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Achievement in Basic Science

Parental Involvement in Orientation

Highlights

Influence of Gender Stereotyping

Influence of Community Participation

Discovering Thoughts, Inventing Future

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The Polyvalent Nature of Proverbs in Akan Language: A Case of Ahwia Nsensanso in the Kwabere East District of Ashanti Region, Ghana

By Georgina Brookman-Andoh, Confidence Gbolo Sanka & Martin Gyekye-Ampofo
Kwame Nkrumah University

Abstract- The research looked at The Polyvalent Nature of Proverb: A case of Ahwia Nsensanso in the Kwabere East District of Ashanti Region, Ghana. The purpose of the study was to use Ahwia Nsensanso as a case study to examine how the proverb is polyvalent in nature. A qualitative approach was employed to assess and describe the related views concerning proverb use. The study also adopted the traditional library research approach through the use of books, articles, journals and publications in as much as they contribute to the worth of the study. It was informed by the Speech Act theory in linguistics and the philosophy of language. The main findings of the study indicate that proverbs are of varied educational and socio cultural significance that enriches the culture and verbal esthetics of a society. A remarkable observation was that, when people speak, their words do not have meaning in and of themselves. Those speeches are very much affected by the situation, the speaker and the listener. This emphasizes that words alone do not have simple fixed meaning. A conclusion drawn from the study is that, as a conversational genre, proverbs among the people of Ahwia Nsensanso Township are dynamic and self-renewing and this could apply to other areas of the Akan society.

Keywords: *proverbs, polyvalent, polyvalent nature of proverbs, speech act theory, linguistics, philosophy of language.*

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The Polyvalent Nature of Proverbs in Akan Language: A Case of Ahwia Nsensanso in the Kwabere East District of Ashanti Region, Ghana

Georgina Brookman-Andoh [α], Confidence Gbolo Sanka [σ] & Martin Gyekye-Ampofo [ρ]

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Keywords: proverbs, polyvalent, polyvalent nature of proverbs, speech act theory, linguistics, philosophy of language.

I. Introduction

A story is told of a young man who sat at the banks of a river and did not know how to cross to the other side of the river. Whilst he sat there contemplating a way out of his situation, an elderly man appeared from one side leading to a bush near the river, pulled up his trousers and stepped into the river and with no difficulty, crossed to the other side. Another elderly man also appeared, pulled up his trousers, stepped into the river, and with no difficulty, crossed the river to the other side. Then, a third man came from the same route, pulled up his trousers and also crossed successfully using the same process. Upon observing the three elderly men, the young man decided to give it a try. So, he walked up to the river, pulled up his trousers and entered the river only to be swept away by the river. The three elderly men looked back and said if only he had asked; we would have shown him where the stones are.

Proverbs are like these sturdy stones that are supposed to lead people to decide which way is suitable for life. It broadens one's mind and enriches one's utterances. The paper seeks to argue that proverbs, among the people of Ahwia Nsensanso Township of the Kwabere East District of Ashanti Region, offer more creative and expressive potential like other geographical locations among the Akan speaking people in Ghana.

The paper further seeks to pinpoint that though the proverb is widespread, it surprisingly differs in meaning and other important features from one cultural or geographical area to another and it uses Ahwia Nsensanso as a case study.

The reason for this work stems from the fact that there has been a lot of writings and publications on proverbs throughout the world. In fact, proverb scholarship has reached such an unusual level of achievement that it becomes so difficult for most writers and scholars to deal with this excess of valuable information. However, there still remains much work to be done in the area of proverb studies. This is because, the diverse use and function of proverbs need strategic investigation in much more detail and attention must also be placed on the different historical periods as well as the different geographical locations of proverb use and function. It is therefore important to consider specifically, the use and function of Asante proverbs in Ahwia Nsensanso, which is found in the Kwabere East District of Ashanti Region. Few definitions of what critics say about proverbs have been considered before tackling proverbs from the study area.

From his book, *Proverbs are the best,* Wolfgang Mieder (2005) contends that, "Proverbs as one of the ubiquitous folklore genres have been collected and studied since the beginning of written records."

According to Ochieng Daniel O's book, titled, *Political Grandstanding and the Use of Proverbs in African Political Discourse*, (2009:123-140)"proverbs are regarded as a nobel genre of African Oral tradition that enjoys a special prestige of being the custodian of a

Author α: Department of English, St Louis College of Education, Kumasi. e-mail: georgina0243@gmail.com
Author σ: Department of English, Kwame Nkrumah University of Science and Technology, Kumasi. e-mail: fikoff75@gmail.com
Author ρ: Department of Educational Innovations, Kwame Nkrumah University of Science and Technology, Kumasi.
e-mail: gyekyeampofo14@gmail.com

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people's collective wisdom, philosophy of life, experience, fears and aspirations."

Joseph Brookman-Amissah's *Akan Proverbs About Death*, (1986:75-85), also considers proverbs as "a way of expressing conventional wisdom." He continues that "proverbs are couched in terse, pithy statements that may illustrate a fact, convey an opinion, or express a value judgement." It could be argued therefore that proverbs are not primarily scientific statements about man and the universe but are largely imaginative propositions and reflections on life. It is therefore important to pinpoint the fact that the function and use of proverbs deal specifically with a creative aspect of language rather than memorizing a constant usage within appropriate context.

Though various schools of thought have deliberated on a concise definition for the proverb, Ruth Finnegan's description of the genre will be useful in this study. She asserts: "The proverb is a saying that is done in a more or less fixed form marked by popular acceptance of truth strongly expressed in it." (Finnegan, Ruth. 2012). This kind of acceptance of truth makes it especially apt for exploitation in contemporary Ghana. It is this kind of exploitative process that establishes the didactic nature of the proverb common to the Akan society, in contemporary Ghana.(Yankah, Kwesi 1986).

The didactic nature of the proverb usually leads one to believe that in the Akan society, for instance, any short utterance that expresses a moral truth is a proverb. This situation could be based on Ruth Fenegan's assertion, cited in Yanka's *Proverb Rhetoric and African Judicial Process* that the proverb is regarded as "The wit of one and the wisdom of many," He continues that "the proverb is a terse and witty philosophical saying that conveys a lesson." It couches conversational wisdom in a poetic capsule, making it aesthetically pleasing and memorable.

As stated by Mensah, EyoO., (2004), the cross currents of language and culture can depict the use of oral performances such as proverbs which are forms of deeper communication and means of constructing reality in every speech community Proverbs are said to be polyvalent in nature, the world over and linguistically differ from one geographical area to another.

It is argued in this paper that proverbs among the people of Ahwia Nsensanso Township of the Kwabre East District of Asante Region offer a creative and expressive potential like proverbs in other geographical locations among the Akan speaking people in Ghana. As a conversational genre, proverbs among the people of Ahwia Nsensanso Town ship are dynamic and self-renewing. They are also of varied educational and sociocultural significance that enriches the culture and verbal esthetics of the people. An extensive analysis on the didactic nature, the artistic or the poetic nature, the sharp wit and the profanity with the use of proverbs among the people of Ahwia Nsensanso located at the Kwabre East District of Ashanti Region, is what is considered in this study.

The study is guided by the speech act theory in linguistics and the philosophy of language. The Speech Act theory is an utterance that has per formative function in language and communication. According to Bach, Kent (2008), in his book, *Pragmatics and the Philosophy of language*, "Almost any speech act is really the performance of several acts at once, distinguished by different aspects of the speaker's intention. There is the act of saying something, what one does in saying it, such as requesting or promising, and how one is trying to affect one's audience." The utterance made has an already existing meaning to its listeners; the already meaningful utterance also has an intended significance that is socially valid in communication and its effect on the listener, as in persuading, convincing, instructing, advising, commanding is very sharp.

The contemporary use of the term dates back to Austin, John L. (1962)'s development of performance utterance and his theory of Locutionary, Illocutionary and perlocutionary acts. This is commonly understood to include such acts as promising, ordering, greeting, warning, inviting and congratulating. The three acts of sayings are explained as follows:

1. Locutionary act, the performance of an utterance: the actual utterance and its ostensible meaning, comprising phonetic, and rhetic acts corresponding to the verbal, syntactic and semantic aspects of any meaningful utterance.
2. An illocutionary act: the pragmatic illocutionary force of the utterance, thus its intended significance as a socially valid verbal action and
3. In certain cases, a further perlocutionary act: its actual effect, such as persuading, convincing, scaring, enlightening, inspiring or otherwise getting someone to do or realize something, whether intended or not.

The study sits on Austin's theory. This British Philosopher uses the three acts to describe how to do things with words. Below are the pillars of the term.

The pillars

1. Focuses on an utterance that has per formative function in language and communication.
2. Used to distinguish different aspects of the speaker's intention. These aspects include: The act of saying something (Locutioary),

How one tries to affect one's audience, as in persuading, convincing or instructing.(Perlocutionary), Explains how an utterance made has an already existing meaning and yet the already existing meaningful utterance also has an intended significance that is socially valid in communication. In other words, when we speak, our words do not have meaning in and of themselves. They are very much affected by the

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situation, the speaker and the listener. Thus words alone do not have a simple fixed meaning

1. Talking is not just semantics but acting and meaning making.
2. Considers that the meaning of an utterance is defined more by convention than the initiative of the reader. (When we speak, we are following learned rules.) In other words, Performativity occurs where the utterance of a word also enacts a form of illocutionary act.

This is taken up by Buttler, Judith (2006) in feminism and has been used to indicate how pornography is less a form of speech as a performative act of sexual degradation. Meanwhile, the intended significance of such performative acts forces such utterances to be considered as a socially valid verbal action. This is because it is said to be"related to suture interpellation in the way it forces a situation."

Since proverbs make use of utterances and these utterances provide meanings that are socially valid verbal actions, the study adopts this means of linguistic interpretation to analyze the three main issues under discussion; the didactic nature of proverbs, the aesthetic or poetic nature and the profanity or illuminatingly obscure nature of the proverb related to the people of Ahwia Nsensanso in the Kwabere East District of Asante Region.

II. Methodology

Qualitative approach was employed to assess and describe the related views concerning proverb use. The study also adopted the traditional library research approach through the use of books, articles, journals and publications in as much as they contribute to the worth of the study. Purposive sampling was used for the interview conducted since the researchers wanted expert informants to furnish them with the information in the study.

a) The Didactic Nature ofthe Proverbs among the people of Ahwia Nsensanso in the Kwabere East District of Ashanti Region

The proverb, through metaphorical language, may warn, advise, or reprimand by drawing attention to the moral or ethical consequences of human behaviour. The following considers the proverbs that draw attention to moral or didactic nature of human behavior.

1. "Obaa di obaa adee na obarima di obarima adee." A woman inherits a woman's things, a man inherits a man's things. In our contemporary African society, there are defined roles for men and women as well as the general people that make up the society. It is more important for one to concentrate on what he or she is able to do well. It is also important to complement one another when something is well done. This will do away with jealousy and other deviant behaviors that put society into disorder. This proverb is used when there is the evidence of conflict to arise as a result of a form of misunderstanding between two parties. Morally, society is shaped by conventions. In other words, conventions must be followed in order to bring about order in society. This supports Austin's idea of illocutionary act that considers the intended significance of a socially valid verbal action. The meaning of an utterance is defined more by convention than the initiative of the reader and this goes on to explain that when we speak, we are following learned rules.The situation is emphasized through an internal rhyme,the repetition of: "o", "a", "i", "e", rhythm and a significant repetition and alternation of Assonance and Consonance sound devices that occur within the line,
2. "Adwetakyi anomaa weremfoo a: oko asuo a ode n'ano." The adwetakyi bird goes to fetch water with its beak alone. This proverb is used to explain to people that everyone is responsible for his or her own action. In other words, he who creates a problem must deal with it as it is. The "Adwetakyi" bird is a small bird that usually builds its nest with mud and these nests can be seen at the corners of uncompleted buildings. This clever little bird uses its beak to fetch water in order to quench the thirst of all its new born ones. The fact is that for a little bird to have the strength to make sure that its little ones have drunk water to their satisfaction is amazing. The amazing thing about this is how it uses its little beak to accomplish this huge task. Apart from the first lesson, another moral lesson obtained is said of one who does great things with little effort. Paradoxically, the statement appears absurd but turns out to have an acceptable and coherent meaning which emphasizes one of the pillars of the speech act theory that states that talking is not just semantics but acting and meaning making. The effect of this utterance is toshock and surprise the listener.
3. Edwie wo ne kankuaa. Even a louse has its cupping glass. A sizeable number of this insignificant animal was supposed to be obtained by an offender in a community. This was a serious ritual that shaped a lot of lives because; it was difficult to fetch a sizeable number of these tiny creatures when one was accused of a particular offence that warranted this. The moral value captured here is that, however insignificant one is, one has a gift of talent. If this animal that is not useful in any way to human survival could be so needed at a point in life, then it could be argued that there is something useful in every individual no matter how insignificant the person may be at a particular point in time. In other words, we need not look down on any one. This very proverb supports the idea expressed in the theory

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that talking is not just semantics but acting and meaning making. Asking an offender in a community to obtain these insects is an action. Fetching a sizeable number of this insignificant insect is another act. Therefore, from the illocutionary level, a further perlocutionary stage, when the effect of the action is achieved through the point where people become convinced that we need not look down on anyone.

4. "Adwotwa ho adee ye abusudee." Deception breeds ill-luck. This proverb is said of one who deceptively tries to cover up an atrocious behavior with tears. The elderly frowns on characters like this and considers such acts as evil and therefore withdraw their blessings from such people.It is therefore said, based on this situation that (Things got through dishonesty turn sour on you).
5. "Adwene nkoaa nnore." A fish does not grow fat on its own. The idea behind this proverb is that one needs to allow help to come one's way because no one is an island. In the sea, there are so many animals. And it is not the fish alone that resides there. Though the fish is the popular animal that is believed to live in the sea, other animals such as the crab, the octopus, lobsters and even snakes also reside in the sea. There is a comment of socialization that is implied from the context. The comment also suggests togetherness which is also general and is applied to a wide range of situations. The vocabulary is also general and is given through a concrete imagery. The verb, "nnore" implies abundance which also denotes prosperity and plentiful. This grants us the moral value that everyone needs help in order to prosper.
6. "Wo fa abufuo twa dunsin a esi wo nkwansee a, wo hwere wo soafoo". If out of anger, you cut the tree stump on your farm, you lose your carrier. Until recently, farming was the basic source of livelihood for the people of Asante. A lot of people went to their farms alone, which meant that they had no people who helped them to carry their loads. People therefore kept tree stumps in their farms for those stumps to serve as their carriers. (You put your load on your stump before lifting it onto your head). The line capture features such as rhythm and alliteration and also considers an implied comment of disappointment. Alliteration as used here involves the repetition of the initial consonant sound captured in the words of the proverb. It ties the sounds together, reinforcing through repetition that emphasizes a kind of unity that will avoid disappointment. The moral lesson here is thus; one has to be careful with the issue of anger so as not to be disappointed later on in life.
7. "Adwendwen nua ne me ampa ara na me nie". Much thinking is the brother of "Is this what I have become?" It is said that one who puts himself into a lot of thinking puts himself into a life of jeopardy and this situation makes that particular person regrets the kind of person that he will become later. The diction is simple but the abstract nature of the expression tells of the complex situation that it carries. This kind of complex relationship is obtained from the emphasis placed in the internal rhyme that occurs in the line. This strong element that is crafted is what sends the message across to the hearers and listeners.
8. "Odwan funu nsuro sekan". A dead sheep does not fear the knife. This proverb highlightsthe words of Appiah Peggy that proverbs have different contexts within which they may be used. According to the geographical area of the study, this utterance produces two interpretations and it is the occasion that brings the proverb to mind and a skilled user exploits the subtleties of the proverbto the maximum.One interpretation to the utterance is thatthere is an end to all suffering and the same utterance can also be interpreted literally to mean that one who goes through so many difficulties is not afraid to face other serious atrocities.
9. "Odwanini de ne korona na edi asie, nanye ne mmen." A ram fights with its heart andnot its horns. There is a kind of inner quality that is expressed here, so that this very proverb supports Austin's idea that is used to distinguish different aspects of the speakers' intention.That is, there is the act of making the utterance and how the speaker tries to affect his audience as in convincing, that the "krona" is an organ that is kept inside of animals including human beings but the "mmen" is seen outside of the said animal. Ironically, the sight of the "mmen" produces fear which presupposes that the animal initiating a fight with this kind of physique can be intimidating. However, it takes a particular skill employed that can help defeat it in a fight. Since the "krona" is found within, then it means that intelligence which is found within is what is important. Thus we say that bravery comes from within a man and not from his physique.

b) The Aesthetic or Poetic Nature of proverbs among the people of Ahwia Nsensanso.

Apart from the moral or didactic nature of the proverb, a careful observation of the polyvalent nature of proverbs reveal, that the primary function of proverbs among the people of Ahwia Nsensanso is aesthetic or poetic and not didactic. Naturally, in most conversations or dialogues, every participant is engaged in putting across a point urging, reprimanding firmly, or keeping a fact and these ends could, in a greater number of cases, be achieved without resort to proverbs. Yet a speaker often selects a particular proverb or noticeable metaphor because he wishes to decorate or elevate his message with a poetic dimension, or demonstrate to his

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opponent his superior sophistication, education, eloquence, or sensitivity in the use of his language. The goals need not be moral or didactic.

Personal experience with situations, in which brilliant speakers use proverbs supports the view,that those speakers are energized in the mainby a desire to heighten their message poetically. According to Nana Kwame Panin, the Odikro of Ahwia Nsensanso, in the Kwabere East District of Asante, "One could give a variety of explanations for native attitudes to these proverbs, and that native speakers are sensitive to the poetic value of proverbs whether or not these contain a moral truth." He further said, "that the varied emotional and intellectual reactions shown by native speakers to proverbs are conditioned more evidently by the aesthetic value of these proverbs." It could be concluded, based on this observation, that the quality of the imagery and of the wit is also as essential as the moral content or truth value. It was added that native speakers do not evaluate all proverbs equally but seem to arrange them on a hierarchical scale, with some having more rhetorical or poetic value than others. The structure of the hierarchy needs detailed study, but for the present purpose of this study, two of them will be recognized; highly valued proverbs used in serious discussions and debates, generally by adults; and little valued ones mostly used by non-adults or by adults with children, especially during classroom instruction.

It is common for an adult to use a proverb when talking to a child, but the reverseis unusual. (The more concrete and unusual the image the higher the proverb rates).

Let us now turn to a few of the proverbs that are highly valued and are used just by a desire to heighten a particular message poetically.

1. "Se woamma wo yonko a ntwa nkron a , wontwa du." (If you do not allow your neighbor to cut nine, you will not cut ten)
2. "Dabi ye bio"(Someday [the future] is another). i.e., first fool is not a fool
3. "Aserewa su agyenkuku su a ne to pae."
   (if the aserewa attempts to sing like the agyenkuku, his posterior explodes)
4. Aserewa mo danta kese a etu no hwe
   (If the aserewa puts on a large loincloth, it is thrown off balance)

The explanation for (1) and (2) is that the future will offer another, similar opportunity and a chance to retaliate. These proverbs are used as a threat on occasions when a person discovers he has been cheated and regrets having helped a friend. Adult native speakers would recognize these as Akan proverbs by their sentence structure, rhythm, and context at a certain level of discourse incertain social contexts. However, these proverbs would be considered trite and uninteresting although they both convey a moral truth and may have been appropriately used. Any serious adult public speaker who hoped to drive a point home to his audience and used these proverbs to illustrate his argument would be judged an incompetent speaker. Very likely, he would receive evaluative comments such as"n' ano ntee." 'his lips have not dried up yet'. This argument becomes true because in a serious debate, the imagery is too ordinary, uninteresting, and lacks concreteness (1)and (2) will therefore fall under the low profile proverbs on the scale.

A mature participant in a dialogue or public discussion always strives to use vivid language because his audience is continually making literary analyses of his speech. The importance attached to brilliance and imaginativeness in public speech leads people to enter traditional public life and hope to exert influence, especially in the court and in politics.

Proverb number(3) and (4) could be classified under highly valued proverbs used in serious discussions

The "aserewa" is the smallest bird recognized among the people of Asante and the "agyenkuku" is one of the largest birds that is also recognized in the Asante culture. If the Aserewa wants to sing like the Agyenkuku, the "aserewa" has to over train its vocal muscles and he may explode his lungs or belly thereby. The proverb is used in a situation in which a person attempts to do what is far beyond his natural ability.

The "danta" is a large piece of cloth folded several times and used as a loincloth by men who work in the fields or fight on a battle field. It can also refer to the bandages worn by women to cover their private parts. The weight of the huge "danta" throws the little bird off balance and swings him down. The second proverb expresses basically the same idea and shares an image with the first.

There are features such as rhythm and alliteration as well as unique and concrete images that are captured in both proverbs. Each comments on over ambition which is implied from the context. This implied comment is very general and can apply to a wide range of situations. Meanwhile, the vocabulary is not general or implied. It is given in a poetic dimention through a series of concrete images whose semantic features are interrelated. The nouns "Aserewa" and "Agenkuku" are exotic but are also concrete. The verbs "su" and "pae" both imply an activity. "Pae" denotes physical violence and connotes pain, annihilation and final destruction. "Su" suggests joy, vitality, life, spontaneity and volition. The selection of concrete images and the irony that results from the complex relation between the semantic features of these images characterize highly valued proverbs.

We are given a series of physical images that conjures up a picture of a significant bird dressed in a huge loin cloth made up of bands of cloth. The irony lies

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in the vivid contrast between opposites, the small size of the bird and a huge "danta."

On the issue concerning a speaker who often wishes to embellish or elevate his message with a poetic dimension, or demonstrate to his opponent his superior sophistication, education, eloquence, or sensitivity in the use of his language, there is a kind of hierarchy, (as in low or high) that suggests complexity or lack of complexity of relationships.

Proverbs at the low end of the hierarchy lack complexity of relationships. Compare (3) and (4) on the one hand with (5) which purports to express basically the same idea.

5. "Abofra te fufuo a, ote nea ebeko n'ano".(the child should take a morsel small enough to fit his mouth.)

Although, (5) seems to have the same meaning as (3) and (4) and lends itself to use in the same situation, an Asante adult would avoid (5) in a serious discussion or even in a conversation with other adults. He might use it when talking to children and non-adults. The imagery of (5) appears too ordinary to interest mature adults. The proverb contains concrete nouns, but the semantic features in the nouns are not related to each other in any interesting or significant way.

Proverbs such as the following share similar properties and certainly belong toa level of intensity.

6. "Yebaa mmebuo a, anka yeso nkuma". (If we had come to "fell" proverbs, then we would carry axes.)

To interpret this and consider its intensity, "ebe" (proverbs) and "abe" (oil palm) have the same final syllable, and "bu" is used both for felling (of trees) and for making a proverb (bu ebe). Since nouns beginning with "B" form their plurals in "mm", and verbal nouns from "bu" and "buo", we get "mmebuo", meaning both palm felling and proverbs making.

The discussion for 3,4,5and 6 leads us to the part of the Speech ActTheory that says that talking is not just semantics but acting and meaning making.

7. "Odwannini ahooden ne ne mmen. Wopane a, na woanya no awieno". (The ram's strength is in its horns. If you pull them out, then it is powerless. (If you take away a man's main defense, he is powerless.)
8. "Adwennimmoa se ope su a, na enkyere se okyini kope dee obi awuo". (If a lamb says it likes weeping, it does not mean it should go about asking for a place where someone has died). Just because you like doing something does not mean that you have to overdo it.
9. Yemfa mani dorowa nto pane pa ho. (we don't compare a needle of local manufacture with an imported one). Don't equate inferior things with superior things.

Each of these sayings has at least one linguistic feature associated with Asante proverbs. Example (7) is distinguished by the rhythmic balance and the recurrence of the contrastive relationship among the vowel and consonant sounds, (8) by its conciseness and generality, and (9) possibly by the stylistic use of comparison. But there is nothing strikingly concrete or stark about the imagery. Although they may occur in an adult conversation or a serious debate, a mature speaker would, if he had other alternatives, select those with more striking images.

c) *The profanity or illuminatingly obscure nature of the Proverbs among the people of Ahwia Nsensanso*

In discussing the polyvalent nature of the proverb, one should not forget the social context with which it is closely associated and the fact that the proverb is an important aspect in the training of courtiers, who are required to show brilliance, wit, and sophistication in debates. It should be clear from the preceding paragraphs that there exist in the language multiple proverbs which, while expressing a common central idea or philosophy, differ in the intensity and quality of their language and imagery.

As has been said already, the proverbs associated with the people of Ahwia Nsensanso capture the essence of life, thoughts and human endourvours. They have an impression of eternity of the language and a sense of already experienced situations that the proverb, vividly speaks of, and authors go to great lengths to explain the pun on words and meanings which are sometimes shockingly vulgar though they are precious nuggets of words that according to Peggy Appiah, "they must be preserved and cherished in all their richness, profound or punning, profane or illuminatingly obscure nature." Several familiar proverbs that have basic truths in their perceptive manner as well as robs away the dignity of humanity, especially the female factor could be discussed as follows.

"Obaa ahooden gyina natofo mu". A woman's strength is in her bustle. (women sometimes wear their clothes in a kind of roll at the back – "atofo" a bustle, where they may keep their money and other valuables, and on which it is easy to carry a child.) This bustle stands both for her wealth and for her feminity. The means of giving interpretation to the female here, explains Austin's development of the performance utterance and it also emphasizes the pillar that distinguishes different aspects of the speakers' intention; the act of making the utterance (Locutionary), How the speaker tries to affect his audience, as in convincing. (Perlocutionary). One effect is for the female to be convinced that how she carries herself about, defines her dignity as a woman. In other words, a woman's ability to use her wit as a woman to win whatever she wants from her man is what emphasizes her strength, "ahoden" and her feminity. "atofo". As a socially valid verbal action of the people of Ahwia Nsensanso. If a woman is able to use her feminity well,

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she gains wealth, through child care, self- up- keep and her husband's love. Hence, however weak people may be, they also have their strengths.

Obaa ho bon a na efiri ne twe. If a woman stinks, it is because of her vagina. The symbolic consideration of this proverb supports Austin's argument that an utterance made has an already existing meaning and yet the already existing meaningful utterance also has an intended significance that is socially valid in communication. In other words, when we speak, our words do not have meaning in and of themselves. They are very much affected by the situation, the speaker and the listener. The intended meaning argued by the people of Ahwia Nsensanso is that"Internal cleanliness is as important as external cleanliness." This is usually used in situations where one always concentrates on only the physical appearance of something or somebody. "Twe" may stand for "bon". Whereas metaphor and simile name connections between seemingly dissimilar images, a symbol suggests a range of connections. Because of its position on the body of a woman, the image carved out for "twe" has a universal meaning, "bon" The speaker uses "twe" to suggest a connection with "bon" and this is symbolic.This explains that words alone do not have simple fixed meanings.

Obaa dwamanfoo se: "nye atopa a anka onte mpoma mu". A lecherous woman (literally, a prostitute) says: "If it were not for the way I shake my hips, I would not stay in the window" The repetition of vowel sounds and consonant sounds illustrate the sound devices Assonance and Consonance that indicate action that is connected with meaning. This connection of action and meaning making reflect the pillar that "Talking is not just semantics but acting and meaning making." Consonance can be seen in the repetition of "n, t, p,m" and Assonance can be seen in the repetition of "a" and "o" It is the repetition of these vowel sounds and consonant sounds that emphasize the action and meaning making. This proverb is used when one exhibits that he or she is unnecessarily vocal. The intended meaningful utterance is thus, if you are provocative, you will get a reaction.

"Obaa a oda nkunkyire na opene kotekom". A woman who sleeps with her husband is the one who asks for sex. Paradoxically, this utterance appears absurd, but turns out to have an acceptable and coherent meaning. If not, how can a married woman who sleeps with her husband always complains about being starved with sex? The effect of this is to shock and surprise the reader. The intended significance is that the person who has a right to something will ask for it. According to Nana Kwame Panin, the Odikro of Ahwia Nsensanso Traditional area, this particular utterance is made when "there is the issue of legality." He continues that apart from the issue of legality, a speaker's intended meaning can also consider ones' proximity as well as the person's right to that proximity. In other words, and as Austin puts it, "words alone do not have meanings in and of themselves. They are very much affected by the situation, the speaker and the listener." The context of an utterance plays a very important role in language usage.

"Obaa a n'ani atee no yedi no wo dantuo mu."We have sex with a devious woman in an unfinished room. This utterance presents two interpretations. According to the people of Ahwia Nsensanso, it is used when a woman exhibits a high level of experience in sex. It is said by this traditional area that if a woman is wise, she understands the language of sex and thus, when the need arises for the act of sex, it does not matter where it is done in so far as the place obtained for the act is private. That is, if it occurs inside a car, a bathroom, an unfurnished room, it can be done because the two parties at that particular situation have consented to do so. However, the other interpretation also presents the fact that "If one has a bad character, one will be treated without respect." This utterance, factors its actual effect, such as persuading, convincing, scaring, enlightening, inspiring or otherwise getting someone to do or realize something, based on the context of its use at a particular point in time. (Austin 1962).

"Obaa a oso na ne twe so: wo ware on a wonto mpa." If a woman is fat, her vagina is also fat. If you marry her, you don't buy a bed. The people of Ahwia Nsensanso argue that if you have something good to depend on, you don't use a substitute. In other words, if you love someone, you try to understand that fellow. This utterance is said to be used during times of advice to married couples. (Especially at the time of the marriage ceremony.) The vowels "o", "a" and "e" rhyme in the line to emphasize the literal and connotative meanings associated with the utterance. On the literal level, certain features on a woman determine the size of a woman's vagina. An experienced man notices these features and chooses the right woman to suit his desires. He therefore becomes content with whatever he has.

On the connotative level, elderly people use this particular proverb to persuade, convince, advise people to understand and make good use of what they have during conflicts in marriage or even during the ceremony itself.

"Obaa bonoaa n ode kotokuro yi ne twe so." A tough woman uses a cutlass to shave her pubic hair. This utterance is usually used when people exhibit bravery. It is the level of bravery displayed by a woman that will cause someone to make use of such utterances arround her. A shaving stick is what is used for shaving ones' private parts and not a cutlass. A cutlass is used to clear weeds or cultivate on a piece of land. The hyperbolic use of the utterance explains the level of aggressiveness or the hash nature of a particular

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woman. If Yaa Asantewaa, the former queen mother of Edweso, is revered by the Asante's, it is because of the level of bravery that she displayed during her time. Morally, the proverb defines the fact that one acts according to one's character.

"Obaa dwaman foo na oto mmarima mmonaa" (a prostitute rapes men.)" In the context of the people of Ahwia Nsensanso, it is men who propose to women. If the body language of a woman calls for sex, it could be termed normal but when it goes beyond body language it becomes another thing all together. In order to maintain your dignity and image as a woman you need to consider certain factors endorsed by tradition. As barked by Austin's idea that Considers that the meaning of an utterance is defined more by convention than the initiative of the reader. (When we speak, we are following learned rules.) In other words, there are certain conventions that cannot be ignored if only a woman intends to live peacefully in a particular Akan society.

1. "Obaa kondo kotee a, ose: "Mekunu mmo me akonhoma." If a woman is eager to have sex, she says: "My husband does not give me daily allowance." This utterance is used when there is a kind of conflict resolution between marriage partners. According to Nana Kwame Panin, the Odikro of Ahwia Nsensanso Traditional area, It is said that to get a clear meaning of whatever that stands behind the conflict to be able to solve for peace to prevail, elders in charge of the resolution, "abadwafoo" bring out another form of utterance "obi nnim Twumwaa ne Sempa hyee so" which literally means no one knows the boundary of "Twumwaa" and "Sempa". Connotatively, it also means that there is a deeper cause of the conflict that needs "abadwafoo" to meet outside the meeting with only one of the party of the couple. The revealing fact is usually when the man is not up to task. Elders try this means to get to the root of the matter in order to find a lasting solution. The discussion leads us to part of the speech act theory that distinguishes different aspects of the speaker's intention. These aspects include: The act of saying something"obi nnim Twumwaa ne Sempa hyee so" which stays at the " Locutionary" level

How one tries to affect one's audience, as in persuading, convincing or instructing the couple to make plain, the hidden issue in order to solve the problem. (Perlocutionary),

"Woredwonso na wota, na wotwa wani na obia ne ho a, wonya mfasoo-mprenu." If you are urinating and you fart, and you look around and no one is there, you have gained doubly. According to the people of Ahwia Nsensanso traditional area, the etymology of this utterance is that though undesirable, there are certain acts of humans that are usually done in private to obtain pleasure. In private, whatever done to obtain pleasure, the person does it and goes scot free without impunity. This considers the fact that certain indulgences which are sociably undesirable give much pleasure when practiced privately.

Feminists may find such proverbs as infuriating since such proverbs portray women as objects of men's whims and this view is shared by the lead author, Appiah, a British children's author and socialite who usually writes "male chauvinism" beneath her write ups. It can also be considered from the view point of Judith Buttler, an American Philosophist and a gender activist who holds the view that "pornography is a less form of speech as a per formative act of sexual degradation. It is related to suture and an interpellation in a way that forces a situation." In other words, the action involved in the choice of words forces the situation to be acted upon as well as being considered as a convention that must be adhered to. It is this form of acceptance that infuriates feminists and makes them speak about the complementarity of the sexes in situations such as these.

To conclude, the proverb brings home truths that most people unconsciously admit to the fact that in all their shockingly vulgarity, they are precious nugget of words that are supposed to be preserved.

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Teachers' Perception about the New Approaches of Primary Mathematics Textbooks of Bangladesh

By Tamanna Sultana & Shahidul Islam
University of Dhaka

Abstract- Textbook is a dynamic part of any educational system. They provide the necessary guidelines for the teacher. So it is critical to know how the teacher perceives about the textbooks as it directly influences his/her practice. This research study aims to find out teachers' perception about the new approaches of mathematics textbooks which have been recently introduced in the primary school of Bangladesh. Moreover, as perception differs from teacher to teacher, this study also finds out whether and how they perceive differently from rural to urban perspective. The study followed a mixed method design. Quantitative and qualitative data is collected through questionnaire from thirty teachers (15 from rural and 15 from urban). Quantitative data is analyzed through descriptive analysis and t-test statistical analysis whereas thematic analysis is done for qualitative data. One of the findings of this study is that the majority of the teachers possess positive views about the new mathematics textbook. It is also found that teacher perception differs from rural to perspective. Rural teachers have more positive views than the urban ones. Considering the implications, the findings of this study will be of significant use for policy makers, curriculum developers, textbook experts, and the teachers who will be using the new textbooks in the classroom.

Keywords: *textbook, teacher's perception, approaches, descriptive analysis.*

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Teachers' Perception about the New Approaches of Primary Mathematics Textbooks of Bangladesh

Tamanna Sultana [α] & Shahidul Islam [σ]

Abstract- Textbook is a dynamic part of any educational system. They provide the necessary guidelines for the teacher. So it is critical to know how the teacher perceives about the textbooks as it directly influences his/her practice. This research study aims to find out teachers' perception about the new approaches of mathematics textbooks which have been recently introduced in the primary school of Bangladesh. Moreover, as perception differs from teacher to teacher, this study also finds out whether and how they perceive differently from rural to urban perspective. The study followed a mixed method design. Quantitative and qualitative data is collected through questionnaire from thirty teachers (15 from rural and 15 from urban). Quantitative data is analyzed through descriptive analysis and t-test statistical analysis whereas thematic analysis is done for qualitative data. One of the findings of this study is that the majority of the teachers possess positive views about the new mathematics textbook. It is also found that teacher perception differs from rural to perspective. Rural teachers have more positive views than the urban ones. Considering the implications, the findings of this study will be of significant use for policy makers, curriculum developers, textbook experts, and the teachers who will be using the new textbooks in the classroom.

Keywords: textbook, teacher's perception, approaches, descriptive analysis.

I. Introduction

Education is a process that undergoes continuous modification over time. In this modification process, it is needed to develop teaching style, learning process, instructional strategy, and curriculum design. Curriculum design is a continuous process where modification takes place over the time everywhere (Al-Jardani, 2011). Curriculum modification refers to that includes new content knowledge, instructional method and learning outcome through the change of materials and programs (Comfort, 1990; King-Sears, 2001). The primary curriculum of Bangladesh has been revised and modified in 2011 by national education policy 2010 (NCTB, 2011).

Teacher and textbook are two vital components to implement the curriculum. The textbook has to be considered as teacher's source of content, organization and instructional activities and ideas for lessons (Johansson, 2006; Reys et al., 2004). To achieve the aims and objectives of primary mathematics curriculum of Bangladesh, mathematics textbooks were developed in 2012. In new mathematics textbooks, most of the lessons started by asking a real-life oriented question which provides a scope to explore students' creative thinking (NCTB, 2016). Smith (1996) refers that new forms of a mathematics textbook may reduce teacher's ability and it will be challenging for the teachers. Given the backdrop, it deserves special attention to know the perception of the teachers about the new approaches of primary mathematics textbooks.

II. Purpose of the Study and Research Question

The purpose of this study is to explore the teacher's perception about the new approaches of primary mathematics textbooks. This study also aims to explore whether and how their perceptions vary from rural to urban perspective. As such, the research questions addressed in this study are-

1. How do teachers perceive the new approaches of primary mathematics textbook?
2. Whether and how do teachers' perceptions differ from rural to urban perspective?

III. Literature Review

Textbook is a dynamic part of any educational system. They provide the necessary guidelines for the teacher, for instance, connecting with contents, methodologies and the materials to be taught (Salehi & Amini, 2016). Different country has taken multifarious initiatives to reform their textbooks to make it effective. For example, in the Netherlands, development of mathematics education mostly relies on textbooks (Punhuizen et al. 1998). The mathematics reform movement started in Netherlands in early seventies. On that time mathematics education was concept based. Now it is turned into "New math movement"(ibid). In line with that, in the reformation process, Korean elementary mathematics textbooks appeared with some new approaches such as starting a lesson with question or activity, innovative way of problem-solving, different games and puzzles, multiple ways of problem-solving and classwork (Pang, 2004). Existing literature shows

Author α: Associate Professor, Institute of Education and Research (IER), University of Dhaka. e-mail: ts15103@my.bristol.ac.uk
Author σ: Research Student, Institute of Education and Research (IER), University of Dhaka.

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that all the approaches incorporated in the Korean textbook are critical for fruitful learning. In a study, Cheesman (2005) argued that starting a lesson with question or activity is helpful for students' effective learning. Mevarech & Kramarski (2012) explained that if a problem is solved innovatively, it will enhance students' ability to think logically and encourage students to think rationally. As a result, it will develop their reasoning skill. According to Wenglinsky (2001), class work in the classrooms significantly facilitates students learning and enhance their academic performance. Besides, it is argued that it can be possible to develop the diversity skill among the students by solving a problem in multiple ways (NCTM, 2000). Paterson (2009) stated that conducting a class with different sorts of game and puzzles is effective one as it not only makes the lesson enjoyable to the students but also helps to understand.

As well as, Japanese mathematics textbook also appeared with some approaches such as prior knowledge exploration, mathematical connection with real-life situation and collaborative way of problem-solving (Takahashi, 2006). Extant literature also shows that learning mathematics becomes more beneficial if the main focus of the teaching and learning approach is to develop insights rather than focusing on the correct solution of a problem. RMERC (1999) argued that it is necessary to connect the mathematical concept with real-life situation so that learners can build their mathematical knowledge properly. In another study, Reed (2014) explained that if students learn with collaboration, they could understand the insight of the lesson rather than blind memorization. Similarly, the literature shows that for concept development, a diagram with proper illustration is also a helpful approach (Bishop, 1989). This approach is used appropriately in Singaporean Mathematics textbooks too (Beckmann, 2004).

In Finish mathematics curriculum, inquiry approach is introduced to explore the student's ability and empowering their reasoning skill (Mendaglio, 2014). Brune (2010) stated that solving a problem by inquiry approach enhances students learning by developing thinking skills. Similarly, textbook reformation also held in Bangladesh over time and the recent reformation held in primary mathematics textbooks in 2016 (NCTB, 2016). In this reformation process, the primary mathematics textbooks appeared with some new approaches. Based on the review of the extant literature, we consider few approaches (stated in table- 1) which might be incorporated in the mathematics textbooks.

It is urgent to analyze teacher perception and their belief system they belong in a new context (Salehi & Amini, 2016). Thompson (1992) showed in his study that teachers view about mathematics is influential rather than the addition of facts, rules, procedures, and theorems. They seem that mathematics is more related to abstract principles than operational pedagogical theory (ibid). Nemser and Floden (1986) elicited that these perceptions may vary from school to school.

Table-1: Approaches in the new primary mathematics textbooks

Approach-1	Starting a lesson with key question/activity	Pang (2004)
Approach-2	Prior knowledge exploration	Takahashi (2006)
Approach-3	Mathematical connection with real life situation	Takahashi (2006).
Approach-4	Innovative way of problem solving	Pang (2004)
Approach-5	Collaborative way of problem solving	Takahashi (2006)
Approach-6	Different games & puzzles	Pang (2004)
Approach-7	Appropriate illustration and diagram	S. Beckmann (2004))
Approach-8	Multiple way of problem solving	Pang (2004)
Approach-9	Mathematical inquiry	Mendaglio (2014)
Approach-10	Classwork	Pang (2004)

IV. Methodology

This study adopted a mixed method approach. As participants, 30 primary teachers (15 from rural and 15 from urban) who take mathematics classes were chosen conveniently. A questionnaire containing both open-ended and closed-ended questions was given to each teacher. Data collected through closed ended questions were analyzed using descriptive statistics which facilitated us to find out teachers' perception about new approaches. On the other hand, thematic data analysis was conducted to explore the reasons of the importance of these approaches to the teachers. The themes were developed drawing on the data collected through open-ended questions. An approach was considered to be important for a particular reason when at least five participants indicated the reason. However, the name of the theme does not represent that respondents have always used exactly the term or phrase in their response. Rather, many of their responses were found to be related to the theme though they did not use the exact name of the theme. The

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participants of this study were obliged to issues of anonymity and ensured them that their name would be kept anonymous as this process requires a sufficient level of trust based on a high level of participant disclosure.

V. Result and Findings

Our analysis shows (figure-1) that the new primary textbooks contain all the new approaches. However, teachers' knowledge about these approaches varied; few approaches were very well known and considered while few were not. Our analysis shows that 100% of participants believed that new mathematics textbooks provide adequate scopes to apply approach-10 in the mathematics classrooms while approach-9, 7 4, 3, 2 were perceived to be included in the books by 80% or more of the teachers. On the other hand in case of the approach-6 low percentage of teachers knows this approach. Again significant difference was found about the knowledge in different approaches among the teachers between rural and urban areas. For example, while 100% of the rural teachers were informed of approach- 1 and 5, only 50% of urban teachers know about approach-1 and 65% knowledge about approach-5.

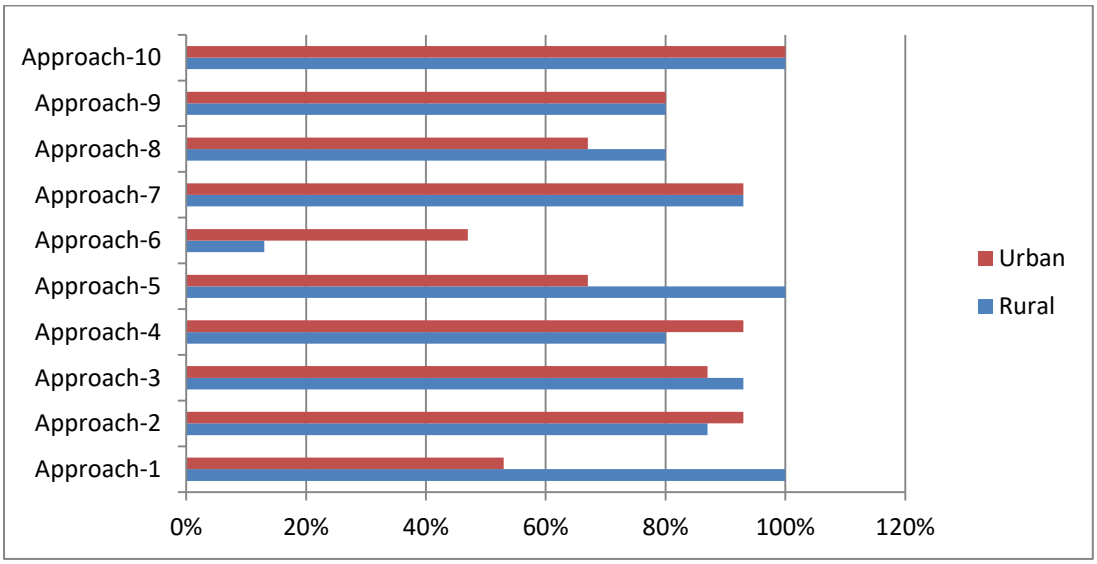


Figure-1: Teachers knowledge about the approaches in the new textbooks

A t-test statistics is adopted to see whether the rural and urban teachers' knowledge about the approaches vary and found that t=1.015 and p=0.31. As $p>.05$, there is an insignificant difference between the rural and urban teachers knowledge about the overall approaches. However, in the case of approach-5 and 1, the p-value is less than the level of significance (0.01 and 0.002 respectively). So, the difference between the knowledge about these approaches in rural and urban teachers largely varies and which is consistent with the figure-1 as well.

VI. Mentioned Task by the Participants

To explore whether the teachers could identify the new approaches in the textbooks, they were asked to mention the tasks from the new mathematics textbook where the scopes were provided to solve the problems. Our analysis (Table 2) shows that on average 70% of teachers successfully identified appropriate tasks which are possible to do with the approaches. It is found that all of the rural and urban teachers successfully mentioned the task from the new mathematics textbook in which approach- 10 and 7 could be applied. It is also observed that all the rural teachers successfully identified the tasks which provide a scope to apply approach-1 whereas in case of urban teachers a percentage of 53 could do so. Again, though figure-1 reveals that 80% of rural and urban teachers know the approach-9, our analysis in table-2 shows that most of them could not identify the task from the textbook successfully. Such incapability reflects that they are not very much confident about the approach-9. Similarly, tasks related to approach-6 were identified by a very low percentage of teachers which is consistent with our findings in the earlier section.

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Table-2: Mentioned tasks by the participants in percentages

Approaches	Successful	
	Rural	Urban
Approach-1	100%	53%
Approach-2	93%	87%
Approach-3	73%	67%
Approach-4	87%	80%
Approach-5	73%	53%
Approach-6	13%	47%
Approach-7	100%	100%
Approach-8	87%	73%
Approach-9	20%	13%
Approach-10	100%	100%
Mean	73%	67%
	70%	

VII. Importance of the New Approaches

Our analysis shows (Table-3) that most of the teachers have positive views about the new approaches in the mathematics textbooks. 73% of the teachers believe those approaches highly important whereas a small percentage (17%) perceived those as partially important. Surprisingly, 10% of the teachers consider it as non-important.

In the case of rural schools, most of the teachers (80%) perceived it as highly critical whereas 13% percentage of them considered it partially important. Also, 7% of the teachers reported it as of no importance. On the contrary, in the urban areas, 67% of the teachers expressed that the approaches introduced in the new textbooks are highly important whereas 20% reported as partially important. Our analysis also shows, as is the rural area a low percentage of teachers (13%) believed it was of no importance.

Table-3: Teachers response about the Importance of new approaches

	Highly Important		Partially Important		Absolutely not	
	Rural	Urban	Rural	Urban	Rural	Urban
Approach-1	80%	67%	20%	20%	0%	13%
Approach-2	87%	80%	13%	20%	0%	0%
Approach-3	80%	67%	20%	33%	0%	0%
Approach-4	80%	60%	20%	33%	0%	7%
Approach-5	73%	53%	13%	27%	13%	20%
Approach-6	73%	67%	13%	20%	13%	13%
Approach-7	87%	87%	13%	67%	0%	7%
Approach-8	80%	60%	20%	20%	0%	20%
Approach-9	47%	47%	33%	20%	20%	33%
Approach-10	100%	100%	0%	0%	0%	0%
	80%	67%	13%	20%	7%	13%
	73%		17%		10%	

VIII. Reasons behind the Importance of the New Approaches

Our analysis of the data from open-ended questions facilitated us to develop five themes (Theme 1: Uphold interest, Theme 2: Develop creativity and thinking skill, Theme 3: Make the lesson easy and meaningfully understandable, Theme 4: Develop diversity, Theme 5: Evaluate progress) aligned with different approaches (Figure-2). When questioned about the reasons to give importance to a particular approach, we found that for the same reason different approaches were used. For example, approach-1, 2, 3, 4, 6 and 9 were considered important as these approaches

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"uphold the interest" (theme-1) of the students. One of the participants stated:

I think it is very important to connect the mathematical concept to real-life situation. It makes the lesson interesting and effective.

Again, few of the approaches (1,2,4,7,8 and 9) were perceived important as teachers believed that these approaches "develop creativity and thinking skills" (theme-2) of the students. As reflected by one of the teachers-

Solving a problem in an innovative way is interesting. When I solve a problem innovatively, students feel interested in the lesson. It also increases their thinking skill.

Our analysis also shows five of the approaches "make the lesson easy and meaningfully understandable" (Theme-3). These approaches are approach-2, 3, 5, 6 and 7. For instance, one of the participants informed:

When students learn with collaboration in my class, they enjoyed the class and understood the concept clearly.

Theme-4 (develop diversity) emerged as many of the teachers perceived that approach-8 help students to be skilled in developing a diverse solution for a problem. For example, one of the participants claimed:

Solving a problem in different technique is a good way to understand the problem clearly. I think it not only develops student's creativity but also develops diversity.

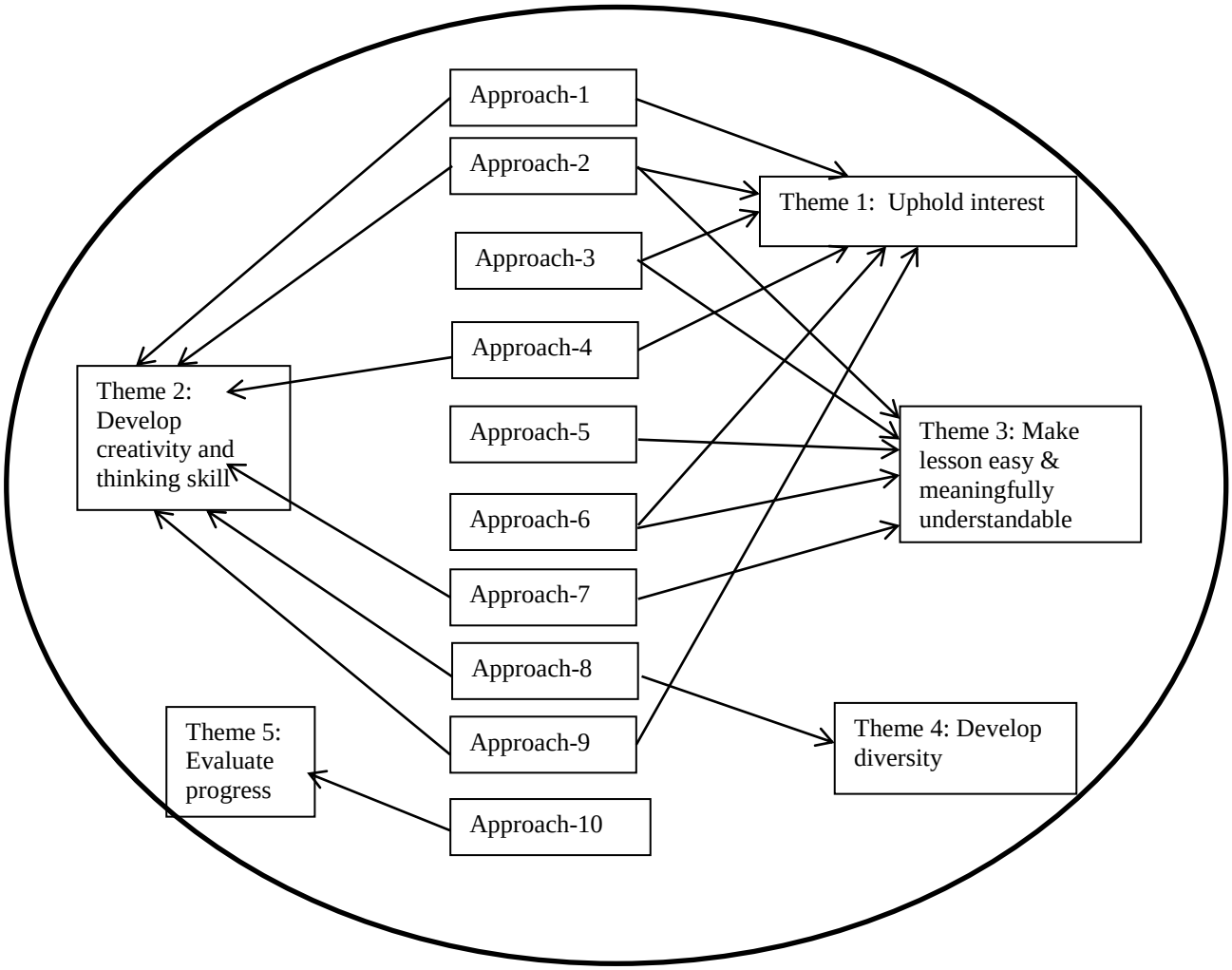


Figure 2: Identified themes

Our analysis shows that approach-10 was perceived important as teachers believe that it is an effective way to evaluate students learning progress. For instance one of the participants stated:

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I think, in mathematics class, classwork is a must for assessing students' performance which is very important.

As such, Theme 1 (Uphold interest) emerged as a reason for which approaches-1, 2, 3, 4, 6, 9 were used while theme-2 (Develop creativity and thinking skill) arose as a reason for using approaches-1, 2, 4, 7, 8 and 9. Similarly, theme-3 (Make lesson easy & meaningfully understandable) emerged as a reason for which five approaches were considered important. These are approaches- 2, 3, 5, 6 and 7. It is also found that approach- 8 and approach-10 emerged in theme-4 (Develop diversity) and theme-5 (Evaluate progress) respectively.

IX. Discussion and Implications

This study found that teachers possess a positive view about the new approaches of mathematics textbooks. With a very few exceptions, most of them have proper knowledge about where the textbooks provide scope to apply the approaches. It is found that teachers show their positive view on those approaches because they think all these approaches are helpful for fruitful learning. More specifically, conforming the earlier study of Cheesman (2005), they think that starting a lesson by throwing a question or doing some activities (approach-1) is helpful to uphold interest and increase thinking skill. The study also indicates that teachers believe that exploring prior knowledge (approach-2) not only make the lesson interesting but also make the lesson clear to the students and increase thinking ability. Our finding in this regard is supported by Marzano (2004). This study also identifies that connecting mathematical concept with real-life situation (approach-3) create interest among the students and in the meantime, it helps students to learn the concept. This finding is congruent with the earlier findings of RMERC (1999). Supporting the earlier study of Mevarech & Kramarski (2012), the finding of the study shows that teachers believe that solving problems in an innovative way (approach-4) is very effective one to uphold students' interest in the lesson and develop their creativity. Another finding of this study is that for developing a meaningful concept about the lesson, collaboration (approach-5), playing by puzzles or games (approach-6) and diagram with proper illustration (approach-7) are effective approaches. This finding conforms to the earlier research of Reed (2014), Paterson (2009) and Bishop (1989) respectively. It is also found that solving a problem by playing not only make the lesson understandable but also makes the lesson interesting to the students. The study also identifies that dealing problems with diagram helps students to think critically as well as develop their creativity. Our findings are supported by NCTM (2000) which shows that to develop diversity it is an effective way to solve a problem in multiple ways (approach-8). It also helps students to develop creativity and thinking skill. Conforming to earlier studies Brune (2010), the findings of the study shows that teachers think that solving a problem by inquiry approach (approach-9) enhance students learning by developing thinking skills. However, this study also revealed that though a large percentage of teachers talked about the effectiveness of inquiry approach, in the real context, they have not properly identified the task from the textbook where this approach can be applied. Moreover, they have no clear idea about this approach as well. The findings of the study have given great importance on classwork (approach-10) for effective learning, especially for assessing students' performance which reinforces the findings by Wenglinsky (2001).

As a whole, according to the teachers' perception, to make class interesting approach-1, 2, 3, 4, 6 and 9 are very effective one. When the teachers' intention would be to increase students' creative thinking skill, approach-1, 2, 4, 7, 8 and 9 could be applied. As meaningful concept development is the prime aim of teaching, approach 2, 3, 5, 6 and 7 would be a good contribution to it. To make 21st centuries skilled citizen, it is necessary to prepare students to attend the problem in multiple ways to handle different sorts of situation. So the teacher could be used approaches-8 to prepare students for the challenging world. To justify overall students' performance, approach-10 would be the appropriate option.

The study shows that teachers perception about the new approaches in the mathematics textbooks vary from rural to urban perspective, though the variation is not very significant for every approach. Rural teachers have a more positive view in the approaches of starting a lesson key question or activity (approach-1), mathematical connection with real-life situation (approach-3), innovative way of problem solving (approach-4), collaborative way of problem solving (approach-5), multiple ways of problem solving (approach-8), appropriate illustrations and diagrams (approach-7) and mathematical inquiry (approach-9). But rural and urban teachers have similar positive perception about the approaches of prior knowledge exploration (approach-2), classwork (approach-10) and different games and puzzles (approach- 6). It is found that while 80% of rural teachers expressed that all approaches are highly important, only 67% of urban teachers possess such kind of view. On the other hand, 20% of urban teachers viewed all approaches are partially important whereas 13% hold such kind of view. As a whole, rural teachers have more positive views about the new approaches of mathematics textbooks than the urban ones. These findings are consistent with the study of Singh et al. (2010) where they stated that differences are found between rural and urban teachers' perceptions regarding the use of textbooks.

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The findings of this study have both theoretical and practical implications. First, we extend the existing literature by exploring the reasons of the importance of the approaches adopted in different countries. We developed five themes (theme-1: uphold interest, theme-2: develop creativity and thinking skill, theme-3: make lesson easy and meaningfully understandable, theme-4: develop diversity and theme-5: evaluate progress) for which the approaches are adopted in textbooks. Since our finding shows, the perception about the new textbook varies from urban to rural areas; it will provide an important guideline to the policy makers that what should be incorporated in the new textbook and what should not. The finding of the study also shows that all approaches could not be identified properly by the teachers though they showed their positive views in this regards. This implies that teachers are not aptly familiar with the new textbook. So, it is needed to provide effective training to the teacher to introduce properly the new approaches of textbooks. Besides, it would be beneficial if textbooks writer provide a direction in the textbooks which approach would be appropriate for which task.

X. Conclusion

Teachers' perception about the new approaches which is adopted in the new mathematics textbook is explored in this study. This study also explores whether this perception varies between urban and rural teachers. Though a majority of the teachers possess positive views about the new textbook; they are not well informed about all the approaches (e.g. approach-9). It is also found that differences are found between rural and urban perspectives. To make sure the effective use of the new textbooks in the classroom, it is required to make the teachers concerned about the new approaches of mathematics textbooks. It is needed for the teachers to go through the new approaches of mathematics textbooks appropriately before going to the class. The study shows what approach is suitable for a specific situation and when different approaches should be used in the classroom. It also offered few theoretical and practical implications of the findings.

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Influence of Gender Stereotyping on Achievement in basic Science among Upper basic School Students

By Umar, Usman Sani & Samuel, Ruth Iwanger
Nasarawa State University

Abstract- The study examined the influence of gender stereotyping on achievement in Basic Science among Upper Basic Education School (UBES) students in Toto LGA, Nasarawa State, Nigeria. The study was a descriptive survey design. The population of the study consisted of all the public upper basic III students. The study employed a sample size of 300 students drawn from the population using simple random sampling. A researcher designed questionnaire titled "Gender Based Questionnaire on Students' Achievement in Basic Science" (GBQSABS) was used for data collection. Data was analysed employing descriptive statistics to answer the research question while, Chi Square statistics was used to test the research hypothesis at alpha = 0.05.The finding of the study show that gender stereotyping has no significant influence on students' achievement in Basic Science.

Keywords: *basic science; gender stereotyping; achievement.*

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Umar, Usman Sani [α] & Samuel, Ruth Iwanger [σ]

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I. Introduction

The influence of gender stereotyping in Basic Science education is an important issue especially, in creating awareness in its field of study. Basic Science education is a predominant cancer in the fabrics of students' achievement in the subject where there exists significant gender stereotyping (Umar & Samuel, 2018). Researches on gender stereotyping in Basic Science education have provided report indicating that there are no longer gender differences in the cognitive and psychomotor domains of students (Ola, Richter & Kotowska, 2014; Jusruk & Kalipeni, 2012 and Patten & Parker, 2012) though, others indicate that male students show higher achievement than their female counterparts (Oscar, Luis & Miguel, 2018 and Oludipe, 2012). Certain careers have been traditionally associated as males' domain, while others are associated as female's domain. For instance, careers in medicine, military or engineering are male dominated, while nursing, secretariat studies and home science are regarded the preserves of female (Danjuma, Onimode, & Ochedikwu, 2015 and Egbochuku, 2008).

Author α: Guidance and Counselling Unit, Department of Educational Foundations, Faculty of Education, Nasarawa State University, Keffi, Nigeria. e-mail: maruus1959@gmail.com

Authorσ: Science, Technology and Mathematics Education Department, Faculty of Education, Nasarawa State University, Keffi, Nigeria. e-mail: ruthsa124@gmail.com

Researches also show that parents play significant roles in gender stereotyping of their children through socialization processes of the different roles they assign to their male and female children (Vleuten, Jaspers, Maas &Lippe, 2016 and Fausto-Sterling, 2012). For instance, boys are assigned to attend to the farm, cut overgrown weeds around their compounds and replace depleted tyres of their parents' vehicles, while girls would help in cooking and rearing their younger siblings (Fausto-Sterling, 2012). These gender stereotyping are gradually transferred to the school environment where students choose subjects in line with their gendered aspirations. Gender stereotyping therefore, impacts on students' achievements in Basic Science. A research by Umar and Samuel (2018) shows that there is no significant gender stereotyping influence on students' achievement in Basic Science. Similarly, earlier studies by Tayo-Olujubutu (2014), KorirandLaigong(2014) showed that gender did not influence achievement in the subject thus, suggesting that the more exposed the students are to the subject, the better their performances.

Achievement is the action of accomplishing an academic task successfully. Its purpose is to find out the cognatic position of a student at a given moment (Akani, 2017). The process has to do with testing the knowledge acquired by the student which helps the teacher and the student to evaluate and predict the degree of learning attained. It is useful in testing the retention of information and skill. It is also a determinant of the efficacy and efficiency of a given instruction (Kabutu, Oloyede & Bandele, 2015).

World globalization and urbanization have brought about transformation in science, technology, social, cultural and economic challenges to humanity in particular and nations, like Nigeria, in general to the extent that such transformations especially, in education have targeted human capital development as their specific goals (Umar & Samuel, 2018; Ifechukwu, 2013).

In Nigeria, for instance, the National Economic Empowerment and Development Strategy (NEEDS) identifies the country's economic achievement through transformation and sustenance of the educational processes which spurs individuals through technological development (Samuel 2017). In line with challenges posed by the transformation, the

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government instituted two major curriculum reforms that gave birth to the Basic Education Platform (Umar & Samuel, 2018;Igbokwe, 2015). Thus, a 9-year Basic Education Curriculum (BEC) of 2008 to 2014 and a Revised 9-year Basic Education Curriculum of 2014 to date were restructured and integrated to fit the educational challenges at the Basic School levels. The exercise was aimed at encouraging innovative teaching and learning as well as promoting holistic approach to science education.

In order to further address the challenges, the National Education Research and Development Council (NERDC) has produced teachers' guides for all the core subjects and the elective ones. This was aimed at ensuring effective implementation. Similarly, series of national workshops using interactive and variety-based methods were organized to train teachers in the operations of the teachers' guide for effective delivery of the Basic Science Curriculum (Obioma, 2011 & NERDC, 2013). The distribution of subjects in accordance with the BEC curriculum is in Table 1.

Table 1: Structure of Upper Basic Basic Education Curriculum

Upper Basic Education Curriculum (Basic 7-9)		
S/N	Core compulsory subjects	Elective subjects
1	English Language	Agriculture
2	One Major Nigerian Language(Hausa, Igbo or Yoruba)	Home Economics
3	Mathematics	Arabic Language
4	Basic Science	Business Studies
5	Social Studies	
6	Civic Education	
7	Cultural & Creative Arts	
8	Christian /Islamic Religious Studies	
9	Physical and Health Education (PHE)	
10	Basic Technology	
11	Computer Studies/ICT	

Source: National Educational and Research Development Council (NERDC), Nigeria (2008).

Basic Science is the first form of science a student encounters at the secondary school level; hence, it prepares students at the Basic School levels for the study of core science subjects at the Senior Secondary school level (Bukunola & Odowu, 2012). This implies that for a student to study single science subjects at the Senior Secondary school level successfully, such a student must be well grounded in Basic Science at the basic school level (Samuel, 2017).Despite the importance of Basic Science in the country's quest for technological advancement, there has been seeming ineffectiveness in the teaching and learning of the subjects which in turn is strongly affecting the attainment of the country's laudable objectives and goals to developing a scientific and technologically literate citizenry.

From the foregoing, Nigeria as a developing nation is in dire need of scientifically and technologically literate citizenry to be able to catapult her to the level of developed nations and to address the aspiration of the country to be among the first twenty economically developed countries in the world by the year 2020 (Achimugu, 2016).

The aim of this study was to examine the influence of gender stereotyping on Basic Science achievement among upper basic III students. Specifically, the study explored the influence of gender stereotyping on the achievement of the students in Basic Science.

a) Research Question

What is the influence of gender stereotyping on students' achievement in Basic Science?

b) Research Hypothesis

Gender stereotyping has no significant influence on students' achievement in Basic Science.

II. Methodology

Descriptive survey design was employed for the study. The population for the study comprised all public Upper Basic III students in Toto Local Government Area of Nasarawa State, Nigeria. The sample was made up of 300 students drawn from the 16 public UBES in the area using simple random sampling techniques. Out of the 16 schools, 5 were randomly selected from where the 300 students were sample using purposive sampling. The researcher developed as instrument titled "Gender Based Questionnaire on Students' Achievement in Basic Science" (GBQSABS) for data collection. The instrument comprised Sections A to E where, section A elicited personal data from the respondents while, Sections B to E were made up of Likert-type 40-items with options A–D that tested the students' knowledge and application of selected topics in Basic Science.

The instrument was validated by experts in Test and Measurement from the Nasarawa State University, Keffi, Nigeria and wastrial tested on a representative sample which did not participate in thefinal study. Cronbach's Coefficient Alpha was used to determine the reliability of SPSAQ and the reliability coefficient was found to be 0.83suggesting that the items had internal consistency levels and were reliable for the study descriptive statistics was used to answer the research

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question while Chi Square statistics was used to test the research hypothesis at alpha = 0.05.

Finding

Research Question: What is the effect of gender stereotyping on students' achievement in Basic Science?

The result to answer the research question is presented in Table 2.

Table 2: Mean and Standard Deviation (SD) of the Influence of Gender on Students' Achievement

Subject	Male		Female	
	Mean	SD	Mean	SD
Basic Science (First test)	3.24	0.68	3.24	0.720
Basic Science (Second test)	3.00	0.90	3.22	0.750
Average mean	3.12		3.23	

The results on Table 2 show the mean responses on the two tests and academic achievement of the students. The male and female students agreed with all the items with average mean scores of 3.12 and 3.23 respectively, for male and female students.

Table 3: Test of hypothesis using Chi-Square

Variable	N	Mean	SD	Df	X^2-cal	X^2-crit	Level of Sig.	Remark
1st test	150	3.22	0.97	12	2.7	21.03	0.05	Accept
2nd test	150	1.38	0.35					

The results on Table 3 reveal that theX^2-crit (21.03) exceedsX^2-cal (2.7) at degree of freedom (12) with alpha = 0.05. Hence, the null hypothesis was accepted, implying that gender stereotyping has no significant influence on students' achievement in Basic Science.

The result of research question one indicates that there is no significant relationship between gender stereotyping and academic achievement of students in Basic Science. This may be a result of insufficient facilities for teaching and learning which has affected the extent of students' achievement. This finding agreed with the view of (Umar & Samuel, 2018; Faisal, Shinwari & Hussain, 2017; Ogbianigene, 2014 and Kola, 2013). Thus, for the educational system to acquire the expected goals and objectives there is need for sufficient provision of the necessary facilities that will enhance effective teaching and learning among the students.

III. Conclusion and Recommendations

Based on the finding, it is concluded that gender stereotyping does not influence students' achievement in Basic Science. It is therefore, recommended that gender stereotyping should be provided for adequate teaching and learning processes/procedures. More so, it should be provided to students by helping them to generate independent learning for sustainability irrespective of gender stereotyping socialisation.

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Influence of Community Participation in Decision- Making on the Administration of Public Secondary Schools in Benue State, Nigeria

By Ogunbiyi Oluwadare Deji
Federal University of Agriculture

Abstract- This study investigated the influence of community participation in decision-making on the administration of public secondary schools in Benue State. One research question and null hypothesis guided the study. The study used the survey research design. The population of the study was 4,536 while the sample was 368 respondents. Multi-stage sampling technique was used to determine the sample size of 368 respondents. The instrument for data collection was selfstructured questionnaire titled "Influence of Community Participation in Decision-making on the Administration of Public Secondary Schools Questionnaire" (ICPDAPSSQ)". Five experts validated the instrument used for the study, three in Educational Administration and Planning, and two from Measurement and Evaluation, all from the Department of Educational Foundations and General Studies, University of Agriculture, Makurdi. The instrument was trial tested on 30 respondents in Buruku L.G.A of Benue state. The data collected were analyzed using Cronbach Alpha to compute the reliability estimate and the overall reliability coefficient of 0.77 was obtained. Mean and standard deviation were used to answer the research questions that guided the study, while Analysis of Variance (ANOVA) was used to test the null hypotheses formulated for the study at 0.05 level of significance.

Keywords: community participation, decision-making, administration, public secondary schools.

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Influence of Community Participation in Decision-Making on the Administration of Public Secondary Schools in Benue State, Nigeria

Ogunbiyi Oluwadare Deji

Author: B.Ed, M.Ed, AMNIM, Ph.D- In View Department of Educational Foundations and General Studies, Federal University of Agriculture, Makurdi, Benue State, Nigeria. e-mail: dejilite@gmail.com

Abstract- **This study investigated the influence of community participation in decision-making on the administration of public secondary schools in Benue State. One research question and null hypothesis guided the study. The study used the survey research design. The population of the study was 4,536 while the sample was 368 respondents. Multi-stage sampling technique was used to determine the sample size of 368 respondents. The instrument for data collection was self-structured questionnaire titled "Influence of Community Participation in Decision-making on the Administration of Public Secondary Schools Questionnaire" (ICPDAPSSQ)". Five experts validated the instrument used for the study, three in Educational Administration and Planning, and two from Measurement and Evaluation, all from the Department of Educational Foundations and General Studies, University of Agriculture, Makurdi. The instrument was trial tested on 30 respondents in Buruku L.G.A of Benue state. The data collected were analyzed using Cronbach Alpha to compute the reliability estimate and the overall reliability coefficient of 0.77 was obtained. Mean and standard deviation were used to answer the research questions that guided the study, while Analysis of Variance (ANOVA) was used to test the null hypotheses formulated for the study at 0.05 level of significance. The major findings of the study were that communities to a great extent participate in decision-making on the administration of public secondary schools in Benue State. Findings also revealed that there is no statistically significant difference in the mean ratings of the respondents on the influence of community participation in decision-making on the administration of public secondary schools in Benue State. Based on the findings of the study, it was recommended among others that the school as a matter of fact should reciprocate by playing active roles in the community such as in organizing adult educational programmes that can help to solve community problems. Finally, conclusions were made.**

Keywords: community participation, decision-making, administration, public secondary schools.

I. Introduction

Secondary school education occupies a very unique position in the educational system in Nigeria, because it is that level that determines the academic and professional career of students. Education at secondary school level is defined by Federal Government of Nigeria (FGN, 2004), as the form of education children receive after primary education and before the tertiary stage. The aim of secondary education is to prepare the individuals for useful living within the society; and for higher education. Nigeria as a country is faced with a lot of crises in her educational industry Ogundelein Ijamu, (2015). These crises had been attributed to inadequate funding, poor and irregular payment of salaries, students' population explosion, poor teachers' job satisfaction, and inadequate supply of educational facilities and needed equipment for effective teaching learning process. The result of this brings about low quality and fallen standard of education in our secondary school system.

Due to the inability of Government to attend to these issues, involvement of community participation in the administration of public secondary schools becomes inevitable. According to Bondesio (2000), influence is the ability to cause desirable and measurable actions and outcomes. It seems that community can participate in secondary school administration in Nigeria. Influence of community in the study refers to the actions exerted by the communities that cause positive change and bring about efficient and effective secondary school administration in Benue state. In this context, the study is used to determine the influence of community participation in the administration of public secondary school in Benue state.

The extent to which the secondary school system is able to accomplish its objectives is determined by efficient and effective administration. Secondary schools in the study refer to all the secondary schools that are owned, financed and managed by the Benue State government. The school is the agent of socialization after the home. Therefore, the school exists for the community and the community exists and acts as clients to the school. Administration is the ability to put persons into working order and telling them what to do and how to do it so that a specified end will be accomplished. Administration is generally defined as the process of working with and through others to efficiently accomplish organizational goals (Aguba, 2009). In the words of Veig in Olowe (2007), administration is a determined action taken in pursuit of conscious purpose. It is the matching of available labour and materials in order to gain that which is desired at

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conscious purpose. It is the matching of available labour and materials in order to gain that which is desired at the harvest cost of energy, time and money (Famade, 2004).

The central purpose of administration in general is the coordination of human and material resources towards the attainment of some predetermined objectives. Administration of secondary school in this study refers to the extent to which secondary schools achieve its goals by producing students who have gained knowledge, who are disciplined and have developed appropriate skills and moral value system that can make them function in the society through effective school administration. It entails working with and through teachers, non-teaching staff and students to get things done effectively. Olowe (2007) reported that community involvement in schools takes the form of managing of schools through representations of the Parent Teachers Association (PTA), Board of Governors (BOG), School Based Management Committee (SBMC), in designing curriculum, serving as resource persons to teach about some culture-oriented themes, protecting and maintaining school property, supervising and monitoring pupils` attendance at school, increasing pupils` access to basic education through enrolment drives, motivating teachers to improve their effectiveness and supervising pupils` studies at home.

In education, participatory decision-making is based on the idea that active involvement of teachers, community members in school decisions will lead to good school administration. This gesture made some community members actively involved and they contributed meaningfully to the growth and development of the schools ranging from the provision of funds and infrastructural facilities to the supply of the needed manpower (part-time staff) resources of the schools. The community where the school is situated forms a focus point of getting involved in decision-making process in the school. Decision making is the process of defining problems, generating alternative solution, choosing one alternative, and implementing it (Holt, 2004). The school principal, PTAs, BOGs and elected community representatives together make decision on the total educational program for their schools. These stakeholders shared decision-making programme and controls this own budgets to focus on curriculum and programme planning, collegial decision-making and strategic planning (Donald, 2005).

There is need for communities to be carried along by secondary school principals in the decision-making process in public secondary schools in Benue state. In 1992, for example, the Maine Coalition for excellence in education, a taskforce of state education, business, legislative and community leaders, recommended significant changes in public education including increased collaboration among teachers, administrators, parents, and community members. In the study of Ugwuanyi, (2013), it was reported that community through the Parent Teachers Association and Board of Governors renders enormous functions which include maintenance of discipline in the school. In the study of Udensi (2003) on community participation in secondary school administration in Lagos State, it was discovered that community in the decision making of the schools. During the 1960s and early 1970s, the child-rearing environments in economically disadvantaged families resulted in fewer opportunities for children as compared to middle- and upper-class homes (Olaitan 2001). Programs such as Head Start offered parent training skills for disadvantaged families and focused on teaching parents to be better teachers of their children. Similar approaches were used in working with families of children with exceptionalities. During this period, parents became more involved and acted as agents for facilitating child progress and achievement.

The issues of the participation of the community in decision-making in school administration should be given due emphasis because of the fact that much communities are major stakeholders in education and are very much concerned with the rationale behind the decision and their influence on life of their children, their parents in particular and the society in general. Thus, the participation of the community in school decision-making has good advantages that can lead to the improvement of the school. Decision making is the process of defining problems, generating alternative solution, choosing one alternative, and implementing it (Holt, 2004). It is a crucial part of management activity and determines the success or failure of any organizational goals because all organizational activities can be interpreted best in terms of decision made (Cunningham, 2002). In this sub-section, the paper reviews literature on the role of communities and parents in school-based decision-making. One of the advantages of involving communities in school decision-making is that it creates a greater sense of ownership, morale and commitment among the stakeholders. Decisions that are made at local level are arguably more responsive to specific issues related to school contexts (Donald, 2005). An important achievement has been observed in South Africa in this regard, since school-based governance is often integrated with participatory decision-making (Clase 2005).

The school principals, PTAs, Board of Governors, SBMC and wealthy individual make decision on the total educational program for their school. With this system, known as school based management each school shared decision making program and controls its own budget to focus on curriculum and programme planning, collegial decision making and strategic planning (Donald, 2005). In school, adopting site-based management, the principal becomes a facilitator within the school sharing with parents and community

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members in the decision-making process (Wade, 2005). Decision-making is the pivot of every educative process. By implication, the school administration is seen as a collection of processes dealing with the various ways in which human and material resources are utilized to achieve set goals of our educational objectives. On this fact Femi, (2006) and Morris (2006) are of the view that participative decision-making will facilitate information flow within and outside the system. On this the communities will be highly involved in the school decision-making process.

Community is reportedly to be involved directly in decision making relating to administration of public secondary in Nigeria through the PTA (Akinwumi, 2004). Aguba, (2009) reported that community Participate in school decisions, governance, and advocacy activities through school councils or improvement teams, committees, and other organizations participation. These decisions include identification of problems facing the school administration, implementation of policies that enhance teaching and learning of the students, the study of feasibility, planning, implementation, and evaluation (Grander, 2006). In view of this Morris (2006) emphasizes the need to democratize decision making in schools by involving all the stakeholders in the school system. With the inauguration of Parent Teachers Association (P.T.A), virtually all communities now are involved in the decision making process in the school system. Thus, full integration of the communities in decision making process in the school system will remove administrative challenges facing the school authorities in the community. This is so because no community works contrary to a decision they partake in making.

Providing opportunities for relevant consultation ensure decisions reflect local needs, whether for an individual student or the school as a whole. Greater community ownership and trust of school directions and decisions can be developed through open and authentic consultation. In a society where parents lead complex lives, opportunities to participate in a variety of ways, times and places are key to improvement (Onah 2005). Parent and community participation in student learning and the school community should be acknowledged and valued. This involvement sends a clear signal to students about the value of education. The school principals of all public secondary schools in Benue state as the school manager must ensure that community school Board Management Committee, or school governing bodies and local school boards are involved in decision making on the issues that affect the school. This will go a long way in the achievement of educational goals and objectives in Benue state. The question is, to what extent is the community involvement in decision-making processes in public secondary schools in Benue state? This is what this study is set out to find out.

II. Research Question

The following research question guided the study.

1. What are the mean ratings of PTA, BOGs and Principals on the influence of community participation in decision-making on the administration of public secondary schools in Benue state?

Hypotheses

The following null hypothesis was formulated and was tested at 0.05 level of significance:

1. There is no significant difference in the mean ratings of PTA, BOGs and principals on the influence of community participation in decision making on the administration of public secondary schools in Benue State.

III. Methodology

Survey research design was adopted to collect data used for the study. The study area was Benue State, Nigeria. Benue State was created on the 3rd of February, 1976 with the capital city at Makurdi. It is one of the 36 states of the federation and it is situated in the North Central geo-political zone of the country. The population of the study was 4536 comprising 2160 Parent Teachers Association (PTA) members, 2160 Board of Governor (BOG) members and 216 principals of all the 216 public secondary schools in Benue state. The sample comprised 184 Parent Teachers Association members (PTA), 138 Board of Governor (BOG) members and 46 principals of public secondary schools in the sampled area. Taro-Yamen formula was employed to get the sample size.

The instrument used for data collection was self-structured questionnaire titled, "Influence of Community Participation on the Administration of Public Secondary School Questionnaire" (ICPAPSSQ). The questionnaire was developed along the lines of the research questions raised for the study. The questionnaire was arranged in a clusters with 5 items which was used to seek information in decision-making process. A four-point rating scale was used to find out the influence of community participation on the administration of secondary schools in Benue state. The rating scale is as follows: Strongly Agree (SA)-(4points), Agree (A) - (3points), Disagree (D) - (2points) and Strongly Disagree (SD) - (1point). The instrument was subjected to face and content validation by five experts. Three from Educational Administration and Planning, two from Measurement and Evaluation, all from the Department of Educational Foundations and General Studies, Federal University of Agriculture, Makurdi. The experts were requested to assess the relevance of the items in addressing the research questions bearing in mind the purpose of the study. These experts, after scrutinizing the instrument, made very important observations and corrections. The data collected were

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analyzed using mean and standard deviation (SD) to answer the research questions while the null hypotheses were tested using Analysis of Variance (ANOVA) at 0.05 level of significance. The decision level was determined by the use of criterion mean of 2.50 for items. Mean of 2.50 and above were agreed while mean that fell below 2.50 were disagreed.

IV. Results

Results in Table 1 below indicate the mean responses of PTA, B.O.GS and principals on the influence of community participation in decision-making on the administration of public schools in Benue state.

Table 1: Mean Responses of PTA, B.O.Gs and Principals on the Influence of Community Participation in the Decision-Making on the Administration of Public Schools in Benue State

S/N	Items	P.T.A		B.O.G		Principal		Grand		
		$\bar{x}$	SD.	$\bar{x}$	SD.	x	SD.	x	SD.	Decision
1	Community advises the school authority in the control of illegal levies in the school	3.29	0.64	3.30	0.69	3.54	0.59	3.33	0.65	Agree
2	Community is consulted on the disciplinary measures involving their children/wards	3.17	0.76	3.23	0..73	3.09	0.66	3.18	0.74	Agree
3	Community influences the transfer of principals and teachers to their school	3.61	0.49	3.61	0.49	3.76	0.43	3.63	0.48	Agree
4	School authority usually consults the community on school programmes	3.54	0.50	3.54	0.50	3.70	0.47	3.56	0.50	Agree
5	Community takes part in determining subjects offered in the school	2.08	1.01	2.09	1.04	2.26	1.18	2.11	1.05	Disagree
	Cluster Mean							3.16	0.68	Agree

Key: x = mean, SD = Standard Deviation.

The analysis of data as presented in Table 4 revealed the mean responses of the PTA, BOGs and principals on the influence of community participation in decision-making processes on the administration of public schools in Benue state with their corresponding standard deviations. The data analysis as presented in Table 4 revealed that the respondents agreed with items 1, 2, 3 and 4 with a total mean scores of 3.33, 3.18, 3.63, and 3.56, respectively, but they all disagreed with item 5 with mean score of 2.11. Items 1, 2, 3, and 4, respectively, meet the criterion of 2.5 and above at four point rating scale. This means that the communities majorly participate in these items to aid effective public secondary school administration. However, item 5 do not meet the criterion of 2.5 and above at four points rating scale. This indicates that community does not take part in determining subjects offered in the school.

Hypothesis

There is no significant difference in the mean ratings of PTA, BOGs and principals on the influence of community participation in decision making on the administration of public secondary schools in Benue State.

The results in Table 2 below indicatemean responses of PTA, B.O.GS and principals on the influence of community participation in the decision-making on the administration of public schools in Benue state.

The results in Table 2 below revealed the summary of data analysis for the hypothesis 1.

Table 2: ANOVA Results of the Responses of PTA, BOGs and principal son the Influence of Community Participation in Decision Making Process

	Subjects	Sum of Squares	df	Mean Square	F	Sig
Decision- Making Processes	Between Groups	15.874	2	7.937	2.551	.079
	Within Groups	1135.428	365	3.111		
	Total	**1151.302**	**367**			

V. Summary of Findings

Based on the data analyses for this study, the following findings were made that:

1. Communities participate to a great extent in the decision-making through PTA and BOGs on the administration of public secondary schools in Benue State.

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2. There is no statistically significant difference in the mean ratings of the respondents on the influence of community participation in decision-making on the administration of public secondary schools in Benue State.

VI. Discussion of Findings

a) *Influence of community participation in decision-making processes on the administration of public secondary schools in Benue State*

The analysis of data presented in Table 1 revealed that community has been participating in decision-making processes on the administration of public secondary schools in Benue state to a great extent. This can be seen from the responses of the PTA, BOGs and principals in Table 1. These roles include advising the school authority in the control of illegal levies in the school, community are consulted on the disciplinary measures involving their children/wards, influencing the transfer of principals and teachers to their school, school authority usually consults the community on school programmes and community takes part in determining subjects offered in the school. The finding agreed with the finding of Iyaji (2004) who maintained that community participated sufficiently in administrative and decision-making processes of the school, which in turn brings about efficient administration of secondary school in the Kogi State. Iyaji reported further that community participation in decision-making processes facilitated information flow within and outside the school system in Kogi state. The finding is also in agreement with the finding of Udensi (2003) who also carried out a study on the role of community in school administration and found that sometimes, the school looks up to the community through its leaders to endorse some crucial decisions the school intend to take especially such decisions that will affect the community in one way or the other. Udensi stressed further that if the school decides to take all its decisions autonomously without contacting the community leaders, they community will also distance itself from the school when the school needs community assistance in critical matters. It is therefore necessary that the community should be well represented when crucial decisions are being taken by the government schools in their locality. This submission is contrary to the position of Ugwuanyi (2013) who carried out a study on the extent of community participation in administration of secondary schools in Nsukka Education Zone of Enugu State and submitted that communities have not been involved adequately in the decision making process. Ugwuanyi reports further that the respondents indicated that the communities have had a very low considerable contributions in the decision-making processes in government of secondary school in Nsukka Education Zone of Enugu State. The result of the hypothesis four in Table 9 further revealed that communities do actively participate in the decision-making processes on the administration of public secondary school in Benue state. The result showed that there is no statistically significant difference in the mean responses of PTA, BOGs and principals on the influence of community participation in the decision-making processes on the administration of public secondary schools in Benue State. With the level of community participation in the decision-making processes on secondary school administration in Benue State through the finding, it could be expected that their influence would enhance the tone of public secondary school administration in Benue State.

VII. Conclusion

Based on the results of the study and the discussion, the researchers made some conclusions that communities participate in the decision-making on the administration of public secondary schools in Benue State to a great. School as a social institution is established within the community and therefore needs to have a good relationship with immediate and far communities because of many advantages they both render to each other. Symbiotic relationship always exists between the school and the community which lead to the success of the two.

VIII. Recommendations

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

1. The state government should through a possible medium sensitize all communities on the need for increased participation in schools management particularly in decision-making processes.
2. The school authority should identify resources persons within the community and reach out to them when the need arises.

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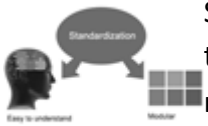
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The "FARSC" is a dignified title which is accorded to a person's name viz. Dr. John E. Hall, Ph.D., FARSC or William Walldroff, M.S., FARSC.

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

The Institute will be entitled to following benefits:

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

The author fees of such paper may be waived off up to 40%.

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





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

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



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

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



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

The following entitlements are applicable to individual Fellows:



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

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



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

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

Other:

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

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

- In addition to above, if one is single author, then entitled to 40% discount on publishing research paper and can get 10%discount if one is co-author or main author among group of authors.
- The Fellow can organize symposium/seminar/conference on behalf of Global Journals Incorporation (USA) and he/she can also attend the same organized by other institutes on behalf of Global Journals.
- The Fellow can become member of Editorial Board Member after completing 3yrs.
- The Fellow can earn 60% of sales proceeds from the sale of reference/review books/literature/publishing of research paper.
- Fellow can also join as paid peer reviewer and earn 15% remuneration of author charges and can also get an opportunity to join as member of the Editorial Board of Global Journals Incorporation (USA)
- • This individual has learned the basic methods of applying those concepts and techniques to common challenging situations. This individual has further demonstrated an in–depth understanding of the application of suitable techniques to a particular area of research practice.

Note :

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

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Preferred Author Guidelines

We accept the manuscript submissions in any standard (generic) format.

We typeset manuscripts using advanced typesetting tools like Adobe In Design, CorelDraw, TeXnicCenter, and TeXStudio. We usually recommend authors submit their research using any standard format they are comfortable with, and let Global Journals do the rest.

Alternatively, you can download our basic template from https://globaljournals.org/Template.zip

Authors should submit their complete paper/article, including text illustrations, graphics, conclusions, artwork, and tables. Authors who are not able to submit manuscript using the form above can email the manuscript department at submit@globaljournals.org or get in touch with chiefeditor@globaljournals.org if they wish to send the abstract before submission.

Before and during Submission

Authors must ensure the information provided during the submission of a paper is authentic. Please go through the following checklist before submitting:

1. Authors must go through the complete author guideline and understand and *agree to Global Journals' ethics and code of conduct,* along with author responsibilities.
2. Authors must accept the privacy policy, terms, and conditions of Global Journals.
3. Ensure corresponding author's email address and postal address are accurate and reachable.
4. Manuscript to be submitted must include keywords, an abstract, a paper title, co-author(s') names and details (email address, name, phone number, and institution), figures and illustrations in vector format including appropriate captions, tables, including titles and footnotes, a conclusion, results, acknowledgments and references.
5. Authors should submit paper in a ZIP archive if any supplementary files are required along with the paper.
6. Proper permissions must be acquired for the use of any copyrighted material.
7. Manuscript submitted *must not have been submitted or published elsewhere* and all authors must be aware of the submission.

Declaration of Conflicts of Interest

It is required for authors to declare all financial, institutional, and personal relationships with other individuals and organizations that could influence (bias) their research.

Policy on Plagiarism

Plagiarism is not acceptable in Global Journals submissions at all.

Plagiarized content will not be considered for publication. We reserve the right to inform authors' institutions about plagiarism detected either before or after publication. If plagiarism is identified, we will follow COPE guidelines:

Authors are solely responsible for all the plagiarism that is found. The author must not fabricate, falsify or plagiarize existing research data. The following, if copied, will be considered plagiarism:

- Words (language)
- Ideas
- Findings
- Writings
- Diagrams
- Graphs
- Illustrations
- Lectures

- Printed material
- Graphic representations
- Computer programs
- Electronic material
- Any other original work

Authorship Policies

Global Journals follows the definition of authorship set up by the Open Association of Research Society, USA. According to its guidelines, authorship criteria must be based on:

1. Substantial contributions to the conception and acquisition of data, analysis, and interpretation of findings.
2. Drafting the paper and revising it critically regarding important academic content.
3. Final approval of the version of the paper to be published.

Changes in Authorship

The corresponding author should mention the name and complete details of all co-authors during submission and in manuscript. We support addition, rearrangement, manipulation, and deletions in authors list till the early view publication of the journal. We expect that corresponding author will notify all co-authors of submission. We follow COPE guidelines for changes in authorship.

Copyright

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Appealing Decisions

Unless specified in the notification, the Editorial Board's decision on publication of the paper is final and cannot be appealed before making the major change in the manuscript.

Acknowledgments

Contributors to the research other than authors credited should be mentioned in Acknowledgments. The source of funding for the research can be included. Suppliers of resources may be mentioned along with their addresses.

Declaration of funding sources

Global Journals is in partnership with various universities, laboratories, and other institutions worldwide in the research domain. Authors are requested to disclose their source of funding during every stage of their research, such as making analysis, performing laboratory operations, computing data, and using institutional resources, from writing an article to its submission. This will also help authors to get reimbursements by requesting an open access publication letter from Global Journals and submitting to the respective funding source.

Preparing your Manuscript

Authors can submit papers and articles in an acceptable file format: MS Word (doc, docx), LaTeX (.tex, .zip or .rar including all of your files), Adobe PDF (.pdf), rich text format (.rtf), simple text document (.txt), Open Document Text (.odt), and Apple Pages (.pages). Our professional layout editors will format the entire paper according to our official guidelines. This is one of the highlights of publishing with Global Journals—authors should not be concerned about the formatting of their paper. Global Journals accepts articles and manuscripts in every major language, be it Spanish, Chinese, Japanese, Portuguese, Russian, French, German, Dutch, Italian, Greek, or any other national language, but the title, subtitle, and abstract should be in English. This will facilitate indexing and the pre-peer review process.

The following is the official style and template developed for publication of a research paper. Authors are not required to follow this style during the submission of the paper. It is just for reference purposes.

Manuscript Style Instruction (Optional)

- Microsoft Word Document Setting Instructions.
- Font type of all text should be Swis721 Lt BT.
- Page size: 8.27" x 11'", left margin: 0.65, right margin: 0.65, bottom margin: 0.75.
- Paper title should be in one column of font size 24.
- Author name in font size of 11 in one column.
- Abstract: font size 9 with the word "Abstract" in bold italics.
- Main text: font size 10 with two justified columns.
- Two columns with equal column width of 3.38 and spacing of 0.2.
- First character must be three lines drop-capped.
- The paragraph before spacing of 1 pt and after of 0 pt.
- Line spacing of 1 pt.
- Large images must be in one column.
- The names of first main headings (Heading 1) must be in Roman font, capital letters, and font size of 10.
- The names of second main headings (Heading 2) must not include numbers and must be in italics with a font size of 10.

Structure and Format of Manuscript

The recommended size of an original research paper is under 15,000 words and review papers under 7,000 words. Research articles should be less than 10,000 words. Research papers are usually longer than review papers. Review papers are reports of significant research (typically less than 7,000 words, including tables, figures, and references)

A research paper must include:

a) A title which should be relevant to the theme of the paper.
b) A summary, known as an abstract (less than 150 words), containing the major results and conclusions.
c) Up to 10 keywords that precisely identify the paper's subject, purpose, and focus.
d) An introduction, giving fundamental background objectives.
e) Resources and techniques with sufficient complete experimental details (wherever possible by reference) to permit repetition, sources of information must be given, and numerical methods must be specified by reference.
f) Results which should be presented concisely by well-designed tables and figures.
g) Suitable statistical data should also be given.
h) All data must have been gathered with attention to numerical detail in the planning stage.

Design has been recognized to be essential to experiments for a considerable time, and the editor has decided that any paper that appears not to have adequate numerical treatments of the data will be returned unrefereed.

i) Discussion should cover implications and consequences and not just recapitulate the results; conclusions should also be summarized.
j) There should be brief acknowledgments.
k) There ought to be references in the conventional format. Global Journals recommends APA format.

Authors should carefully consider the preparation of papers to ensure that they communicate effectively. Papers are much more likely to be accepted if they are carefully designed and laid out, contain few or no errors, are summarizing, and follow instructions. They will also be published with much fewer delays than those that require much technical and editorial correction.

The Editorial Board reserves the right to make literary corrections and suggestions to improve brevity.



Format Structure

It is necessary that authors take care in submitting a manuscript that is written in simple language and adheres to published guidelines.

All manuscripts submitted to Global Journals should include:

Title

The title page must carry an informative title that reflects the content, a running title (less than 45 characters together with spaces), names of the authors and co-authors, and the place(s) where the work was carried out.

Author details

The full postal address of any related author(s) must be specified.

Abstract

The abstract is the foundation of the research paper. It should be clear and concise and must contain the objective of the paper and inferences drawn. It is advised to not include big mathematical equations or complicated jargon.

Many researchers searching for information online will use search engines such as Google, Yahoo or others. By optimizing your paper for search engines, you will amplify the chance of someone finding it. In turn, this will make it more likely to be viewed and cited in further works. Global Journals has compiled these guidelines to facilitate you to maximize the web-friendliness of the most public part of your paper.

Keywords

A major lynchpin of research work for the writing of research papers is the keyword search, which one will employ to find both library and internet resources. Up to eleven keywords or very brief phrases have to be given to help data retrieval, mining, and indexing.

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

Choice of the main keywords is the first tool of writing a research paper. Research paper writing is an art. Keyword search should be as strategic as possible.

One should start brainstorming lists of potential keywords before even beginning searching. Think about the most important concepts related to research work. Ask, “What words would a source have to include to be truly valuable in a research paper?” Then consider synonyms for the important words.

It may take the discovery of only one important paper to steer in the right keyword direction because, in most databases, the keywords under which a research paper is abstracted are listed with the paper.

Numerical Methods

Numerical methods used should be transparent and, where appropriate, supported by references.

Abbreviations

Authors must list all the abbreviations used in the paper at the end of the paper or in a separate table before using them.

Formulas and equations

Authors are advised to submit any mathematical equation using either MathJax, KaTeX, or LaTeX, or in a very high-quality image.

Tables, Figures, and Figure Legends

Tables: Tables should be cautiously designed, uncrowned, and include only essential data. Each must have an Arabic number, e.g., Table 4, a self-explanatory caption, and be on a separate sheet. Authors must submit tables in an editable format and not as images. References to these tables (if any) must be mentioned accurately.

Figures

Figures are supposed to be submitted as separate files. Always include a citation in the text for each figure using Arabic numbers, e.g., Fig. 4. Artwork must be submitted online in vector electronic form or by emailing it.

Preparation of Eletronic Figures for Publication

Although low-quality images are sufficient for review purposes, print publication requires high-quality images to prevent the final product being blurred or fuzzy. Submit (possibly by e-mail) EPS (line art) or TIFF (halftone/ photographs) files only. MS PowerPoint and Word Graphics are unsuitable for printed pictures. Avoid using pixel-oriented software. Scans (TIFF only) should have a resolution of at least 350 dpi (halftone) or 700 to 1100 dpi (line drawings). Please give the data for figures in black and white or submit a Color Work Agreement form. EPS files must be saved with fonts embedded (and with a TIFF preview, if possible).

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

Color charges: Authors are advised to pay the full cost for the reproduction of their color artwork. Hence, please note that if there is color artwork in your manuscript when it is accepted for publication, we would require you to complete and return a Color Work Agreement form before your paper can be published. Also, you can email your editor to remove the color fee after acceptance of the paper.

Tips for writing a good quality Social Science Research Paper

Techniques for writing a good quality homan social science research paper:

1. Choosing the topic: In most cases, the topic is selected by the interests of the author, but it can also be suggested by the guides. You can have several topics, and then judge which you are most comfortable with. This may be done by asking several questions of yourself, like "Will I be able to carry out a search in this area? Will I find all necessary resources to accomplish the search? Will I be able to find all information in this field area?" If the answer to this type of question is "yes," then you ought to choose that topic. In most cases, you may have to conduct surveys and visit several places. Also, you might have to do a lot of work to find all the rises and falls of the various data on that subject. Sometimes, detailed information plays a vital role, instead of short information. Evaluators are human: The first thing to remember is that evaluators are also human beings. They are not only meant for rejecting a paper. They are here to evaluate your paper. So present your best aspect.

2. Think like evaluators: If you are in confusion or getting demotivated because your paper may not be accepted by the evaluators, then think, and try to evaluate your paper like an evaluator. Try to understand what an evaluator wants in your research paper, and you will automatically have your answer. Make blueprints of paper: The outline is the plan or framework that will help you to arrange your thoughts. It will make your paper logical. But remember that all points of your outline must be related to the topic you have chosen.

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

4. Use of computer is recommended: As you are doing research in the field of homan social science then this point is quite obvious. Use right software: Always use good quality software packages. If you are not capable of judging good software, then you can lose the quality of your paper unknowingly. There are various programs available to help you which you can get through the internet.

5. Use the internet for help: An excellent start for your paper is using Google. It is a wondrous search engine, where you can have your doubts resolved. You may also read some answers for the frequent question of how to write your research paper or find a model research paper. You can download books from the internet. If you have all the required books, place importance on reading, selecting, and analyzing the specified information. Then sketch out your research paper. Use big pictures: You may use encyclopedias like Wikipedia to get pictures with the best resolution. At Global Journals, you should strictly follow here.



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

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

8. Make every effort: Make every effort to mention what you are going to write in your paper. That means always have a good start. Try to mention everything in the introduction—what is the need for a particular research paper. Polish your work with good writing skills and always give an evaluator what he wants. Make backups: When you are going to do any important thing like making a research paper, you should always have backup copies of it either on your computer or on paper. This protects you from losing any portion of your important data.

9. Produce good diagrams of your own: Always try to include good charts or diagrams in your paper to improve quality. Using several unnecessary diagrams will degrade the quality of your paper by creating a hodgepodge. So always try to include diagrams which were made by you to improve the readability of your paper. Use of direct quotes: When you do research relevant to literature, history, or current affairs, then use of quotes becomes essential, but if the study is relevant to science, use of quotes is not preferable.

10. Use proper verb tense: Use proper verb tenses in your paper. Use past tense to present those events that have happened. Use present tense to indicate events that are going on. Use future tense to indicate events that will happen in the future. Use of wrong tenses will confuse the evaluator. Avoid sentences that are incomplete.

11. Pick a good study spot: Always try to pick a spot for your research which is quiet. Not every spot is good for studying.

12. Know what you know: Always try to know what you know by making objectives, otherwise you will be confused and unable to achieve your target.

13. Use good grammar: Always use good grammar and words that will have a positive impact on the evaluator; use of good vocabulary does not mean using tough words which the evaluator has to find in a dictionary. Do not fragment sentences. Eliminate one-word sentences. Do not ever use a big word when a smaller one would suffice.

Verbs have to be in agreement with their subjects. In a research paper, do not start sentences with conjunctions or finish them with prepositions. When writing formally, it is advisable to never split an infinitive because someone will (wrongly) complain. Avoid clichés like a disease. Always shun irritating alliteration. Use language which is simple and straightforward. Put together a neat summary.

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

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.



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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.



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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.

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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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