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Students Attitudes & Effect of Mobile

Ability as a Determinant of Teaching

Child Rearing Practice as a Predictor

Discovering Thoughts, Inventing Future

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Conceptualising Orientation and Mobility Practices within the Expanded Core Curriculum

By Shazia Malik, Umi Kalthom Abdul Manaf, Maimunah Ismail & Nor Aniza Ahmad
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Abstract- This paper intends to examine the orientation and mobility practices within the Expanded Core Curriculum. The study conceptualises and methodologically sheds light on the practices of orientation and mobility (O&M) within the expanded core curriculum (ECC) for visually impaired learners. O&M practices have become significant as these are essential in independence and one of the main components of the expanded core curriculum of visually impaired learners. The O&M practices are done in the school boundaries by O&M experts to facilitate and accommodate visually impaired learners for better independence. However, owing to these practices, but not as part of the expanded core curriculum, results are less responsive to visually impaired learner's needs (Aziz, 2007). Existing research has focused on O&M practices, which are the integral part of the expanded core curriculum for the independence of visually impaired as most were not conducted to address the O&M within the expanded core curriculum for visually impaired learner's. Therefore, this study attempts to conceptualise the orientation and mobility practices within the expanded core curriculum.

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Conceptualising Orientation and Mobility Practices within the Expanded Core Curriculum

*Shazia Malik [α], Umi Kalthom Abdul Manaf [σ], Maimunah Ismail [ρ] & Nor Aniza Ahmad [ω]

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I. Introduction

Loss of sight can have an effect on an individual's everyday life in all aspects and significantly limit some of its important elements. One of these vital elements is the area of Orientation and Mobility (O&M) for the visually impaired learners (Ruzickova, et al. 2009).Hill and Ponder, (1976, p. 3) define Orientation and Mobility as "the ability to move safely, efficiently, and gracefully through all environmental conditions and situations with as much independence as possible". Visually impaired learners are encouraged to use the O&M skills, to develop their essential and basic skills, to build their ability of confidence to take responsibility for their decisions and to travel within all other environments, including their schools.

Visually impaired learners and other individuals with disabilities require support for successful transitions to post-school adult life. Accordingly, in the 1990, amendments to the Individuals with Disabilities Education Act (IDEA, 2004) mandated transition services for students with disabilities. The reauthorisation of IDEA (2004) describes the transition process as an individualised, results-oriented process that includes a set of coordinated activities for children with disabilities. The emphasis of transition services is to improve the functional and academic achievement of visually impaired children, and facilitate them in school related activities. One key aspect of this process is the provision of related services including O&M practices.

For visually impaired learners to fully participate in school and community life, the O&M skills are required. According to Jacobson (1983), the ability and usage of O&M skills affects the visually impaired learners' access to educational opportunities. O&M skills require their family support throughout the formal training of the visually impaired. Most O&M skills are learned and taught within the school boundaries, with vital aims and goals, with having the ability to travel independently in all environments. Thus, O&M practices need to be part of the education for visually impaired learners.

O&M was first identified in 1872 by Levy, with the use of cane techniques and its further development was started in 1929. However, professional formal efforts in the area of O&M were only started in the 1940s or after the World War II for some of the soldiers who got blinded and returned to their homes. The Hines Rehabilitation Centre, the predecessor of orientation and mobility and foot travel training started to function (Weiner & Siffermann, 1997). Then, a training protocol (O&M) was established in collaboration with military personnel to illustrate the instructions to vision loss.

II. Definition of Orientation and Mobility (O&M)

Orientation and Mobility (O&M) refers to a set of skills that are designed in familiar and unfamiliar environments for safe and efficient movement of visually impaired children (Hill & Ponder, 1976). Hill and Ponder (1976) further explained that Orientation is "the process of using one's senses to establish one's position and relationship to all other significant objects in one's environment" (p. 3). Further, Orientation is the intellectual part of moving from one place to another known as travel. It is the procedure of using sensory information and knowledge to understand one's location in the environment and how to move to get to a desired location, thus, "orientation includes using language, understanding cause and effect, and learning about

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concepts that relate to objects and things" (Hill & Ponder, 1976). In addition, orientation involves increasing awareness of one's body, developing sensory skills and learning to use landmarks to assist in travel. Mobility is the second element of O&M. Mobility refers to the physical part of travel, which includes confident, safe and efficient movement from one place to another (Pavey, 2003).

III. The Concept of Orientation and Mobility

According to Hill and Ponder (1976), Orientation and Mobility (O&M) involves two distinctive, but equally dependent, essential components: (a) orientation and (b) mobility; both are essential for the purposeful movement of the visually impaired. Several researchers have revealed the importance of O&M in the area of visual impairment as an essential component that needs to be gained byvisually impaired learners (Hatlen, 1996; Hazekamp & Huebner, 1989; Huebner, Merk-Adam, Stryker, & Wolffe, 2004; Lowenfeld, 1964). Furthermore, O&M was particularly highlighted in the National Agenda as the crucial component of the expanded core curriculum for visually impaired learners (Huebner et al. 2004).

For the attainment of many educational benefits for visually impaired learners, O&M skills were developed (Lowenfeld, 1964) to develop integration into the community, gaining employment and social networking opportunities (DeMario, 1990). Mobility involves the process of moving through space to reach a destination. The term "orientation and mobility" was originally referred to as "foot travel" (Bledsoe, 1980). In general, individuals with visual impairments learn independent travel skills through orientation and mobility (O&M) instruction. Meanwhile, Jacobson (1993) defined that "O&M is the teaching of individuals with visual impairments the concepts, skills, and techniques necessary for safe, efficient, and graceful travel under all environmental conditions" (p. 3).

Orientation and Mobility (O&M) services are defined in the Individual Disability Education Act (IDEA, 2004) as the "services provided to blind or visually impaired children by qualified personnel to enable those students to attain systematic orientation to safe movement within their environments in school, home, and community" (p. 140). More specifically, IDEA mandates instruction in the following areas as appropriate for each student: (a) environmental and spatial concepts; (b) usage of senses to receive information for a purposeful travel; (c) usage of the long cane; (d) usage of low vision aids and remaining vision; and (e) other techniques, concepts, and tools. O&M instruction in community settings is fundamental for individuals with visual impairments to learn skills necessary for independence. Optimal instruction may be hindered by several factorssuch as time constraints (Lohmeier, Blankenship, & Hatlen, 2009) and liability concerns (Marsh, Hartmeister, & Griffin-Shirley, 2000).

IV. Dimensions of Orientation and Mobility

Children develop skills through both incidental and direct instructions. For children who are blind and visually impaired, many skills that are incidentally learned by their sighted peers require a direct instruction and at times, compensatory techniques, to be developed. Mobility is the ability to safely and independently travel, which can be a specific area of difficulty for students with vision loss. O&M instructions are recommended by vision professionals to provide direct instructions in concept development, orientation, and travel skills in addressing the particular needs of students with visual impairment. Thus, O&M is recognised as an essential element of the Expanded Core Curriculum (ECC) for visually impaired students (Hatlen, 1996).

Visually impaired children need to get sequential and direct instructions from an O&M specialised teacher (Lohmeier, Blankenship, & Hatlen, 2009). In order to move through environment independently and purposefully, these visually impaired children need to acquire the O&M skills(Pavey, Douglas, Mc Linden, & McCall, 2003), as they could facilitate the access to educational, vocational, social and recreational opportunities (Mc Donnall, 2011; Riley, 2000; Wolffe & Kelly, 2011). The acquisition of independent travel skills is essential for visually impaired students' to participate in academic, non-academic and extracurricular aspects of their education (Riley, 2000).

V. Practices/skills of Orientation and Mobility

Visually impaired learners need to develop the O&M skills to participate in their community and school. This ability affects the use these skills for the attainment of educational opportunities and for them to have the ability to improve the quality of life, there is a need to acquire these skills. O&M skills are mostly taught by O&M teachers within the school boundary with the purpose of getting independency in the environment. Sensory perceptions are also needed in orientation skills to reach a desired goal and determine one's position to get to the destination (Hill & Ponder, 1976).

Figure 1: Orientation and Mobility Practices/skills

a) Sighted Guide/Human Guide

Sighted guide technique (commonly known as human guide) is basically a system of mobility, which is developed for visually impaired learners for their active participation in different environments, including travel with the guidance of a sighted person using his sight (Hill & Ponder, 1976). These important skills or practices are learned by the visually impaired learners with the help of a sighted guide, and both are demonstrated as a team for efficient movement. There is a need for physical contact and training, which are considered essential parts between the guide and visually impaired learners.

b) Self-protection

Many hazards can be avoided physically with the use of good protective techniques. The use of hands and arms is required as bumpers in self-protection techniques. Any injury to the face and body can be reduced in this way. According to Jacobsen (1993), forearm and upper and lower hand techniques are useful in protecting body positions. In addition, moving into open spaces, these self-protection techniques are used to help sighted guide, trailing, and use of cane to ease travel in outdoor and indoor areas.

c) Physical Spaces Familiarisation

Physical spaces familiarization on helps the visually impaired with O&M instructions in seeking the information related to an area. The technique of self-familiarization is used for self-exploration, which is part of self-familiarisation, in buildings, classrooms, larger areas, and hallways (Jacobsen, 1993). In many cases, this guidance need to be completed with an instructor's assistance.

d) Use of Mobility Techniques

Mobility techniques are mostly used to give instruction on directions. There is a need for professional guidance to use the tools and methods to acquire mobility. For traveller's cognitive and physical ability, the instructions are modified to be used in a particular environment and several hazards that are encountered. For human/sighted guide, the instructions include: mobility techniques such as pre-canes, canes, alternative or adapted mobility devices, electronic travel aids (ETAs) and dog guide.

e) Travel Techniques

Transportation/travel with O&M instruction for railways, buses, cars, airplanes and taxis are areas of transportation which are necessary for visually impaired learners (Jacobsen, 1993). In addition to this, the application of skills and practical practices and O&M skills are also part of the training in the environments with different features. Particular instructional methods are required with O&M domains in a specific environment involving travel techniques.

f) Street Crossing

Mot visually impaired require a sighted person to help them cross streets and travel in neighbouring area or community area. Being a master of particular O&M skills that are needed in safe crossing of streets is important for them. Instructions on crossing the streets

always require a coordination of other skills including orientation, conceptual skills application, techniques of physical familiarisation, and also cane techniques (Bischof, 2008).

VI. Orientation and Mobility: The Potentials

Orientation and Mobility are recognised as the fundamental elements for visually impaired education (Suterko, 1973) In 1997, IDEA (2004) or Individuals with Disabilities Education Act recognised orientation and mobility as a vital aspect for every visually impaired learner, which is supported in their education (IDEA, 2004). These services include:

1. Environmental and spatial concepts and their usage with senses (such as sounds and vibrations).
2. The use of long cane for travel skills.
3. The use of low vision or remaining vision and aids.
4. Some other techniques, tools and concepts.

VII. The Expanded Core Curriculum

"Disability-specific curriculum" is commonly known as the expanded core curriculum. The expanded core curriculum was developed in response to a report issued by theU.S. Office of Special Education and Rehabilitation Services (Department of Education, 2007), thatacknowledged that the needs of visually impaired students were not being met by thestandard curriculum (McDonough et al., 2006). The National Agenda argued that the expandedcore curriculum reflects the best practices that are necessary so that students with visualimpairments may directly access the core curriculum. Thus, the expanded core curriculum can beviewed as an indirect service that allows students with visual impairments the opportunity toreceive an appropriate education (Hatlen, 1996; Huebner, Garber, & Wormsley, n.d). Further, visually impaired learners need modifications in the existing curriculum and special services, along with the adopted materials and existing services (Ali & Hameed, 2015).

The expanded core curriculum reflects a "body of knowledge and skills that are needed by students with visual impairments due to their unique disability-specific needs" (American Foundation for the Blind, n.d, p. 100). It contains nine critical components of compensatory or functional academic skills, including communication modes, orientation and mobility, social interaction skills, independent living skills, recreation and leisure skills, career education, use of assistive technology, and sensory efficiency skills (Levin, 2011). Nonetheless, little empirical evidences are available to document the effectiveness and the roles of the expanded core curriculum (ECC) in the transition to adulthood, particularly the O&M of visually impaired students. The following sections include a discussion on factors related to the nine areas of the ECC; however, it is crucial to note that this study primarily focuses on the O&M of visually impaired learners with parental involvement in the context of Pakistan. A summary of all essential components of ECC is given in Table 2.

Table 2: A summary of the components of the Expanded Core Curriculum

Compensatory Skills	These skills are needed by visually impaired students to access the general educational print material.
Orientation and Mobility	The ability to move in one's environment is key to independence. Orientation and Mobility includes traveling instructions, at home, schools and communities, as well as instruction for cane users.
Social Skills	The blind and visually impaired students need to interact and form work and personal relationships. Social Skills that must be taught to students who are visually impaired include: looking at a person talking to them, how close they are to stand next to people, and how and when to shake hands, hold doors and other skills that sighted individuals learn through observation.
Independent Living Skills	These skills are needed in order to participate in everyday living. All activities such as grocery shopping, food preparation, laundry and personal hygiene need to be taught systematically.
Recreation and Leisure Skills	Like independent living skills the skills involved in recreational and leisure activities require a systematic approach for acquisition. These activities can be as simple as learning to swing and as complex as sailing.
Career Education	In order to make good career decisions, a blind and visually impaired student needs to have the first-hand experience of job opportunities as there is no opportunity for observation and incidental learning as available to their sighted peers.
Assistive Technology	Assistive technology consists of the tools that the blind and visually impaired use to access and share information. Tools for students with both low vision and blind can be a simple, low-tech devices such as slant boards and hand held

	magnifiers. High-tech devices include voice output for computers or texts to speech devices such as Braille Notes.
Visual Efficiency Skills	These Skills are taught to low vision students. Visual efficiency is the ability to use the vision that is available to individuals effectively.
Self-determination Skills	Unlike their sighted peers, students who are blind and visually impaired need to learn the choices available to them, how to advocate for themselves and make informed decisions.

Source: Adopted from Sapp & Hatlen (2010)

VIII. Conclusion and Implications

Orientation and Mobility (O&M) are integral components of the Expanded Core Curriculum (ECC) (Hatlen, 1996). Children with visual impairments require direct and sequential instruction provided by O&M specialists (Lohmeier, Blankenship, & Hatlen, 2009) to enable them to acquire these necessary skills to interact with others (Pavey, Douglas, McLinden, & McCall, 2003). Parents of visually impaired need the support and information from O&M teachers to solve the unique needs of these visually impaired children (Kirk, 2011). Individuals with visual impairments learn independent travel skills through orientation and mobility (O&M). This study has discussed on how to assist visually impaired children tobe more independent in their lives with beneficial delivery of O&M. As stated in the related literature, limited research has been conducted to explore Orientation and Mobility within the Expanded Core Curriculum for visually impaired children to make them independent in the host country. In conclusion, this research has added to the body of literature through with its contribution by providing orientation and mobility specialists and other special educators some suggestion for them to plan appropriate implementation of Orientation and Mobility practices within the Expanded Core Curriculum for visually impaired children.

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Students Attitudes and Effect of Mobile Learning on Academic Performance

By Ronke Ogunmakin

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I. Introduction

Distance education has developed in two major directions: 'the individual flexible teaching model' and 'the extended classroom model' (Rekkedal & Dye, 2007). The former allows students to start the class at any time, study in isolation and communicate with instructors and classmates through asynchronous tools. The latter organises students into groups, requires them to meet at local study centres, and allows them to use interactive technologies such as video conferencing to interact (Rekkedal & Dye, 2007). Learning can occur inside and outside the classroom and the learning situations can be either formal planned lessons or informal unplanned and spontaneous learning experiences (Crompton 2013).

Learning anywhere at any time is not a new concept. Books have been available for centuries and were probably the first "mobile" learning device. In his introduction to *The New Landscape of Mobile Learning*, Searson (2014) wrote: "Consider for a moment, the book as education's first mobile device; specifically, the type of book driven by the invention of Johannes Gutenberg's printing press." What is new in the concept of mobile learning is access to interactive learning content, contact and communication with teachers and other students, and assessments through the internet via wireless-enabled smart phones.

The availability of contemporary mobile devices has marked a turning point for the rates of 9mobile device usage. In 2013, vendors shipped more than one billion smart phones worldwide (International Data Corporation 2014) and in 2014, the global mobile penetration rate reached 95% (Ericsson Mobility Report 2014). Ericsson's Mobility Report (2014) estimated that 90% of the world's population would have a mobile phone by 2020. Tablet device shipments are expected to surpass personal computer shipments by the end of 2015 (International Data Corporation 2013). As a consequence of this rapid diffusion of mobile technologies, the ways in which people interact, communicate, and work have changed (Lam, *et al*, 2010).

Remarkably, even some children under the age of 12 months are already playing with mobile devices (Suoninen, 2010). Mobile technologies have altered our societies and the way we live in many respects.

Educational institutions are nowadays facing the reality of the rapid development and widespread of mobile phones, which are considered one form of those mobile devices used for E-learning all over the world. Such development has involved an increase in both mobile phones speed and storage capacity. The continuous drop in prices, on the other hand has resulted in the vast widespread of these mobile phones making them one main component of most learners' (boys and girls) daily lives. Mobile phones are not accessory anymore; they are integrated like our clothes, (Dos 2014).

It is true that mobile phones are mainly used for completely communication purposes, but fortunately, some people have begun to regard them as a core pedagogical activity in higher educational institutions, (El-Hussein & Cronje 2010). The number of those teachers and students who have begun to use them as a teaching and/or learning tool is growing tremendously. Most students have started overcoming their difficulties regarding the place and time of lectures via the effective exploitation of their mobile phones or what has been so called "Mobile Learning". Teachers, on their turn have

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started to think seriously of providing their students with the teaching materials and activities through their mobile phones. Nowadays, Mobile Learning has been widely accepted by learners. In other words, learning via mobile devices is widely accepted by the learner community because of its application as well as its philosophy and standards, (Lan& Huang, 2012 & Little, 2012).

The advances in technology used in today's mobile phones qualify them to be instructional as well as communicational tools. In addition to their main purpose, mobile phones, are nowadays used to send and receive instructional messages through text, voice or even images, (Kim, et. al., 2013). Furthermore, mobile phones and consequently Mobile Learning facilitate accessing various educational resources on Internet and help developing and creating interesting teaching content that can be used inside or outside classrooms, (UNISCO, 2013).

Mobile Learning can deliver the right information to the right person at the right time better than any other learning/teaching technology yet devised, (Little, 2012). Besides, students' interest to use all available resources of Mobile Learning through their mobile phones and Personal Digital Assistants (PDAs) to access information anytime and anywhere has also played a significant role in the success of mobile learning prevalence, (López, et. al. 2009). Mobile Learning not only fosters the way we access information, but also helps learners be innovative and good problem-solvers, (West, 2013). However, teaching-learning materials should be re-designed, developed, and carried out in a way that fits this new kind of learning and makes it more effective. It is on this back ground, this research work intend to assess the impact of mobile learning on students' learning behaviours and performance.

II. Statement of the Problem

Researchers have agreed that mobile technologies have great potential to improve teaching and learning. Some authors have highlighted that with mobile learning, learning can take place in different contexts inside and outside the classroom (Traxler, 2007; Shih, et al. 2011) and that mobile devices at their best can enable learning that is "just in time, just enough, and just for me" (Peters, 2005; Traxler, 2007). However, far too little attention has been paid to educational practices.

Educational outcomes and impacts, however, cannot be fully assessed before the use of mobile technology in education is integrated into everyday educational practices or at least all affecting variables are well known. For instance, when mobile learning employs design and evaluation principles taken from traditional or electronic learning, it may fail to take into account the unique possibilities of learning through mobile technologies (Shuler, 2009).

Chen and de Noyelles (2013) indicated that in a study about mobile-device usage, more than half of college students utilized a mobile device for academic purposes. Eighty-two percent of students that owned a tablet device reported using the device for academic purposes while only58% of students that owned a smart phone used their device for academic purposes. The study also indicated that there was a negative relationship between students' GPA and academic use of smart phones and that freshman used smart phones and small mobile devices in an academic setting more than juniors or seniors. Students also expected technological support from instructors, but only about 54% of students indicated that their instructors provided support (Chen & Denoyelles, 2013).

Most mobile learning projects occur in isolation and are disconnected from teacher development programs and broader ICT initiatives and goals (UNESCO, 2011). Thus, many mobile learning projects may not have had a direct impact on educational practices. According to the Cognitivist, learning is an active, constructive, cumulative, and self-directed process that is dependent on the mental activities of the learner, (Shuell, 1986). However one can argue that Mobile Learning, because of the advanced technology embedded inside, can provide such mental, social, contextual, and spatial activities via micro learning all the daylong and make the learning process more self-directed and regulated, Edge, et.al. (2011).

Therefore, this study intends to assess the effect of mobile learning on students' achievement.

III. Research Questions

1. What are students' attitudes about using personal mobile devices for learning?
2. What are students' beliefs about the ease of learning on mobile devices?
3. Is there any difference between the effect of Mobile Learning in comparison with Face-to-Face learning on the academic achievement of students'

IV. Methodology

a) Study design

The study adopted the experimental approach to check whether the use of mobile phones has an effect on students' academic achievement. An experimental design is usually used because it identifies easily the independent, dependent, and inconvenience variables. Also an academic achievement pre and posttests of equivalent groups were employed for both groups. Besides, pre and post- participants' conversational skills ratings were implemented, as illustrated in table 1.

Table 1: Pretest and Posttest Experiment Design

Group	Pre-test	Treatment	Post-test
Experimental	O_1: Achievement of pretest	X_1: Mobile learning Treatment	O_2: Achievement of posttest
Control	O_1: Achievement of pretest	X_2 : Traditional Treatment	O_2: Achievement of posttest

b) Research Population

Participants in this study consisted of (42) Adeyemi college of education social studies English language students that were on teaching practice at National Institute for Educational Planning and Administration Ondo were enrolled in two equal groups of "Strategies of Teaching and Learning" within the three months of teaching practice . One of these groups was assigned as a control group, was taught by Face-to Face Learning while the other one represented the experimental group, and studied the course content via Mobile Learning.

V. Data Collection Instruments

Two main instruments were developed for this study, namely an academic achievement test and a scale for rating students' conversational skills. However, items in the achievement test were drafted based on the desired learning outcomes of "Strategies of Teaching and Learning" course in addition to participant students' academic level. The test consisted of two main parts. In the first part there were (7) questions of the essay type to answer (5) with question (1) compulsory and any other (4) questions. The second part involved (20) multiple-choice statements whereas,. Twenty (25) points were assigned for the first part, i.e. (10) points for compulsory easy question and 5 point for each of the remaining 4 essay question. (20) points were devoted to the second one, one point for each statement. Thus, the total mark on the achievement test was (50) points.

a) Validity of the research

Burns and Grove (1993) define the validity of an instrument as a determination of the extent to which the instrument actually reflects the abstract construct being examined. There are two ways to evaluate instrument validity: content validity and statistical validity, which include criterion-related validity and construct validity.

b) Content validity of the questionnaire

Experts in the field of measurement and evaluation as well as computer science engineers at the National Institute for educational planning and National Open University of Nigeria help to validate the entire instrument designed for the study. Their expert advice and observations was used in revising the draft instruments to meet both the face and content validity. In general, they agreed that the questionnaire is suitable to achievethe goals of the study. Important comments and some modifications have been done.

c) Reliability of the research

i. *Cronbach's coefficient alpha*

Prior to implementation, the test was piloted on (15) Industrial Training Students at (NIEPA) who were enrolled in "Practicum" course to determine the test needed time for completion, validity, and reliability. After calculating the time needed by those 15 students, it was found that the approximate needed time was 2 hours. Cronbach Alpha was then used to extract the test's reliability coefficient. Calculations showed that it was (0.93) indicating that results of such a test is fit for the study purpose and results will trustful which is also referred to as excellent as shown in table 2 .

Table 2: Cronbach's alpha and internal consistency (Prabhala, 2011)

Cronbach's alpha	Internal consistency
$\alpha \geq 0.9$	Excellent
$0.9 > \alpha \geq 0.8$	Good
$0.8 > \alpha \geq 0.7$	Acceptable
$0.7 > \alpha \geq 0.6$	Questionable
$0.6 > \alpha \geq 0.5$	Poor
$0.5 > \alpha$	Unacceptable

VI. Methods of Presentation of the Analysis

The questionnaire quantitative statistical analysis was done by using Statistical Package for Social Sciences (SPSS) version 22 and Excel sheet. The analysis of data was done to rank Student Attitudes about Learning on Mobile Devices. The following statistical tests were done:

1. Cronbach's coefficient alpha for questionnaire reliability
2. The relative importance index (RII) and ANoVA
3. Independent sample t test

VII. Results

Table 3.1: Demographic Characteristics of the Respondents

Characteristics	Frequency	Percentage
Gender		
Male	16	38.01
Female	26	61.9
Total	42	100.0
Type of Smartphone Owned		
Android	24	57.1
Apple	3	7.1
Windows	10	23.8
Blackberry	5	11.9
Total	42	100.0
Hours used on Mobile Device Per day		
Less than 1	1	2.4
1–3	4	9.5
4–5	9	21.4
6–7	13	31.0
more than 7	15	35.7
Total	42	100.0
Has lecturer sent classroom information, alerts, and announcements to your mobile device?		
Yes	41	97.6
No	1	2.4
Total	42	100.0
Do you use a mobile device to support learning during class?		
Yes	42	100.0
No	0	0.0
Total	42	

Table 3.1 shows that 38.01% of the participants were male while 61.9% were female. The table also indicates a pre-instruction survey of the students on ownership and usage of personal mobile devices. The students affirmed that they all have a Smartphone with majority of them 57.1% owned an Android phone, 23.8% to Windows phone, 11.9% and 7.1% to the ownership of Blackberry and Apple phones. The table further reveals that 97.6% and 100.0% of the students had received classroom information, alerts, and announcements to your mobile device and also use mobile device to support learning during class.

Table 3.2: Students Attitudes about Learning on Mobile Devices

	Response					RII(%)	Ranking
	5	4	3	2	1		
I think my fellow students would be in favor of utilizing mobile learning in their coursework.	16	13	6	5	2	97.1	1
It is acceptable for lecturers to contact me with class-related information, announcements, alerts and reminders about assignments on my personal mobile device.	20	10	4	5	1	96.7	2
I think mobile devices can help me stay on top of assignments and instruction	19	13	3	3	1	96.2	3
Using mobile learning in my coursework would be a pleasant experience.	14	13	9	3	3	95.2	4
I think I can use my mobile device to learn all my course content.	14	16	5	2	5	95.2	5

I think my lecturers believe that a mobile device could be a useful educational tool in their coursework	13	9	14	3	3	92.4	6
I would be interested in receiving educational content on my mobile device	15	10	9	5	1	91.9	7
Including mobile learning in coursework is a good idea.	13	13	9	3	2	91.4	8
I think my lecturers possess adequate technical skills to use mobile devices effectively in the presentation and preparation of course content.	10	14	9	5	4	90.0	9
I think mobile devices could improve my ability to learn.	14	15	4	4	1	90.0	10
I think learning on a mobile device can meet the needs of my current instruction.	9	14	8	9	2	89.0	11
I think my instructors possess adequate technical skills to use mobile devices effectively for quizzes and creating homework & assignment	10	12	11	5	4	89.0	12
I think my lecturers would be in favor of utilizing mobile learning in their courses.	9	11	11	8	3	87.1	13
I would like my coursework more if it included more mobile learning.	12	7	10	8	5	86.2	14
I think mobile devices could help me get my assignments completed more quickly.	0	0	9	13	20	54.8	15
Pooled						89.48	

Table 3.2 shows that student attitudes about using personal mobile phone for learning were moderately positive with a pooled RII of 89.48%)using Likert scale of1 = Not at all well, to 5 = Extremely well. However with an RII of 97.1%, the students affirmed that their fellow students would be in favor of utilizing mobile learning in their coursework. So also 96.7% contends that it is acceptable for lecturers to contact them with class-related information, announcements, alerts and reminders about assignments on their personal mobile device. This is closely followed by those who taught mobile devices can help them stay on top of assignments and instruction with an RII of 96.2%.

Similarly, with an equal RII of 95.2% the students affirmed that Using mobile learning in their coursework would be a pleasant experience as well as using mobile device to learn all their course content in the classroom.

Table 3.3: Analysis of Variance between experimental and control groups' means regarding achievement pre-test

	Sum of Squares	df	Mean of Square	F. ratio	Sig.
Between Groups	1.975	1	.329	2.128	.081
Within Groups	4.332	38	.155		
Total	6.307	39			

Table 3.3 indicates that calculated F. ratio (2.128) was statistically insignificant at (α=0.05). This analysis implies that there were no statistically significant differences between both groups in the academic pre-test achievement. That is students' academic achievement levels were homogeneous before the exposure to the treatment.

Table 3.4: Paired sampled t-test analysis showing the mean difference between experimental and Control Groupregarding participants' achievement post-test

Group	N	$\bar{X}$ (Mean)	MeanDifference	Df	t-cal	Sig Prob
Experimental	20	64.222	9.077	19	1.782	0.0180
Control	20	55.145				

Table 3.4 revealed that, the value for the difference between participants' gain ratio in the control group (M= 55.145) and the experimental group (M=64.222) regarding the academic achievement post-test was (9.077). However, the table also show that the difference between both groups' mean scores was statistically significant at (α=0.05) between the academic achievement of both participant groups in favor of the experimental group that was taught by the use of Mobile Learning.

VIII. Discussion of Findings

This study found that student attitudes about using mobile phone for learning were moderately positive with a pooled RII of 89.48% on a likert scale of 1 = Not at all well, to 5 = Extremely well. This is in line with findings concluded by Dos (2014) as well as Elaine (2017) regarding the development of students' achievement and met cognition as a result of Mobile Learning. They also assert the findings of Jabbour (2013) with regard to students' positive attitudes towards Mobile Learning, the enjoyment they had, and the positive learning experience they went through.

The study also revealed that Mobile learning was more effective than the use of traditional teaching methods in helping students enrolled in "Strategies of Teaching and Learning" course to achieve better with achievement test score of m= 64.222 for mobile learning (experimental group) and m =55.145 for traditional teaching methods (control group). This implies that, students' understanding and comprehension of the course's learning content provided by the use of Mobile Learning was much better than their peers' understanding and comprehension of the same content through the use of traditional ways of teaching, i.e. Face-to-Face learning. Such success and effect can be referred to a set of elements related to mobile phones' characteristics and technology. One of these factors is the fact that mobile phones could make learning easier and fast without time and place constraints. On the other part, the mobility that Mobile Learning depends upon could allow students to easily interact and discuss the learning topics with colleagues or instructor anytime and anywhere. Their leisure was effectively used and changed into precious time full of useful activities. Besides, mobile learning contributed to the support of the interactive characteristics of learning and teaching environment making students' role more effective through the active interaction with the teaching/ learning materials via mobile sets. Furthermore, Mobile Learning spontaneity and contextualization could make the teaching process student-centered going along with the philosophy of Constructivist Approach resulting in making them willingly able to access the teaching content and interact with it. Another important element in the success of students learning via Mobile Learning was the various opportunities and occasions through which learners were allowed to access and make use of the large amount of information available on Internet for the sake of educational aims and assignments.

Findings of this study are in accordance with Wang, *et.al*. (2009) and Abdellah*et.al*, (2016)in relation to the ability of Mobile Learning to convert learners from passive into active ones who were behaviorally, intellectually, and emotionally involved in their learning tasks. However, findings of the present study do not go along with or support the findings of some studies, i.e. Kuzne koff & Tits worth (2013) and Chu (2012) Which found that Mobile Learning was not an effective learning style and consequently could not affect learners" academic achievement.

IX. Conclusion

Mobile phones devices of today are more powerful than many computers of the previous decade. Using a Smart Phone Platform, the system broadcasts real-time classroom activities including video, audio, lecture notes and hand writing, to students' mobile phones via the GPRS network.

This study indicates that students are skilled with their mobile devices and are receptive to using them for higher education or are already using them to capture lecture notes, images of instruction written on black and white boards, and reminders for class. Some students responded positively to receiving instructional content on their mobile devices. Teachers, on the other hand, can monitor all online students' mobile phone screens without too much delay, so as to facilitate instructor supervision of students' learning activities and to provide guidance when necessary.

It is now up to educationists as well as educational institutions to take the next step in effectively integrating mobile devices and instruction optimized for mobile devices in education in order to improve teaching and learning.

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Reasoning Ability as a Determinant of Teaching Aptitude: A Study on Teachers Trainee Student of Durg-Bhilai Region

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Abstract- This research paper aims to highlight the importance of reasoning ability in selecting the students of teacher training colleges so that they are more likely to develop higher teaching aptitude during their training. On examining the reasoning abilty score and teaching aptitude score of selected sample of student from teacher training colleges of Durg-Bhilai reason it was concluded that there was a high significant correlation between teaching aptitude and reasoning ability score of students. It was also concluded that reasoning Ability was able to explain about 45 % of variation in the teaching aptitude of teacher trainee students. This can act as a benchmark to set entrance exam in such a way that at least 45 % of the weight age is to be given to the the questions on reasoning ability.

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Abstract- This research paper aims to highlight the importance of reasoning ability in selecting the students of teacher training colleges so that they are more likely to develop higher teaching aptitude during their training. On examining the reasoning abilty score and teaching aptitude score of selected sample of student from teacher training colleges of Durg-Bhilai reason it was concluded that there was a high significant correlation between teaching aptitude and reasoning ability score of students. It was also concluded that reasoning Ability was able to explain about 45 % of variation in the teaching aptitude of teacher trainee students. This can act as a benchmark to set entrance exam in such a way that at least 45 % of the weight age is to be given to the the questions on reasoning ability.

I. Introduction

Aplenty of government activities to give access to essential primary schooling might be in progress, however issues of value, quality and access to all remain area of concern — especially in small states like Chhattisgarh. Children in provincial area are being denied of value training, attributable to variables like absence of able and committed teachers, lack of teaching aptitude and absence of course books among others.

This study tries to examine one of these variables, teaching aptitude, that how we can select teachers who have a right aptitude for teaching. The importance of this study lies in the fact that Teaching is a highly skilled job and requires proper training and preparation on the part of teacher. Successful teachers offer convincing conversation starters, clarify alternatives, show us to reason, recommend conceivable headings, and urge us on. Fruitful educators are fundamental and loaded with energy. They want to instruct, as a painter loves to paint, as an author loves to compose, as an artist loves to sing. They have a genuine reason but then appreciate colossally what they do. They can get excited for their subject regardless of how often they have gone through it before. They vivify their subject and transcend the mechanical, dry, or routine educating. They propel themselves similarly as they push their understudies, and their courses wind up plainly critical learning encounters. The place and significance of the educator in a general public can never be over evaluated. These qualities are to be cultivated or could be inborn in an individual. It is then become a duty of governing bodies to select teachers having right aptitude of teaching. How this right aptitude can be found out is the main focus of this study.

In India the Bachelor of Education degree is a prerequisite in most of the state and Central run schools. The candidate selected to become teacher trainee have to appear in a Pre B.Ed examination administered by different agencies and Department in Center and States. Most of the pre B.Ed exam covers General Knowledge, Languages and Subject Knowledge. It gives very less weight age to taste the critical and reasoning ability of the students who aspire to become teacher trainee. The lack of importance given to reasoning ability in the entrance exam might be a factor due to which a aspiring teacher is not able to deliver a high quality education to children.

In the next section of this study various aspects of reasoning ability and teaching aptitude are discussed. The literature covering the aspect of reason and teaching aptitude are analyzed critically to determine the factor that might vary reasoning skill of the individual and the teaching aptitude of teacher trainee.

Next section discuss the blue print to conduct this study. It signifies the use of Descriptive research design to come to the conclusion. The objective of thee research are designated in this section followed by Hypotheses and Sub Hypotheses. Later part of this section deals with the data collection methodology and the description of sampling design employed. It also describe the data collection tools which was mainly the questioners clearly indication the ration of choosing such tool and thee reliability and validity of the tool. It is followed by the finding of the statistical methods that were used in arriving at a conclusion. The last section of the study comments on the result that were obtained after applying various statistical method .It is ended by the concluding remarks on the results obtained with the implication and scope for future work in the field.

II. Literature Review

The previously published research on the present topic can be segregated as the one describing

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different aspects of reasoning ability and other describing the facets of Teaching Aptitude.

a) Reasoning Ability

Reasoning Ability is the ability to think about something in a logical way in order to form a conclusion or judgment. In a comprehensive dictionary of Psychological and Psychoanalytical terms Reasoning is defined as "The form of thinking which find its completes expression in logical forms (Whether the conclusion reached are valid or not).The reasoner is usually aware that the judgment (conclusion) is dependent upon other judgment (the premises).

It is also defined as Problem solving ability (by English and English).

Nisbett et al. (1987, p.238)[1] studies showed that if a training is given to improve the reasoning ability of an individual the reasoning ability can be enhanced substantially..Kyllonen, Christal in (1990)[2] , investigated the relationship between reasoning ability and working capacity.They also concluded that there is a significant positive correlation between reasoning ability of an Individual and working capacity.

After these studies it was thought by Schmitt and Fischer (20093)[3] to determine that whether reasoning skill can be taught for this they conducted an experiment to enquire inferential reasoning in Baboons. They experimented it with a bottle of food that Babbons like, it was done to infer that whether reasoning skill can improve through teaching. The results of the experiment were identical to the same experiment conducted on Apes and other monkeys. From this understanding it was learned the reasoning skill can be improved through training in humans also.

Ben-Chaim et al. (2000)[4] Researched the importance of reasoning skills for development of innate capabilities of students. There recommendation was that a thinking skill of superior level is essential to explore student's intelligence and abilities, that will be a critical factor in every aspect of work in the society.

Barak et al.(2007)[5] investigated the importance of cultivating thinking and decision making ability among students of schools. They suggested that the school should give increased importance to the development of critical thinking skill, high order thing and problem solving abilities among students.

Camilla Persson and Jullian. C. Stanley (1983)[6] Identified the relationship between gender and mathematical reasoning ability. They identified that a large sex difference in Mathematical Reasoning Ability exists.

In a more recent study Mukhopadhyay (2013)[7] investigated the need to analyze scientific aptitude. He concluded that scientific aptitude can act as the measure of professional success and it can be measured by designing the aptitude test for various construct.

b) Teaching Aptitude

Aptitude is our capacity to acquire proficiency, with specifying it's composition. The term aptitude is used in several ways. First, it is used to denote a combination of traits and abilities, which result in a person being qualified for some type of occupation or activities. Second, it is intended to convey the idea of discrete unitary characteristics, which is important in various degrees in a variety of occupation and activities. Aptitude for teaching is a condition or set of characteristic including knowledge, understanding, an attitude regarded as symptomatic or indicative of individual's ability to acquire with training abilities for teaching work.

Sharma (1971)[8], estimated predictor of teachers effectiveness and their mutual relationship at elementary school level before and after one year of training. He found that Teaching aptitude is a significant predictor of teacher effectiveness, and the teacher trainee having high teaching aptitude tends to become more effective teacher than the one having low teaching aptitude.

Adval (1952)[9] investigated into qualities of teachers undergoing teachers training. His main aim was to to investigate the role of gender in measuring teaching aptitude. He conclude that Controlling for extraneous variable different genders have different measure of teaching aptitude. Another astounding finding was that Female teacher trainees have greater Teaching Aptitude than Male Trainees.

Ekstorm, Ruth B. (1978)[10]. Identified the factors affecting student achievement and the relationship between Teacher Aptitudes, Teaching Behaviors and pupil outcomes. They identified the major components which affect student achievement as, teacher knowledge and teacher aptitude.

Banergy (1956)[11] investigated that is there any relationship between teaching practice and theoretical studies. The results of the study showed that there was a positive correlation between practice teaching and theoretical studies with general intelligence and teaching aptitude.

III. Methodology

The broad methodology adopted for the study is descriptive in nature. The study is conducted during the period of tree month during which the ata was collected from teacher trainee student on their teaching aptitude and reasoning skills.

a) Objective of the Study

The teaching aptitude can be thought of as the ability of teacher trainee student to conduct effective teaching. To identify the level of teaching aptitude it was necessary to measure the teaching aptitude of the Teaching Trainee college students of Chhattisgarh region. So first objective was-

1. To measure the Teaching aptitude of the Teaching college students of Chhattisgarh region.
2. Since it was required to find the relation between reasoning ability of the student and it's teaching aptitude the second objective was
3. To measure the reasoning ability of the Teaching college students of Chhattisgarh region.
4. Since a large proportion of teacher trainee students were female it as required to identify that is there any difference between the teaching aptitude and reasoning ability of male and female trainee students, this proportion gave rise to the next two objectives as
5. To identify the difference in Teaching aptitude of male and female Teaching college student of Chhattisgarh region.
6. To identify the difference in reasoning ability of male and female Teaching college students of Chhattisgarh region.
7. The primary objective of the study was to identify the relationship between teaching aptitude and reasoning ability of teacher trainee student for this it was also necessary to investigate that if there is a relationship, than, does it hold good for male and female separately. So the next three objective focus on this investigation as
8. To discover the relationship between reasoning ability and Teaching aptitude of Teaching College student of Chhattisgarh region.
9. To discover the relationship between reasoning ability and Teaching aptitude of Male Teaching College student of Chhattisgarh region.
10. To discover the relationship between reasoning ability and Teaching aptitude of Female Teaching College student of Chhattisgarh region.

b) Hypotheses

Hypotheses are assumption about the population of interest based on the objective of the study.

Since it as required to investigate that do the teaching aptitude as well as the reasoning ability of Male and Female teacher trainee student differ in magnitude the first two hypotheses were required to be checked to fulfill these objectives

H_1: The Teaching Aptitude of Male and Female teacher trainee students of teacher training colleges of Durg Bhilai region do not differ.

H_2: The Reasoning Ability of Male and Female teacher trainee students of teacher training colleges of Durg Bhilai region do not differ.

The relationship between reasoning ability and teaching aptitude were assumed to be non existing and to investigate it following Hypothesis were formed Firstly to check for whole population and then to check for sub population of Male and Female teacher Trainee Students.

H_3: There is no relationship between Teaching Aptitude and Reasoning Ability of teacher trainee students of teacher training colleges of Durg- Bhilai region.

H_4: There is no relationship between Teaching Aptitude and Reasoning Ability of Female teacher trainee students of teacher training colleges of Durg- Bhilai region.

H_5: There is no relationship between Teaching Aptitude and Reasoning Ability of Male Teacher Trainee students of teacher training colleges of Durg- Bhilai region.

c) Sampling Design

In this study probability sampling design was used. The sampling design was mixed sampling, consisting of stratified sampling at first stage and then using simple probability random sampling to select sample element from each strata. The sampling frame was the roll list of enrolled student studying in first year of teacher's training and engineering course. The, sampling frame was the list of student studying in first year of teaching courses in Durg district. First stage strata comprises of male and female student in the total sample. At the last stage random sampling was used to identify the sample elements from each sub strata. The break of the sample items according to gender, will be as follows-

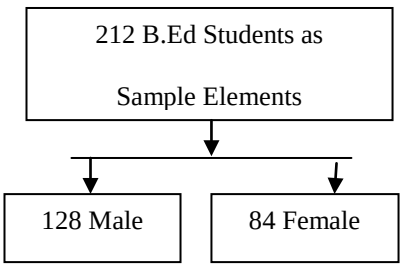

Fig.1

The size of various sample units were decided on the basis of their respective share in population. On analyzing the population it is seen that in Bachelor of Education course the Female are having much greater enrolment as compared to Male. The population of teacher trainee student studying in first year of Bachelor of Education course is 14,950, in Chhattisgarh state, as per National Council of Teacher Education (NCTE), Western Regional Committee (WRC) figures. From the same report it has been observed that enrollment of teacher trainee students in First year of Teacher Trainee course, awarding a degree of Bachelor of Education, comes out to be 4900. in Durg- Bhilai region. As the scope of study covered Durg-Bhilai region the appropriate sample size was determined accordingly, as 250 covering approximately 5 % of the population.

d) Data Collection

After zeroing out the ideal sample size, the roll list of the student in first year of B.Ed courses as obtained to act as a sampling frame. Initially the first

stage stratified sampling was done to segregate the sampling frame into two parts first consisting of Male Teacher Trainee Students and Second strata consisting of Female teacher trainee students. Then in second stage the simple probability random sampling techniques was applied to identify 150 Male and 100 sample elements. Most of the sample elements concentrated in five colleges of Durg city area, few element were from remote area which were dropped and same no of elements were added from city area again following random sampling. It was not possible to collect data from 22 Male and 16 female sample elements as they might have dropped out from the course. This has reduced the sample size to 212 with 128 Male and 84 female elements.

IV. Data analysis and Results

a) Checking the Normality assumption

In order to perform statistical inferential analysis using parametric tests, the critical assumption is that the population follows the normal distribution. While collecting data from sample the variable reasoning ability and teaching aptitude of teacher trainee students were measured. The Sampling Technique adopted was Stratified Probability Sampling, where the strata were Male and Female Teacher Trainee Student. The Normality Assumption was checked in the two strata, by plotting the Histogram and conducting Shapiroi -Wilk test for the two variables Reasoning Ability and Teaching Aptitude, so as to confirm the applicability of Inferential Statistical Technique. Shaipro-Wilk test result confirms the approximate Normal data for Reasoning Ability and Teaching Aptitude of both of the groups of Male and Female Teacher Trainees.

Table-1: Tests of Normality

Variable	Gender of Teacher Trainee	Shapiro-Wilk		
		Statistic	Df	sig
Reasoning Ability	Female	.967	84	.030
	Male	.986	128	.234
Teaching Aptitude	Female	.960	84	.010
	Male	.973	128	.013

The Normality assumption is further strengthened by referring the approximate bell shaped curve drawn on Histograms of both of the variable for both of the groups of Male and Female teacher trainees.

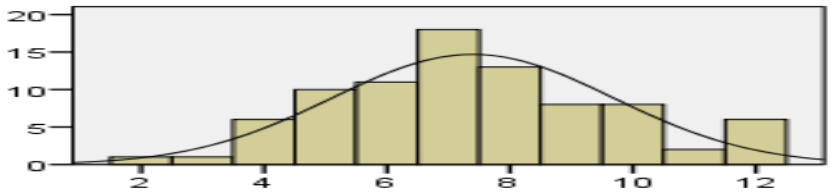

Fig.2: Frequency Histogram Female Frequency/ Reasoning Ability

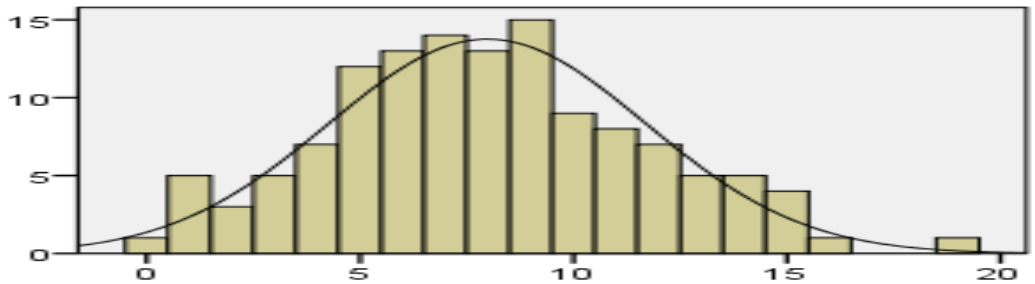

Fig.3: Frequency Histogram Male Frequency/ Reasoning Ability

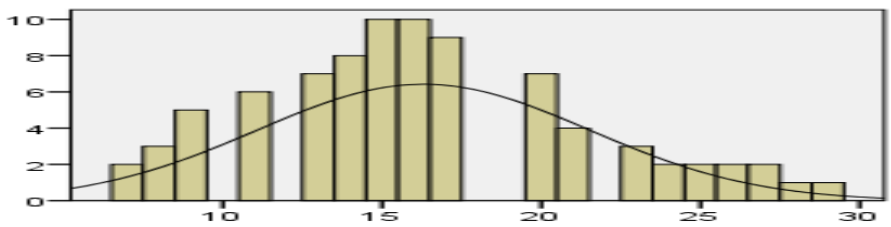

Fig.4: Frequency Histogram Female Frequency/ Teaching Aptitude

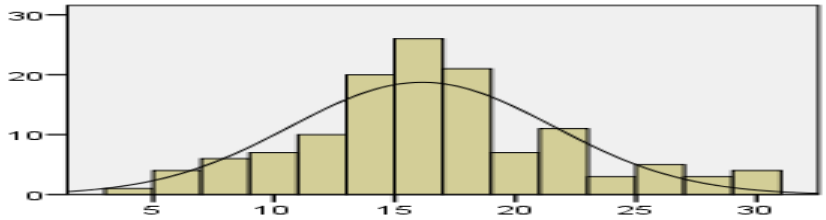

Fig.5: Frequency Histogram Male Frequency/ Engineering Aptitude

b) Descriptive Statistics

The descriptive statistics shows that the Reasoning Ability score of Teacher Trainee student range from minimum value of 0 to 19 with the mean score of 7.75 with the standard deviation of 3.22.Where as the Teaching Aptitude have a minimum score of 4 to the maximum of 30 and it is ith the mean score of 16.2 with the standard deviation of 5.34.

Table 2: Statistics (Descriptive)

Variable	N	Minimum Score	Maximum Score	Mean Score	Std. Deviation
Reasoning Ability	212	0	19	7.75	3.228
Teaching Aptitude	212	4	30	16.20	5.347

While observing the descriptive statistics gender wise it has been found the female teacher trainee have a mean score of 7.39 with a standard deviation of 2.2 for the Reasoning Ability and female have mean score of 16.3 with the standard deviation of 5.2 for the Teaching Aptitude score. The descriptive statistics of male student shows that for the Reasoning Ability score they have a mean value of approximately 8 with a bit higher standard deviation of 3.7 as compared to female group for the same variable. In the case of teaching aptitude male students have mean score of 16.13 with a standard deviation of 5.45.

Table 3: Descriptive Statistics Gender Wise

Gender of Teacher Trainee	Variable	N	Minimum	Maximum	Mean	Std. Deviation
Female	Resoning ability	84	2	12	7.39	2.282
	Teaching aptitude	84	7	29	16.30	5.218
Male	Resoning Ability	128	0	19	7.98	3.711
	Teaching aptitude	128	4	30	16.13	5.450

c) The Research Question

The first two research question were answered by referring the descriptive statistics of male and female group, and students as a whole. While analyzing the descriptive statistics it was confirmed that there was not much of the difference in the mean score of Male and Female teacher trainee student score of either in the Reasoning ability score or in the teaching aptitude score. This conclusion also directed us to investigate our 3 rd and 4 research question of finding whether significant difference exist between male and female teacher trainee student regarding their reasoning and teaching aptitude score. On conducting independent sample 't'test between male and female students on their score of reasoning ability and teaching aptitude, it was found that there was no significant difference that exist between reasoning ability of male and female student and neither there was any significant difference between teaching aptitude score of male and female teacher trainee students. Hence both of the Hypothesis $H_1$and H_2 were accepted.

Table-4: Independent Samples Test

Equal Variance Not Assumed	t-test for Equality of Means				
	T	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference
Reasoning Ability	1.418	209.22	.158	.584	.412
Teaching Aptitude	-.221	183.07	.825	-.165	.746

d) Correlation Analysis

In order to investigate the research question 5,6 and 7 the correlation analysis is been conducted between Reasoning Ability score and Teaching Aptitude score firstly for all the teacher trainee students and then by grouping students Gender wise. The result of the analysis are given in the following table.

Table-5: Correlations Analysis for Whole Group

		Resoning Ability	Teaching Aptitude
Resoning Ability	Pearson Correlation sig.	1	.671**
Teaching Aptitude	Pearson Correlation sig.	.671**	1

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

There are indications that there is a strong positive correlation r=0.671 between reasoning ability score and teaching aptitude score of the teacher trainee students thesis correlation was found significant at 0.01 level. On splitting the dataset between groups the correlation analysis was done again and the result are given in the following table.

Table 6: Correlations Analysis for Female Group

		Resoning Ability	Teaching Aptitude
Resoning Ability	Pearson Correlation sig.	1	0.6**
Teaching Aptitude	Pearson Correlation sig.	0.6**	1

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

Table-7: Correlations Analysis for Male Group

		Resoning Ability	Teaching Aptitude
Resoning Ability	Pearson Correlation sig.	1	0.722**
Teaching Aptitude	Pearson Correlation sig.	.722**	1

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

The result shows that there is a strong significant correlation between Reasoning Ability score and Teaching Aptitude score of both of the groups of male and female students. The correlation is strong and positive and it is even stronger for Male teacher trainee students with r=0.722.For female students r=0.60.

V. Predicting Teaching Aptitude on the basis of Reasoning Ability Score

During correlation analysis it was observed that there was high degree of significant correlation between Reasoning Ability Score and Teaching Aptitude Score of Teacher Trainee Students. It was then desired to investigate that to what extent we can predict the teaching aptitude of student on the basis of reasoning ability score of students. For this a regression analysis was conducted where reasoning ability score was taken as predictor variable and teaching aptitude score was taken as a dependent variable. The result are given in the following table.

Table-8: Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.671[a]	.451	.448	3.973

a. Prictor: (Constant), Reasoning Ability

Table 9: Anova

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	2718.782	1	2718.782	172.236	.000[b]
	Residual	3314.898	210	15.785		
	Total	6033.679	211			

a. Dependent Variable: Teaching Aptitude

Table-10: Coefficients[a]

Model		Unstandardized Coefficients		T	Sig.
		B	Std. Error		
1	Constant	7.584	.711	10.67	.000
	Reasoning Ability	1.112	.085	1.124	.000

a. Dependent Variable: Teaching Aptitude

It was observed from the analysis that Reasoning Ability Score was able to explain 45.1% of Variance in the teaching aptitude of teacher trainee students. The result of Anova analysis indicates that the regression coefficient has explain significantly the variation in the response variable. The table of coefficient was able to determine the Model to predict teaching aptitude of students based on the reasoning ability score.

Teaching Aptitude = 7.584 + 1.112 * Reasoning Ability

The coefficient of model the constant term and thee coefficient of reasoning ability was found to be significant.

VI. Conclusion

There has been a through debate in improving the quality of teaching in Primary and Secondary Schools. One way to o this is to select those teacher as a participant in Teacher Training colleges who have a higher aptitude to teaching. To achieve this purpose the regular exam conduct to select student teacher trainee should undergo a major reformation.

The importance of reasoning ability has been widely accepted as a parameter to improve professional efficiency. The research conducted on teacher trainee students shows that the male and female teacher trainee do not differ in their teaching aptitude level and also they do not differ in their reasoning ability level. It has also been concluded there seem to be high and significant correlation between teaching aptitude and reasoning ability of thee students. Owing to this conclusion since direct questions of teaching aptitude could not be asked in the entrance examination of teacher trainee it seems if the emphasis is given to the reasoning ability question in the entrance then there are higher chances that we will be able to select teacher trainee student who might develop higher aptitude for teaching during their training.

It can also be concluded that since the reasoning ability score was able to explain approximately 45 % of variation in the teaching aptitude score the weight age of reasoning ability in the entrance test should be somewhere close to 45 % of the total weight age.

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Exploring the Perception of Students' Towards the use of English by English Medium Teachers in Subject Classes

By Abebe Tilahun
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Abstract- In all higher institutions where English is the medium of instruction, students are expected to have minimum English competence to understand their subject matter during their study. In order to help students to have the expected English language competence, English medium teachers play a pivotal role. If English medium teachers use appropriate English expressions throughout their lessons, students may benefit a lot. The main objective of this study was to investigate the perception of second and third year university students towards their English medium teachers English language usage while delivering their classes. 172 second and third year Dilla University students were selected using simple random sampling technique to participate in this study. Questionnaire, interview and classroom observation were employed to collect data. With regard to data analysis method, both qualitative and quantitative were employed. The findings of the study showed that second and third year students have positive attitude towards their English medium teachers' English usage as a medium of instruction in English medium classes. Majority of the students believe that their teachers are contributing in improving their students' English language skills. Positive aspects are favoring the use of English as a medium of instruction in other subject classes. The result also indicates that significant numbers of English medium teachers are helping the students by facilitating positive environment to use English language for the classroom interaction. Therefore, the current study has been concluded with feasible recommendations.

Keywords: *english language, english medium teachers, students' perception, medium of instruction.*
GJHSS-G Classification: *FOR Code: 200399*

Strictly as per the compliance and regulations of:

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Keywords: english language, english medium teachers, students' perception, medium of instruction.

I. Background of the Study

Territory students in our context, need to acquire Basic English skills to understand their major subjects, accommodate the changes in these days of technology, globalization and become competent in the job market. For the effectiveness of this issue, English medium teachers can contribute much in improving the students' English language skills by creating needed support in their classes. A comfortable and attractive classroom is an environment which will be able to stimulate learning (Evans, S. 2002).Walberg (1991) mentioned that a conducive environment is always vital and effective for learning. In the world of globalization era, English plays a pivotal role serving as a medium of instruction in most secondary and higher institutions. In the same way, in Ethiopia, English is used as a medium of instructions in all secondary and preparatory schools and higher institutions. Hence, students of these schools and institutions have a good reason for learning English. Against this background, the focus of this paper is to investigate the perceptions of Dilla university students towards the use of English by their English medium teachers to facilitate suitable environment to help students improve their English language skills.

Though English medium (subject) teachers in secondary, and preparatory and higher institutions are expected to use English while delivering their subjects, there are still some rumors which show that English medium teachers use mother tongue than English in their classes. The reason could be either these teachers pay more attention to students' understanding of their subjects rather than their use of English as a medium of instruction or they may not know their role in creating suitable environment to improve their students' English skills.

It is known that in our country students do not have the opportunity to communicate in English outside the classroom. The only place students communicate in English or use English is English medium classrooms. Thus, English medium teachers are expected to use English for all English medium subjects not only to help students understand these subjects but also to help students learn English indirectly through English medium subjects

This is clearly tells us that the success of educational objectives are highly dependent on English medium teachers' knowledge and use of English in their classes. As a result, students learn English indirectly through those subjects and quality of education will also be maintained.

II. Statement of the Problem

As it is stated so far, in Ethiopian context, English is used as a medium of instruction in secondary and preparatory and in the tertiary levels of education. This shows that English medium teachers are highly expected to be equipped with English in order to facilitate their teaching. Similarly, if students are to

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language. However, some English medium teachers complain that students' poor English background is a great obstacle to real learning. On the other hand, students also complain that many English medium teachers English usage is a barrier to effective teaching-learning process.

Regarding university students' English proficiency in Ethiopia, Hailemichael Abera (1984:2) reported that "... the standard of English in the university has been alarmingly low." In addition to this, Mesafint (2009) found out that Ethiopian students who are joining higher education are linguistically ill-prepared. Thus, it appears that the great majority of the students in the universities in Ethiopia lack the basic language skills. This, in turn, has an adverse effect on the students' low performance in their major subjects. In this regard, Williams (1984) as quoted by Tadesse Terefe (1990:24) states that some of the overseas students fail to survive academically not because of lack of potential in their specialist subject but simply as a result of language difficulties.

Many teachers in higher institutions wonder why their students are unable to use the English language as effectively as required. Similarly, the majority of the students do not seem to realize why they are incapable of using the language efficiently. But, usually neither the teachers nor the students seem to have any clear idea of what actually went wrong, and so are unable to decide on the proper remedies.

Severa studies prove that, if students cannot understand the subject they are taught in English, it is certain that they would show poor academic performance. This situation, according to Seime Kebede (1989), will force subject teachers to translate everything into Amharic or other vernacular language in their efforts to make students' understand the subjects. This misguided attempt of many Ethiopian teachers will eventually reduce the students' opportunity to develop language and deny them the greatest tool to knowledge. Moreover, Allen (1965) as quoted by Taddesse Terefe (1990:10) stated that" ... no matter what field you are in, you will not do your best until you know the language well. This indicates that if we are to lead our students into effective language, we must be concerned with what kind of language we use to explore our subjects. Hence, for students' successful communication in English, English medium (subject) teachers have to play the main role in their subjects to strengthen their students' language competence.

There have been a lot of researches done in the area of English language use as the medium of instruction in classrooms by many researchers and language teachers. Most of these researches have studied teachers' opinions about the use of English / native language in the classroom or the influence of that usage. There have not been many studies exploring students' perspectives and reasons for using English language when they are trying to learn major subjects in university classrooms. Most researchers believed that the medium of instruction in their class is up to the discretion of the subject teachers. Once the teachers believe that they can contribute for the improvement of their students' English language skills, they can facilitate better environment for practicing English language. The learning / improving English language skills will help the academic standards of the students. The present study considers the perspectives of learners that enable them to improve their English language skills.

a) Objectives of the Study

The main objective of this study is to explore the perceptions of second and third year students towards the use of English as a medium of instruction by their English medium teachers while the teachers are teaching their subjects. Accordingly, the study will seek answers to the following three basic questions:

1. What is the perception of second and third year students towards the use of English as the medium of instruction by their English medium teachers?
2. How much do the students think over their problems in using English for the exchange of subject information / skills in English medium classes?
3. Are second and third year students trying to improve their English skills by practicing in English medium classes?

III. A Brief review of Related Literature

According to the new education and training policy (1994) of Ethiopia, English has been taught as a subject starting from grade one and as a medium of instruction starting from grade 9 in all regions as well as in higher institutions. Moreover, all higher institutions in the country are expected to use English as their working language. On the other hand, as to Heugh et al, (2006), different regions have adopted different regional policies and attitudes towards English in their education system; some of the regions have made English to be a medium of instruction from grade 7, some from grade 8 and some from grade 9. Though this might be one reason for students' low English proficiency level, students as well as English teachers and English medium teachers are responsible for the failure or success of English in our context.

In addition to the roles English teachers play, English medium (other subject) teachers should be awared about the roles they play in helping students to improve their English language skills. In this regard Tiruneh. S (1997) states that the students' ability in speaking and writing and the level expected of them in their subject do not tally. Though English medium (other subject) teachers were aware of their subjects' deficiencies, they hardly showed effect in promoting their language skills. Further he recommended that other subject teachers need to be made aware of the

additional responsibilities for promoting their students' language competence and, thus work in collaboration with language teachers in this regard.

Above all, whenever teachers teach their respective subjects, they should encourage their students to use English. The learners are to be prompted to speak in English during classroom interaction and the environment of the class should facilitate to improve their language skills.

IV. Materials and Methods

Two hundred seventy two second and third year students of Dilla University were involved in this study. These sample students were randomly chosen to participate in the study. The 272 sample students were chosen from three colleges (College of Technology, College of Business and Economics and College of Natural and Computational Science) to fill questionnaire. Questionnaire, semi-structured interview and classroom observation were used as a data collection instruments. 16 students were chosen (6 from college of Technology, 6 from college of Natural and Computational science, and 4 from college of Business and economics) for interview to strengthen the views expressed in the questionnaire using simple random sampling technique. In addition to this, eight English medium classrooms were observed.

The study used both quantitative and qualitative research methods. Quantitative method was used for closed ended questionnaires whereas qualitative method was used for semi-structured interview and classroom observation.

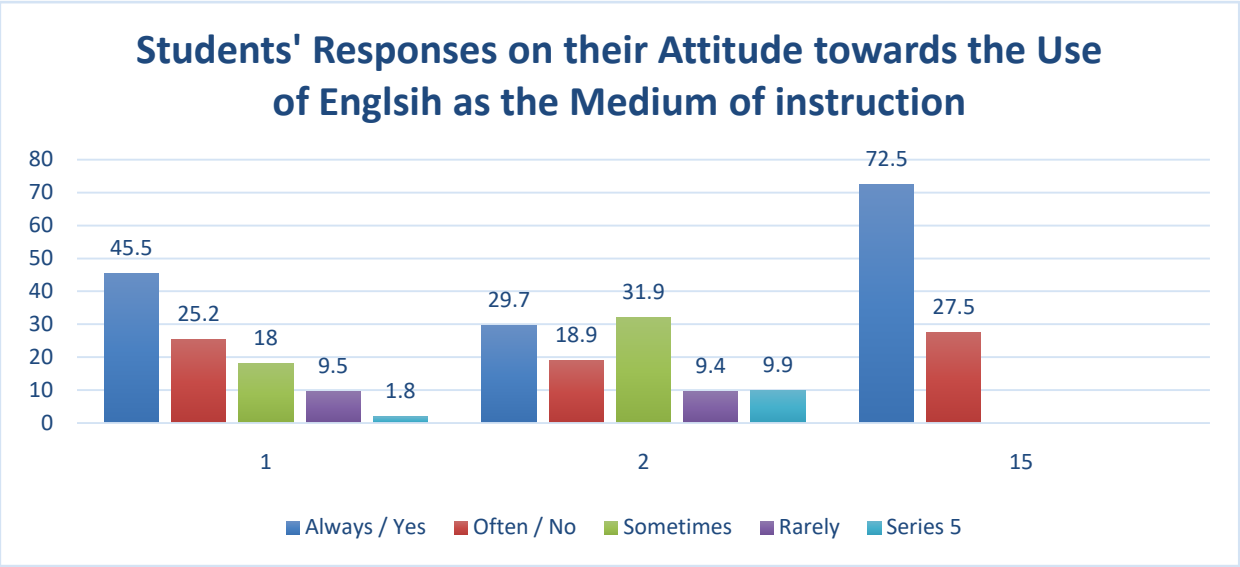
After associating the information with the interpretations and involvements of students from questionnaires, the interviews and classroom observations, the data is analyzed to investigate the perceptions of the students towards the use of English as the medium of instruction by their English medium teachers in other subject classes to improve their English language skills.

V. Findings and Discussion of results

The data gathered from the questionnaire, the interviews and the observation were discussed under four tables below.

Table 1: Students' attitude towards the use of English as the medium of instruction

Item	Always	Often	sometimes	Rarely	Never
1. I prefer my teacher to use English in Subject classes.	45.5	25.2	18.0	9.5	1.8
2. I feel more comfortable when I talk to my teacher in English.	29.7	18.9	31.9	9.4	9.9
Item		Yes	No		
15. Once I can understand and interpret my subject classes whose medium of instruction is English, I will get good grades.		72.5	27.5		

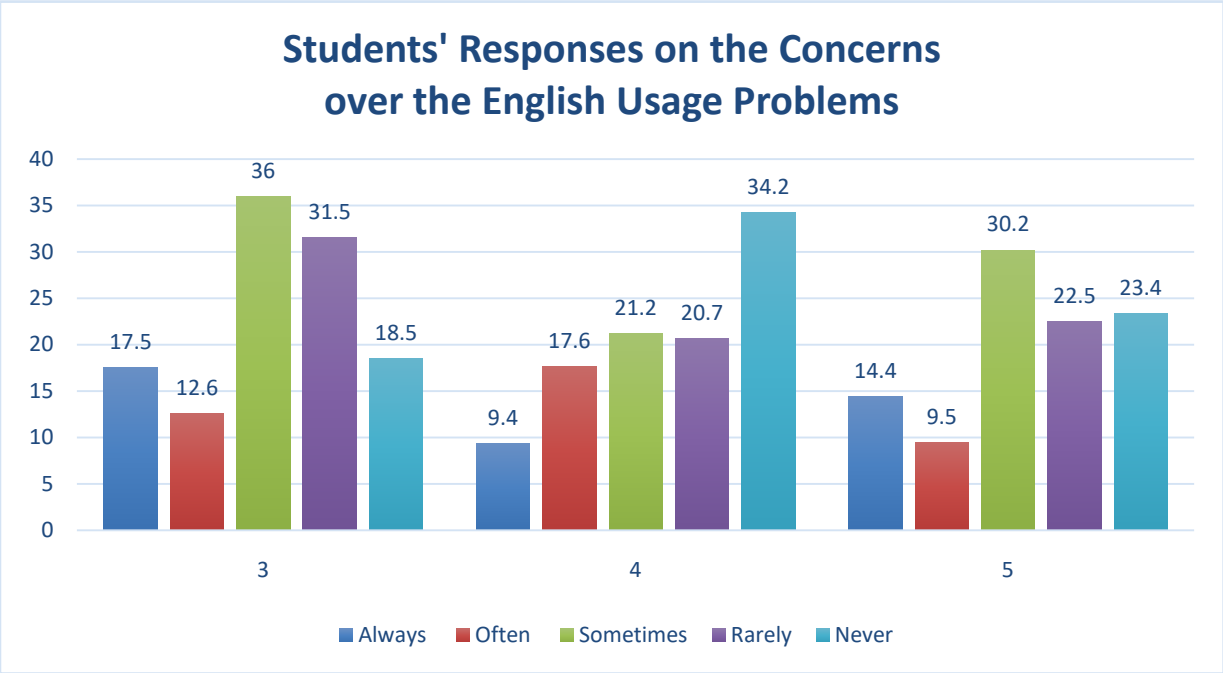


The data in the above chart shows the perception of students in using English as the medium of instruction. Nearly 90% of the students prefer the teachers using English as the medium of instruction. Further 80% of the students expressed that they wish to interact with the teachers in English to exchange their subject related issues. More than 70% of students believe that they will be benefited in subject content also with English as the medium of instruction in subject classes. One of the interviewed students proved this. The student said, "Since English is the medium of instruction in higher education, we (students) must communicate in English. If we do so, our English proficiency will be improved gradually and this may lead us to score good grades in our major subject areas." This clearly shows us that most of the students are interested and believe that their subject knowledge will be improved with English as the medium of instruction.

With a careful comparison of the above data with the interviews and classroom observation, it is understood that majority of the students are positive in their perception in using English as the medium of instruction.

Table 2: Students' Responses over the English Usage Problems

Item	Always	Often	Sometimes	Rarely	Never
1. I can write well in English but cannot speak in English to express my ideas in classes.	17.6	12.6	36	31.5	18.5
2. I can speak well in English but cannot write in English in class notes / assignments / examinations.	9.4	17.6	21.2	20.7	34.2
3. I can learn / use English words but making sentences is a big problem.	14.4	9.5	30.2	22.5	23.4



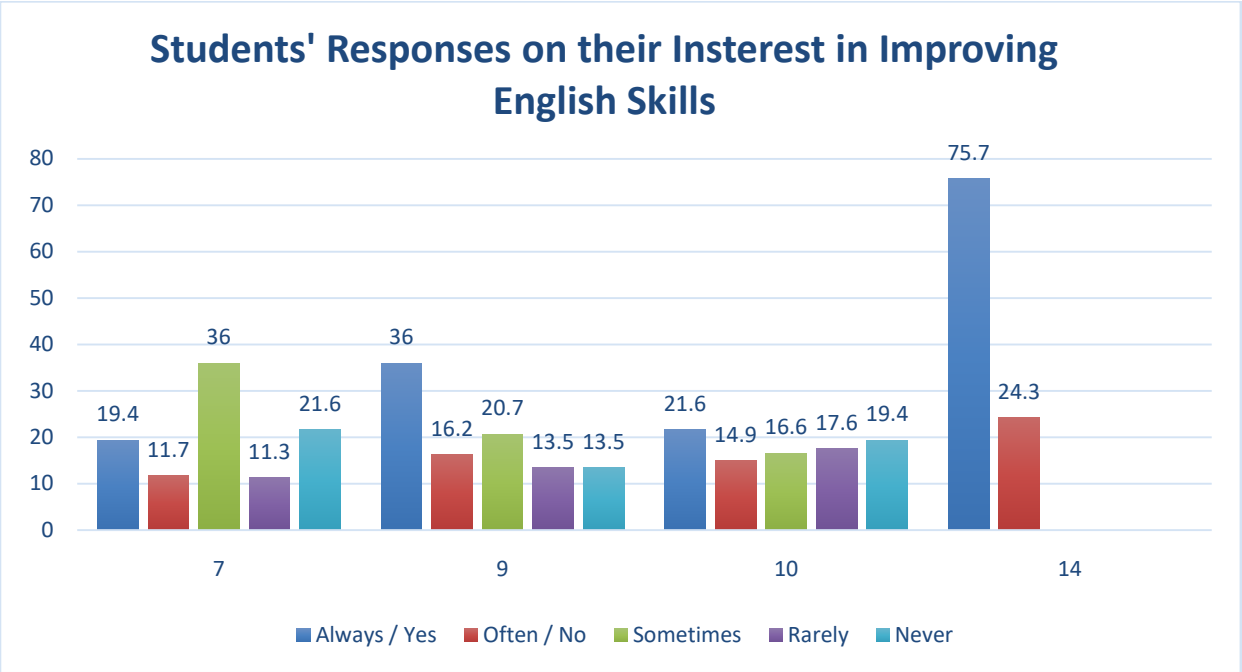
The data in the above chart shows the concern of students over their problems in using English for the classroom interaction. Half of the students believe that they have problems with regard to their abilities speaking / writing in English to express their subject knowledge in English for classroom interaction. Another interesting aspect is that nearly the same numbers of students have the problems in constructing error-free sentences, though they have good subject knowledge and needed vocabulary. From these it is clear that the students have some problems with regard to sentence construction that directly influence their writing and speaking skills.

After comparing the above data with the opinions and experiences of students during interviews and classroom observation, it is understood that there are problems with regard to sentence construction which are directly influencing students' abilities of speaking and writing. One student in her interview said, "*One or two of English medium teachers discourage us when we use incorrect English, but majority of them encourage us to use correct English in our classes……"*Moreover in one observed class, students were presenting group work assignments. After the presentation the teacher was observed while he was

giving oral feed back to the presenters and advising them to use correct English as much as they can.

Table 3: Students' Responses on their Interest in Improving their English Skills

Items	Always	Often	Sometimes	Rarely	Never
7. I understand new vocabulary only when I use English-Amharic, English-Afan Oromo etc bi-lingual dictionary.	19.4	11.7	36	11.3	21.6
9. My English medium (major subject) teachers also support me to use correct English in their classes.	36	16.2	20.7	13.5	13.5
10. My subject teachers also help me in correcting my English language errors –spelling, sentence construction, pronunciation	21.6	14.9	16.6	17.6	19.4
Item	Yes		No		
14. I learn / acquire many English words related to my subject from my subject teachers.	75.7		24.3		



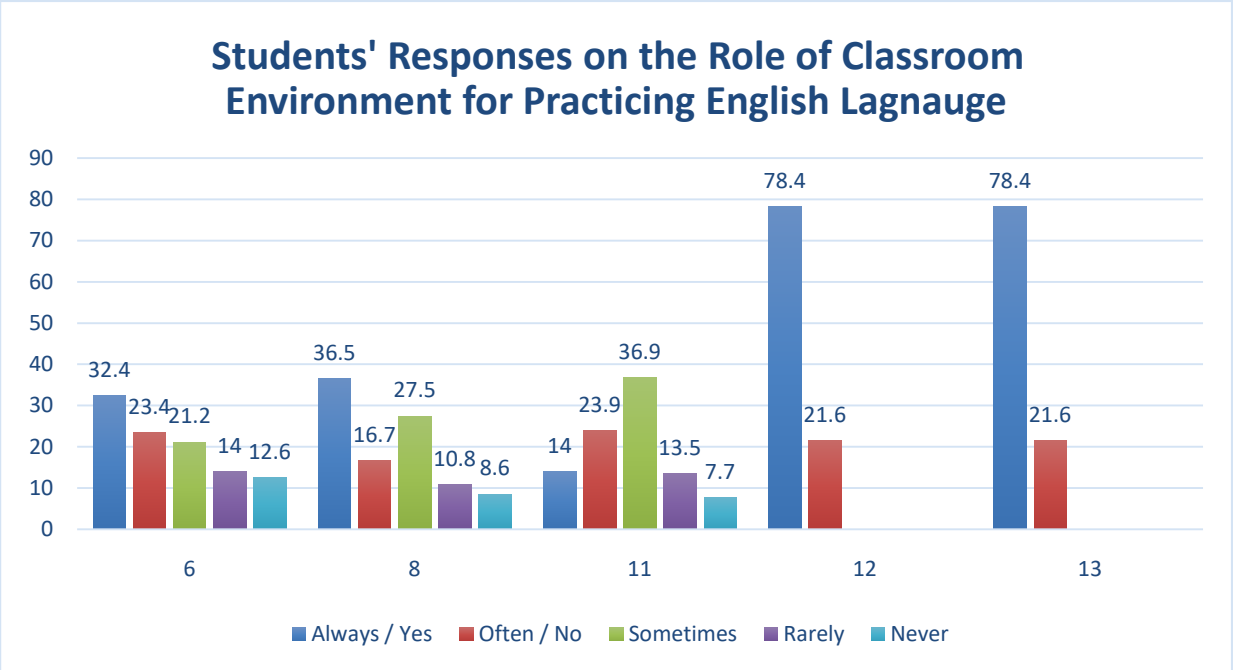
The data in the above chart shows the interest of students in improving their English language skills in their English medium or subject classes. More than 60% of the students are using bilingual dictionaries to improve their English vocabulary. Above 70% of the students expressed that their subject teachers are helping them in improving their English language proficiency.

Nearly 50% of the students expressed that their English medium teachers are helping them to improve their English spellings, pronunciation and sentence construction. Further, 75% of the students felt that their subject teachers are responsible for the improvement of the English vocabulary related to their subject knowledge. From this information, it is clear that the teachers are contributing for the improvement of the students' capacities in using English for expressing the subject information in the classroom assignments, classroom activities and examinations.

After comparing the above information with the views and experiences of students during interviews and classroom observation, it is understood that the teachers are trying to improve their students' English language skills. These efforts are directly influencing students to use correct English in classroom interaction, in classroom activities, assignments and examinations.

Table 4: Students' responses on the role of class room environment for Practicing English language

Item	Always	Often	Sometimes	Rarely	Never
2. I prefer to do pair/group work activities/ experiments with my classmates in English.	32.4	23.4	21.2	14	12.6
8. I can understand my teachers' classes in English and prepare notes on my own.	36.5	16.7	27.5	10.8	8.6
Item	Excellent	Very good	Good	Satisfactory	Not satisfactory
11. What do you think of your level of understanding English	14	23.9	36.9	13.5	7.7
Item	Yes		No		
12. Do you think that your communicative skills in English are improving because you listen all your subject classes in English?	78.4		21.6		
13. Do you think that the use of English by English medium (subject) teachers improves your listening and speaking capacities in English?	78.4		21.6		



The data in the above chart shows the role of classroom environment for students to practice English in English medium classes. More than 75% of students preferred to use English for classroom interaction, activities and experiments. Nearly 80% of the students opined that they are capable enough to understand with English as the medium of instruction and also can prepare notes. Above 74% of the students believe that their level of understanding in English is satisfactory or above that level. From these observations, it is apprised that students are favorable to facilitate ambiance conducive for practicing English language in other subject classes.

After triangulation of the above information with the data collected through interview and classroom observations, it is can be deduced that students are consistent in improving their linguistic competency. Further, it is analyzed that both the teachers and students are contributing for the practice of English language in other subject classes.

VI. Conclusions and Recommendations

a) Conclusions

In this section, conclusions have been drawn from the findings and discussions, mainly based on the acquired data sources.

1. As seen in the study, a number of positive aspects are favoring the use of English as the medium of instruction in English medium classes.
2. It has been found that the perception of students' towards English as a medium of instruction is positive.
3. The study also showed that there are problems with regard to sentence construction which are directly influencing students' abilities of speaking and writing.
4. Majority of students perceive that their teachers are practically contributing to improve English language and communication skills by error analysis and error elimination.
5. Students also believe that the majority of English medium teachers feel that they are also responsible for the language development of their students.
6. The finding shows that students are facilitated the positive environment to use English language for the classroom interaction and by providing emotional support.

b) Recommendations

Based on the findings of this study, the following recommendations were made.

1. English medium teachers should use English while delivering all of their English medium subjects.
2. The study showed that the students' present English skills are poor because of various reasons. Hence, the university should facilitate remedial classes and language training centers for English medium teachers and students to practice English.
3. In order to enhance English medium teachers contribution for English language skills, attention should be given for teacher training.
4. Lastly, awareness creation workshop should be regularly conducted for English medium teachers to aware the roles they play in improving students' English skills.

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Educational Status and Mothers' Child Rearing Practice as a Predictor of Child Delinquency among Primary School Pupils in Borno State, Nigeria

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Abstract- This study investigated the Educational status of mothers as a predictor of child delinquency among primary school pupils in Borno State, Nigeria. The Educational differences of mothers grouped illiterates, pre-post primary and post-secondary groups and the nature of delinquencies associated with them were determined. The populations of the study were all mothers of delinquent pupils in primary schools in Borno State and their delinquent children. Data were collected from eight hundred mothers of various Educational groups and the teachers of their delinquent children for the study. Stratified and purposive sampling techniques were used to select the sample. Two types of self-made instrument: 55 items questionnaire and 26 items child delinquent rating scale with Alfa reliability index of 0.89 and 0.93 were used to collect data for the study. Data generated were analyzed by the use of descriptive (simple percentage, mean, standard deviation and standard) and step-wise multiple regression statistic. The result indicated that there were differences in the Educational status of mothers of delinquent pupils and the nature of delinquency associated with their children and that Educational status of mothers could be a predictor of a child's delinquent status. The researcher recommends grass root campaign for girl child education and reality counseling for all mothers on how to help their children. Women with higher educational status raise children with fewer delinquents; Mothers should be counseled to improve on their Educational status.

GJHSS-G Classification: *FOR Code: 130105*

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I. Introduction

Child-rearing practice is a universal human activity. It is an industry of adult-child relationship where the child benefits in the process of' his/her total development. It is an interaction between the child and the caregiver, in which the child achieves mental, social and physical development, acquires moral values, as well as creative individuality, consolidates language and understands more deeply the cause and effect contingency of the physical world. It is a global human process where all types of family structures (be it the two parents, single mothers, and fathers, adoptive parents, biracial, widows, aunts and uncles older siblings) take the responsibility of nurturing, guiding/modeling the child to be properly brought up. Child-rearing is a human endeavor, a God-given privilege that requires thorough preparation as well as commitment (Mambula 1999).

Educational status of mothers refers to the level of education of women under study. Women who have not attended schools and those that did and obtained one type of qualification or the other such as Primary School Certificate, GCE, NCE, Diploma, degree ,etc. Educational status of a mother is a characteristic that could influence mother child- rearing practices. Kattey (1995), asserted that educated and high working class women have positive attitudes that contribute towards child-rearing practices compared to low class working women. Research conducted by Iwundu (2002) confirmed that high-class women give their children best moral and academic training and plan the size of their family in proportion to their income and ability.

Onyechi and Okere (2000) in a similar study titled 'Sources of parental anxiety' found that there is a significant difference between anxiety level of educated and illiterate mothers when it comes to raising their children. Research by Akinboye (1996), on 'self concept study behavior and health attitude of male and female in Nigeria's adolescents', discovered that both poor, rich, educated and non-educated parents have concern for their children's progress and well-being. But there was a significant difference in the parents' level of support based on education and economic status. The finding also shows that educated and high socioeconomic parents give better moral and financial support to their children than the illiterates and low socio-economic parents.

Psychogenic theory of by McCord, McCord, and Zola, (1959) identified low-class education, economic and poor or faulty culture as sources of delinquency in children. From their research, they discovered that delinquents from low socio-economic status and low education parents and living in poor cultured society differed from non-delinquents in the extent of parental rejection, an inconsistency of punishment and discipline. The Sociogenic theory postulated by Resis and Rhodes, (1964) and Spergel (1964) stated that delinquency is rooted like the social

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structure and the particular patterns of neighborhood and community life. Communities, where delinquent gangs abound, are of high population density, low educated population, low socio-economic status and high rates of family disorganization.

The way educated parents interact with their children especially in issues of discipline, could influence the level of their children's development. Dobson, (1984) and Afe and Egbochuku (2001) posited that in rearing children, emotional characteristic of each stage of a child needs consideration while disciplining the child. The level of Parents education could help to deal the situations very well. Inability to handle it will lead to the development of traits like violence, aggression, stress, resentment, anxiety, and desire for revenge among developing children.

Okocha and Egbochuku (2007) stated that parenting featured with physical abuse especially in early childhood could lead to delinquency at the adolescence stage. In their study 'physical abusive parenting a hindrance to civic and grassroots development discovered that there are differences between those that have parents of low and high educational background. They concluded that the educational status of parents could influence their child-rearing practice.

II. Statement of Problem

Good child- rearing practice among Borno State mothers seems to have been affected as many child-rearing mothers have a poor educational background. Their poor education background has effect on their ability to practice the best child care in raising their children and their choice of child care supplement. Consistency in care, love, security training communication and other basic needs given by mother with a degree of sameness, consistency, and continuity are no longer obtained. Coincidentally, it delinquent behaviors are now common among primary school pupils in Borno State. Could this be due to the educational status of child- rearing mothers in Borno State? This study is designed to determine whether the educational status of mothers and their rearing practices are predictors of juvenile delinquency among primary school pupils in Borno State, Nigeria.

III. Objectives of the Study

The study determines:

1. The types of child rearing practice educated and illiterate mothers in Borno use to supplement their child- rearing practices
2. The differences in child-rearing practices and juvenile delinquency among primary school pupils due to Educational status of mothers in Borno State, Nigeria.
3. The differences in the nature of juvenile delinquency among primary school pupils due to mothers' educational status in Borno State, Nigeria.

IV. Research Questions

The following research questions were answered in the course of the study.

1. What are the types of child-rearing practices mothers of different educational status use in rearing their children in Borno State Nigeria?
2. What are the differences in child-rearing practice and juvenile delinquency among children of educated and illiterate mothers in Borno State, Nigeria?
3. What are the differences in the nature of juvenile delinquency among children of educated and illiterate mothers in primary schools of Borno state, Nigeria?

V. Research Hypothesis

Child rearing practice and educational status of mothers in Borno State has no significant relationship with juvenile delinquency among primary school pupils in Borno State, Nigeria.

VI. Methodology

This study is a survey. It was used to determine the Educational status of child rearing mothers of delinquent pupils in Borno State primary schools. It is used to determine whether pupils' delinquent behavior is associated with their mothers' educational status. This method is used because the study is behavior related and questionnaire and rating scale were therefore used to collect data. Jen, (2002) noted that the survey is suitable for behavior related studies that deal with relationship between two or more variables.

The study population consisted of the mothers and the teachers of the delinquent children of six to eleven (6-11) years in public primary schools in Borno State. A total of 940 delinquent pupils were identified and assessed by their teachers. The mothers of these delinquents automatically become the second sample. At the end of the field work, the questionnaire filled by eight hundred (800) mothers are paired with the delinquency rating scale filled by the teachers of their delinquent children were found to be useful for the study.

Two sets of researcher made instruments (55 questionnaire items for mothers and 26 items for delinquency rating scale for teachers with an Alpha reliability of .89 and .93 respectively were used to collect data. Descriptive statistic was used to answer the three research questions raised in the study and standard and step- wise multiple regression analysis was used to test the null hypothesis at an alpha level of $P < 0.05$.

VII. Data analysis, Result, and Discussion

Three raised research questions, and null hypothesis was answered and tested respectively. When a group mean of child practices is higher than the total means of the child-rearing practice, it is good. When the standard deviation is less <1 or exactly ≤1, the deviation within the group child rearing practice is not much. When groups mean of delinquency is higher than the total means it means that the delinquency is high. When the standard deviation is less <1 or ≤1 the difference within the group is not much, but when it is >1 within the group, it is much. When the F-ratio value is more than F critical, there is a positive statistical relationship between the educational status of mothers and child rearing with juvenile delinquency.

Research Question1: What are the types of child- rearing practice mothers of different educational status use in rearing their children in Borno State?

Table 1: Frequency distribution 0f child- care practices used by educated and non educated mothers in Borno State to supplement their child-rearing

Child rearing practice	The Choice by education status		Frequency	Percentage
	EM	NEM		
Day Care	83	00	83	10.4%
Mix care	134	22	156	19.5%
Mother care	31	104	135	16.9%
Nanny care	281	15	296	37.0%
Neighborhood care	78	16	94	11.8%
Siblings/Relation Care	30	6	36	4.5%
Total	637	163	800	100.0%

KeyEM = Educated Mothers
NEM =Non-educated Mothers

Table1: Presents Frequency distribution and percentages of the types of child- rearing practice used by educated and illiterate mothers in Borno State to supplement their child- rearing practice. The table reveals that Day-care ,Mixed -care, Nanny- Care, Neighborhood and Sibling/relation- care are the types used by both Educated and non-educated mothers in Borno to supplement their child- rearing practices. Day-care child-rearing practice is used by the educated mothers only. Nanny Child- care has the highest number of 296 mothers accounting for 37 percent of the total sample, 281 out of the 296 are educated. Mixed- care ranked second with 156 representing 19.5%, and 134 out of the 156 are educated mothers. Mother- care has 135 representing 169 percent and31 out of 104 are educated mothers and neighborhood -care has 94 mother standing for 11.8 percent, and 76 are educated mothers. Day- care has 83 representing 10.4%, all are educated mothers. Sibling/Relation- care ranking last with 36 mothers representing 4.5 percent of the sample, 30 of them are educated mothers

Research Question 2: what are the differences in child-rearing practice and juvenile delinquency among children of Educated and Illiterate mothers in Borno State, Nigeria?

Research Question 3: what are the differences in the nature of juvenile delinquency among children of Educated and Illiterate mothers in Primary schools in Borno state, Nigeria?

Table1.2: Means and Standard Deviations of Child-rearing Practices of mothers and Juvenile Delinquency of Primary School pupils in Borno State due to the Educational status of illiterate and educated mothers in Borno State, Nigeria?

	Child-rearing practices							Delinquency Types		
Location of mother	Feeding (8 items)	Cleaning (9 items)	Teaching/ Training (5 items)	Security (9 items)	Love & Com (9 items)	Discipline (8 items)	Mothers' choice (7 items)	Delinquency I Academic (6 items)	Delinquency II Personal Social (13 items)	Delinquency III Physical (7 items)
IlliteratesX N SD	4.2615 130 2.5443	6.1231 130 3.4798	3.1846 310 1.8333	5.7538 130 3.2803	5.7538 130 3.2803	5.1692 130 2.8804	4.5846 130 2.5144	4.9923 130 1.2850	7.2462 130 2.4050	3.2923 130 1.1644
Pry/Post pray X N SD	3.9589 316 2.1115	6.5285 316 3.2194	3.3101 316 1.7653	6.0253 316 3.1085	6.0253 316 3.1085	5.4304 316 2.7100	4.8354 316 2.3472	4.0222 316 1.3462	7.4304 316 2.3781	3.4068 316 .6630
Total X N SD	4.8850 800 2.3930	6.6450 800 3.1247	3.4038 800 1.7035	6.1838 800 3.0002	6.1838 800 3.0002	5.5650 800 2.6114	4.9462 800 2.2605	3.8963 800 1.4588	7.4337 800 2.3441	3.4088 800 .8124

Key:
Delinquency I= Academic related delinquent behaviors.
Delinquency II= Personal – Social related delinquent behaviors.
Delinquency III = Physical related delinquent behavior.

Table 2: shows means and standard deviations of child- rearing practices and juvenile delinquency in respect of Educational levels of mothers in Borno state, Nigeria. Illiterate mothers have means and standard deviations of 4.2 ± 2.54, 6.12 ± 3.48, 3.18 ± 1.83, 5.76 ± 3.28, 25± 3.28 and 6 17 +2.88 in feeding, cleaning, teaching and training, security, love and communication and discipline practices respectively. They also have means and standard deviation of 4.99 ± 1.28, 7.25 ± 2.41 and 3.29 ± 1.16 in academic, personal social and physical delinquencies respectively.

Mothers with primary and post primary educational qualification have means and standard deviations of 3.96 ± 2.14, 0.53 ± 3.22, 3.31 ± 1.77, 6.03 ± 3.11, 6.03 ± 3.11 and 5.43 ± 2.71 in ling, cleaning, teaching and training, security love and communication and discipline practices 'lively They also have mean and standard deviation or 4 02 ± I 34, 7.43 ± 2.38 and 3 46 ± in academic, personal social and physical related delinquency respectively.

Mothers that have post-secondary educational qualification have means and standard deviations of 4.94 ± 2.11, 6.94 + 2.87, 3.57 ± I.58, 6.48 ±_ 2.76, 6.48 ± 2 76 and 5.83 ± 2.39 in ling, cleaning, teaching and training, security, love and communication and discipline practices respectively They also have means and standard deviation of 3.38 ± 1.37, 7.51 ± 2.29, 3.41 ±.77 in academic, personal social and physical related delinquency.

Table 2 above shows that all mothers have above average score in child- rearing practices but mothers with post-secondary educational qualification have higher mean in child rearing practices while the illiterate mothers have a lower mean in child rearing practices. The Table also shows that children of non-educated mothers have higher levels of academic-related delinquency but a lower level of personal social and physical related delinquencies. Children of mothers with post-secondary education have a lower level of academically- related delinquency but have a higher level of personal and physically related delinquencies. There is high variation in practices and delinquencies among groups as all the standard deviations are above 1 one (1).

Null Hypothesis: Child-rearing Practices and educational status of mothers in Borno state has no significant relationship with juvenile delinquency among primary school pupils, in Borno State, Nigeria.

Table 3: Step-wise multiple Regression ANOVA Table on Relationship between the educational status of childrearing mothers and juvenile delinquency among primary School pupils in Borno State Nigeria.

Model	Sum of Square	DF	Mean square	F	Sig
Regression	989.119	1	989.119	24.157	.000
Residual	32674.561	798	40.946		
Total	33663.680	799			

R = .825; R2 = .697 and F = (1,799=3.85); P<0.05
Predictors = Education of Mothers and child rearing practice

VIII. Dependent Variable Juvenile Delinquency

Table 3 is a Forward stepwise multiple regression ANOVA table on educational qualification of mothers about child rearing practice and juvenile delinquency among primary school pupils in Borno State. The result shows that independent variables entered in the equation, educational qualification of mothers and child rearing practices yielded a multiple R=.825, reflecting the contribution of educational qualification of mothers and child- rearing practice on juvenile delinquency. The R square .697 indicates 70% of the variance observed in juvenile delinquency among pupils was accounted for by the educational qualification of the mothers and their child- rearing practices.

Further analysis shows the relationship between the educational status of mothers and juvenile delinquency of f-ratio of 14.354 which is more than the f critical value of 3.85. This implies that there is a positive statistical relationship between the educational qualification, and mothers' and child- rearing practices and juvenile delinquency among primary school pupils in Borno State. A change of one standard deviation in educational qualification of mothers and child rearing practices produce a change in standard deviation in juvenile delinquency.

The null hypothesis of child rearing and educational qualification of mothers have no significant relationship with juvenile delinquency among primary school pupils in Borno State", is therefore rejected. It equally means that when mothers are educated, they practice better child- rearing which helps in developing the child to have less delinquent behavior.

IX. Summary of Findings and Discussion

Analysis of results in this study revealed that:

1. Educated and illiterate mothers in Borno State use Nanny Care, mother care, Neighborhood-care, and sibling/relation -care practices to raise their children. The most used is the Nanny- care where 37%of the total sample practiced. Only educated mothers use Day-care.

2. There is a significant relationship between educational status of child- rearing mothers and delinquency. Both Educated and illiterate mothers practice effective child-rearing, but educated mothers with post-secondary educational qualify-cation have a higher mean while illiterate mothers have a lower mean that implies that higher educated mothers have better child-rearing practices.
3. Children of illiterate mothers have a higher level of academically related delinquency but a lower level of personal social and physical delinquencies.
4. Children of post-secondary educated mothers have lower level of academically related delinquencies.
5. The null hypothesis test revealed that there is a significant relationship between child- rearing practice and educational qualification of mothers and juvenile delinquency among primary school pupils in Borno State, Nigeria. It implies that the Educational status of child- rearing mothers is a predictor of child delinquency among primary school pupils in Borno state, Nigeria.

X. Discussion

Regarding question one that sought for the types of child -rearing practices mothers use in Borno State; The research shows that child- rearing mothers in Borno use varieties of child- rearing practices to raise their children. The most commonly used is Nanny Child-care while the sibling/relation care is the least used. The total of 637 out of 800 sample used are educated mothers accounting for 79.6% of the sample. It means that about 79.6% of mothers that use varieties of child-rearing care to supplement their child-rearing practices in Borno state are educated. It equally means that 79.6% of sampled delinquent children in Borno State are children of educated women of different educational levels.

The highly educated women have better child-rearing practices than the illiterate mothers. The finding in respect of null hypothesis indicates that Educational Qualification and child -rearing of mothers is a predictor of child delinquency among primary school pupils in Borno State.

The findings in this study seem to agree with finding by Iwundu, (2000) that highly educated women have less delinquent children because they plan the seizes of their family. They also have better economic stands, and education wise, they know better the problems obtained in the different child- rearing practices used in rearing children. Their level of education helps them direct their children academically. The high mean of physical and personal social related delinquencies observed could be due to some issues that call for another research.

Childrearing practice is the stronger variable that has significant predicting strength on juvenile delinquency and educational qualification of mothers can contribute much. When a child is not given proper cares, the child will tend to be delinquent.

XI. Conclusion

Findings of the study show that educated and non-educated mothers in Borno State use varieties of child- rearing practices to raise their children though most of those that use supplement Childs–care are educated mothers. Highly educated mothers have better child rearing practices. The study shows that children of higher educated mothers have less academically related delinquency.

XII. Recommendation

The researcher recommends that enlightenment or sensitization should be made across the Local Government Areas in Borno state, Nigeria and to all stake- holders on the need for Girl Child Education, and reality counselling for all children-rearing mothers or how to help their children. If this is done, delinquency among children will be less.

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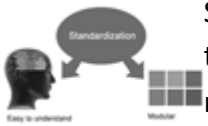

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15. Never start at the last minute: Always allow enough time for research work. Leaving everything to the last minute will degrade your paper and spoil your work.

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

17. Never copy others' work: Never copy others' work and give it your name because if the evaluator has seen it anywhere, you will be in trouble. Take proper rest and food: No matter how many hours you spend on your research activity, if you are not taking care of your health, then all your efforts will have been in vain. For quality research, take proper rest and food.

18. Go to seminars: Attend seminars if the topic is relevant to your research area. Utilize all your resources.
Refresh your mind after intervals: Try to give your mind a rest by listening to soft music or sleeping in intervals. This will also improve your memory. Acquire colleagues: Always try to acquire colleagues. No matter how sharp you are, if you acquire colleagues, they can give you ideas which will be helpful to your research.

19. Think technically: Always think technically. If anything happens, search for its reasons, benefits, and demerits. Think and then print: When you go to print your paper, check that tables are not split, headings are not detached from their descriptions, and page sequence is maintained.

20. Adding unnecessary information: Do not add unnecessary information like "I have used MS Excel to draw graphs." Irrelevant and inappropriate material is superfluous. Foreign terminology and phrases are not apropos. One should never take a broad view. Analogy is like feathers on a snake. Use words properly, regardless of how others use them. Remove quotations. Puns are for kids, not grunt readers. Never oversimplify: When adding material to your research paper, never go for oversimplification; this will definitely irritate the evaluator. Be specific. Never use rhythmic redundancies. Contractions shouldn't be used in a research paper. Comparisons are as terrible as clichés. Give up ampersands, abbreviations, and so on. Remove commas that are not necessary. Parenthetical words should be between brackets or commas. Understatement is always the best way to put forward earth-shaking thoughts. Give a detailed literary review.

21. Report concluded results: Use concluded results. From raw data, filter the results, and then conclude your studies based on measurements and observations taken. An appropriate number of decimal places should be used. Parenthetical remarks are prohibited here. Proofread carefully at the final stage. At the end, give an outline to your arguments. Spot perspectives of further study of the subject. Justify your conclusion at the bottom sufficiently, which will probably include examples.

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

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Informal Guidelines of Research Paper Writing

Key points to remember:

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

Final points:

One purpose of organizing a research paper is to let people interpret your efforts selectively. The journal requires the following sections, submitted in the order listed, with each section starting on a new page:

The introduction: This will be compiled from reference matter and reflect the design processes or outline of basis that directed you to make a study. As you carry out the process of study, the method and process section will be constructed like that. The results segment will show related statistics in nearly sequential order and direct reviewers to similar intellectual paths throughout the data that you gathered to carry out your study.

The discussion section:

This will provide understanding of the data and projections as to the implications of the results. The use of good quality references throughout the paper will give the effort trustworthiness by representing an alertness to prior workings.

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

General style:

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

To make a paper clear: Adhere to recommended page limits.

Mistakes to avoid:

- Insertion of a title at the foot of a page with subsequent text on the next page.
- Separating a table, chart, or figure—confine each to a single page.
- Submitting a manuscript with pages out of sequence.
- In every section of your document, use standard writing style, including articles ("a" and "the").
- Keep paying attention to the topic of the paper.
- Use paragraphs to split each significant point (excluding the abstract).
- Align the primary line of each section.
- Present your points in sound order.
- Use present tense to report well-accepted matters.
- Use past tense to describe specific results.
- Do not use familiar wording; don't address the reviewer directly. Don't use slang or superlatives.
- Avoid use of extra pictures—include only those figures essential to presenting results.

Title page:

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

Abstract: This summary should be two hundred words or less. It should clearly and briefly explain the key findings reported in the manuscript and must have precise statistics. It should not have acronyms or abbreviations. It should be logical in itself. Do not cite references at this point.

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

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

Reason for writing the article—theory, overall issue, purpose.

- Fundamental goal.
- To-the-point depiction of the research.
- Consequences, including definite statistics—if the consequences are quantitative in nature, account for this; results of any numerical analysis should be reported. Significant conclusions or questions that emerge from the research.

Approach:

- Single section and succinct.
- An outline of the job done is always written in past tense.
- Concentrate on shortening results—limit background information to a verdict or two.
- Exact spelling, clarity of sentences and phrases, and appropriate reporting of quantities (proper units, important statistics) are just as significant in an abstract as they are anywhere else.

Introduction:

The introduction should "introduce" the manuscript. The reviewer should be presented with sufficient background information to be capable of comprehending and calculating the purpose of your study without having to refer to other works. The basis for the study should be offered. Give the most important references, but avoid making a comprehensive appraisal of the topic. Describe the problem visibly. If the problem is not acknowledged in a logical, reasonable way, the reviewer will give no attention to your results. Speak in common terms about techniques used to explain the problem, if needed, but do not present any particulars about the protocols here.

The following approach can create a valuable beginning:

- Explain the value (significance) of the study.
- Defend the model—why did you employ this particular system or method? What is its compensation? Remark upon its appropriateness from an abstract point of view as well as pointing out sensible reasons for using it.
- Present a justification. State your particular theory(-ies) or aim(s), and describe the logic that led you to choose them.
- Briefly explain the study's tentative purpose and how it meets the declared objectives.

Approach:

Use past tense except for when referring to recognized facts. After all, the manuscript will be submitted after the entire job is done. Sort out your thoughts; manufacture one key point for every section. If you make the four points listed above, you will need at least four paragraphs. Present surrounding information only when it is necessary to support a situation. The reviewer does not desire to read everything you know about a topic. Shape the theory specifically—do not take a broad view.

As always, give awareness to spelling, simplicity, and correctness of sentences and phrases.

Procedures (methods and materials):

This part is supposed to be the easiest to carve if you have good skills. A soundly written procedures segment allows a capable scientist to replicate your results. Present precise information about your supplies. The suppliers and clarity of reagents can be helpful bits of information. Present methods in sequential order, but linked methodologies can be grouped as a segment. Be concise when relating the protocols. Attempt to give the least amount of information that would permit another capable scientist to replicate your outcome, but be cautious that vital information is integrated. The use of subheadings is suggested and ought to be synchronized with the results section.

When a technique is used that has been well-described in another section, mention the specific item describing the way, but draw the basic principle while stating the situation. The purpose is to show all particular resources and broad procedures so that another person may use some or all of the methods in one more study or referee the scientific value of your work. It is not to be a step-by-step report of the whole thing you did, nor is a methods section a set of orders.

Materials:

Materials may be reported in part of a section or else they may be recognized along with your measures.

Methods:

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

Approach:

It is embarrassing to use vigorous voice when documenting methods without using first person, which would focus the reviewer's interest on the researcher rather than the job. As a result, when writing up the methods, most authors use third person passive voice.

Use standard style in this and every other part of the paper—avoid familiar lists, and use full sentences.

What to keep away from:

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

Results:

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

The page length of this segment is set by the sum and types of data to be reported. Use statistics and tables, if suitable, to present consequences most efficiently.

You must clearly differentiate material which would usually be incorporated in a study editorial from any unprocessed data or additional appendix matter that would not be available. In fact, such matters should not be submitted at all except if requested by the instructor.

Content:

- Sum up your conclusions in text and demonstrate them, if suitable, with figures and tables.
- In the manuscript, explain each of your consequences, and point the reader to remarks that are most appropriate.
- Present a background, such as by describing the question that was addressed by creation of an exacting study.
- Explain results of control experiments and give 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 manuscript.

What to stay away from:

- Do not discuss or infer your outcome, report surrounding information, or try to explain anything.
- Do not include raw data or intermediate calculations in a research manuscript.
- Do not present similar data more than once.
- A manuscript should complement any figures or tables, not duplicate information.
- Never confuse figures with tables—there is a difference.

Approach:

As always, use past tense when you submit your results, and put the whole thing in a reasonable order.

Put figures and tables, appropriately numbered, in order at the end of the report.

If you desire, you may place your figures and tables properly within the text of your results section.

Figures and tables:

If you put figures and tables at the end of some details, make certain that they are visibly distinguished from any attached appendix materials, such as raw facts. Whatever the position, each table must be titled, numbered one after the other, and include a heading. All figures and tables must be divided from the text.

Discussion:

The discussion is expected to be the trickiest segment to write. A lot of papers submitted to the journal are discarded based on problems with the discussion. There is no rule for how long an 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 implications of the study. The purpose here is to offer an understanding of your results and support all of your conclusions, using facts from your research and generally accepted information, if suitable. The implication of results should be fully 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 the prospect, and let it drop at that. Make a decision as to whether each premise is supported or discarded or if you cannot make a conclusion with assurance. Do not just dismiss a study or part of a study as "uncertain."

Research papers are not acknowledged if the work is imperfect. Draw what conclusions you can based upon the results that you have, and take care of the study as a finished work.

- You may propose future guidelines, such as how an experiment might be personalized to accomplish a new idea.
- Give details of all of your remarks as much as possible, focusing on mechanisms.
- Make a decision as to whether the tentative design sufficiently addressed the theory and whether or not it was correctly restricted. Try to present substitute explanations if they are sensible alternatives.
- One piece of research will not counter an overall question, so maintain the large picture in mind. Where do you go next? The best studies unlock new avenues of study. What questions remain?
- Recommendations for detailed papers will offer supplementary suggestions.

Approach:

When you refer to information, differentiate data generated by your own studies from other available information. Present work done by specific persons (including you) in past tense.

Describe generally acknowledged facts and main beliefs in present tense.

The Administration Rules

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

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