Uganda.

Institutions of higher learning should therefore develop and adopt technological innovations that consider the source, media and content of the information on SNTs as credible by the students and lecturers so as to foster significant actual system usages.

Generally, this study suggests that managers of institutions of higher learning should put into consideration the perceived ease of use of SNTs, Perceived Usefulness and Perceived Credibility in order to enforce successful adoption of SNTs in institutions of higher learning as a dependable and credible teaching plat form.

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Fellows

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

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

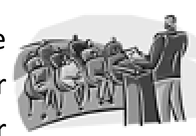
- The “FARSHS” is a dignified title which is accorded to a person’s name viz. Dr. John E. Hall, Ph.D., FARSS or William Walldroff, M.S., FARSHS.

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

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

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

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

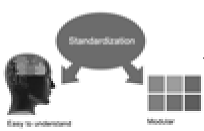


You may join as member of the Editorial Board of Global Journals Incorporation (USA) after successful completion of three years as Fellow and as Peer Reviewer. In addition, it is also desirable that you should organize seminar/symposium/conference at least once.

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

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

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



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

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

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

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

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

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

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

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

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

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

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

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

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

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

It is mandatory to read all terms and conditions carefully.

Auxiliary Memberships

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

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

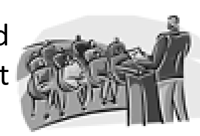
The “FARSC” is a dignified title which is accorded to a person’s name viz. Dr. John E. Hall, Ph.D., FARSC or William Walldroff, M.S., FARSC.

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

The Institute will be entitled to following benefits:

The IBOARS can initially review research papers of their institute and recommend them to publish with respective journal of Global Journals. It can also review the papers of other institutions after obtaining our consent. The second review will be done by peer reviewer of Global Journals Incorporation (USA) The Board is at liberty to appoint a peer reviewer with the approval of chairperson after consulting us.
The author fees of such paper may be waived off up to 40%.

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

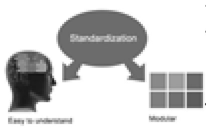


The IBOARS can organize symposium/seminar/conference in their country on behalf of Global Journals Incorporation (USA)-OARS (USA). The terms and conditions can be discussed separately.

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

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

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



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

The following entitlements are applicable to individual Fellows:

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

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

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

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

Other:

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

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

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

Note :

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

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1. General,

2. Ethical Guidelines,

3. Submission of Manuscripts,

4. Manuscript’s Category,

5. Structure and Format of Manuscript,

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

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

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References

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- To the point depiction of the research
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- Explain materials individually only if the study is so complex that it saves liberty this way.
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What to keep away from

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- Leave out information that is immaterial to a third party.

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

Content

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

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- Do not present the similar data more than once.
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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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Figures and tables

- If you put figures and tables at the end of the details, make certain that they are visibly distinguished from any attach appendix materials, such as raw facts
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- All figure and table must be adequately complete that it could situate on its own, divide from text

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The Discussion is expected the trickiest segment to write and describe. A lot of papers submitted for journal are discarded based on problems with the Discussion. There is no head of state for how long a argument should be. Position your understanding of the outcome visibly to lead the reviewer through your conclusions, and then finish the paper with a summing up of the implication of the study. The purpose here is to offer an understanding of your results and hold up for all of your conclusions, using facts from your research and generally accepted information, if suitable. The implication of result should be visibly described. Infer your data in the conversation in suitable depth. This means that when you clarify an observable fact you must explain mechanisms that may account for the observation. If your results vary from your prospect, make clear why that may have happened. If your results agree, then explain the theory that the proof supported. It is never suitable to just state that the data approved with prospect, and let it drop at that.

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- 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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Approach:

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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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