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English Language for Madrasa Education

Highlights

Roles of Adult Education Programmes

Port Harcourt City Local Government Area

Discovering Thoughts, Inventing Future

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Translatability of Metaphors in the Dubbing of Animation Songs from English into the Egyptian Dialect

By Maysa' Musleh Tahseen Musleh
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Abstract- This research paper examined the ways how translators translated metaphors in the dubbing of animation songs and measured the degree of loss occurred in rendering metaphors from English into Arabic; these two languages are culturally and linguistically distinct languages. This study employed descriptive qualitative methods. The data used in this research were metaphors of songs from three animated musical movies: Beauty and the Beast, Tangled, and Pocahontas. This paper analyzed the translation of metaphors depending on the cognitive theory proposed by Mandelblit (1995). The results proved that even though translating metaphors in animation songs was a laborious process, they did not always cause a problem of untranslatability; on the contrary, translators can render metaphors from English onto Arabic without a significant loss in terms of meaning and sound patterns. Compensation in kind and compensation in place helped to achieve the translatability of metaphors in cartoon films' songs. The analysis of source and target metaphors revealed that there were three translation procedures used to translate metaphors in animation songs, namely: replacing the source metaphor with a target metaphor (substitution), translating the metaphor into sense (paraphrasing), and using literal translation.

Keywords: *cognitive approach, metaphor, animation, alliteration, dubbing, compensation.*

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Translatability of Metaphors in the Dubbing of Animation Songs from English into the Egyptian Dialect

Maysa' Musleh Tahseen Musleh

Abstract- This research paper examined the ways how translators translated metaphors in the dubbing of animation songs and measured the degree of loss occurred in rendering metaphors from English into Arabic; these two languages are culturally and linguistically distinct languages. This study employed descriptive qualitative methods. The data used in this research were metaphors of songs from three animated musical movies: Beauty and the Beast, Tangled, and Pocahontas. This paper analyzed the translation of metaphors depending on the cognitive theory proposed by Mandelblit (1995). The results proved that even though translating metaphors in animation songs was a laborious process, they did not always cause a problem of untranslatability; on the contrary, translators can render metaphors from English onto Arabic without a significant loss in terms of meaning and sound patterns. Compensation in kind and compensation in place helped to achieve the translatability of metaphors in cartoon films' songs. The analysis of source and target metaphors revealed that there were three translation procedures used to translate metaphors in animation songs, namely: replacing the source metaphor with a target metaphor (substitution), translating the metaphor into sense (paraphrasing), and using literal translation.

Keywords: cognitive approach, metaphor, animation, alliteration, dubbing, compensation.

I. Introduction

Animation is the creation of a cartoon film using technological improvement. In this audiovisual film, a story is being portrayed in a way that is attractive for a young audience. For this reason, there are many songs in most of the animation films, and these songs make the dubbing of an animation a challenge. Dubbing involves replacing a source language (SL) voice with a target language (TL) one. Thus, the translator is surrounded by many factors that should be considered in the process of dubbing animation songs. These are the content of the source song (SS), the gap between the source and target cultures, the audience, lip synchronization, music, and sound patterns, such as phonic and prosodic features.

The difficulty of dubbing animation songs increases, even more, when these songs include metaphors. When metaphors are used, we approach the problem of untranslatability because a metaphor is an expression that is not used literally; instead, it expresses meaning in an indirect, implicit, and creative way.

Therefore, it is a priority that translators understand the intended meaning of this indirect comparison before rendering it into the TL. When translators make sure that the sense is intact, they have to pay attention to the musical features of the song, which contribute to the complexity of translating metaphors in dubbed animation songs.

II. Purpose of the Study

This study aims at covering issues related to the translation of metaphors in dubbed animation songs, particularly when these metaphors are used for sound effects. The challenges translators face, and the ways they resolve them are discussed. The quality of the outcome is, moreover, among the main issues to be dealt with in this research paper. This study tests the translatability of metaphors in dubbed animation songs; examines whether the cultural gap is bridgeable; identifies the translation procedures used in translating metaphors in dubbed animation songs, and determines where and when translating a metaphor in dubbed animation songs meets with and differs from translating a metaphor in other literary texts.

III. Statement of the Problem

This study deals with the complexity of translating metaphors in the dubbing of animation songs. The metaphors are at risk of being misunderstood and then misinterpreted because of the cultural and linguistic differences between English and Arabic. What sophisticates this process is, furthermore, the sound patterns that a metaphor may have.

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IV. Importance of the Study

Although there is a great amount of research on the translation of metaphors, there is not enough attention paid to translating metaphors in animation and particularly in animation songs. The researcher was not able to find researches in this field of study. Hence, the researcher expects that this research paper will motivate researchers to investigate and study this issue in more detail.

V. The Hypothesis of the Study

This study depends on the cognitive theory of metaphor translation to examine the translation of metaphors. It concerns how people conceptualize the world around them and how this is reflected by using words. Subsequently, this study tests the assumption that loss in translating metaphors of animation songs is unavoidable. This study claims that in handling metaphors in the dubbing of animation songs, translators can preserve both content and sound patterns.

VI. Review of Related Literature

a) Metaphor and Translation

This section is more limited than it is expected to be because this field of study, where the theory of translating animation songs and the theory of translating metaphors are combined, has not received much attention.

One of the extensive studies on translating metaphors is conducted by Newmark (1988). He defines metaphors as figurative cognitive, aesthetic expressions that describe one thing in terms of another, demonstrating resemblance between these different things: the image and the object. Newmark (1995, P104-105) uses these two terms (the image and object) and the sense to describe metaphors. The image is the picture the metaphor draws in peoples' minds, the object is what the metaphor describes, and the similarity between the object and the image is the sense which also reflects the meaning intended by the metaphor.

He further suggests seven procedures to deal with metaphors in the process of translation. These can be summarized as follows: 1. Reduce the metaphor into its sense, 2. reproduce the same image in the TL, 3. convert the metaphor into a simile, 4. translate the metaphor into a simile along with its sense, 5. translate it by an equivalent metaphor in the TL, 6. combine the same metaphor with its sense and 7. delete the metaphor. Newmark adds that in dealing with metaphors, the contextual factors take supreme over the importance of the metaphor in the text (Newmark, 1988).

Dickens et al. (2002), additionally, name five approaches to tackle the translation of metaphors, namely: literal translation, transplanting the source language metaphor (SLM) with an equivalent target-language metaphor, paraphrasing the metaphor, converting the metaphor to a simile and deleting the metaphor altogether. Our view is that every single one of these methods affects the content, lyrical style, and sound patterns differently.

Many scholars, such as Hatim and Munday (2004), Luthen (2002), Nida and Taber (1969) and Speath (1915) state that when form and meaning are interrelated, we approach untranslatability.; therefore, they suggest that text arrangement or interpretation are the terms that have to be used in the process of transferring song lyrics from one language into another. In their paper 'TRANSLATING SONG LYRICS A Study of the Translation of the Three Musicals', Andersson and Ulvaeus (2009) claim that paraphrasing is the dominant translation strategy followed in translating song lyrics.

Henceforth, when it comes to translating metaphors in a song, the complexity of translation is even elevated, and loss is unavoidable.

b) Metaphor Translation in Literary Texts: The Faithful versus the Beautiful

In literary texts, metaphors are not as easily accessible and familiar as they are in other genres. Translating metaphors in literary texts is a pivotal issue that attracted translation theorist's attention. Translation scholars have discussed how metaphors can be translated in stories, poems, and other expressive literary texts.

In translating metaphors in stories, for example, both form and meaning are of paramount importance. However, more often than not, the priority is given to transferring the sense, not to the story's form. Readability is identified as one crucial criterion in translating stories. Thus, translators' resort to the communicative translation where the semantic translation is not of much help (Park, 2009).

Unlike translating metaphors in stories, the form is not compromised in translating metaphors in poetry. On the contrary, the form and meaning of metaphors are equally important as it is exactly the case with translating metaphors in dubbed animation songs. What distinguishes the translation of metaphors in animation songs from metaphor translation in poems is that animation songs are combined with music. In addition to the rhyme, rhythm

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and meter that have to be considered in translating poems, music is a crucial component in dubbed animation songs. Simplification is another useful criterion that has to be considered since the audience is young teenagers. However, in translating serious poems or Shakespearean work, translators do not think about simplicity since the focus is on creating an equally creative and aesthetic text.

In high literature, not only form and meaning have to be preserved; the image in the TL metaphor has also to be as close as possible to that of the SLM. In other words, the metaphor has to be kept in translation (ibid.). In the dubbing of animation songs, on the other hand, if the image of the source metaphor (SM) is very sophisticated for the young audience, and if keeping the metaphor affects the sound patterns of the song, translators are not expected to keep the metaphor or its image.

Another difference between metaphors in animation songs and metaphors in other literary texts is the function a metaphor has. For example, in creative writing, such as poetry and creative prose, metaphors have aesthetic value. These metaphors have to be interpreted literally. Unlike serious creative literature, decorative metaphors are used in other literary texts, such as fiction and essays. Decorative metaphors can be replaced by other metaphorical or non- metaphorical expressions (Raymond van den Broeck, 1981, P76). Metaphors in animation songs are of the decorative, not the creative type. For example, the metaphors: 'I'm a question to the world,' 'let it roll right off your shoulders,' and 'there is a perfect world shinning in your eyes' are all instances of decorative metaphors.

Low (2017) states that translators have to preserve the richness of metaphors in translating song lyrics. However, this is not the aim of translators who deal with animation song metaphors.

It is worth mentioning that translators of animation songs have to produce a simplified, sing-able, and acceptable metaphor that is faithful to the SM. This research paper will demonstrate when and how this is achievable.

VII. Methodology

The data was collected from animation songs dubbed into Arabic, and particularly into the Egyptian Dialect (ED). In this study, there are about forty-four metaphors taken from the songs of three animated musical films: 'Beauty and the Beast,' 'Tangled,' and 'Pocahontas.' Nineteen of these metaphors are translated into ground. Fourteen are translated literally. Eleven metaphors are translated into equivalent Arabic metaphors (EAM).

The ED version of the animation 'Tangled' was retrieved from https://shahidwbas.com/watch.php?vid=222e0297b (on the 5th Jan 2020), and the English version retrieved from https://www.youtube.com/watch?v=geZ84BoqHv4 (on 3rd Jan 2020). The English version of 'Beauty and the Beast' was retrieved from https://www.youtube.com/watch?v=bur4cVtXo4c. (on 10th Jan 2020). Two days later, the Arabic version retrieved from https://vod.alarab.com/v75328%D9%81%D9%8A%D9%84%D9%85_%D8%A7%D9%84%D8%A7%D9%86%D9%8A%D9%85%D9%8A%D8%B4%D9%86_%D8%A7%D9%84%D8%AC%D9%85%D9%8A%D9%84%D8%A9_%D9%88%D8%A7%D9%84%D9%88%D8%AD%D8%B4__1991. 'Pocahontas' was retrieved from https://yesmovies.ag/movie/pocahontas-7511/watching. html (on 7th Jan 2020), and its dubbing retrieved from https://www.stardima.com/watch/%D9%81%D9%8A% D9%84%D9%85%D9%83%D8%B1%D8%AA%D9%88%D9%86%D8%A8% D9%88%D9%83%D8%A7%D9%87%D9%88%D9%86%D8%AA%D8%A7%D8%B3-pocahontas-1-%D9%85%D8%AF%D8%A8%D9%84%D8%AC-%D9% 84%D9%87%D8%AC%D8%A9-%D9%85% D8%B5_0ac 566e12.html (on 9th Jan 2020). These three animations are translated by Disney Character Voices International, INC.

This research is a qualitative study that uses the descriptive-analytic approach to analyze the data. The researcher additionally evaluated the collected data according to the following criteria: naturalness, acceptability, accuracy, fluency, simplicity, musicality, and sound patterns: rhyme and alliteration.

In this study, the researcher has classified metaphors according to the translation strategy used in translating metaphors in dubbed animation songs. The first section focuses on the metaphors that are translated into EAMs. The second section analyzes the metaphors that are translated into the ground level. In the third section, the literal translation strategy is discussed. In the first and second sections, two SMs are analyzed then their dubbing into the ED is investigated to examine the degree of loss in terms of meaning and sound patterns. The last section presents examples of metaphors that are translated literally.

VIII. Results

The results of this study can be summarized as follows:

In the dubbing of animation songs, there were three methods followed to handle metaphors: 1) replacing the SLM with a target language metaphor (TLM), 2) reducing the metaphor into its sense, and 3) using literal translation procedure.

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It was clear that translating a metaphor into a TLM was not a priority. Yet, it was advisable as the EAM not only approximated the meaning of the SM, but it also functioned as a decorative tool. It also created a more entertaining song and enriched the imagination of young audience.

However, the EAM had to be: 1) comprehensible for a young audience, 2) commonly used in their culture, 3) suitable for the sound patterns of the original song, and 4) close in meaning to the SM. Furthermore, it was, obviously, possible to reflect the same image of the target metaphor (TM) through compensation in kind (CIK) and compensation in place (CIP).

Cultural transposition and partial equivalence were the procedures followed in replacing the SLMs with TLMs. The translator cleansed the dubbed target song (DTS) from all foreign items and ideas and replaced them with culture-specific Arabic metaphors.

There were two results of this cultural transplantation: 1) partial transplantation where the image and vehicle of the SM were kept, 2) total transplantation where the image and vehicle of the SM were transformed.

Preserving the image and vehicle was not of priority in translating metaphors in animation songs; meanwhile, maintaining the sense and sound patterns was of supreme importance. Consequently, the translator resorted to translating the metaphor into the ground level and using the literal translation strategy, when it was impossible to render the SM into a TM.

In animation songs, the vehicle of a metaphor was handled differently. It depended on whether the same vehicle existed in the TL and had the same function as the SL vehicle or not.

In translating a metaphor into ground (paraphrasing), dynamic equivalence was aimed at, as the purpose of translation was to create an equivalent effect on the target audience. Moreover, making the implicit explicit was another adjustment technique used in translating metaphors in animation songs.

It was also clear that literal translation was a successful way of translating metaphors in animation songs, in case it produced approximate sound patterns and natural, acceptable, and comprehensible meaning for young teenagers. In some instances, where literal translation was not enough to preserve the rhyme of the song, the translator resorted to adding a word or phrase that helped to produce the required rhyme without affecting the meaning and syllable count of the verse.

The audience, target culture, and sound patterns, particularly alliteration and rhyme, were crucial factors determining which translation procedure to be followed in translating a metaphor in an animation song.

If the metaphor had a sound pattern and this sound pattern had a function in the song, this sound pattern had to be kept or approximated in the DTS.

In dealing with metaphors in the dubbing of animation songs, the translator did not sacrifice the meaning for the sake of sound effects nor the sound effects for the sake of the sense; on the contrary, by taking the contextual factors and text type into consideration and by using the linguistic repertoire of Arabic language and culture, the translator was successful in the translation process. What also helped to make this translation successful was using compensation: CIK and CIP.

The criteria that the translator worked accordingly were: accuracy of the message, faithfulness to the intended content of the SM, sincerity to the target culture, as well as, acceptability, naturalness, and musicality.

Despite the complexity of translating metaphors, it was possible to render the intended meaning of the SMs preserving the sound patterns when dubbing animation songs from English into Arabic and, more specifically, into the ED. It was also clear that instances of gain were detected. The DTSs were sometimes clearer for the young audience.

Using the Egyptian dialect gave dubbing flexibility as it offered a wide range of options for translators to choose the option that: 1) reflected the meaning of the SM and 2) fitted its sound patterns.

This research paper was proof that metaphors in animation songs were translatable, despite all the challenges the translator faced starting from understanding the intended meaning of the SM to approximating its sound patterns. This study also proved that the cultural gap between English and Arabic could be bridgeable.

The TMs were easy to be comprehended. Translators were able to produce clean metaphors that do not have cultural, contextual, or stylistic peculiarities.

The translation of metaphors in animation songs should be beautiful and faithful at the same time as in poetry. Neither the meaning nor the form has to be sacrificed. What distinguishes translating metaphors in animation songs from translating metaphors in poetry are: simplification and approximating the sound patterns of the SSs.

IX. Discussion

a) English Culture-Specific Metaphors Translated into EAMs

This section will measure the degree of loss, in terms of meaning and sound patterns, in translating SMs into TMs. The following table presents the SMs that are translated into TMs. The researcher studies two of these metaphors.

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Table 1: SLMs translated into TLMs

SMs	TMs
Gaston, you have to pull yourself together	لازم تتغلب ع محنتك
Looking so down in the dumps	لو أشوف مناخيرك ف الأرض
Set to sacrifice our children to his monstrous appetite	يتعشى الوحش بأطفالنا.. كرشو دا ترمح فيه الخيل
And I won't be so huge	وأرجع وسطي محبوك
Why, I'll easily fit through that door	يشبه وسط المنكانمش ديناصور
Still a little sapling just a sprout	لسة عودك اخضر ورهيفة
All those days chasing down a day dream All those years living in the blur	طول العمر عايشة ف أحلامي بجري وأنا مُطوع الأنفاس
I'm malicious mean and scary My sneer could curdle dairy	أنا وشي بُطع الخميرة في عجين أفران كتيرة
Singing to the cedar flute	اطلع من البيضة يكتكوت

'Still a Little Sapling Just a Sprout'

In the song 'Mother Knows Best' in the animation film 'Tangled,' the woman who pretends to be Rapunzel's mother is trying to convince Rapunzel that she is weak and unable to protect herself. In this way, she will be able to persuade Rapunzel to stay in the tower. To convey her message, the woman uses a metaphor and a simile at the beginning of the song. She says: 'look at you as fragile as a flower, still a little sapling just a sprout.'

The parts of the metaphor 'still a little sapling just a sprout' are the object (Rapunzel), the vehicles (sapling and sprout), and the sense (being young and weak). One domain- *source or donor*- is partially mapped into another domain- *target or recipient* (Barcelona, 2000, P3). The source domain (SD) is Rapunzel- which is itself a sub-domain of human beings. This domain is mapped into the target domain (TD): a plant- a sprout and a sapling, which are sub-domain of a plant. The similarity between a plant and Rapunzel is as follows:

- The small plant is young and green; Rapunzel is beautiful and young.
- The young plant and the young person need someone to protect them.
- The young plant has to be kept in a place where nothing harms it, and Rapunzel has to live in the tower to be protected from other people.
- The sprout is the shoot of a plant that stays under the soil; Rapunzel also has to stay in the tower.
- These similarities between the SD and TD have to be reflected in the translation of this metaphor.

The EAM: **' لسة عودك أحضر ورهيفة**

If the metaphor 'still a little sapling just a sprout' were translated literally, the translation would be: **"لساكي شجيرة صغيرة مجرد برعمة".** Although the words 'مع رب' and **'"شجيرة صغيرة"** express the meaning intended by the SM. But it is not natural in Arabic to describe a person as being 'قريغص قريجش'. It does not, moreover, fit the phonic and the prosodic features of the SS.

This metaphor, instead, is translated as: **"لسة عودك أخضر ورهيفة"** In the Arab culture, the metaphor: 'ةسل رضخأ كدوع' is used to indicate that the person is young, has no experience in life, and is unable to protect him/herself. This meaning is further enforced by the word **رهيفة**, which means kind and fragile. But, is there any loss incurred on the levels of meaning and sound patterns?

Loss in Meaning

The SM does not only mean that the person is young and weak; it also indicates that this person has to be hidden inside the tower. This meaning is implied by the word 'sprout.' The point that Rapunzel has to live in the tower is crucial in this animated movie. The EAM does not reflect this sense. However, it is expressed in the following line when the woman says **."عشان فوء في أمان كتير"** The meaning of 'sprout' is compensated for in another place in the stanza; this is called compensation in place (CIP).

The vehicle or the TD is the same in the SM and the TM. In both languages, Rapunzel is compared to a plant. In English, the sprout and sapling are used, whereas the branch is used in Arabic. The same domain is referred to, but different sub-domains are used. CIK is used to preserve the intended meaning.

But, why does not the translator use the same sub-domain **' برعمك أخضر'** instead of **' عودك أخضر'**? The word 'sprout' is, nevertheless, used in Arabic to describe a young person, and it also implies that this person is rooted in a place. The reason why the translator uses **' عودك اخضر'** is that it is more in circulation. Here, as the audience is young, they hear a familiar term that helps them to understand the meaning. The color green is used in this context because this color is an indication of being young. Another reason for using **"عودك أخضر"** not **"برعمك"برعمك أخضر"** is to avoid loss in sound patterns.

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Loss in Sound Patterns

Table 2: The first stanza from the song 'Mother Knows Best' and its ED dubbing

SS	DTS
Look at you as fragile as flower.	مش معقول انت ورداية وهشه
Still a little sapling just a sprout.	لسة عودك أخضر ورهيفة
You know why we stay up in this tower	انت عارفة ليه في البرج ده عايشة
Rapunzel: "I know but"	عارفة بس... حئولك
That's right to keep you safe and sound dear	عشان فوء في امان كتيير
Guess I always knew this day was coming	ئلبي حس انك فيوم حتئولي
Knew that soon you'd want to leave the nest.	عايزا اسيب العش أصل زهئت
Soon but not yet	كل شيء بوئت

There is alliteration, the repetition of sound or sounds at the beginning of the words, 'still, sapling, sprout, stay, safe, sound and soon.' The function of this alliteration is to connect these words to create cohesion and coherence in the stanza. This alliteration means that Rapunzel is still a sprout and sapling, so she has to stay in this tower to be safe and sound.

In the DTS, alliteration is found in: **"عودك وغارف و عايشة و عايزة و عش".** This alliteration indicates that Rapunzel is living 'عايشة' in this 'عش' because of her 'عود.' On the other hand, 'عايشة' rhymes with 'هشة و رهيفة'. This rhyme implies that she is living in this tower because she is fragile. The meaning reflected by the alliteration in the SS is reflected by alliteration and rhyme in the DTS. This is called CIK. If 'عودك' were translated as 'برعمك' there would not be alliteration in 'عودك و عايشة' and the meaning expressed by this alliteration would be lost.

'My Sneer Could Curdle Dairy'

'أنا و شي نطع الخميرة // في عجين افران كتيرة ' is a translation for 'I'm malicious, mean, and scary// My sneer could curdle dairy.' 'My sneer could curdle dairy' is a metaphor used in a song called 'I've got a dream.' In this song, Rapunzel met many ugly people who sang this song. This metaphor means that the speaker is ugly and scary to the extent that his derisive smile curdles dairy. 'Curdle,' as is defined in Al-maany dictionary, means: become thicker and more solid as it dries ("Curdle," 2020). The word curdle is used with words, such as milk and blood. If one's blood is curdled, it is frozen in the veins. The sense that the speaker wants to express is that he is a scary ugly person whose smile freezes the blood of other people. In this metaphor, the object is (sneer), the vehicle is (curdle), and the sense is (ugliness that frightens people).

In translating this metaphor, the translator has to be aware that in Arabic, we do not use the image of curdling milk to describe an ugly person. However, we can do so by the metaphor: **"وش بيئطع الخميرة من البيت".** A complete transformation happens. Neither the same vehicle nor the same image is used. The object in the Arabic metaphor is 'وش'; the vehicle is ' بيئطع الخميرة ' and the sense is (ugliness and bad luck). The translator adapts the English metaphor to fit the Arab culture. This cultural transplantation happens to add a native color to the animation song (Mnacere, 1988, P569). In doing this, the translator minimizes the effort on the part of the young audience.

Loss in Meaning

Table 3: The first stanza from the song 'I've got a dream' and its ED dubbing

SS	TS
I'm malicious, mean, and scary	أنا وشي نطع الخميرة
My sneer could curdle dairy	في عجين أفران كتيرة
And violence-wise	وبتاع اجرام في
My hands are not the cleanest	في حالة الفبرقة
But despite my evil look	ميغركيشداوالوش
And my temper and my hook	و الناس الي بتكش

This Arabic metaphor means that this person is scary, ugly, and brings bad luck so that no yeast will be available for dough. The sense of bad luck is not implied in the SM; this is considered an addition to the meaning, so it is a loss. The image of curdling milk, freezing blood, and a scary voice is not expressed in the Arabic metaphor; this is another loss. But, do these instances of loss affect the meaning?

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It is not natural to translate this metaphor literally ‘ابتسامتي الساخرة تخثر اللبن .’ The exact image, therefore, is compromised for naturalness and comprehensibility. Preserving the image and vehicle is not a priority in translating metaphors in animation songs. Maintaining the sense and sound patterns is the point.

The meaning of the three-word list ‘malicious, mean, and scary’ seems to be lost in the translation. The words ‘خسيس و خبيث’are not expressed by the metaphor. However, this meaning is reflected in another part in this stanza ‘وبتاع اجرام’ which implies being خسيس وخبيث. CIP is used to minimize the loss in meaning. Whether the deletion of these three words affect the musicality of the song or not is the focus of the following section.

Loss in Sound Patterns

If the translator translated ‘I’m malicious, mean and scary’ as ‘انا خبيث وخسيس و مخيف’ and then translated the metaphor into ‘وشي نطع الخميرة’there would not be any loss in the meaning, but the rhyme and the rhythm of the song will be broken; nevertheless, the three words alliterate with each other.

In this stanza, there is alliteration in ‘malicious, mean// scary, sneer// could, curdle.’ There is also rhyme in ‘scary, dairy// look, hook’. In the translation, there is alliteration in ‘انا, نطع, افران,’ and rhyme in ‘الخميرة, كتيرة // الوش, بتكش’. The two sets of alliteration in the first two English lines are also expressed by alliteration in the Arabic Metaphor. The rhyme of the SS is preserved. Consequently, there is no loss in sound patterns.

It is noted that by using the Arabic repertoire, the translator succeeds in achieving this aim. He uses the word أفران instead of البيت to preserve the alliteration and syllable count. He also adds the word كتيرة at the end of this verse to keep the rhyme of the stanza.

Transplanting the SLMs with EAMs doesn’t result in any significant loss on meaning or sound levels.

b) The Metaphor is Reduced into its Sense

Farghal says that “metaphors rarely correspond formally and/or functionally across languages,” so the metaphor is to “be reduced to its communicative import” (Farghal, 1995, P56). Thus, translators often translate a metaphor into its sense.

Table 4: Metaphors translated into the ground level

SMs	TMs
For there is no man in town half as manly perfect, a pure paragon!	مين في بلدنا يا جدعان زيو فتوة صنف مفيش منو ف الكون
He is not whole without a soul to wait upon	مش موجود بلا ما سيد يئولو هات
You walked in and oops- adaisy	دخلتي بدلتي الحالة
While the cups do their soft shoeing	على ما ولادي عددهم يكمل
Screw your courage to the stinking place	فين شجاعتكم وحشيتكم فين
Shh! Trust me pet	هس يا بت
Let your power shine Make the clock reverse	خلي النوة تبان يرجع الي كان
Now she’s here shinning in the starlight If she’s here it’s crystal clear	دلوئتي هي ئدام عيني وياهاو معاها و طريئي مش محهول
And I know one day romance will reign supreme	من المؤكد بوم حبئعاشئ أصيل
I just want to see the floating lanterns gleam	أنا نفسي اشوف ف السمائناديل
You think you own whatever land you land on	فاكر الأرض الي عليها ملكك
we’ll see them dying in the dust	لازم نحرء الزبالة دول
There's silver rivers flow And gold you pick right off a tree	أنهاااارمرجاااان دهب كلو تنئيه
Great Spirit, hear our song Help us keep the ancient way Keep the sacred fire strong Walk in balance all our days	كن ويانا يا رب الكون ساعدنا نعرف ازااي نحمي اوطانا و نصون عاداتنا للزمن الجااي
Seasons go and seasons come	موسم نزرع غيرو نضب

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The two metaphors that are analyzed in this section are: 'we'll see them dying in the dust' from 'Pocahontas' and 'he is not whole without a soul to wait upon' from 'Beauty and the Beast.' The following discussion shows how the connotations of the vehicles (dust and soul) are translated and manifests, whether reducing a metaphor into its sense causes loss or not.

The Image Metaphor 'Dying in the Dust'

'We'll see them dying in the dust' is a verse from the song 'Savages.' This song reveals the conflict between the Englishmen (white) and Native Americans (red). Each party threatens to get rid of the other. If the Native Americans just said 'we'll see them dying,' the intended meaning (that they want to kill the English) would be reflected. In this song, however, the metaphorical phrase 'in the dust' is used to imply further connotations; the image of death is compared to a thing that goes in the dust without being realized. The three parts of this metaphor are the object (death), the vehicle (dust), and the sense (being unworthy).

The Connotations of 'Dust'

A part of the overall meaning of this metaphor comes from its allusive meaning, which is "an inter-textual feature" and evokes "an associated saying or quotation" (Dickens et al., 2002:70). This metaphor is associated with: an idiom, 'bite the dust' and an event in the 1930s and is known as 'the dust bowl'.

'Bite the dust'- as explained by idioms.thefreedictionary, means to die, to break, to fail, to give out, and to stop existing. Thus, 'dying in the dust' connotes failing, breaking, and giving out as well as dying ("Bite the dust", 2020). These connotations imply that the Englishmen deserve death because they are an unworthy failing race. Their death is not realized like something that disappears in the dust.

On the other hand, this metaphorical expression reminds the readers of the dust bowl in the 1930s when dust storms destroyed the lands of the US and Canada. Because of this, thousands of people left their homes. This dust bowl caused death to land and human. In this context, the dust connotes a disaster or catastrophe that will happen and, as a result, so many people will die.

All these connotations, death, being unworthy, failing, catastrophe, and non- existing are expressed by this image metaphor. The image of these people turning into dust after they die is the intended sense of this metaphor. Nothing remains except this dust and their bones.

Loss in Translating this Cultural Metaphor

This metaphor translates as: ' لازمنحرء الزبالة دول' Does this expression have the same meaning and connotations the SM has? In the TM, Native Americans talk about Englishmen and describe them as being rubbish that has to be burnt. However, the referent to the 'dust bowl' is not reflected in Arabic, but is it crucial in this context? The audience is young teenagers, so they are not aware of the dust bowl; it is not of high importance in the translation; nevertheless, the connotations aroused by the allusions of 'dying in the dust' are expressed by'الزبالة' which means that these people are unworthy, so Indians have to get rid of them. 'نحرء' implies that there is a catastrophe that will take place and cause death to the Englishmen. The allusions of 'dust' are compensated by the use of a culture-free word 'زبالة' and a verb 'نحرء.' Compensating allusions of a word by connotations of another word is CIK.

If the SM and TM are analyzed grammatically, the following will be noticed: 'We will see them dying in the dust' is a sentence whose complement is an adjectival phrase, which is the metaphor being studied. In this sentence, the singer is not the killer; he just watches while the Englishmen are dying; however, in 'لازم نحرء الزبالة دول,' the singer is directly the killer. The implicit meaning intended in the original sentence transferred into an explicit meaning in the Arabic song. The class shift is the adjustment technique the translator uses to compensate the intended sense.

The Metaphor' Without a Soul to Wait Upon'

'He is not whole without a soul to wait upon' is a verse from the song 'Be Our Guest.' In this song, the kitchen tools compare their status in the old days with their condition now.

Table 5: A stanza from the song 'Be Our Guest' and its dubbing into the ED

SS	DTS
Life is so unnerving	دنيا ماتتعشي
For a servant who's not serving	للخادم الي ما يخدمش
He's not whole without a soul to wait upon	مش موجود بلا ما سيد يئولوهات
Ah, those good old days when we were useful	اه على زمان كان لينا فايدة
Suddenly those good old days are gone	فجاة راح زمان بئذكريات
Ten years we've been rusting	عشر سنين بنصدي
Needing so much more than dusting	جسمنا بتراب متغطي

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There are two metaphors embedded in this single metaphor. First of all, the candlestick is talking about the kitchen tools as being human beings; it uses some of the humans' attributes, such as waiting and the pronoun he, to refer to one of the tools. There is personification in this metaphor. The parts of this metaphor are: the object (the kitchen tool), the vehicles (he/waiting), the sense (the human being who waits on his master); the kitchen tools are likened to servants in this personification. In this animation film, the tools are the servants of the prince. The witch turned this prince into a beast and his servants into kitchen tools.

The similarity between the kitchen tools and servants is as follows:

- Kitchen tools are used to present food and drinks to people. Servants serve people by using these kitchen tools.
- Kitchen tools do not behave by themselves; they wait others to use them. Like the kitchen tools, servants do not behave as they want; their masters tell them what to do.
- If there is no person in the house to use these tools, these tools become un-useful. If there is no master in the house, servants become without work, too.
- When one of the kitchen tools becomes out of use, it is thrown away or broken; the same happens to the servant who can not serve his/her master.

Comparing a master to a soul is, furthermore, the second metaphor 'without a soul to wait upon.' The object is (the master), the vehicle is the (soul), and the sense is (being a kind person who deals with others as if they are not inferiors to him). The emotional connotations of the word 'soul' and the use of the verb 'wait' instead of 'serve' imply the kind of relationship between the master and his servants. They are dealing with each other soul to soul. 'Wait' implies that the servants (the tools) feel happy while they are serving their master; they even wait for this moment to come.

When this metaphor is translated into another language, the translator has to keep the connotations expressed by the original metaphor (the tools as servants and the master whom the tools serve happily as a soul). Whether there is a loss in the Arabic translation or not, and how the loss is handled are the issues demonstrated in the following sections.

'مش موجود بلا ما سيد يئولو هات'

The image of the kitchen tools as servants is expressed in this Arabic expression by the words 'سيد// يئولو هات'. The personification that is reflected by the verb 'wait' and the pronoun 'he' in the SM is expressed by two verbs 'يئولو هات' in the translation.

The sense that the servants are not forced to serve is lost in using the imperative verb 'هات.' But this sense is compensated in saying 'مش موجود,' which implies that if the tools are not serving, they do not exist. The connotation of the verb 'wait' is compensated by using the phrase 'مش موجود.' This is another instance of CIK.

Moreover, there is a difference in the connotations expressed by the SM and its translation. 'He is not whole' translates as 'مش موجود. ' 'Not whole' means that he exists but he is not complete. 'موجود,مش'on the contrary, means that he does not exist. 'Soul' translates into 'سيد.' 'Soul,' as defined by the al-maany dictionary, means "innermost feelings, heart, spirit, one's self" ("Soul", 2020). 'سيد' means "independent, master, chief, feudal lord, monsieur, and gentleman" ("سيد", 2020).

'Soul' does not have any meaning that connotes or denotes being a master, but from the context, the reader can get this meaning. The word servant is mentioned in the line that precedes this metaphor 'for a servant who is not serving,' and logically, if there is a servant, there is a master. The meaning is compensated in another place.

On the other hand, the emotional connotations of the word 'soul' are not reflected by 'سيد'. However, one of the meanings of 'سيد' is 'gentleman.' Being a gentleman means dealing with others gently. The audience deduce that this 'سيد' will not be bad in dealing with his servants. The connotations of 'soul' are compensated by the meanings of 'سيد'. This is another instance of CIK.

In other words, these two words can replace each other even if the Arabic word 'سيد' is more general than the specific English term 'soul.' The gain that the Arabic version has is making it clearer for the young audience who may be puzzled by the use of soul. CIP and CIK protect the dubbed song from loss. The overall meaning of the SM is preserved.

Preserving Sound Patterns

There is a rhyme between the words 'upon' and 'gone.' The connection between the phrasal verb 'wait upon' and 'gone' implies that the soul which the tools wait has gone. They are out of service now.

In the translation, the rhyme connects between the words ' هات و زكريات'; it implies that the tools are remembering the old days when the master asked them to do things, but these days the tools are out of service. The same rhyme is kept, and the sense reflected by this rhyme is preserved in the translation.

On the other hand, there is alliteration in the SM between the words: 'without and wait.' This alliteration phonetically and semantically connects these words; it implies that without waiting for a master, nothing is going to

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happen. In the Arabic dubbed song, there is alliteration in 'موجود' 'ما سيد و مش' This alliteration means that if there is not a master, nothing exists. Again, the function employed by the alliteration in English is reflected in the translation.

c) Literal Translation

Table 6: Metaphors translated literally

SMs	TMs
Know that soon you'd want to leave the nest	عايزة أسيب العش أصل زهئت
Ask the dishes They can sing They can dance	واسألسصحنوحيئول **أوي** أطبائ أونس ترئصرئص
Dinning room proudly presents, your dinner	على ما أوضة السفرة تئدم بفخر عشاكي
Suddenly those good old days are gone	فجأة راح زمان بئنزكريات
It's a nightmare but it's one exciting ride	ده كابوس لكن صيد و مطاردة جنان
Sweep up the years Of sadness and tears And throw them away!	ئشو السنين ودموع الحنين وارموها برة البيت
Men with pointy teeth, and	ناس ليهم أنياب
Please, they'll eat you up alive	وحوش تاكلك**فمفيش**
Or asked the grinning bobcat why he grinned? Can you sing with all the voices of the mountains? Can you paint with all the colors of the wind?	وعارف ان القط البري بيضحك ليه؟ تقدر تغني بصوت الجبال تقدر تقدر ترسم بجميع الوان الرياح

Translators, as stated by Newmark (1988), can resort to literal translation when the TL meaning corresponds with the SL meaning in terms of the referent and pragmatic effects. However, Newmark asserts that when a translator faces a translation problem, the literal translation strategy will be out of the question. If this is true, this translation procedure will be the last resort in translating metaphors in animation songs, but the translation of the metaphors in table (6) proves the opposite. The literal translation strategy can be one of the best translation strategies to deal with metaphors in animation songs. Both meaning and sound patterns are preserved.

In some instances where literal translation is used, the translator is obliged to add a word or phrase to the verse to preserve the rhyme of the song. However, such words do not affect the meaning, as they can be considered empty words, such as مفيش in translating the metaphor 'they'll eat you up alive' into 'وحوش تاكلك فمفيش.' The word مفيش is added to preserve the rhyme with متعمريش. مفيش does not affect the meaning nor the syllable count of the verse.

X. Conclusion

In animation songs, metaphors were translatable; both form and meaning can be approximated by using CIK and CIP. Metaphors are not only translatable; instances of gain were also found.

In animation songs, keeping the metaphoricity is not a priority as it is in other literary texts. What matters in translating metaphors in animation songs were: the meaning of the metaphor and its sound patterns.

There are three main strategies to translate metaphors in animation songs: 1) substitution, 2) paraphrasing, and 3) literal translation. Cultural equivalence, partial equivalence, functional equivalence are the procedures used in handling metaphors in the dubbing of animation songs.

Translators of animation songs have to be well-informed linguists, culturally-experienced translators, and musically talented people.

XI. Recommendations

The researcher recommends the following:

- More extensive studies on translating metaphors in dubbed songs has to be encouraged.
- The combination of dubbing song and metaphor translation theories has to be under the microscope of translation researchers.
- More researches have to be done in this field of study to tackle this issue thoroughly.

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Teaching Strategies of Instructors and Professors of Northern Iloilo Polytechnic State College Ajuy Campus

By Dr. Danilo F. Rubrico, Dr. Felisa N. Rubrico & Miss Danielle Angela Navarro Rubrico

State Universities and Colleges

Abstract- This descriptive study was conducted to determine the strategies employed by the instructors and professors of NIPSC Ajuy Campus academic year 2015-16. The respondent of the Study were the 39 instructors and professors of NIPSC Ajuy Campus. They were grouped as a Whole and Classified as length of service, educational qualification and academic rank. The instrument used in this study was taken from the book of Baes and Irapta (2012) and Principles and Methods of Teaching by Salandanan, et al. (2013). Descriptive statistical tools used were the frequency count, percentage, and mean rank.

The findings revealed that the top five Strategies employed by instructors and professors of NIPSC Ajuy were: interaction and discussion, rank 1.5; exercise, rank 3; direct instruction and lecture, rank 4.5; classroom demonstration and brainstorming, rank number 6.

When classified according to sex, the top five teaching strategies employed by male respondents respectively were: direct instruction, discussion, authority teaching, classroom demonstration, lecture and brainstorming.

Keywords: *teaching strategies, instructors, professors, nipsc ajuy campus.*

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Teaching Strategies of Instructors and Professors of Northern Iloilo Polytechnic State College Ajuy Campus

Dr. Danilo F. Rubrico [α], Dr. Felisa N. Rubrico [σ] & Miss Danielle Angela Navarro Rubrico [ρ]

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The study conducted by Simon, 1987 revealed that that students indicated a preference more on direct experience, student independence, goal setting and planning. They preferred less on authority teaching, and lecture.

Implication for this study is the instructors and professors Of NIPSC Ajuy Campus should employ the direct instruction and experience method of students and should involve students in goal setting. Lecture and authority teaching should be minimized.

Keywords: teaching strategies, instructors, professors, nipsc ajuy campus.

I. Introduction

Teaching is an activity that is not new to the teachers as they have been exposed to it for a number of years in their life. Over the years, many have debate on whether teaching is an art or a science, or both. It is an art because it calls f intuition, inspiration, talent and creativity. It also a science for it involves repertoire of techniques, procedure and skills that can be systematically studied, describe, and transmitted (Aquino, et al., 1998)

According to Palardez (1975), teaching strategies constitute all that the teacher does in planning, implementing and evaluating the instruction. He stated that because of the personalized nature of teaching, there are undoubtedly as many specific strategies, approaches techniques, and methodologies. In undertaking classroom instruction, a particular method may take a form of a strategy or technique resorted to in introducing a subject. A variety of teaching strategies should be selected or designed for use in the instruction program (Michaelis, et al, 1975). Discovery strategies in which student are guided systematically to attain stated objectives are needed along with strategies that call varying degrees of teacher's guidance. "Experience is the best teacher as the saying goes. Reyes (1972 in Lupdag, 1984), found that teaching efficiency of English teachers in private schools in Malabon and Navotas, Rizal increase with teaching experience. Teaching experience also differentiated the performance of teacher in another study, Pullido (1972) in Lupdag A.D. (1984)

Teachers have very important responsibility of shaping the lives of each individual. An effective teacher can be defined as someone who always pushes students to do their best while at the same time trying to make learning interesting. A positive or negative influence from a teacher can have a great effect on the student's life. Aside from the responsibility to feed their minds you also have the power to mold and transform each person's life through touching their hearts with your genuine words of wisdom as well as your persistent motivation. Motivation has the most important role in learning for it's the opener or the appetizer for the student's interest and willingness towards learning. With motivation, comes teaching strategies. Different and unique teaching strategies attract your student's interest and attention which leads to better learning. By using creative teaching styles, the teaching-learning process will become more effective and creates a fun and conducive learner environment; hence this study was conducted to determine the teaching strategies employed by professors and instructors of Northern Iloilo Polytechnic State College Ajuy Campus.

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II. Theoretical Framework

The educational trend brought out by a number of ground breaking researches tells that one can be affective facilitator of learning if one has a good working knowledge of the learners' development.

One theory upon which this study was based is that of Piaget, 1969. He believes that the intellectual development and learning of the child is affected by various factors. These factors according to him, are maturation, communication with others like the teachers and other students, and experience with the physical world. Knowledge according to him is a set of intellectual structure which is advanced by the continuous interaction of the learner and the physical world. Silverman's theory supports the theory of Piaget. Silverman's said the performance of the individual is a product of his interaction with several factors which ultimately influence the said performance.

Lupdag, (1984), said that, the learner is an important element because he is the recipient of the learning-teaching process. He further said that the teachers are the crucial factors for effective learning. He too, said, that the school environment like the classrooms, the facilities, the people around the students influence the performance of the learner. Behaviorism theory, emphasize the learning of facts and skills that authorities, such as teachers have decided are important. Behavioral approaches to teaching generally involve the following: learned into small units; checking student's work regularly and providing feedback as well as reinforcement. Breaking down the skills and information to be Behaviorists generally believe that students can be taught best when the focus is directly on the content to be taught. Behavioral theories support a number of different approaches to teaching. Almost all of them fall under the general category of "direct" or "teachers-centered" instruction. The approaches include tutorials, drill and practice, behavioral simulations and programmed instruction an approach that combines all these teaching strategies into one "system" is called an "integrated learning system" or ILS.

Another theory is the multiple intelligences by Howard Gardner. He defined multiple intelligences as a set of abilities, talents or metals skills that all individuals possess to a greater or lesser extent. He stressed that it is the interaction between the different intelligences that is fundamental to the workings of the mind and that in the normal course of events; the intelligences actually interact with, and build upon, one another.

Tyler's system theory is another basis of this study. The theory believes that performance is a product of the inputs and throughputs of teaching. This means that the ideas, facts and concept learned by the child, the strategies activities and evaluation used by the teachers all contribute to better performance. The input-output components should be given attention is as much as each contributes to effective learning (Clavel, 1997).

The schematic diagram shows the variable that was used to determine the different teaching strategies used by the Professors and Instructors in teaching their subjects at NIPSC Ajuy Campus.

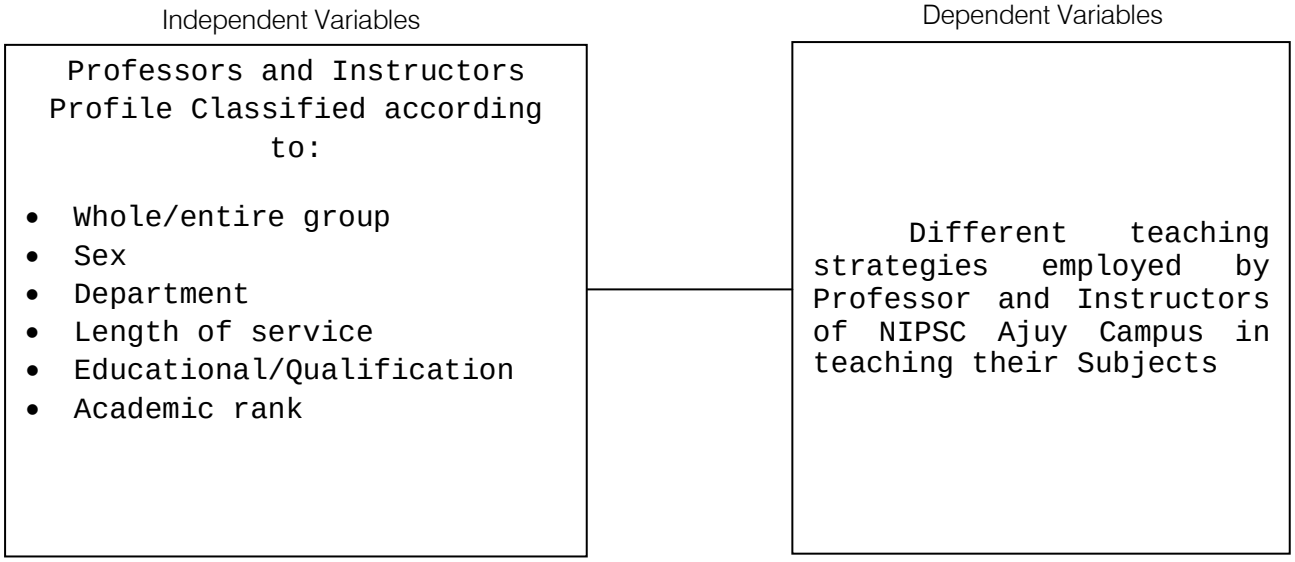


Figure 1: Conceptual Framework of the Study

III. Statement of the Problem

The purpose of the study was to determine the strategies employed by Professors and instructors in teaching their subjects at NIPSC Ajuy Campus. Specifically, it sought answer to the following questions;

1. What are the top five (5) teaching strategies employed by professors and instructors of NIPSC

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Ajuy campus in teaching their subjects when grouped as a whole / entire group?
2. What are top five (5) teaching strategies employed by professors and instructors of NIPSC Ajuy Campus in teaching their subject when classified according to sex?
3. What are the top five (5) teaching strategies employed by professors and instructors Of NIPSC Ajuy Campus in teaching their subjects when classified according to department?
4. What are the top five (5) teaching strategies employed by professors and instructors of NIPSC Ajuy Campus in teaching their subjects when classified according to length of service?
5. What are the top five (5) teachings strategies employed by professors and instructors of NIPSC Ajuy Campus in teaching their subjects when classified according to educational qualification?
6. What are the top five (5) teachings teaching strategies employed by professors and instructors of NIPSC Ajuy Campus in teaching their subjects when classified according to academic rank?
7. What is the proposed action plan will be used to determine the strategies employed by professors and instructors in teaching the subjects at NIPSC Ajuy Campus?

IV. Methodology

This chapter explains the research design, subjects, research instrument, and data gathering procedure, data processing method and statistical treatment.

V. Research Design

I this study made use of the descriptive research design. Descriptive is a method of research that seeks and describes something out there such as the status, condition or experience of the subjects. A descriptive research is thus the method used to obtain the information concerning the current status of the phenomena to describe "what exists" thus basically answering "who", "what", "why", and how about the subject of the study, whether pertaining to the variables or specific conditions (De Belen R. T., 2015).

The descriptive research is a method which does not only contain many type of research, but is a method which seems to encompass or is the umbrella of various type of researches. Almost 95 percent of the researches done by both undergraduates and graduates including doctoral dissertations are descriptive in nature. It is the dominant research method used by the researchers, especially the empirical ones (Adanza, Bermudo and Rasonable, 2009).

VI. Subjects

The subjects of the study were the 39 instructors and professors who are at the Northern Iloilo Polytechnic State College - Ajuy Campus for the academic year 2015-2016. Of the 39 respondents, 15 or 38% are males and 24 or 62% are females. As to department, 15 or 38% are faculty of teacher education department, 7 or 18% are faculty of BS Entrepreneurship, 4 or 10% are faculty of BS in Hotel and Restaurant Management, 8 or 21% are faculty of BS in Criminology and 5 Or 13% are Associate in Computer Technology. As to length of service, the respondents were categorized as follows: 14 or 36% below 10 years' experience, 7 or 18%, 11 to 21 years of experience, 14 or 36%, 22 to 32 years of experience, 4 or 10%, 33 and above years of experience. For educational qualification, 7 or 18% are doctorate degree holders, 6 or 15% are master's degree with units in doctorate, 20 or 51% are master's degree holder and 6 or 15% are baccalaureate degree with units in masteral. In terms of academic rank, 6 or 15% are associate professors, 13 or 33% are assistant professors, 20 or 51% are instructors. Table 1 presents the data.

Table 1: Distribution of Subjects

Category	No. of Respondents	Percent (%)
A. Entire Group/whole	39	100
B. Sex		
• Males	15	38
• Females	24	62
C. Department		
• Teacher Education	15	38
• BS Entrepreneurship	7	18
• BS in Hotel and Restaurant Management	4	10
• BS in Criminology	8	21
• Associate in Computer Technology	5	13
D. Length of Service		
• Below 10 years of experience	14	36
• 11 to 21 years of experience	7	18
• 22 to 32 years of experience	14	36

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• 33 years and above of experience	4	10
E. Educational Qualification		
• Doctorate Degree Holder	7	18
• Master's Degree with units in Doctorate	6	15
• Master's Degree Holder	20	51
• Baccalaureate Degree with units in Masteral	6	15
F. Academic Rank		
• Associate Professor	6	15
• Assistant Professor	13	33
• Instructor	20	51

VII. The Research Instrument

The instrument used in the study was adapted from Irapta and Baes (2012), and Acero, et al. (2000), designed to determine the different teaching strategies employed by professors and instructors in teaching their subjects. The questionnaire consisted of 52 items on teaching strategies with their corresponding meaning. Part I included the professors and instructors personal data (name, sex, department, length of service, educational qualification and academic rank). Part II included the 50 different teaching strategies with their definitions. The professors and instructors were directed to check in the column "always" if they use the specific kind of strategies most of the time, "sometimes" if they use it once or twice and "never if they do not use it.

VIII. Data Gathering Procedure

Permission to conduct the study was secured from the College Administrator of NIPSC Ajuy Campus. Upon the approval of the administrator, the researcher personally administered the questionnaire among the professors and instructors of NIPSC Ajuy Campus. The researcher also personally retrieved the said questionnaire.

IX. Data Processing Method

Data obtained in this investigation were subjected to descriptive statistics.

Frequency distribution was used to determine the number of professors and instructors in each category on the scale of measurement.

Proportion was used to get the total number of professors and instructors divided by the number of cases in each category.

Percentage was used to determine the proportion expressed in percent.

The mean was used to determine the teaching strategies employed by professors and instructors in teaching their subjects.

Ranking was used to determine the top five teaching strategies employed by the professors and instructors of NIPSC Ajuy Campus.

Standard Deviation was used to determine the dispersion of the data obtained for the different tests in the investigation.

Computer Data Analysis

The data gathered for this study were computer processed for statistical analysis.

The mean score was utilized to determine the general description of the teaching strategies employed by professors and instructors. The following scale of means was employed

Scale	Description
2.34 3.00	Always used
1.67-2.33	Seldom used
1.00-1.66	Never used

X. Results and Discussion

I this chapter present the findings of the study. The data obtained through the use of the researcher made instrument on the teaching strategies employed by professor and instructors of NIPSC Ajuy campus are presented in descriptive statistics with their corresponding interpretations.

Top Five Teaching Strategies employed by Professors and Instructors of NIPSC Ajuy Campus in teaching their subjects when grouped as a whole.

Table 1: Presents the data.

	Teaching Strategies	Respondents	Mean	Rank	Interpretation
1.	Interaction and Discussion	39	2.67	1	Always used
2.	Exercise	39	2.62	2	Always Used
3.	Direct Instruction	39	2.56	3.5	Always Used
4.	Lecture	39	2.56	3.5	Always Used
5.	Classroom Demonstration	39	2.51	5.5	Always Used
6.	Brainstorming	39	2.51	5.5	Always Used

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Scale	Description
2.34 - 3.00	Always Used
1.67 – 2.33	Seldom Used
1.00 – 1.66	Never Used

The teaching strategies employed by professors and instrument of NIPSC Ajuy campus when grouped as a whole were ranked to get the top five. Top five teaching Strategies are; Interaction and Discussion (M=2.67) Rank 1, Exercises (M=2.56) Rank 2, Direct Instruction and Lecture (M=2.56) Rank 3.5 Classroom demonstration and Brainstorming (M=2.51) Rank 5.5. The findings are closely related to the classroom climate which is a product of the social interaction between and among teacher and students. It is one that is business-like yet non-threatening. It is a classroom where: expectations, rules and procedures, limits on behavior are made clear from the first day of school; the teacher, who is the leader, is fully aware of what is happening and is in control of the classroom proceedings and yet conveys the message that he/she is interested in the concerns of students as individuals and class as a whole, and students are made responsible for their own behavior (Corpuz and Lucas, 2011).

Top Five Teaching Strategies employed by Professors and Instructors of NIPSC Ajuy Campus in teaching their subjects when grouped according to Sex (Male).

Table 2: Presents the data.

Teaching Strategies	Respondents	Mean	Rank	Interpretation
1. Direct Instruction	15	2.73	1.5	Always Used
2. Interactions and Discussion	15	2.73	1.5	Always Used
3. Classroom Demonstration	15	2.60	3.5	Always Used
4. Authority Teaching	15	2.60	3.5	Always Used
5. Reading	15	2.53	6.5	Always Used
6. Exercises	15	2.53	6.5	Always Used
7. Lecture	15	2.53	6.5	Always Used
8. Brainstorming	15	2.53	6.5	Always Used

Scale	Description
2.34 - 3.00	Always Used
1.67 – 2.33	Seldom Used
1.00 – 1.66	Never Used

The top five teaching strategies employed by professors and instructors of NIPSC Ajuy Campus when grouped as to Sex (male)are; Direct Instructions and Interaction and Discussion (M=2.73) Rank 1.5, Authority Teaching and Classroom Demonstration (M=2.60) Rank 3.5, Reading, Exercises, Lecture and Brainstorming (M=2.53) Rank 6.5.

Top Five Teaching Strategies employed by Professors and Instructors of NIPSC Ajuy Campus in teaching their subjects when grouped according to Sex (Female).

Table 3: Presents the data.

Teaching Strategies	Respondents	Mean	Rank	Interpretation
1. Exercises	24	2.67	1	Always Used
2. Interactions and Discussion	24	2.63	2	Always Used
3. Lecture	24	2.58	3	Always Used
4. Brainstorming	24	2.50	4	Always Used
5. Classroom Demonstration	24	2.46	6	Always Used
6. Direct Instruction	24	2.46	6	Always Used
7. Cooperative Learning	24	2.46	6	Always Used

Scale	Description
2.34 - 3.00	Always Used
1.67 – 2.33	Seldom Used
1.00 – 1.66	Never Used

The top five teaching strategies employed by professors and instructors of NIPSC Ajuy Campus when grouped as to sex(female) are: exercises (M=2.67) Rank 1, Interaction and Discussion (M=2.63) Rank2, Lecture(M=2.58) Rank 3, Brainstorming (M=2.50) Rank 4, Classroom Demonstration, Direct Instruction and Cooperative Learning (M=2.46) Rank 6. Difference in the teaching strategies employed by male and female professors and instructors of NIPSC Ajuy are being supported by Hurlock (2006) in her book "Developmental Psychology". Traditional concepts of sex roles emphasize a prescribed pattern of behavior, regardless of individual interests or abilities. They emphasize masculine supremacy. Outside the home the man holds positions of authority and prestige in the social and business worlds. The role of woman is she gains fulfillment by serving others. She is not expected to work outside the home except in cases of financial necessity. At present, the egalitarian concept of sex roles emphasizes individuality. Roles should lead to personal fulfillment and not be considered appropriate for only one sex.

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Top five Teaching Strategies employed by professors and Instructors of NIPSC Ajuy Campus in teaching their Subjects when grouped according to Department (Teacher Education).

Table 4: Shows the data.

Teaching Strategies	Respondents	Mean	Rank	Interpretation
1. Exercises	15	2.80	1	Always Used
2. Interactions and Discussion	15	2.73	2	Always Used
3. Authority Teaching	15	2.60	3	Always Used
4. Classroom Demonstration	15	2.47	4.5	Always Used
5. Reporting Method	15	2.47	4.5	Always Used
6. Reading	15	2.40	7	Always Used
7. Deductive Method	15	2.40	7	Always Used
8. Discovery	15	2.40	7	Always Used

Scale	Description
2.34 - 3.00	Always Used
1.67 – 2.33	Seldom Used
1.00 – 1.66	Never Used

The Top Five Teaching Strategies employed by Professors and instructors of NIPSC Ajuy Campus when grouped as to department (Teacher Education) are: Direct Instruction (M=2.80) Rank 1, Interaction and Discussion (M=2.73)Rank 2, Authority Teaching (M=2.60) Rank3, Classroom Demonstration and Reporting Method (M=2.40) Rank4.5, Reading, Deductive Method, Discovery (M=2.40) Rank 6.

Top five Teaching Strategies employed by professors and Instructors of NIPSC Ajuy Campus in teaching their Subjects when grouped according to Department (BS Entrepreneurship).

Table 5: Reveals the data.

Teaching Strategies	Respondents	Mean	Rank	Interpretation
1. Exercises	7	2.71	1.5	Always Used
2. Brainstorming	7	2.71	1.5	Always Used
3. Reporting Method	7	2.57	6.5	Always Used
4. Cooperative Learning	7	2.57	6.5	Always Used
5. Mastery Instruction	7	2.57	6.5	Always Used
6. Lecture	7	2.57	6.5	Always Used
7. Problem Solving Approach	7	2.57	6.5	Always Used
8. Classroom Demonstration	7	2.57	6.5	Always Used
9. Interaction and Discussion	7	2.57	6.5	Always Used
10. Project	7	2.57	6.5	Always Used

Scale	Description
2.34 - 3.00	Always Used
1.67 – 2.33	Seldom Used
1.00 – 1.66	Never Used

The top five Teaching Strategies employed by professors and Instructors of NIPSC Ajuy Campus in teaching their subjects when grouped according to Department (BS Entrepreneurship) are: Exercises, Brainstorming (M=2.71) Rank 1.5, Reporting Method, Cooperative Learning, Master Instruction, Lecture, problem Solving Approach, Classroom Demonstration, Interaction and Discussion and Project (M=2.57) Rank 6.5.

Top five Teaching Strategies employed by professors and Instructors of NIPSC Ajuy Campus in teaching their Subjects when grouped according to Department (BSHRM).

Table 6: Shows the data.

Teaching Strategies	Respondents	Mean	Rank	Interpretation
1. Interactions and Discussion	4	3.00	1.5	Always Used
2. Lecture	4	3.00	1.5	Always Used
3. Classroom Demonstration	4	2.75	4	Always Used
4. Reading	4	2.75	4	Always Used
5. Reflective Teaching	4	2.75	4	Always Used
	4	2.75	4	Always Used

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Scale	Description
2.34 - 3.00	Always Used
1.67 – 2.33	Seldom Used
1.00 – 1.66	Never Used

The top five Teaching Strategies employed by professors and Instructors of NIPSC Ajuy Campus in teaching their Subjects when grouped according to Department (BSHRM) are: Interaction and Discussion, Lecture (M=3.00) Rank 1.5, Classroom Demonstration, Reading, Reflective Teaching (M=2.75) Rank4.

Top five Teaching Strategies employed by professors and Instructors of NIPSC Ajuy Campus in teaching their Subjects when_ grouped according to Department (BS Criminology).

Table 7: Shows the data.

Teaching Strategies	Respondents	Mean	Rank	Interpretation
1. Direct Instruction	8	2.87	1.5	Always Used
2. Lecture	8	2.87	1.5	Always Used
3. Exercises	8	2.75	5	Always Used
4. Brainstorming	8	2.75	5	Always Used
5. Reflective Teaching	8	2.75	5	Always Used
6. Interactions and Discussion	8	2.75	5	Always Used

Scale	Description
2.34 - 3.00	Always Used
1.67 – 2.33	Seldom Used
1.00 – 1.66	Never Used

The top five Teaching Strategies employed by professors and Instructors of NIPSC Ajuy Campus in teaching their Subjects when grouped according to Department (BS Criminology) are, Directed Instruction, Lecture (M=2.87) Rank 1.5, Exercises (M=2.75), Brainstorming, reflective Teaching, Interaction and Discussion (M=2.63) on Rank 5.

Top five Teaching Strategies employed by professors and Instructors of NIPSC Ajuy Campus in teaching their Subjects when_ grouped according to Department (ACT).

Table 8: Shows the data.

Teaching Strategies	Respondents	Mean	Rank	Interpretation
1. Exercises	5	3.00	1	Always Used
2. Lecture	5	2.80	2	Always Used
3. Project	5	2.60	3.75	Always Used
4. Classroom Demonstration	5	2.60	3.75	Always Used
5. Interaction and Discussion	5	2.40	7.5	Always Used
6. Problem Solving Approach	5	2.40	7.5	Always Used
7. Master Instruction	5	2.40	7.5	Always Used
8. Brainstorming	5	2.40	7.5	Always Used
9. Cooperative Learning	5	2.40	7.5	Always Used
10. Reporting Method	5	2.40	7.5	Always Used

Scale	Description
2.34 - 3.00	Always Used
1.67 – 2.33	Seldom Used
1.00 – 1.66	Never Used

The top five Teaching Strategies employed by professors and Instructors of NIPSC Ajuy Campus in Department(ACT) are: Exercises(M=3.00) Rank 1, Lecture (M=2.80) Rank2, Project, Classroom Demonstration (M=2.60) Rank 3.5, Interaction and Discussion, Problem Solving Approach, Master Instruction, Brainstorming, Cooperative Learning and Reporting Method (M=2.40) Rank 7.5

Top five Teaching Strategies employed by professors and Instructors of NIPSC Ajuy Campus in teaching their Subjects when grouped according to Length of Service (below 1O years).

Table 9: Reveals the data.

Teaching Strategies	Respondents	Mean	Rank	Interpretation
1. Reading	14	2.86	1.5	Always Used
2. Brainstorming	14	2.86	1.5	Always Used
3. Project	14	2.71	3.5	Always Used
4. Reflective Teaching	14	2.71	3.5	Always Used
5. Interactions and Discussion	14	2.64	5	Always Used

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Scale	Description
2.34 - 3.00	Always Used
1.67 – 2.33	Seldom Used
1.00 – 1.66	Never Used

As to length of service (below 10 years), the top teaching strategies employed by professors and instructors are: Reading and brainstorming (M=2.86) Rank 1.5, Project and Reflective Teaching (M=2.71) Rank 3.5, Interaction and Discussion (M=2.64) Rank 5.

Top five Teaching Strategies employed by professors and Instructors of NIPSC Ajuy Campus in teaching their Subjects when grouped according to Length of Service (11 to 21 years).

Table 10: Shows the data.

Teaching Strategies	Respondents	Mean	Rank	Interpretation
1. Lecture	7	2.71	1	Always Used
2. Interactions and Discussion	7	2.57	2.5	Always Used
3. Exercises	7	2.57	2.5	Always Used
4. Authority Teaching	7	2.43	5	Always Used
5. Classroom Demonstration	7	2.43	5	Always Used
6. The Problem Solving Approach	7	2.43	5	Always Used

Scale	Description
2.34 - 3.00	Always Used
1.67 – 2.33	Seldom Used
1.00 – 1.66	Never Used

As to length of service (11 to 21 years), the top five teaching strategies employed by professors and instructors are: Lecture (m=2.71) Rank 1, Interactive and Discussion and Exercises (M=2.57) Rank 2.5, Authority Teaching, Classroom Demonstration, Problem solving-approach (M=2.43) with a rank of 5.

Top five Teaching Strategies employed by Professors and Instructors of NIPSC Ajuy Campus in teaching their Subjects when grouped according to Length of Service (22 to 32 Years).

Tables 11: Show the data

Teaching Strategies	Respondents	Mean	Rank	Interpretation
1. Direct Instruction	14	2.86	1	Always Used
2. Interactions and Discussion	14	2.71	2	Always Used
3. Exercises	14	2.64	3	Always Used
4. Authority Teaching	14	2.50	4	Always Used
5. Classroom Demonstration	14	2.43	5.5	Always Used
6. Deductive Method	14	2.43	5.5	Always Used

Scale	Description
2.34 - 3.00	Always Used
1.67 – 2.33	Seldom Used
1.00 – 1.66	Never Used

Length of service (below 22 to 32 years), the top five teaching strategies employed by professors and instructors are: Direct Instruction (M=2.86) Rank 1 interaction and Discussion (M=2.71) rank2, Exercises (M=2.64) Rank3, authority teaching (M=2.50) Rank4, Classroom Demonstration and Deductive Method (M=2.43) Rank 5.5.

Top five Teaching Strategies employed by Professors and Instructors of NIPSC Ajuy Campus in teaching their Subjects when grouped according to Length of Service (33 years and above).

Tables 12: Show the data.

Teaching Strategies	Respondents	Mean	Rank	Interpretation
1. Classroom Demonstration	4	2.75	3.5	Always Used
2. Direct Instruction	4	2.75	3.5	Always Used
3. Interactions and Discussion	4	2.75	3.5	Always Used
4. Exercises	4	2.75	3.5	Always Used
5. Lecture	4	2.75	3.5	Always Used
6. Reporting Method	4	2.75	3.5	Always Used

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Scale	Description
2.34 - 3.00	Always Used
1.67 – 2.33	Seldom Used
1.00 – 1.66	Never Used

As to length of service (below 33 years and above), the top five teaching strategies employed by professors and instructors are: Classroom Demonstration, Direct Instruction, Interaction and Discussion, Exercises, Lecture and Reporting Method (M=2.75) Rank 3.5.

Top five Teaching Strategies employed by Professors and Instructors of NIPSC Ajuy Campus in teaching their Subjects when grouped according to Educational Qualification (Doctorate Degree Holders)

Table 13: Shows the data.

Teaching Strategies	Respondents	Mean	Rank	Interpretation
1. Reading	7	3.00	1	Always Used
2. Classroom Demonstration	7	2.86	2	Always Used
3. Direct Instruction	7	2.71	4.5	Always Used
4. Interactions and Discussion	7	2.71	4.5	Always Used
5. Reflective Teaching	7	2.71	4.5	Always Used
6. Brainstorming	7	2.71	4.5	Always Used

Scale	Description
2.34 - 3.00	Always Used
1.67 – 2.33	Seldom Used
1.00 – 1.66	Never Used

As to educational qualification (Doctorate Degree Holders) the top five teaching strategies employed by professors and instructors are: Reading (M=3.00) rank 1, Classroom Demonstration (M=2.86) rank 2, Direct Instruction, Interaction and Discussion, Reflective Teaching and Brainstorming (M=2.71) rank 4.5

Top five Teaching Strategies employed by professors and Instructors of NIPSC Ajuy Campus in teaching their Subjects when grouped according to Educational qualification (Master Degree with Units in Doctorate).

Table 14: Reveals the data.

Teaching Strategies	Respondents	Mean	Rank	Interpretation
1. Direct Instruction	6	3.00	1	Always Used
2. Classroom Demonstration	6	2.67	3.5	Always Used
3. Deductive Method	6	2.67	3.5	Always Used
4. Experimental Learning	6	2.67	3.5	Always Used
5. Interaction and Discussion	6	2.67	3.5	Always Used

Scale	Description
2.34 - 3.00	Always Used
1.67 – 2.33	Seldom Used
1.00 – 1.66	Never Used

As to Educational qualification (Master Degree with Units in Doctorate) the top five teaching strategies employed by professors and instructors are: Direct Instruction (M=3.00) Rank 1, Classroom Demonstration, Deductive Method, Experiential Learning and Interaction and Discussion (M=2.67) Rank 3.5.

Top five Teaching Strategies employed by Professors and Instructors of NIPSC Ajuy Campus in teaching their Subjects when grouped according to Educational qualification (Master Degree Holders).

Table 15: Presents the data.

Teaching Strategies	Respondents	Mean	Rank	Interpretation
1. Interaction and Discussion	20	2.75	1.5	Always Used
2. Exercises	20	2.75	1.5	Always Used
3. Lecture	20	2.70	3	Always Used
4. Brainstorming	20	2.60	4.5	Always Used
5. Direct Instruction	20	2.60	4.5	Always Used

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Scale	Description
2.34 - 3.00	Always Used
1.67 – 2.33	Seldom Used
1.00 – 1.66	Never Used

As to the qualification (Master Degree Holder), the top five teaching strategies employed by the professors and instructors are: Interaction and Discussion, Exercises (M=2.75) Rank 3, Brainstorming and Direct Instruction (M=2.60), Rank 4.5.

Top five Teaching Strategies employed by Professors and Instructors of NIPSC Ajuy Campus in teaching their Subjects when grouped according to Educational qualification (Baccalaureate Degree with units in Masteral).

Table 16: Presents the data.

Teaching Strategies	Respondents	Mean	Rank	Interpretation
1. Lecture	6	2.67	1.5	Always Used
2. Reporting Method	6	2.67	1.5	Always Used
3. Classroom Demonstration	6	2.70	4	Always Used
4. Exercises	6	2.50	4	Always Used
5. Interaction and Discussion	6	2.50	4	Always Used

Scale	Description
2.34 - 3.00	Always Used
1.67 – 2.33	Seldom Used
1.00 – 1.66	Never Used

As to educational qualification (Baccalaureate Degree with units in Masteral) the top five teaching strategies employed by professors and instructors are; Lecture and method (M=2.67) Rank 1.5, Classroom Demonstration, Exercises, Interaction and Discussion (M= 2.50) Rank 4.

Top five Teaching Strategies employed by Professors and Instructors of NIPSC Ajuy Campus in teaching their Subjects when grouped according to Educational qualification (Associate Professor)

Table 17: Presents the data.

Teaching Strategies	Respondents	Mean	Rank	Interpretation
1. Direct Instruction	6	3.00	1	Always Used
2. Authority Teaching	6	2.67	3	Always Used
3. Interaction and Discussion	6	2.67	3	Always Used
4. Exercises	6	2.67	3	Always Used
5. Lecture	6	2.67	3	Always Used

Scale	Description
2.34 - 3.00	Always Used
1.67 – 2.33	Seldom Used
1.00 – 1.66	Never Used

In terms of academic rank (Associate Professor), the top five teaching strategies employed by associate professors are: Direct Instruction (M=300) Rank 1, Authority Teaching, Interaction and Discussion, Exercises, and Lecture (M=2.67), Rank 3.

Top five Teaching Strategies employed by Professors and Instructors of NIPSC Ajuy Campus in teaching their Subjects when grouped according to Educational qualification (Assistant Professor).

Table 18: Presents the data.

Teaching Strategies	Respondents	Mean	Rank	Interpretation
1. Interaction and Discussion	13	2.85	1	Always Used
2. Direct Instruction	13	2.69	2	Always Used
3. Classroom Demonstration	13	2.62	3.5	Always Used
4. Exercises	13	2.62	3.5	Always Used
5. Lecture	13	2.46	6	Always Used
6. Brainstorming	13	2.46	6	Always Used
7. Reporting Method	13	2.46	6	Always Used

Scale	Description
2.34 - 3.00	Always Used
1.67 – 2.33	Seldom Used
1.00 – 1.66	Never Used

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In terms of Academic rank (Assistant Professors), the top five teaching strategies employed by assistant professors are: Interaction and Discussion (M=2.85) Rank 1, Direct Instruction (M=2.69) Rank 2, Classroom Demonstration and Exercises (M=2.62) Rank 3.5, Lecture, and Brainstorming and Reporting method (M=2.46) Rank 6. The study conducted by Simon (1987) revealed that students indicated a preference more on direct experience, student independence, goal setting and planning. They preferred less on authority teaching and lecture.

Top five Teaching Strategies employed by Professors and Instructors of NIPSC Ajuy Campus in teaching their Subjects when grouped according to Educational qualification (Instructors).

Table 19: Presents the data.

Teaching Strategies	Respondents	Mean	Rank	Interpretation
1. Brainstorming	13	2.65	1	Always Used
2. Exercise	13	2.60	2.5	Always Used
3. Lecture	13	2.60	2.5	Always Used
4. Authority Teaching	13	2.55	5.5	Always Used
5. Interaction	13	2.55	5.5	Always Used
6. Project	13	2.55	5.5	Always Used Always Used
7. Reading	13	2.55	5.5	

Scale	Description
2.34 - 3.00	Always Used
1.67 – 2.33	Seldom Used
1.00 – 1.66	Never Used

In terms of Academic Rank (Instructors), the top five teaching strategies employed by instructors are: Brainstorming (M=2.65) Rank 1, Exercises and Lecture (M=2.60) Rank 2.5, Authority Teaching, Interaction, Project and Reading (M=2.55) Rank 5.5.

XI. Conclusions

Based on the findings, the following conclusions were drawn:

1. On the whole, the top five teaching strategies employed by professors and instructors were: Interaction and Discussion, Exercise, Direct Instruction, Lecture, Classroom Demonstration, and Brainstorming.
2. The top five teaching strategies employed by male professors and instructors were Direct Instruction, Discussion, Authority Teaching, Classroom Demonstration, Reading, Exercises, Lecture and Brainstorming. On the other hand, the top five teaching strategies employed by female professors and instructors were: Exercises, Interaction and Discussion, Lecture, Brainstorming, Classroom Demonstration, Direct Instruction and Cooperative Learning.
3. When Classified according to Department, the top five teaching strategies always used by Bachelor of Secondary and Elementary Education Professors and Instructors were: Direct Instruction, Interaction Discussion, and Authority Teaching, Classroom Demonstration, Reporting Method, Reading, Deductive and Discovery Method. For Bachelor of Entrepreneurship, the top five teaching strategies always used by Professors and Instructors were: Exercises, Brainstorming, Reporting Method, Cooperative Learning, Master Instruction, Lecture, Problem Solving Approach, Classroom Demonstration, Interaction and Discussion and Project. For Bachelor of Science in Hotel and Restaurant Management Professors and Instructors, the top five teaching strategies always used were: Interaction and Discussion, Lecture, Classroom Demonstration, Reading and Reflective Teaching. The top five Teaching Strategies always used by Bachelor of Science in Criminology Professors and Instructors were: are, Directed Instruction, Lecture, Exercises Brainstorming, Reflective Teaching, Interaction and Discussion.

The professors and Instructors in Associate in Computer Technology, the top five teaching strategies were: Exercises, Project, Classroom Demonstration, Interaction and Discussion, The problem Solving Approach, Master Instruction, Brainstorming, Cooperative Learning, and Reporting Method.

4. The top five teaching strategies always use by Professors and Instructors when classified according length of service below 10 years were: Reading, Brainstorming Project, Reflective Thinking, Interaction and Discussion. For professors and instructors who have rendered from 11 to 21 years the top five teaching strategies were Lecture, Interaction and Discussion, Exercises, Authority Teaching, For Classroom Demonstration and Problem Solving Approach. For Professors and Instructors who had rendered services from 22 to 32 years, the top five teaching strategies always used were Direct Instruction, Interaction and Discussion,

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Exercise, Authority Teaching, Classroom Demonstration, and Deductive Method.

However, the top five teaching strategies employed or always used by professors and instructors from 33 years and above were: were: Classroom Demonstration, Direct Instruction, Interaction and Discussion, Exercises, Lecture and Reporting Method.

5. The top five teaching strategies employed or always used by professors and instructors who are doctorate degree holders Were: Reading, Classroom Demonstration, Direct Instruction, Interaction and Discussion, Reflective Teaching, Brainstorming, However the top five teaching strategies Instructors who are Master's Degree Holder with units in Doctorate were: Direct Instruction, Classroom Demonstration, Deductive Method, Experimental Learning, interaction Discussion. For Masters Degree Holder, the top five teaching strategies employed by professors and instructors were: Interaction and Discussion, Exercises, Lecture, Brainstorming, and Direct Instruction. Moreover, for Baccalaureate Degree with units in Masteral, the top five teaching strategies employed by the professors and instructors were: Lecture, Reporting Method, Classroom Demonstration, Exercises and Interaction and Discussion.
6. In terms of Academic Rank, the top five teaching strategies always used by the Associate Professors were: Direct Instruction, Authority Teaching, Interaction and Discussion, Exercises and Lecture. For Assistant Professors, the top five teaching strategies always used were: Interaction and Discussion, Direct Instruction, Classroom Demonstration, Exercise, Lecture, Brainstorming and Reporting Method. However the top five teaching strategies always used by Instructors were: Brainstorming, Exercises, Lecture, Authority Teaching, Interaction, Project and Reading.

XII. Implications

According to Salandanan (2012), in teaching, it denotes a clever and cunning design to achieve one end. It suggests a teacher unique way of presenting a topic to the learners, characterized by adeptness with utmost care to insure the attainment of a learning objective. A well-planned procedure will add to a strong feeling of confidence and security for teachers as well for the students. It is fulfilling and gratifying for a teacher to develop competence in deciding a method to use and implementing it successfully (Salandanan 2012).

Mojares (2012) showed that lecture method and brainstorming were most often used and profile of the respondents had significant relationship to the strategies used. The employment of various kinds of teaching strategies was a big factor to make the teaching process harmonious. It has been found out that age, educational attainment and number of years in teaching has something to do with the extent of use of different teaching strategies in English. Vygotsky said, "The teacher must orient his Work not on yesterday's development in the child but on tomorrow's." He emphasizes the role of social interaction in learning and development. According to him scaffolding is the systematic manner of providing the assistance to the learner that helps the learner to effectively acquire skills. The higher level of performance then eventually becomes the learner's actual performance when he works independently.

XIII. Recommendations

1. In view of the conclusions generated from the findings of this study, it is recommended that the professors and instructors of NIPSC Ajuy Campus should continue to use these strategies effectively in teaching their subjects.
2. The researchers recommend that, the administration must provide books and other reference materials, better facilities for the students, and also make sure that the school be conducive for learning so that the students could learn better.
3. Instructors/Professors should use various strategies in teaching to cater individual differences of the learners. They must be sent to seminars, trainings, and conference where they can learn new strategies and techniques that can help improve the teaching learning process.
4. Students should be given more activities and exercises. The action plan should be implemented based on the result of the study.
5. A similar study on teaching strategies should be conducted.

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XIV. Action Plan

Rationale

Teaching strategies are the key factors in achieving the desired goals in the teaching learning process. Teachers and students should collaborate to achieve the desired learning goals because it is a two way process.

Base on the result of the study an action plan is recommended.

Areas of Concern	Objectives	Activities	Persons Involved	Time Frame	Budget	Evaluation
Teaching strategies of instructors and professors	To use different/ varied teaching strategies in order to achieve the desired teaching and learning goals	Attendance in seminar and workshop about strategies, methods and techniques in teaching	Administrator Dean Instructors Professors	Every last week of May (yearly)	A registration fee of Php. 2,000 Per participant	1. Students' achievement 2. Comprehension skills of students are enhanced 3. Proficiency and vocabulary skills of students are developed 4. Instructors and professors uses varied strategies, methods and techniques in teaching

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School Physical Safety and Social Relationships as Correlates of Teacher Productivity in Public Secondary Schools in Akwa-Ibom State of Nigeria

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Abstract- The study examined school physical safety and social relationships as correlates of teacher productivity in public secondary schools in Akwa-Ibom State of Nigeria. Two (2) research questions and 2 hypotheses guided the study. The design of the study was correlational, with the population as the 268 public secondary schools in the state. These schools have 268 principals, from which 203 (76%) were selected as sample, using the simple random sampling technique. The instruments of the study were the validated 18 item Physical Safety and Social Relationship Scale and the 11 item Teacher Productivity Scale (TPS), designed by the researchers with reliabilities of 0.86 and 0.88, respectively. Pearson Product Moment Correlation Co-efficient was used in answering the research questions while the Pearson r.values were converted to p.values and used in testing the hypotheses, at 0.05 level of significance. The results of the study show positive high correlation between school physical safety and social environment and teacher productivity. The findings also establishes significant correlation between school physical safety, social relationships and teacher productivity.

Keywords: *school physical safety, social relationships, teacher productivity.*

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School Physical Safety and Social Relationships as Correlates of Teacher Productivity in Public Secondary Schools in Akwa-Ibom State of Nigeria

Sunday T. Afangideh [α] & Charles B. Nwile [σ]

Abstract- The study examined school physical safety and social relationships as correlates of teacher productivity in public secondary schools in Akwa-Ibom State of Nigeria. Two (2) research questions and 2 hypotheses guided the study. The design of the study was correlational, with the population as the 268 public secondary schools in the state. These schools have 268 principals, from which 203 (76%) were selected as sample, using the simple random sampling technique. The instruments of the study were the validated 18 item Physical Safety and Social Relationship Scale and the 11 item Teacher Productivity Scale (TPS), designed by the researchers with reliabilities of 0.86 and 0.88, respectively. Pearson Product Moment Correlation Co-efficient was used in answering the research questions while the Pearson r.values were converted to p.values and used in testing the hypotheses, at 0.05 level of significance. The results of the study show positive high correlation between school physical safety and social environment and teacher productivity. The findings also establishes significant correlation between school physical safety, social relationships and teacher productivity. It was concluded that school physical safety and social relationships are strong correlates of teacher productivity in secondary schools. Consequently, it was recommended that, school management, should continue to put in place, appropriate physical safety measures for implementation and that school members should continue to maintain the existing tone of social relationships.

Keywords: school physical safety, social relationships, teacher productivity.

I. Introduction

Educational institutions, among them schools, have the special responsibility of socializing and integrating societal members into the worthwhile knowledge, skills and values of society. These special functions of the school are meant to give instructions on social control and also keep the knowledge, skills and values of society, alife, for generations, yet unborn. This thinking suggests that, schools play multiple roles in societies' development (Blakemore & Cooksey, 1980; Afangideh, 2011).

As a socializing agency in society, the school is made up of components, which interact with and among themselves, for the achievement of educational goals and objectives. These components parts include the school personnel (students, teachers, support staff and administrators), the school environment, decisions, communication and finances. These parts in the perception of Obasi (2004), represent the scope of educational management. However, it is interesting to note that Babalola (2007) presents an expansive scope of the task areas in educational management to include career, change, consumer's standard (quality), meetings, team and workload management.

In the study, the researchers worked on the thesis that school physical safety and social relationships correlate with teacher productivity. These variables are from the sub-areas of environmental and personnel management, as they relate to the productivity of the teacher in the school system.

Following from the foregoing, it became naturally expedient that, presentation be made on teacher productivity, before delving into its relationship with school physical safety and social relationships. Literary, teacher productivity may be seen as the extent to which the teacher is able to discharge his teaching functions, in manners that, he stands to achieve the objectives of his lessons. This thinking enjoys supports from Oluwuo and Afangideh (2011). Elsewhere, scholars prefers to describe the productive teacher. For Peter-Deluca (2016), the productive teacher possesses the ability to develop relationship with students is patient, caring and have a kind personality, good knowledge of the learners, is dedicated to teaching and constantly engaging students in learning. From a different perspective, Wabisa Learning (2019), sees the productive teacher, as the one, who can breath new life into lessons, investigates new path ways for learning, involves in continuous professional development, build his Personal Learning Network (PLN), explores new digital tools and takes for himself in doing his work. In the thinking of the present researchers, teacher productivity entails what a teacher needs to have, to deliver effectively, according to the exigencies of the time.

One of the variables for examination in relation to teacher productivity is school physical safety. Physical safety is the absence of harm or injury that can be experienced by any person, from a physical object or practice that includes a physical object (Your

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Experience Matters, n.d). For the National Centre on Safe Supportive Learning Environments (2019), it refers to the protection of all stakeholders, including families, care-givers, students, school staff and the community from violence, theft and exposures to weapons and threats, in order to establish a secure learning environment. When physical safety becomes the rule in schools, Physical Safety (2019) reports that buildings are perceived as well as inspected, to be safe, implementation of health guidelines exceeds local, state and community expectations, personnel are proactive about the conditions that could lead to accidents, policies and procedures regarding physical safety are fully implemented and carefully monitored. These, in the position of the Commonwealth of Australia (2018) are essential, because physical safety makes for a safe and supportive learning environment, in which students and staff can thrive, risky behaviours, as violence, imperil safety for students and staff and undermine the teaching and learning climate, just as it unimportant for students feelings of connection to school and their educational experience. However, what cannot be ascertained now, is whether school physical safety correlates with teacher productivity.

Another variable for examination in this study is the social relationships in the schools. In sociological studies, social relationships refer to relations or interactions between two or more individuals. It can therefore refer to all social interactions between people and even groups in schools. Social interactions among people are considered very healthy for individuals and groups. As Umberson and Montez (2010) note, they have significant effect on health, on behavioural, psychological and physiological pathways, have and benefit on health and shape health outcomes, which can impact positively on work place output. Leonard (2018) observes that, with the characteristics such as exchange, competition, co-operation, conflict and coercion, social relationships increase good feelings, morale, improve work and satisfaction and reduce confusion, anxiety, tension and uncertainty. It follows that, if these attributes become the rule and not the exception, in the school system, it will lead to productive development of work morale, consciousness of consumer satisfaction, facilitating positive interaction and risk reduction on the part of teachers. These in education parlance are indicators or pathways to teacher productivity.

II. Statement of the Problem

In contemporary society, it is widely believed that, teachers who work in schools where the physical safety of school members is guaranteed protection and where the teachers are allowed the freedom to involve themselves in webs of social interactions or relationships, such teachers are bound to perform in manners considered productive. Following from this proposition, school leaders and significant others in the school system, are adjudged to be making considerable efforts, to ensure school physical safety and also allow an open climate, where school members can interact, freely. Surprisingly, research findings, observations and comments from stakeholders in school affairs, tend to show that, schools are not physically safe and that school administrators run schools as closed units, which make it difficult for teachers to work with confidence, security and freedom of interaction, which enhance productive undertakings. The researchers were bothered that despite the conditions provided for productive services, the reverse becomes what obtained and therefore wondered whether school physical safety and social relationships correlate with teacher productivity in secondary schools.

III. Aim and Objectives of the Study

The study examined physical safety and social relationships as correlates of teacher productivity in public secondary schools in Akwa-Ibom State. Specifically, the study sought to:

i. Determine the correlation between physical safety and teacher productivity in public secondary schools in Akwa-Ibom State of Nigeria.
ii. Establish the correlation between social relationships and teacher productivity in public secondary schools in Akwa-Ibom State of Nigeria.

IV. Research Questions

The following research questions were answered in the study:

i. What is the correlation between physical safety and teacher productivity in public secondary schools in Akwa-Ibom State of Nigeria?
ii. What is the correlation between social relationships and teacher productivity in public secondary schools in Akwa-Ibom State of Nigeria?

V. Research Hypotheses

The following hypotheses were tested in the study at 0.05 level of significance.

H_{01}: There is no significant correlation between physical safety and teacher productivity in public secondary schools in Akwa-Ibom State of Nigeria.

H_{02}: There is no significant correlation between social relationships and teacher productivity in public secondary schools in Akwa-Ibom State of Nigeria.

VI. Methodology

The design for the study was correlational, with the population as all the 268 public secondary schools in Akwa-Ibom State of Nigeria. These schools have 268 principals from which number 203 (75%) were selected

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as sample, using the simple random sampling technique. The instrument of the study were two. These included 18-itemSchool Physical Safety and Social Relationships Scale and the 11-item Teacher Productivity Index (TPI), with a reliability indeces of 0.76 and 0.86, respectively, obtained using Cronbach Alpha Statistics. Pearson Product Moment Correlation Coefficient was used in answering the research questions while the r.values from the Pearson were converted p.values and used in testing the hypotheses at 0.05 level of significance.

VII. Results

The results of the study came from the answers to the research questions and the test of hypotheses. Thus;

Research Question 1: What is the correlation between physical safety and teacher productivity in public secondary schools in Akwa-Ibom State?

H_{01}: There is no significant correlation between physical safety and teacher productivity in public secondary schools in Akwa-Ibom State of Nigeria.

Table 1: Pearson Product Moment Correlation Calculations on the Correlation between Physical Safety and Teacher Productivity in Public Secondary Schools in Akwa-Ibom State of Nigeria.

Variables	n	df	r.value	p.value	Alpha Level	Decision
Physical Safety	202	200	0.76	0.00	0.05	Significant (Positive High Correlation)
Teacher Productivity						

Legend

n = Number of respondents
df = degree of freedom
r.value = Pearson r.value
p.value = Probability value

Data on Table I, presents the Pearson Product Moment Correlational Calculations on the correlation between physical safety and teacher productivity in public secondary schools in Akwa-Ibom State of Nigeria. With data from 202 authenticated respondents, the calculated r.value stood at 0.76, which depicted a positive and high correlation between physical safety and teacher productivity in public secondary schools in the state, studied. When the r.value of 0.76, was converted to probability value, it resulted in 0.00, which is less than the Alpha level of 0.05. Based on the foregoing observations, the researchers rejected the null hypothesis in favour of the alternative that, there is a significant correlation between physical safety and teacher productivity in public secondary schools in Akwa-Ibom State of Nigeria.

Research Question 2: What is the correlation between social relationships and teacher productivity in public secondary schools in Akwa-Ibom State?

H_{02}: There is no significant correlation between social relationships and teacher productivity in public secondary schools in Akwa-Ibom State of Nigeria.

Table 2: Pearson Product Moment Correlation Calculations on the Correlation between Social Relationships and Teacher Productivity in Public Secondary Schools in Akwa-Ibom State of Nigeria.

Variables	n	df	r.value	p.value	Alpha Level	Decision
Social Relationships	202	200	0.85	0.00	0.05	Significant (Positive High Correlation)
Teacher Productivity						

** Legend for Table 1 applies*

Data on Table 2, presents the Pearson Product Moment Correlation Calculations on the correlation between social relationships and teacher productivity in public secondary schools in Akwa-Ibom State of Nigeria. With data from 202 authenticated respondents, the calculated r.value stood at 0.85, which showed a positive and high correlation between social relationships and teacher productivity in public secondary schools in the state, studied. Further, when the r.value of 0.85 was converted to probability value, it resulted in 0.00, which is less than the Alpha level of 0.05. Arising from these observations, the researchers rejected the hypothesis in favour of the alternative that, there is a significant correlation between social relationships and teacher productivity in public secondary schools in Akwa-Ibom State of Nigeria.

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VIII. Discussion of Findings and Implications

a) School Physical Safety and Teacher Productivity in Secondary Schools

The first finding of the study is that there is a positive high correlation between school physical safety and teacher productivity in public secondary schools in Akwa-Ibom State of Nigeria. Also, a corresponding finding from test of hypothesis shows that there is a significant correlation between school physical safety and teacher productivity in the schools. These findings agree with the National Centre on Safe Supportive Learning Environment (2019), Physical Safety (2019) and Common Wealth of Australia (2018). These academic sources and scholarly agencies have established a nexus between school physical safety and members productivity. These findings may be explained in the fact that, with the current trend, where school leaders are expected to make provisions for physical safety, school members feel safe to put in their best. This implies that schools where teachers are productive, there is a corresponding aura of physical safety.

b) Social Relationships and Teacher Productivity in Secondary Schools

The second finding of the study is that, there is a positive high correlation between school social relationships and teacher productivity in public secondary schools in Akwa-Ibom State of Nigeria. Also, the study also establishes a significant correlation between school social relationships and teacher productivity in the schools. These findings agree with Montez (2010) and Leonard (2018). The researcher and scholar have established a relationship between social relationships in organizations and productivity in health and other organizations. A possible explanation for this trend may not be unconnected with the fact that, where organizational members are involved in active social interactions, they are bound to do well, in their official engagements, which benefits the organization. These findings imply that, where teachers are productive, there are webs of social interactions in such schools.

IX. Conclusion

Based on the findings of the study, it is concluded that school physical safety and social relationships are strong correlates of teacher productivity in secondary schools.

X. Recommendations

In the light of the findings and conclusion of the study, it is recommended as follows:

1. Stakeholders in school management, should continue to put in place appropriate physical safety measures for implementation in schools, as this will continue to guarantee the safety of the school environment for positive output.
2. School members should endeavour to maintain the existing tone of social relations while also thinking of new ways to improve such relationships, as social relationships have positive implications for members productivity in educational organizations.

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Roles of Adult Education Programmes in Poverty Alleviation in Okrika and Port Harcourt City Local Government Area, Rivers State

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Keywords: *adult education, adult education programmes, poverty, poverty alleviation.*

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Roles of Adult Education Programmes in Poverty Alleviation in Okrika and Port Harcourt City Local Government Area, Rivers State

Rachael Tamunotonye Standford [α] & Dr. Doreen Kobani [σ]

Abstract- This study examined the roles of adult education programmes in poverty alleviation in Okrika and Port Harcourt City Local Government Areas of Rivers State. 3 research questions and 3 research objectives guided the study. 3 hypotheses were also tested at 0.05 significant level. The study adopted analytical survey design with a population of 5653 beneficiaries of Rivers State Government adult education programmes for Poverty Alleviation in the area of study, out of which 2,828 beneficiaries were proportionately sampled. The instrument used for data collection was a validated researcher-made questionnaire titled "Roles of Adult Education Programmes in Poverty Alleviation Questionnaire". The instrument has a reliability index of 0.74. Data obtained were analysed with percentages, mean statistic and T-Test. Findings of the study revealed that adult education programmes designed for poverty alleviation in Okrika and Portharcourt Local Government Areas are, functional literacy, vocational skills and technical education. That these adult education programmes have promoted capacity building, improve productivity; and requisite vocational /occupational skills for self-reliance among community members. Based on the findings, it was recommended among others that provision of adult education programmes for poverty alleviation in any community should be based on felt needs of the people not generalizing the programme content.

Keywords: adult education, adult education programmes, poverty, poverty alleviation.

I. Introduction

In Rivers State, evidence of poverty is visible in most part of the rural communities despite her endowments of human, mineral and material resources. Government in an effort to alleviate the suffering of the people established Commissions such as School-to-land, Songhai farm, Niger Delta Development Commission (NDDC), and so on. These commissions in the blue print designed different adult education programmes for capacity building among the different categories of community members. Capacity building is a process whereby individuals learn to change the status quo. Therefore, building people's capacities changes the myopic view of people about their lifestyles to a widened one and thus they have the view that they have the right to be the authors of their own development and denying them this right leads to poverty and suffering.

Notably among the adult education programmes for poverty alleviation are remedial adult education programme, community education programme, vocational education programme, agricultural and health extension programmes, citizenship education, and so on. Majority of the adult populace at the grassroots level lack adequate education and need capacity building through adult education programmes and this prompt government and non-governmental organisation to design and implement different adult educational programmes for capacity building among the populace in order to alleviate their poverty status. Some of these adult education programmes designed at the rural level and scattered across different communities in Rivers State for the benefit of the people and improvement of their welfare include adult basic literacy, health literacy programmes, vocational skills acquisition programmes, welding training programme, fashion design training programme, interior decoration and event planning, and so on, are. The presence of these adult education programmes and how it has been alleviating the poverty status of the community members in selected communities in Rivers State is what prompts this study.

Adult education trains people with various occupations to enble them improve their working efficiency and increase their productivity. This type of adult education helps people to apply their new knowledge and skills to solve basic economic and social problems. Adult education is rooted in lifelong learning which involves the pursuit of knowledge either for personal or professional reasons (Department of Education and Science in Onyeozu and Okorie 2018). Darkenwald and Merrian in Onyeozu and Okorie (2018) pointed out that adult education is concerned not with preparing people for life, but rather with helping people to live more successfully. Thus, if there is to be an overarching function of adult education enterprise, it is to:

1. Assist adults to increase competence, or negotiate transitions, in their social roles (as worker, parent, retiree, and so on.)

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2. Help them gain greater fulfillment in their personal lives, and to assist them in solving personal and community problems.

The aim of adult education is to involve everyone in life-long learning as it not only enhances social inclusion, active citizenship and personal development but also competitiveness and employability. The implication of this is that adult education is for all; whether having special needs or not. It also implies that learning is not confirmed to childhood, classroom or persons without special needs but to everyone (Gerhard, 2000). In adult education, learning can be seen as something that takes place in an ongoing basis from our daily interactions with the world around us. Adult education becomes a useful tool in freeing people from poverty-ridden situations. Adult education programmes are geared toward empowering beneficiaries to become self-sufficient and self-reliant through skill development for present and future employment. Maulau (2013) observed that is a tool for empowerment and subsequently a tool for raising one's living standard, that lead to poverty reduction not only in persons without special needs but also in people with special needs. Maulau (2013) further asserted that adult education programmes include all activities with educational purposes, carried on by people in the ordinary business of life that use only part of their energy to acquire intellectual equipment.

Ajaikaye and Adeyeye (2001) defined poverty as a situation in which an individual is unable because of economic, social, political and psychological incapacitation to provide for himself, and his family the basic necessities of life. World Bank cited in Olatomide (2012) saw poverty in very broad terms, such as being unable to meet "basic needs" (physical-food, health care, education, shelter, and so on) and non-physical needs (participation, identity, etc) requirements for a meaningful life. Sen cited in Olatomide (2012) related poverty to entitlements which are taken to be the various bundles of goods and services over which one has command, taking into cognizance the means by which such goods are acquired (for example, money and coupons etc) and the availability of the needed goods. Poverty may arise from changes in average income or changes in the distribution of income. Poverty can be conceptualised in four ways which include:

1. These are lack of access to basic needs/goods;
2. A result of lack of or impaired access to productive resources;
3. Outcome of inefficient use of common resources; and
4. Result of "exclusive mechanisms".

Poverty according to Walton in Adeyeye (2017) has many dimensions, such as inadequate income; malnutrition; lack of access to social services; and lack of social and political status. This is in line with Oluwakemi (2012) description of the poor as one whose economic dimension centers on nature, and level of material deprivations which afflict them and distinguish them from the non-poor. The poor according to Oluwakemi (2012), are those at the bottom of economic ladder while the non-poor are those at the top of the ladder, and who are not afflicted with material deprivation. United Nation (2005) described poverty as the inabilities by individual in a society of getting choices and opportunities, which includes not having:

1. Enough to feed and clothe one's family
2. Access to education and school to attend
3. The land to grow food for personal consumption
4. Access to medical facilities or clinic to visit
5. The opportunity to hold a job to earn a living

Furthermore, World Bank (2011), also describe the state of been poor to encompass deprivation in well-being which includes low incomes; and the inability to acquire basic goods and services deemed necessary for survival with dignity; poor access to clean water and sanitation; low levels of health and education; inadequate physical security; lack of voice; and inadequate capacity and opportunity to better one's life Dokubo (2017) further maintained that poverty is not only lack of means of providing material needs or comforts, it encompasses lack or denial of opportunities for some category of person in the society. that it is a condition in which a person finds himself unable to maintain a living standard adequate for his physical and mental efficiency. Murktar (2011) identified the following as causes of poverty are:

1. Inadequate access to employment opportunities
2. Inadequate physical assets.
3. Inadequate access to markets.
4. Destruction of natural resources.
5. Lack of power to participate in design of development programmes.
6. Inadequate access to assistance for those living at the margin.

To summarise the causes of poverty, Dokubo (2017) contended that root causes of poverty emanates from the environment in which the individual finds himself. Dokubo (2017), further maintained that in poverty is socio-cultural, socio-economic and socio-political based. These are explained as follows:

1. In the socio-cultural context, culture, traditions and norms inherent in some society limits certain segment of the society to poverty by denying them access to resources for productive activities. For example, women are the major victims of this kind of poverty.
2. In the socio-economic context, lack of availability of resources, high level of illiteracy, lack of employment, poor infrastructural development, access to micro-credit facilities, and so on.

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3. In the socio-political context, poverty is caused by mismanagement of public funds, bad governance, political instability, bad policies, and so no.

Poverty have serious negative bearing on community and nation at large as pointed out by Ogwudire, Egesi, and Okorouga (2013), they observed that the consequences of poverty include;

1. Loss of confidence
2. Poverty renders people vulnerable to external influence because they are poor there is loss of self-confidence and they are at the lowest ebb of self-esteem.
3. It makes production remain on subsistence level due to lack of capital needed for expansion. Labour becomes intensive but productivity is low.

Therefore, in response to the ever-increasing poverty rate in Nigeria and the need for eradication of poverty as a means of improving the standard of living of the people, led to the conceptualisation and implementation of various target or non-targeted poverty alleviation programmes by successive Nigeria government at federal, state, and local level. Poverty alleviation involves measures put in place to improve the living condition of people who are poor. However, it is sad to observe that all these efforts have not produced the desired results as they have only achieved modest successes while the level of poverty still remain high. Several reasons have been given for the failure of these institutions and programmes (Aliyu, cited in Aluko, 2003).

Adult education remains a fundamental principle for capacity building in a bid to alleviate people from poverty because of its multidisciplinary nature and its various programmes. Adult education provides education for people that need basic education skills and other diverse needs and for whom there is no other place to go for such. As education that provide second chances for adult, the importance lies in its capacity to empower the beneficiaries for greater exploit in life because when one is educated, there is no limitation to what one can do to break out of poverty. Some of the adult education programmes for poverty alleviation in Nigeria include remedial adult education, vocational and technical of adult education, civil, political and community education, self-fulfillment and liberal adult education, functional literacy education programmes and so on.

II. Statement of the Study

Rivers State Government in an attempt to alleviate the poor conditions of community members across the state and as part of state government effort toward the development of the people and the society at large, designed functional literacy programme, vocational skills, technical education programmes, health literacy education programmes, These programmes were mainly capacity building programmes for beneficiaries that will enable them achieve improved quality of lives and status in their respective communities.

The availability of these programmes motivated the researcher to carry out this study to examine the extent to which the adult education programmes provided by the Rivers State Government in Okrika and Port Harcourt Local Government Areas for poverty alleviation have been achieving the objectives of poverty alleviation among women in the areas. Thus the question now is to what extent have these adult education programmes improve status, promoted capacity building, promoted productivity, and so on among the community members?. To answer these questions is the problem of the study.

III. Purpose of the Study

The purpose of this study was to investigate the roles of adult education programmes in poverty alleviation in Okrika and Port Harcourt Local Government Areas of Rivers State. Specifically, the objectives of the study were to:

1. Determine the extent to which remedial adult education programme has promoted capacity building among community member for poverty alleviation in Okrika and Portharcourt Local Government Areas.
2. Investigate the extent to which functional literacy programme has empowered community members for improved productivity for poverty alleviation in Okrika and Portharcourt Local Government Areas.
3. Investigate the extent to which vocational skills and technical education programmes have equipped community members with requisite vocational/ occupational skills for sell-reliance against poverty alleviation in Okrika and Portharcourt Local Government Areas.

IV. Research Questions

The following research questions guided the study:

1. To what extent has remedial adult education programme promoted capacity building among community member for poverty alleviation in Okrika and Port Harcourt Local Government Areas?.
2. To what extent has functional literacy programme empowered community members for improve productivity in selected communities in Okrika and Port Harcourt Local Government Areas?.
3. To what extent has vocational skills and technical education programme provided community members with requisite vocational /occupational skills for sell-reliance in Okrika and Port Harcourt Local Government Areas?.

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V. Hypotheses

HO_1: There is no significance difference in the mean response of respondents in Okrika and Port Harcourt Local Government Areas on the extent to which remedial adult education programme has promoted capacity building among community member for poverty alleviation.

HO_2: There is no significance difference in the mean response of respondents in Okrika and Port Harcourt Local Government Areas on the extent to which functional literacy programme has empowered community members for improve productivity for poverty alleviation.

HO_3: There is no significance difference in the mean response of respondents in Okrika and Port Harcourt Local Government Areas on the extent to which vocational skills and technical education programmes have equipped community members with requisite vocational/occupational skills of sell-reliance for poverty alleviation.

VI. Methodology

The research design that was adopted for this study is analytical survey to investigate the roles of Rivers State Government adult education programmes for poverty alleviation in the area of study. The study was carried out in Okrika and Port Harcourt City Local Government Areas, Rivers State Nigeria, who are beneficiaries of remedial adult education, functional literacy and vocational skills and technical education programmes, constituted the population of the study, out of which 2,828 beneficiaries were proportionately sampled. The instrument used for this study was a 20-item validated questionnaire titled "Roles of Adult Education Programmes in Poverty Alleviation Questionnaire (RAEPPAQ)" designed by the Researcher in a four-point modified Likert response scale format. The instrument has a reliability index of 0.74 and was considered high and reliable for the study. The researcher administered the instrument with the help of two trained Research Assistants. 2,828 copies of questionnaire were distributed and 2772 copies representing 98.02% were retrieved and used for analysis. The data was analysed with mean statistic and T-test statistics. A criterion mean of 2.5 was used for decision taking on the items in the questionnaire. Means above 2.5 were accepted as positive responses while those below 2.5 were rejected as negative responses.

VII. Result

Research Question One: To what extent has remedial adult education programme promoted capacity building among community member for poverty alleviation in Okrika and Port Harcourt Local Government Areas?.

Table 1: Weighted Mean and Standard Deviation Scores of Remedial Adult Education Programme for Capacity Building

S/N	Statements	PHALGA		OKRIKA		Decision
		X	SD	X	SD	
1	Through the remedial adult education programme, you are now equipped for effective use of opportunities provided by the programmes for improved standard of living	3.68	0.580	3.74	0.540	Agree
2	Through the remedial adult education programme, you have upgrade your skills for employability and job performance	3.76	0.559	3.61	0.529	Agree
3	Through the remedial adult education programme, you have increased your productivity and income thereby reducing poverty level.	3.62	0.653	3.46	0.604	Agree
4	Through the remedial adult education programme, you have improved your access to economic empowerment	3.59	0.714	3.69	0.694	Agree
5	Through the remedial adult education programme, you are now exposed to different income generating activities	3.57	0.760	3.65	0.773	Agree
		3.64	0.642	3.53	0.628	Agree

Table 1 shows items 1-15 with weighted mean scores of 3.68, 3.76, 3.72, 3.59, and 3.57 with corresponding SD of 0.580, 0.559, 0.653, 0.714 and 0.760 for PHALGA, and 3.74, 3.61, 3.46, 3.69, and 3.65 with corresponding SD of 0.540, 0.529, 0.604,0.694 and 0.773 respectively for Okrika Local Government Area are positive response rates since the means are all greater than the criterion mean of 2.5. The overall analysis on the items gave a grand mean of 3.64 for PHALGA and 3.58 for Okrika Local Government Areas, which are also greater than the criterion mean of 2.5 and implies that remedial adult education programme provided for poverty alleviation to a high extent have promoted capacity building among community members by equipping them with relevant skills for improved standard of living; access to economic empowerment; employability and job performance, increase in productivity and income; improved access to economic empowerment; and community members exposure to different income generating activities.

Research Question Two: To what extent has functional literacy programme empowered community members for improve productivity in selected communities in Okrika and Port Harcourt Local Government Areas?.

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Table 2: Weighted Mean and Standard Deviation Scores of functional literacy for Improve Productivity

S/N	Statements	PHALGA X	PHALGA SD	OKRIKA X	OKRIKA SD	Decision
6	Knowledge gained from the functional literacy programme have helped me to grow my trade	3.73	0.540	3.70	0.527	Agree
7	Knowledge gained from the functional literacy programme have helped me do better ion my agricultural production	3.69	0.551	3.61	0.649	Agree
8	Knowledge gained from the functional literacy programme have helped me to access loan for my occupation	3.64	0.622	3.46	0.637	Agree
9	Knowledge gained from the functional literacy programme have helped me do my business in a more profitable way	3.71	0.736	3.69	0.564	Agree
10	Knowledge gained from the functional literacy programme have helped me to grow my trade	3.74	0.540	3.65	0.743	Agree
		3.7	0.597	3.62	0.624	Agree

Table 2 shows that functional literacy programme have empowered community members on improve productivity skills for poverty alleviation. The result is shown on the table where all the weighted mean scores on all the items are 3.71, 3.73 3.74, 3.71 and 3.62 are all greater than 2.5 which is the criterion mean and implies positive response rate. Their corresponding SD deviations are all positive too. The overall analysis on the table gave a grand mean of 3.70, this is also greater than the criterion mean and implies that respondents were of the opinion that RSSDA agricultural development programme have equipped community members with relevant knowledge and skills to grow their trade, agricultural production, access loan for my occupation of a more profitable way of doing business, and how to earn more income.

Research Question 3: To what extent has vocational skills and technical education programme provided community members with requisite vocational/ occupational skills for sell-reliance in Okrika and Port Harcourt Local Government Areas?.

Table 3: Weighted Mean and Standard Deviation Scores of Vocational Skills and Technical Education Programme and Vocational /Occupational Skills for Sell-Reliance

S/N	Statements	PHALGA X	PHALGA SD	OKRIKA X	OKRIKA SD	Decision
11	You are an employer of labour due to empowerment you gained from the government vocational skills acquisition programmes	3.67	0.632	3.63	0.567	Agree
12	You no longer depend on people for money due to your ability to work out money from the training I received	3.68	0.690	3.74	0.565	Agree
13	You are gainfully employed now due to your ability to produce things on my own form the skill I acquired.	3.71	0.789	3.73	0.628	Agree
14	You can now train other people due to the skills you have acquired	3.68	0.844	3.23	0.651	Agree
15	Through the skill acquisition programme, you now have other sources of income	3.62	0.588	3.33	0.714	Agree
	Grand Mean	3.64	0.709	3.53	0.625	Agree

Table 3 shows that the respondents were of the opinion that government vocational skills prgramme to a high extent have equipped PHALGA and Okrika local government area community members with relevant skills for sell-reliance. This is indicated on the table where all the weighted means on the items 11-15 for PHALGA respondents gave mean scores of 3.67, 3.68, 3.71, 3.68 and 3.62 are all greater than the criterion mean of 2.5, and also their corresponding standard deviations which are 0.632, 0.690, 0.789,0.844 and 0.588;and that of Okrika local government area respondents also gave mean scores of 3.53, 3.74, 3.73, 3.23, and 3.33 with corresponding positive SDs of 0.567, 0.565, 0.628, 0.652, and 0.714 respectively which are all positive response rate.

HO_1: There is no significance difference in the mean response of respondents in Okrika and Port Harcourt Local Government Areas on the extent to which remedial adult education programme has promoted capacity building among community member for poverty alleviation.

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Table 4.7: T-Test Result on the difference in the mean response of respondents in Okrika and Port Harcourt Local Government Areas on the extent to which remedial adult education programme has promoted capacity building among community member for poverty alleviation.

Groups	N	X	SD	Df	t_{cal}	t_{crit}	Sig. level	Decision
Okrika LGA	1355	3.63	0.6472					
		3.53	0.628	2770	4.429	1.96	.000	Reject HO_2
PHALGA	1417							

The table shows that the calculated t-value obtained is 4.429, while the critical table value t-crit at degree of freedom of 2 (2770) is 1.96. Since the t-cal value is greater than the t-crit value, we reject the null hypothesis and accept that there is significance difference in the mean response of respondents in Okrika and Port Harcourt Local Government Areas on the extent to which remedial adult education programme has promoted capacity building among community member for poverty alleviation.

HO_2: There is no significance difference in the mean response of respondents in Okrika and Port Harcourt Local Government Areas on the extent to which functional literacy programme has empowered community members for improve productivity for poverty alleviation.

Table 4.8: T-Test Result on Difference in the Mean Response of Respondents in Okrika and Port Harcourt LGAs on the Extent to which Functional Literacy Programme has Empowered Community Members for Improve Productivity for Poverty Alleviation.

Groups	N	X	SD	Df	t_{cal}	t_{crit}	Sig. level	Decision
Okrika LGA	1355	3.7	0.598					
		3.62	0.624	2770	3.483	1.96	.001	Reject HO_3
PHALGA	1417							

Table 4.8 shows that the calculated t-value obtained is 12.182, while the critical table value t-crit at degree of freedom of 2 (2770) is 1.96. Since the t-cal value is greater than the t-crit value, we reject the null hypothesis and conclude there is significance difference in the mean response of respondents in Okrika and Port Harcourt Local Government Areas on the extent to which functional literacy programme has empowered community members for improve productivity for poverty alleviation.

HO_3: There is no significance difference in the mean response of respondents in Okrika and Port Harcourt Local Government Areas on the extent to which vocational skills and technical education programmes have equipped community members with requisite vocational /occupational skills of sell-reliance for poverty alleviation.

Table 4.9: T-Test Result on Difference in the Mean Response of Respondents in Okrika and Port Harcourt LGAs on the extent to which Vocational Skills and Technical Education Programmes has Equipped Community Members with Requisite Vocational /Occupational Skills of Sell-Reliance for Poverty Alleviation.

Groups	N	X	SD	Df	t_{cal}	t_{crit}	Sig. level	Decision
Okrika LGA	1355	3.64	0.709					
		3.53	0.625	2770	2.174	1.96	.030	Reject HO_3
PHALGA	1417							

The table shows that the calculated t-value obtained is 2.174, while the critical table value t-crit at degree of freedom of 2 (2770) is 1.96. Since the t-cal value is greater than the t-crit value, we reject the null hypothesis and conclude that there is significance difference in the mean response of respondents in Okrika and Port Harcourt Local Government Areas on the extent to which vocational skills and technical education programmes have equipped community members with requisite vocational /occupational skills of sell-reliance for poverty alleviation

VIII. Discussion of the Findings

Finding also reveals that remedial adult education programme have promoted capacity building have promoted capacity building among community member by equipping them with relevant skill for poverty alleviation and is in line with Adedokun and Oluwagbohunmi (2015:263) conclusion that:

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Adult education remains a viable tool in building people's capacity for sustainable development and bringing about transformation in the lives of people. It is also a strong tool for empowering citizens and hence a tool for poverty reduction. That Livelihood oriented adult non-formal education initiative should be embarked upon for poverty to be alleviated.

Finding also reveals that Functional literacy programme have empowered community members for improve productivity. Accordingly, Ihejirika (2011) asserted that agricultural extension education or Agricultural Development Project aimed at improving the efficiency of rural farmers and that with improved farm production, the rural poor farmers are not only assured of food and nutrition for the family, but have enough products for sale to live improved life.

Finding also reveals that Vocational skills and technical education programme have provided community members with requisite vocational /occupational skills for sell-reliance. This is in support of Adekola and Okpara (2013) findings in which they established that adult learning upgrades the skills of participants to increase their employability and job performance, leads to an increase in productivity and income thereby reducing poverty level. The essence of vocational skill education, as observed by Olajide, Okemakinde and Okemakinde (2008) is to enable the citizens to acquire appropriate vocational / occupational skills that will make them better people, live in peace with others and relate well in their day-to-day life. Such skills, if properly acquired can enable recipients become self-sustained or obtain paid jobs to improve their standard of living.

IX. Conclusion

The study concluded that Adult education programmes designed for poverty alleviation in Okrika and Port Harcourt Local Government Areas have promoted capacity building among participants by equipping them with relevant skill for poverty alleviation; knowledge and skills for improve productivity and how to earn more income; requisite vocational /occupational skills for sell-reliance; and health information and skills for healthy living.

X. Recommendations

Based on the findings, the following recommendations were made:

1. Provision of adult education programmes for poverty alleviation in any community should be based on felt needs of the people not generalisation.
2. In order to sustain capacity building skill gained, community members should be engaged in re-training programme.
3. Soft packages should be given to community to enhance their developmental activities.

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Assessing the Need of Syllabus Design for English Language for Madrasa Education at Secondary School Level: A Study on West Bengal Madrasas

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Abstract- This study represents the present scenario and shortcomings of syllabus of English language inside the madrasas of West Bengal (WB), which need to be redesigned so as to give an inclusive outlook to the madrasa curriculum. Certain functional aspects of English language can be introduced with the modern teaching methods in madrasas so that they can be brought at par with mainstream or with other students who belong to other boards. Within the context of madrasa education and religious instruction, syllabus on communication skills in English needs restructuring to suit the present day requirements of vocational, technical and professional manpower. As the madrasa students fail in accessing social mobility, through diagnostic test, teachers' interview and textbook analysis (as part of methodology) this paper examines an increasing need for improving English language syllabus as a tool for modernization and bringing the madrasas at par with the educational institutions of national importance and higher learning.

Keywords: syllabus, english language, madrasa education, mainstream, communication skills, secondary school level.

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Assessing the Need of Syllabus Design for English Language for Madrasa Education at Secondary School Level: A Study on West Bengal Madrasas

Umme Salma

Abstract- This study represents the present scenario and shortcomings of syllabus of English language inside the madrasas of West Bengal (WB), which need to be redesigned so as to give an inclusive outlook to the madrasa curriculum. Certain functional aspects of English language can be introduced with the modern teaching methods in madrasas so that they can be brought at par with mainstream or with other students who belong to other boards. Within the context of madrasa education and religious instruction, syllabus on communication skills in English needs restructuring to suit the present day requirements of vocational, technical and professional manpower. As the madrasa students fail in accessing social mobility, through diagnostic test, teachers' interview and textbook analysis (as part of methodology) this paper examines an increasing need for improving English language syllabus as a tool for modernization and bringing the madrasas at par with the educational institutions of national importance and higher learning. It also proposes an alternative model for the design of English syllabus considering the level of English language proficiency and teaching methodology.

Keywords: syllabus, english language, madrasa education, mainstream, communication skills, secondary school level.

I. Introduction

Muslim community which is one of the major marginalized sections in the country forms 13.4% of population. And within this 13.4% of Muslim population, only 3-4% of Muslim children among the school going age go to madrasas. Madrasas have been significantly contributing to the universalization of education after Sarva Sikhsha Abhiyan (SSA) and plays an important role in socio-cultural and economic advancement of the Muslim community to prepare an increasing number of students from this under-represented group (Muslim community) for higher education (Sachar Committee Report, 2006). The contribution of madrasas towards Muslims in particular and to the national movement of SSA and Universalization of Elementary Education (UEE) in general in no way can be negated. At the same time, madrasas have to realize that they are in the twenty first century and there are deficiencies in the entire madrasa system. Lack of opportunity for accessing education has led to poor quality of learning (Qasmi, 2005a). Therefore, outdated syllabi in madrasas and abysmal quality of education are driving Muslim youth away from the national mainstream. Madrasa learners get distanced from national mainstream and it makes Muslim youth economically unproductive as their degrees are not universally accepted (Rashid, 2018).

There is a need to strengthen the teaching of English in madrasas along with other subjects like Science, Mathematics, Social Studies, Hindi and this way create to further opportunities to students to acquire mainstream education. The syllabus of English language is very outdated as far the market needs are concerned. English language syllabus which runs in these institutions (madrasas) does not facilitate the teachers as well as the students with some functional competence of this language which is necessary in modern life. Besides, most of the teachers appointed to teach modern subjects in madrasas are untrained and inexperienced. Therefore, it seems essential that training programmes, specifically drawn up by NCERT, SCERTs and DIETS need to be mounted as early as feasible and therefore restructuring English language syllabus in madrasas needs a careful consideration. Keeping this in view, at the national level madrasas need to revise and update their syllabi and integrate contemporary knowledge with religious education. Despite various recommendations made by different commissions and reports of Government of India (such as NPE (1986), SPQEM, MOMS, NEP (2019) etc.), concrete strategies are missing for developing syllabus and teacher training procedures in English language curriculum (Nehal, 2011). The present scenario and shortcomings of syllabus of English language inside the madrasas need to be redesigned so as to give an inclusive outlook to the madrasa curriculum. Certain functional aspects of English language can be introduced with the modern teaching methods in madrasas so that they can be brought at par with other students who belong to CBSE, ICSE, any other state board (WB, UP, MP boards etc.), as they 'can have more realistic idea of what can be achieved in the given course and classroom activities can be seen to relate to learners' real-life needs' (Nunan, 1988b: 5).

Syllabus upgradation at the desired level would be one significant step for the madrasa community to play a significant role in educational and socio-economic advancement of the community. This would

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finally add to the development of human indicators in terms of literacy, foundational skills of English language, etc. at the national level. In effect, the increased human development indicators as part of the augmented efforts in English language syllabus designing would make the development visible and would work as useful measures for mainstreaming madrasa education (Sachar Committee Report, 2006).

II. Objectives

i. To analyze the need for restructuring English language syllabus at secondary school level in madrasa education.
ii. To design a model English language syllabus at secondary school level for madrasa education.

III. Methodology

For this present study, diagnostic test was designed on the basis of four basic language skills i.e. Listening, Speaking, Reading and Writing (LSRW) and two other areas i.e. Grammar and Vocabulary for 205 students' samples from secondary level of madrasas of WB. The technique adopted to analyze the data of students' test papers is mean and percentile in excel. Interviews have been conducted with sixty five English teachers of madrasas of WB. Interview sessions were in Bengali language and the key points of each interview has been transcripted into English. The English textbooks of class X prescribed by WBBME has been taken for analysis.

IV. Results and Discussion

a) Students' Response in Diagnostic Test

The figure (shown below) presents the percentage of mean scores of students' performances in Reading skills, Vocabulary, Writing skills, Grammar, Speaking skills and Listening skills.

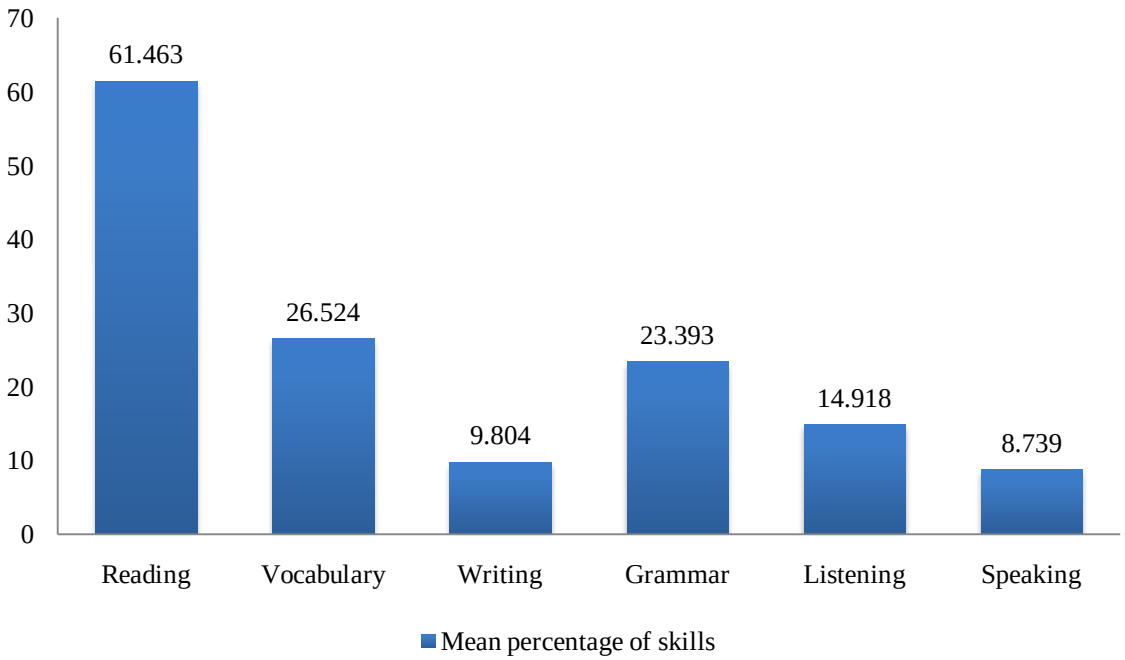


Figure 1

b) Teachers' Interview

Sixty-five English teachers' samples have been taken for interview and they talked about various things of English language teaching in detail. Some key points are mentioned below:

i. Vocabulary of the lessons of English textbook seem difficult to the learners of madrasa. They are unable to comprehend all the meaning of words. Specially, in poem they face the most difficulties.
ii. As the textbook contains literary prose and poem and it is not so picturesque, and students are not keen to learn.
iii. Students are not good at writing skills. They cannot form a simple sentence. Only around 10% of

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students of madrasas can write. They also point out that content of writing task is not real-life based.

iv. In listening and speaking skills there is no extra activity in the textbook and no ICT gadget is used for these two skills for enhancing language skills.
v. Textbook need to be easy and have some activities on productive skills for mainstreaming the madrasa students with soft skills of English language, so that students can learn and use those skills in day-to-day life.
vi. The base of English language of the students is poor. At primary level, in government schools or in madrasas, the status of teaching English is pathetic.
vii. Most of the students pass the examination, although their performance in each skill is not good. Teachers commented that students take English subject only to pass the examination. They also added that in this syllabus to get pass marks is very easy but to learn something is quite unachievable.
viii. GTM is followed in all madrasas where teachers translate the whole content into mother tongue (Bengali).
ix. Lack of English teachers affects the education system. Besides, there is no frequent training programme for teachers.
x. Memorization is very common strategy which is followed by madrasa learners.
xi. Learners belong to economically and educationally poor background. Both parents and students are not serious about education. Drop-outs are also very common after VIII and X.

c) Analysis of English Textbook of Class X

Textbook analysis helps to find out which items of English language has been taught to the learners, whether the textbook is fulfilling the four basic skills of English language or not. The textbook contains prose and poetry and at the end of the each lesson, exercises have been provided to measure and strengthen language skills and practice test are given to encourage students' participation. Some key findings of textbook analysis are:

i. The prescribed textbook focuses on two skills of English language, Reading and Writing.
ii. It does not deal with Listening and Speaking skills. Neither they have any activity on speaking and listening skills in the textbook nor do they practice in the classroom.
iii. In reading section given questions follow both the strategy of reading skills i.e. skimming and scanning.
iv. There are several items of writing skills and grammar. But the sample activities are less in number in the textbook.
v. Vocabulary is quite difficult of the lessons as far as the madrasa students are concerned. Moreover, the meaning of words given in 'word nest' are also very few in the textbook.

d) Summary of Findings

Triangulation of data obtained through diagnostic test, teachers' interviews and textbook analysis came up with some prominent issues regarding English language teaching in madrasas of WB. These are:

i. In productive skills i.e. in writing and speaking learners of madrasas are very weak. They have poor performance in both the skills as the percentage of mean score shows in the figure (Figure 1). The transcript of teachers' interviews also supports the statement that around 10% of students can write. They could not write the letter/application in correct format as the particular writing task which was asked in diagnostic test (see appendix 1). Moreover, they are confused in alphabet like, 'b' and 'd', so it seems impossible for them to write any whole task correctly.
ii. The English textbook of class X of madrasas of WB contains literary prose and poem which is not easy for the students of madrasa. The language and vocabulary of the lessons is very difficult for them, and so they have less interest in learning.
iii. Diagnostic test shows 61% students' performance in reading skills. But this figure relates only seen passages. Students' performance is basically dependent on rote learning and memorization which have factorized high mean scores in reading skills.
iv. It is known from all the area of findings that vocabulary of the lessons in the textbook seems difficult to the madrasa students. As they are not able to comprehend all the meaning of the text they cannot perform well in skimming portion of reading skills in the diagnostic test.
v. Several items of grammar are there in the textbook, but a detailed explanation of grammar instruction or sample activities is lacking. Therefore, the students who are already lacking in basics of English language face difficulty in understanding the activity and as the class becomes higher it seems quite tough to the teachers to make students understand in detail because of the burden of the syllabus.
vi. The methods of this study also show neither there is any separate activity for listening and speaking skills nor they do any extra gadgets in the classroom. Not only students are unaware of using ICT gadgets for these skills but teachers also do not have proper knowledge about it.
vii. GTM is commonly used in all madrasas where teachers use to translate the whole text in their mother tongue (Bengali) to make the learners understand easily and both the teachers and students are comfortable in this way of teaching.

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Moreover, teachers do not converse in English in meetings, discussions or in any talk with colleagues.

viii. All the English teachers have pre-service teaching courses (B. Ed., M. Ed. or D. Ed.) as it is compulsory qualification for teachers' recruitment but there is no regular in-service training programme for teachers or any orientation or refresher course for them; once in a year or two they get a chance to go to any teaching programme.

ix. The number of students in each class X of madrasas is large as compared to the number of English teachers. So, the quality of teaching and learning English is poor due to this varied student-teacher ratio.

x. Though the students of madrasas do not have basic knowledge of English language, most of them pass the examination by following some strategy or depending on rote learning. The teachers commented on pass-out rate that "in this new syllabus, to pass the examination is very easy but to learn the language properly is quite difficult for the students".

xi. The examination pattern is based only on writing. Students study very selectively, memorize those and write the same in the examination.

xii. Students cannot afford any extra facility from their home for learning language because most of them belong to families which are educationally and economically poor and backward. Moreover, drop-outs are very common from class VIII and IX as girls get married and boys go for earning money on daily-wage basis.

Beside the above, students of class X of madrasas only follow rote learning and memorize all the activities and contents of textbook, and they are not able to understand the instructions of questions. They make lots of spelling mistakes and have punctuation problems.

V. Conclusion and Recommendations

The findings are elicited and validated from the triangulation of data obtained through quantitative method (diagnostic test), qualitative method (teachers' interview) and document analysis (textbook). The data came up with some critical issues of context-oriented English language teaching in madrasas. Students' performance is basically dependent on rote learning and memorization. Besides, other issues related to teaching methodology are directly concerned with difficulty level of the textbook content, rote method of learning, dictating question-answer, lack of requisite training programme etc. Moreover, madrasa learners do not get opportunity to learn functional aspects of English language.

Teachers and students in madrasa work under difficult constraints and challenges. They deal with different sets of challenges that are critical to bring things at par with ELT issues practiced in mainstream settings. Compared with mainstream education, madrasas need more introspection and deeper probe. Thus, it is high time for exploring possibilities in terms of an alternative route to the curriculum that can have degree of fit between the needs and aims of learning of madrasa learners and can address the teacher's need to work out a madrasa-friendly syllabus on English language teaching and also to bridge the gap between the existing status of madrasa learners and their concern for gainful employability. An alternate route to the redesigning of English syllabus is being proposed as part of the recommendations.

a) A Skill Based Model Syllabus

i. *Syllabus Description*

In a pluralistic and multilingual society the place of English as a link language cannot be ignored. The study depicted the teaching-learning situation of English language and its 'degree of fit' in madrasa education system. The English syllabus prescribed for madrasas does not fulfill the requirements of higher studies, job market and even in daily usage of English language, so they become 'unappreciated, neglected and rejected outside the classroom and in every move of their life' (Salma, 2017). Hence, this leads to re-look at the syllabus of English of class X and redesign it with modern teaching method.

The objective of this syllabus is to improve their performance in every skill of English language so that they will be able to talk/convey/write their ideas and information appropriately. This syllabus is divided into six sections according to language skills: Listening, Speaking, Reading, Writing, Grammar and Vocabulary. Each section divided into three levels (Beginner, Intermediate and Advanced) and every level has separate objective to categorize and demarcate the exact learning level expected from learners.

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Beginner's Level

Listening Skills	
Objectives	At the end of the lesson students would be able to: i. Listen and write the words. ii. Listen to understand and respond.
Course content	i. Single-word dictation. ii. True and false.
Sample activities	i. Listen to the teacher and write down the words: (a) Mango, (b) Elephant, (c) Winter, (d) Bench, (e) Nose. i. Listen to these statements, understand and mark True/False: a. The colour of your dress is white. b. There is no playground in this madrasa. c. The colour of the blackboard is pink.

Speaking Skills	
Objectives	At the end of the lesson students would be able to: i. Speak out the object shown in picture. ii. Speak a sentence with a given word.
Course content	i. Naming objects. ii. Saying sentence.
Sample activities	i. Speak out the objects given in the picture: (picture sheet will be distributed to the students and teacher will ask them to name those objects aloud)  i. Look at the word on the blackboard and speak a sentence on it (teacher will write words on the blackboard and ask the students to speak out a sentence using that word): (a) Pen, (b) Apple, (c) Dress, (d) Tree.

Reading Skills	
Objectives	At the end of the lesson students would be able to: i. Read a text and comprehend it. ii. Answer questions based on the text. (scanning type questions)
Course content	i. Reading comprehension ii. Scanning
Sample activities	i. Read the following: It is always lovely on the Big Half Moon in summer. When it is fine, the harbour is blue and calm, with little wind and ripples. Every summer, we had some hobby. The last summer before Dick and Mimi came, we were crazy about kites. A boy on the mainland showed Claude how to make them. Back

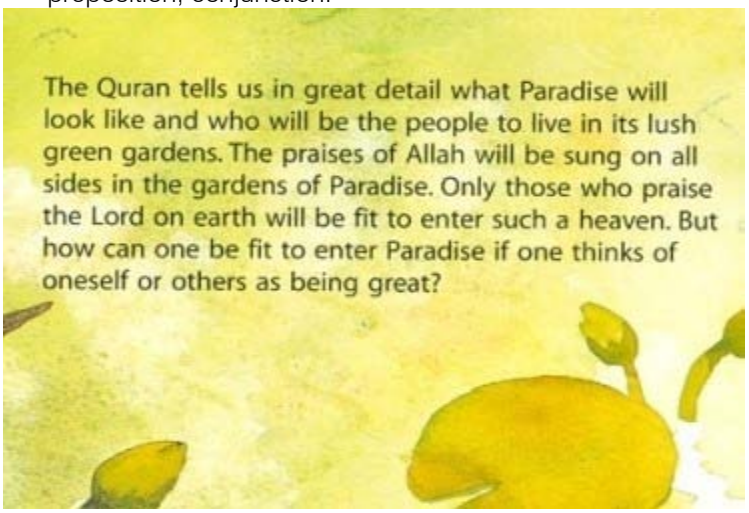
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	on the island we made plenty of kites. Claude would go around to the other side of the island and we would play shipwrecked mariners signalling to each other with kites. We had a kite that was big and covered with lovely red paper. We pasted gold tinsel stars all over it and had written our names full on it– Claude Leete and Philippa Leete, Big Half Moon lighthouse (Bliss, Class X, P. 40) *Word Nest*: Lovely- **সুদৃশ্য, সুंदर**, beautiful; Harbour- **आश्रय, बंदरगाह**, place of shelter for ships; calm- **शान्त, शांत**, peaceful; ripple- **लहरी, लहर**, small waves; crazy- **उद्यमी, उत्साही**, enthusiastic; plenty- **प्रचुर, खूब**, quite enough; shipwrecked- **ध्वंसप्राप्त जाहाजের, टूटे हुए जहाज़ का हिस्सा**, destruction of ship by storm etc.; mariners- **नाविक, नाविक**, seaman; tinsel- **রাংতা, चमकी**, shiny material used for decoration. ii. Choose the correct alternative to complete the following sentence: 1. In the summer season, the Big Half Moon, an island, is always- a. Boring b. Sultry c. Dull d. Lovely 2. The last summer before when Dick and Mimi came they were crazy about- a. Big half moon b. Kites c. Island d. Harbour 3. The size of the kite, made by them, was- a. small one b. medium one c. extra small d. big

Writing Skills	
Objectives	At the end of the lesson students would be able to: i. Re-order the jumbled words to make sentences. ii. Write complete sentences.
Course content	i. Making sentences. ii. Completing sentences.
Sample activities	i. Re-order the following into meaningful sentences: a. to—am—Kolkata—going—I. b. dress—I—new—have—a. c. your—lessons—study—you—should. ii. Complete the following sentences: When I feel hungry I eat _____. My favourite food is _____ because _____. Some foods I can make by myself are _____. (https://www.education.com/worksheet/article/sentence-writing-2/)

Grammar	
Objective	At the end of the lesson students would be able to use: i. Parts of Speech (noun, pronoun, verb, adjective, preposition, conjunction)
Course content	i. Parts of Speech

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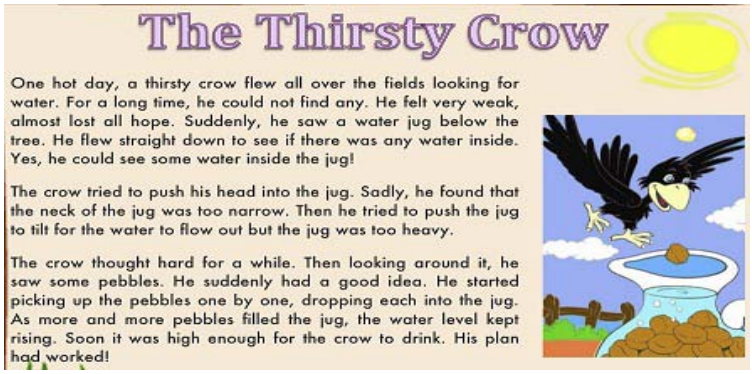
Sample activities	i. Read the following and write down the noun, pronoun, verb, adjective, preposition, conjunction.  ii. Write down the suitable word in the blanks: a. The cat is _____ (under/in) the table. b. I am a student. _____ (her/my) name is Umme Salma. c. He is poor _____ (but/or) he is honest.

Vocabulary	
Objectives	At the end of the lesson students would be able to: i. Make words by re-arranging letters. ii. Pick out words from the text for the meanings listed out.
Course content	i. Word-making. ii. Word meanings.
Sample activities	i. Re-arrange the following words: a. wco- _____ b. tgeri- _____ c. mnkeoy- _____ i. Read the following text, pick out words and listed out the meanings: We had to hurry to fix the kite if we wanted to send it up before the wind fell. We rushed into the lighthouse to get some paper. We knew there was no more red paper. We took the first thing that came handy- an old letter lying on the bookcase in the sitting room. We patched the kite up with the letter, a sheet on each side and dried it by the fire (Bliss, Class X, P. 42).

Intermediate Level

Listening Skills	
Objectives	At the end of the lesson students would be able to: i. Enable them to take the dictation of a passage properly. ii. Enable them to identify the main idea after listening a story/event.
Course content	i. Dictation ii. Listen for main idea.
Sample activities	i. Dictation: (teacher will read aloud the following passage for dictation) Most people think that the cat is an unintelligent animal, fond of ease and caring little for anything but mice and milk. But a cat has really more character than most human beings, and gets a great deal more satisfaction out of life (Bliss, Class X, WBBSE, P. 53). ii. Identify the main idea of the story: (teacher will tell the story to the students and after listening they will identify the main idea)

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(https://juzkidzdotme.files.wordpress.com/2012/10/the-thirsty-crow-pic.jpg)

Speaking Skills	
Objectives	At the end of the lesson students would be able to: i. Greet ii. Ask and respond. iii. Make request using modals (can, could)
Course content	i. Greetings ii. Dialogue. iii. Making request.
Sample activities	i. How do you greet to the following: a. To your class teacher. b. To your friend. ii. Complete this conversation between Ali and Aleya: Ali: Hi! Aleya: _____ Ali: What's your name? Aleya: _____. And yours? Ali: _____. What's your favourite subject? Aleya: _____. iii. Use can/could to make the following requests: a. To your friend—borrow his/her pen. b. To your madrasa principal—go home early as you are not feeling well. c. To your mother—visit your friend's home.

Reading Skills	
Objective	At the end of the lesson students would be able to: i. Answer questions based on the text. (skimming type questions)
Course content	i. Skimming
Sample activities	i. Answer the following questions (from the text of Reading skills of Beginner's level): a. How does the harbour look when there is a fine summer season on Big Half moon? _____ b. What did a boy on the mainland show? _____ c. How did the narrator and others decorate the kite? _____

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Writing Skills	
Objective	At the end of the lesson students would be able to: i. Write short paragraph.
Course content	i. Paragraph writing.
Sample activities	i. Describe the picture given below (picture will be shown to the students):  i. Describe your family/home/surroundings/madrasa briefly. ii. Write ten sentences on what Raghu saw on his way to school. Use the phrases and pictures as hints.  Raghu walking, saw smoke rising, people rushing out, fire engines coming down the road, fire-fighters putting out fire, helping people come out of the building, fire put out, no one hurt. Begin like this: When Raghu was walking to school, he_____ _____ (Khanna et al., 2005: 47 in class 2, term 3)

Grammar	
Objectives	At the end of the lesson students would have basic knowledge of: i. Articles (a, an, the) ii. Singular/plural iii. Tense (Present, Past and Future).
Course content	i. Articles ii. Singular/plural iii. Tense
Sample activities	i. Write down the appropriate article (a, an, the): a. Can you turn on _____ radio? b. Can I ask _____ question please? c. I have _____ umbrella. ii. Write down the correct words before images:

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iii. Underline the present tense of verb in the following paragraph:
I normally wake up at 7:00 A.M and then I take shower and eat my breakfast. I don't like eating omelette in the breakfast; I prefer taking two slices of Dawn bread, one glass of milk.

My sister has been sitting at the table for fifteen minutes and waiting for me to make her breakfast, but I can't do it. My sister has never prepared breakfast for herself and I do not like it. (https://www.tolearnenglish.com/forum/lire.php?num=6&msg=69037&titre=Present+tense%2Fstory)

iv. Underline the Past tense of verb in the following paragraph:
I woke up around 8:30 am in the morning yesterday. It was not the first time for me to be late for the class Anyway, I brushed my teeth and put on my clothes immediately and went to catch my bus. As soon I reached there, I was shocked to see that the bus had already left taking all the passengers from the bus stop. I sat on the bench and I was very worried. I had been waiting there for the next bus for an hour, but there was no sign of it. (https://www.tolearnenglish.com/forum/lire.php?num=6&msg=68843&titre=Past+tense%2Fmy+story)

v. Underline the Future tense of verb in the following paragraph:
On Saturday, Mimi will be one year old. Mimi's parents are going to have a birthday party. Many people will be at the party. She will have so much fun! Mimi's aunt is going to bake a cake. It will be a chocolate cake. Mimi will love her cake! All of Mimi's relatives will bring presents. Then, everyone will eat cake and ice cream. (https://www.lingq.com/lesson/simple-future-story-1-626229/)

vi. Tick out the correct form of verbs and give reasons:
   a. Akhter (rise/ rises/ rising/ rose) at 6 a.m. daily.
      Explanation:
   b. She (has been/ is/ was/ had) living in Kolkata since her birth.
      Explanation:
   c. Last Monday, while we (was watching/ have been watching/ were watching) the television, the electricity went off.
      Explanation:

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Vocabulary	
Objective	At the end of the lesson students would be able to: i. Learn synonyms and antonyms of words.
Course content	i. Synonyms ii. Antonyms
Sample activities	i. Give synonyms of the following words: Tell- _____, Good- _____, Large- _____ ii. Give antonyms of the following words: Good- _____, Day- _____, Happy- _____

Advanced Level

Listening Skills	
Objectives	At the end of the lesson students would be able to: i. Follow one-step direction in a familiar context to complete a simple task. (listen to audio-clip for the task) ii. Follow simple instructions for filling up forms, applications etc. (listen to audio-clip for the task)
Course content	i. Listening direction. ii. Listen and fill forms.
Sample activities	i. Follow one-step direction. (the audio-clip of the following text will be provided): a. Go to the door and shut it. b. Go to the door and open it. c. Come to the blackboard- write your name on it- write a sentence about yourself- give the chalk to your friend- and sit down on your seat. ii. Fill in this form with your personal details. (the audio-clip of the following form will be provided)

COLLEGE ENROLMENT FORM (Remember to write in capital letters)	
Title	
First name	
Last name	
Address	
Postcode	
Date of birth	
Nationality	

(https://esol.britishcouncil.org/sites/default/files/Your_form.pdf)

iii. You will hear some information about a language school. Listen and complete the following gaps: (https://www.examenglish.com/KET/ket_listening_part5.htm)

Star Language School		
First Floor:	Library	You can borrow reading books and _____for 2 weeks. You cannot borrow _____.
Second Floor:	Computer	Room The booking form is on the _____.
Basement:		_____
Trip:	Saturday	Visit a _____ in Warwick.

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Speaking Skills	
Objectives	At the end of the lesson students would be able to: i. Describe anything (any picture/classroom etc.) orally. ii. Make connected sentences aloud.
Course content	i. Oral description ii. Saying connected sentences.
Sample activities	i. Tell about the picture:  ii. Tell me about your daily routine: For example: When do you wake up, after that what do you do, when do you have your breakfast and then what are the other activities you do daily?

Reading Skills	
Objective	At the end of the lesson students would be able to: i. Answer questions in their own words.
Course content	i. Intensive reading
Sample activities	i. Answer the following question in your own words (from the text of Reading skills of Beginner's level): a. Describe the harbour in summer season. _____ b. Write down the theme of the text. _____

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Writing Skills	
Objectives	At the end of the lesson students would be able to: i. Write a formal letter/application in proper format and in a meaningful way. ii. Write a newspaper report.
Course content	i. Letter writing (formal) ii. Report writing.
Sample activities	A. Letter Writing i. Identify the different parts of formal letter given below: The Headmaster (1) (2) Date: 11.08.2018 K.C.K. High Madrasa Bhagwangola Sub: Application for School Leaving Certificate.(3) Sir, (4) (5) I inform you that I had been a student of your madrasa for six years and passed 10th in 2010. Now, I want to get admission in Bhagwangola High School in class XI and for that I need school leaving certificate from you. Therefore, kindly issue me the certificate so that I can continue my education. Thank you, Yours sincerely,(6) Umme Salma (7) (1)- The name, designation and address of the person to whom you are addressing the letter. (2)- Date of writing. (3)- Subject of the letter in brief. (4)- Greeting/salutation. (5)- Body of the letter. (6)- Subscription. (7)- Signature/name of the person writing the letter. ii. Fill in the blanks of the letter given below: _____ _____ _____ _____ Sub: _____ for short leave. _____, With due respect I _____I have to go to doctor_____ for _____. Therefore, I am _____ in the class _____. So, here is _____to you to _____ leave for _____. Thank you. _____ Umme Salma. _____ _____

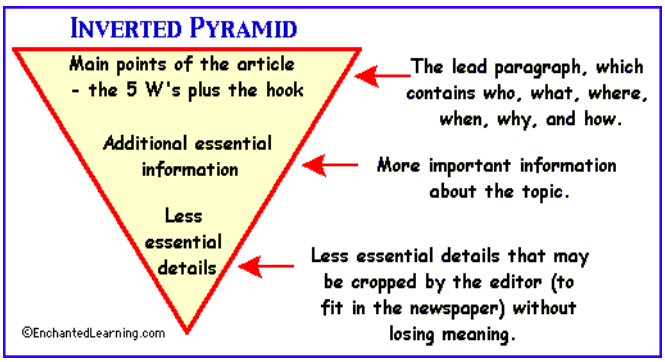
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Hints for body of the letter: at 2 p.m., want to state that, unable to stay, for my illness, a humble request, for remaining periods, for those periods, grant my.

iii. Write a letter to the Headmaster/Headmistress complaining against 'no books in the library' of your madrasa.

B. Report writing

i. In writing a newspaper report the following points must be kept in mind:



Cyclone Hits Coastal West Bengal(1)

-By a Staff Reporter(2)

Kolkata, May 4, 2019: (3) [A severe cyclone with a speed of 90 km. per hour hit the coastal areas of West Bengal yesterday evening at about 6.45 p.m. It is caused by a deep depression in Bay of Bengal.](4) [The cyclone ripped through the state resulting in huge damage to life and property. 10 persons have died and hundreds have been rendered homeless. Train services have been disrupted leaving a number of people stranded.](5) [The state government has taken immediate steps to provide relief to the victims. The Chief Minister has reviewed the situation and assured the people of all help.](6)

(1)- there must be heading, (2)-write 'by a staff reporter' either at the top right hand corner below the heading or at the right hand corner below the report, (3)- place and date must be mentioned, (4)- there must be a lead paragraph, (5)- additional important information, (6)- other details.

Note: Past and present forms of verbs are generally used.

ii. Write a newspaper report within 100 words on a boat capsize. Use the following hints:

Place—date—number of people in the boat—cause— casualties—rescue operation—steps taken by the government.

Grammar	
Objectives	At the end of the lesson students would be able to: i. Join sentences to make complex/compound sentence (with which/ when/that/because/as/and/but etc.). ii. Transform sentences into interrogative/assertive. iii. Make simple WH questions (affirm./neg.). iv. Change voice and narration.

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Course content	i. Joining sentences (make complex/compound) ii. Transformation of sentences iii. 'Wh' question iv. Voice and narration change.
Sample activities	i. Joining sentences: a. Amin is an intelligent boy. (Change the sentence into complex and compound sentence) ii. Make interrogative/assertive: a. This is an English book. (Make it interrogative). b. Isn't he a good person? (Make it assertive). iii. Make 'Wh-' questions: a. The pen is red. iv. Change the mode of voice and narration: a. I buy a pen. (Change into passive voice) b. Umme says to me, "Are you going to Agra?" (Change the mode of narration) v. Join the following pairs of sentences using <u>when</u>, <u>before</u>, <u>after</u> or <u>although</u>. a. We reached home. We found that my younger sister had fallen asleep. b. I had sung in the competition last year. I was invited to sing in several concerts. c. We came out of the cinema hall last Tuesday. We found that someone had punctured the tyres of several cycles. d. My mother bought me a new water bottle. My old one had broken. e. (Khanna et al., 2005: 58 in class 4, term 1)

Vocabulary	
Objectives	At the end of the lesson students would be able to: i. Form new words using prefix and suffix. ii. Make compound words. iii. Use any word in a sentence.
Course content	i. Prefix and suffix. ii. Compound words. iii. Make sentences.
Sample activities	i. Change the words adding –ly/-ous/-ment/-ing: Govern- _____, Continue- _____, Interest- _____. ii. Match the words in column A with column B to make compound words:

A	B
a. Ice	i. Light
b. Foot	ii. Office
c. Moon	iii. Cream
d. Grand	iv. Ball
e. Post	v. Mother

iii. Make a sentence with the following words:
Small- _____
Write- _____
School- _____

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Appendices

Appendix 1

Diagnostic Test Paper for Students

Duration- 1 Hour
Total Marks- 50

Test: (Reading Skills)

Read the following passage and answer the questions (1- 10):- [10×1]

It is always lovely on the Big Half Moon in summer. When it is fine, the harbour is blue and calm, with little wind and ripples. Every summer, we had some hobby. The last summer before Dick and Mimi came, we were crazy about kites. A boy on the mainland showed Claude how to make them. Back on the island we made plenty of kites. Claude would go around to the other side of the island and we would play shipwrecked mariners signalling to each other with kites.

We had a kite that was big and covered with lovely red paper. We pasted gold tinsel stars all over it and had written our names full on it— Claude Leete and Philippa Leete, Big Half Moon lighthouse.

One day there was a grand wind for kite-flying. I'm not sure how it happened, but as I was bringing the kite from the house, I tripped and fell over the rocks. My elbow went clear through the kite, making a big hole. We had to hurry to fix the kite if we wanted to send it up before the wind fell. We rushed into the lighthouse to get some paper. We knew there was no more red paper. We took the first thing that came handy—an old letter lying on the bookcase in the sitting room. We patched the kite up with the letter, a sheet on each side and dried it by the fire. We started out, and up went the kite like a bird. The wind was glorious and it soared. All at once—snap! And there was Claude, standing with a bit of cord in his hand, looking foolish. Our kite had sailed away over to the mainland.

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I. Choose the correct alternative to complete the following sentence:-

4. In the summer season, the Big Half Moon, an island, is always -
   a. Boring
   b. Sultry
   c. Dull
   d. Lovely

4. The last summer before when Dick and Mimi came they were crazy about -
   a. Big half moon
   b. Kites
   c. Island
   d. Harbour

5. On returning back to their favourite island, Claude and the narrator used to make plenty of
   a. masks
   b. kites
   c. envelopes
   d. Puppets

6. The size of the kite, made by them, was
   a. small one
   b. medium one
   c. extra small
   d. big

7. Claude and the narrator while making it, covered with
   a. lovely green paper
   b. lovely golden paper
   c. lovely red paper
   d. lovely silver paper

8. Claude and the narrator pasted
   a. silver tinsel stars all over it
   b. gold tinsel stars all over it
   c. green tinsel stars all over it
   d. blue tinsel stars all over it

9. The theme of this paragraph is -
   a. About a lovely big half moon
   b. About an island
   c. About the value of relationships
   d. About a kite.

II. Answer the following questions:

11. Describe the harbour in summer season.

_____

12. What happened when the narrator fell over the rock?

_____

13. How did the narrator fix the kite when it torn by his elbow?

_____

Test: (Vocabulary) [4×1]

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14. Do as directed:

a. Big- (Give the opposite word and use that word in a sentence)

_____

b. Tinsel- (Write down meaning of this word)

_____

c. Change the words adding *–en/ -ing/-ly/-ous*

i. Sit-
ii. Glory-

Test: (Writing Skills) [10]

15. Write a letter (within 100 words) to the Headmaster/Headmistress complaining against 'no books in the library' of your madrasa.

_____
_____
_____
_____
_____
_____
_____
_____

Test: (Grammar in Use) [14×1]

16. Do as directed:-

a. The bank has been robbed. (Change into active voice)

_____

b. The Ganga is the longest river in India. (Change the degree of comparison)

_____

c. She said that she liked classical dance. (Change it into simple sentence)

_____

d. What a nice flower it is! (Change it into an assertive sentence)

_____

e. She finished her home task. She went to bed. (Join the sentences)

_____

f. Hena said to me, "Are you going to Agra?" (Change the mode of narration.)

_____

g. You can do the work. (Change it into an interrogative sentence)

_____

h. I felt happy because I got a new book. (Split the sentence)

_____

i. I will meet you _____ (on/ at/ in) 12 p. m.

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j. His proposal was rejected (put up with/ turn down). (Replace the underlined word with suitable phrasal verb given in bracket)

17. Tick out the correct alternatives:
    d. Akhter (rise/ rises/ rising/ rose) at 6 a.m. daily.
    e. She (has been/ is/ was/ had) living in Kolkata since her birth.
    f. If my uncle (come/ comes/ will come/ has come) from London, he will bring a lot of gifts for me.
    g. Last Monday, while we (was watching/ have been watching/ were watching) the television, the electricity went off.

Test: (Listening Skills) [6]

18. Dictation.

Dictation Passage:

Swami went to school feeling that he was the worst boy on earth. His conscience bothered him. He wasn't at all sure if his description of Samuel had been accurate. He felt he had mixed up the real and the imagined.

Swami stopped on roadside to make up his mind about Samuel. Samuel was not such a bad man after all. Personally he was much more friendly than the other teachers. Swami also felt Samuel had a special regard for him.

Test: (Speaking Skills) [6]

19. Ask the student to introduce himself in English.

Appendix 2

Teacher's Interview Questions

Interview Questions for Teachers on the following points

(*Interview questions were reframed in English and Bengali as per sample population in the given area*)

1. Name of the teacher:
2. Gender: (a) Male [ ] (b) Female [ ]
3. Name of Madrasa?
4. Year of establishment?
5. Number of students in class 9^{th} & 10^{th}?
6. Number of English teachers (do other subject teachers take English classes?)?
7. Background of the teacher (board they pass-out, medium of instruction, distance mode/regular etc)?
8. Do you have teaching courses like D. Ed., B. Ed., M. Ed.?
9. From which class English has been taught?
10. Level of familiarity of English syllabus (lesson, exercise, items)?
11. Level of familiarity of English textbook?
12. What would you like to include in English syllabus to modify and why (analyze the syllabus)?
13. Number of madrasa students getting admission in college/university?
14. Factors that influence people to go for madrasa education?
15. What kind of employment does a Madrasa pass-out seek?
16. Familiarity of Information and Communication Technology (ICT) gadgets?
17. Do you use or need to use English in other situation (meetings, discussions, telephone calls, messaging, e-mails)?
18. Is the textbook helpful to you to teach the English language skills (LSRW)?
19. Teaching- learning situation (medium of instruction, learner centred or not)?

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20. Percentage of madrasa pass-outs in English examination?
21. Percentage of students who can read English text?
22. Percentage of students who can write simple sentence?
23. Any activity on listening and speaking skills?
24. If you prepare a model syllabus for English for class 10th, how it would be like?
25. Previous years results (if possible)

Appendix 3

English Textbook

Textbook for Class 10th (Bliss), published by Prof. Nabanita Chatterjee (Secretary), WBBSE, 77/2, Park Street, Kolkata- 700016, printed at- West Bengal Text Book Corporation Limited.

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School Emotional Environment and Academic Supports as Predictors of Students' Success in Public Secondary Schools in Rivers State of Nigeria

By Sunday T. Afangideh & Charles B. Nwile

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Abstract- The study investigated school emotional environment and academic supports as predictors of students' success in public secondary schools in Rivers State of Nigeria. Two (2) research questions and 2 hypotheses guided the study. The design of the study was correlational, with the population as the 268 public secondary schools in the state, from which 468 principals, teachers and students were selected as sample, using the purposive and simple random sampling techniques. The study had 2 validated instruments, the School Emotional Environment and Academic Supports Scale (SEEASS) and Students' Success Index (SSI), designed by the researchers, with reliability indices of 0.85 and 0.81, respectively. Linear regression while z-test associated with linear regression was used in testing the hypotheses at 0.05 level of significance. The results of the study show that school emotional environment and academic supports predict student success by 11.1% and 47.0%, respectively. The findings also establish that, there is no significant prediction of school emotional environment on, student success and a significant prediction of academic supports on students' success.

Keywords: *school emotional environment, academic supports, predictors, students success.*

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School Emotional Environment and Academic Supports as Predictors of Students' Success in Public Secondary Schools in Rivers State of Nigeria

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Abstract- The study investigated school emotional environment and academic supports as predictors of students' success in public secondary schools in Rivers State of Nigeria. Two (2) research questions and 2 hypotheses guided the study. The design of the study was correlational, with the population as the 268 public secondary schools in the state, from which 468 principals, teachers and students were selected as sample, using the purposive and simple random sampling techniques. The study had 2 validated instruments, the School Emotional Environment and Academic Supports Scale (SEEASS) and Students' Success Index (SSI), designed by the researchers, with reliability indices of 0.85 and 0.81, respectively. Linear regression while z-test associated with linear regression was used in testing the hypotheses at 0.05 level of significance. The results of the study show that school emotional environment and academic supports predict student success by 11.1% and 47.0%, respectively. The findings also establish that, there is no significant prediction of school emotional environment on, student success and a significant prediction of academic supports on students' success. It is concluded that school emotional environment is not a strong predictor of student. Consequently, it is recommended that stakeholders in school administration should integrate students emotional wellbeing into their personnel management plans while also continuing to provide the existing academic supports to their students in order to maintain the tempo.

Keywords: school emotional environment, academic supports, predictors, students success.

I. Introduction

The school is the institution of the society that is charged with the responsibility of introducing the younger, needing and desiring folks of a society into its worthwhile knowledge, skills and values. In doing this, the school sees to the socialization of society's members and ensures that they (members) are inculcated in the societal norms and values from generations to generations.

As a social institution and chief agent of socialization, locally and internationally, it is incumbent on schools to provide the environment, the materials, the personnel, the medium and other administrative frameworks, capable of ensuring clients adequate interactions in selected contents and to achieve appreciable level of success. Also, schools that are interested in the successes of their students should provide academic supports to their students. These propositions enjoy scholarly backing in presentations by Williams in Great School Partnership (2014) and Croner-i-limited (2019) and N.M. Abraham (Personal Communication, June 14, 2019).

In this research efforts, the researchers are interested in two aspects. There are school emotional environment and academic supports as they may predict students' success in schools. Further presentations are based on these variables. Thus;

School Emotional Environment and Student Success

Conceptualization on emotional environments appears basically to come from the area of psychology. However, with the broad nature of school personnel management, it becomes expedient that, experts in school personnel administration can share ideas. According to Croner-i-limited (2019), emotional wellbeing can provide stability for children according to their individual needs. The consortium furthers that, such environment must have adults who provide supports, understand feelings and showing empathy. The list also includes a sense of feeling safe, a safe place to explore, warmth and indivisibility. Little wonder, 21st Century Schools (2019) enumerates the components of a school emotional environment to include respect, caring, acceptance, trust, high expectations, belief in each other, joy and fun and confirmed nuro science position that individual emotional environment are directly related to how people learn. This, it is believed is because the individual needs to belong and love, needs power, needs freedom and needs to have fun.

Another variable of this study for examination is academic supports. Academic supports refer to the wide range of institutional methods, educational services or school resources, provided to students, in the bid to help them achieve and accelerate their learning progress, catch up with their peers, meet learning standards and ensure general success in schools. Aware of the challenges students encounter, when they first leave their families for schools, Florida Gulf Coast University in Ifeanyi (2008) sees support services as assistance provided to students, to better equip them for success, during their college or

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university. It is therefore no exaggeration that Ifeanyi (2008) definition of support services as those activities that help students enter, enjoy, endure and exit from college or university with little or no hassles was informed by the presentation from the Florida Gulf Coast University and confirms the position of Rumble (1992), that students services show students the way, from the day of entrance into school to the day of graduation. These services, for Great School Partnership (2014) include tutorial lessons, supplementary courses, summer learning experiences, after school programmes, voluntary mentors, alternative ways of grouping, counselling and students instruction. These services may be provided by individual students, specific student population, all students in the schools, school administrators and more advance learning opportunities, provided by higher achieving students.

II. Statement of the Problem

Two basic variables (school emotional environment and academic supports) are considered vital and inevitable, if students must attain a level of success, while in school and on completion of schooling. Based on this proposition, school administrators and other stakeholders in the school make efforts to provide the enabling emotional environment and academic supports for students to interact in and achieve success. The researchers were bothered that despite such efforts, students success rate appears to be low, graduates from the school system do not possess employable knowledge and skills and are even involved in violent crimes, thereby bringing to questioning, the environment they learnt from and the supports they enjoyed. Based on this disconnection, the researchers found it expedient to embark on a study to determine the extent to which school environment and support services predict students' success in secondary schools.

III. Aim and Objectives of the Study

The study investigated school emotional environment and academic supports as predictors of students' success in public secondary schools in Rivers State of Nigeria. In specific terms, the study sought to:

i. Ascertain the extent to which school emotional environment predicts students success in public secondary schools in Rivers State of Nigeria.
ii. Determine the extent to which academic supports predicts students' success in public secondary schools in Rivers State of Nigeria.

IV. Research Questions

The following research questions were answered in the study:

i. To what extent does school emotional environment predict students' success in public secondary schools in Rivers State of Nigeria?
ii. To what extent does academic supports predicts students' success in public secondary schools in Rivers State of Nigeria?

V. Hypotheses

The following hypotheses were tested in the study at 0.05 level of significance.

H_{01}: There is no significant prediction of school emotional environment on students' success in public secondary schools in Rivers State of Nigeria.

H_{02}: There is no significant prediction of academic supports on students' success in public secondary schools in Rivers State of Nigeria.

VI. Methodology

The design for the study was correlational, with the population as all the 268 public secondary schools in Rivers State of Nigeria. The sample of the study was 468 school principals, teachers and students who were selected using the purposive and simple random sampling technique. Two (2) researcher validated instruments, the 19 item School Emotional Environment and Academic Supports Scale (SEEASS) and the 11 item Student Success Index (SSI), with reliability indices of 0.76 and 0.82, respectively. Regressional analysis was used in answering the research questions while z-test associated with linear regression was used in testing the hypotheses.

VII. Results

The results of the study came from the answers to the research questions and test of hypotheses. Thus;

Research Question 1: To what extent does school emotional environment predict students' success in public secondary schools in Rivers State?

Table 1: Simple Regressional Analysis on the Extent School Emotional Environment Predicts Students' Success in Public Secondary Schools in Rivers State of Nigeria.

Model	R	R.Square
1	.333*	.111

Data on Table I, show simple regressional analysis on the extent to which school emotional environment predicts students' success in public secondary schools in Rivers State of Nigeria. The regression co-efficient R came out as 0.333 while the regression square (R^2) came out as 0.111. When the

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square R^2 (.111) was multiplied by 100% (being the basis for prediction) it resulted in 11.1%. Based on these observations, the researchers ascertained that school emotional environment predicts students' success by 11.1% (i.e. 0.111 x 100).

Research Question 2: To what extent does academic supports predicts students' success in public secondary schools in Rivers State of Nigeria?

Table 2: Simple Regressional Analysis on the Extent Academic Supports Predicts Students' Success in Public Secondary Schools in Rivers State of Nigeria.

Model	R	R.Square
1	.685*	.470

Data on Table 2, show simple regressional analysis on the extent to which academic supports predict students' success in public secondary schools in Rivers State of Nigeria. The regression co-efficient R came out as 0.685, while the regression square (R^2) came out as 0.470. When the square R^2 (.685) was multiplied by 100% (being the basis for prediction) it resulted in 47.0%. Based on these observations, the researchers determined that academic supports predict students' success by 47.0% (i.e. 0.470 x 100).

H_{01}: There is no significant prediction of school emotional environment on students' success in public secondary schools in Rivers State of Nigeria.

Table 3: Summary of t-test Associated with Simple Regression of School Emotional Environment as a Predictors of Students' Success in Public Secondary Schools in Rivers State of Nigeria.

Model	Unstandardized Co-efficient		Standardized Co-efficient	t	p.value	Alpha Level	Decision
	B	Std. error	Beta				
Constant	22.578	4.680		4.825	.000	0.05	Insignificant Failed to reject (Accept)
School Emotional Environment	.292	.176	.333	1.659	.111		

Data on Table 3 present the t-test associated with simple regression on school emotional environment as a predictor of students' success in public secondary schools in Rivers State of Nigeria. The beta and t-test values stood at 1.659 and 0.111, respectively while the probability value came out as 0.11 and the alpha level at 0.05. Since, the probability value of 0.11 is greater than the alpha level of 0.05, the prediction is insignificant. Based on this analysis, the researchers failed to reject the hypothesis and consequently retain the null hypothesis that, there is no significant prediction of school emotional environment on students' success in public secondary schools in Rivers State of Nigeria.

H_{02}: There is no significant prediction of academic supports on students' success in public secondary schools in Rivers State of Nigeria.

Table 4: Summary of t-test Associated with Simple Regression of Academic Supports as Predictors of Students' Success in Public Secondary Schools in Rivers State of Nigeria.

Model	Unstandardized Co-efficient		Standardized Co-efficient	t	p.value	Alpha Level	Decision
	B	Std. error	Beta				
(Constant)	10.166	4.583		2.218	.037	0.05	Significant (Reject)
Academic Success	.708	.160	.685	4.414	.000		

Data on Table 4 present the summary of the t-test associated with simple regression on academic supports as predictors of students' success in public secondary schools in Rivers State of Nigeria. The beta and t-test values came out .685 and 4.414, respectively, while the probability value of 0.00 is less than the alpha level of 0.05, the prediction is significant. Based on this analysis, the researchers rejected the hypothesis in favour of the alternative that, there is a significant prediction of academic supports on students' success in public secondary schools in Rivers State of Nigeria.

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VIII. Discussion of Findings and Implications

a) School Emotional Environment and Student Success

The first finding of the study is that, school emotional environment predicts students' success in public secondary schools in Rivers State of Nigeria by 11.1%. Also, a corresponding finding from test of hypothesis, shows that there is no significant prediction of school emotional environment on students' success in public secondary schools in Rivers State of Nigeria. These findings are in disagreement with 21st Century Schools (2019). A possible explanation for the trend in the finding may be in the fact that, school members may not attach considerations to the emotional aspects of students' life. Also, nearly all the public secondary schools in the state operate day studentship, as opposed to boarding which have the capability of bringing the students more closer to school administrators. The findings, do not however invalidate the fact that school emotional environment has strong linkages with school members' success. These findings imply that reduced success rates, recorded by student, in recent times, may be traceable to emotional aspects of school life.

b) Academic Supports as Predictors of Students Success

Another finding of the study is that academic supports predict students' success in public secondary schools in Rivers State of Nigeria by 47.0%. Also, a corresponding finding from test of hypothesis show that, there is a significant prediction of academic supports on students' success in public secondary schools in Rivers State of Nigeria. These findings are confirmatory of Florida Gulf Coast University (as cited in Ifeanyi, 2008), Ifeanyi (2008), Rumble (1992) and Great School Partnership (2014). A possible explanation for the new trend in public schools may be that with the deregulation of educational provision and management, which heralded private sector participation in school services and resulted in fierce competition to increase success rate and attract and retain students, public schools have woken up from their slumber, by providing extra services to their students, which boast their success rates. These findings imply that schools that their students record higher success rates provide adequate academic supports.

IX. Conclusion

Based on the findings of the study and their educational implications, it is concluded that school emotional environment is not a strong predictor of students' success just as academic supports are strong predictors of students' success.

X. Recommendations

Based on the conclusion of the study, it is recommended as follows;

1. Stakeholders in school administration should as a matter of urgency integrate students' emotional wellbeing into their students personnel management plan in order to provide adequate emotional supports to students.
2. School members should continue to provide the existing academic supports to their students while also looking for new sources of supports for students in order to maintain the tempo.

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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.

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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.

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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.

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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.

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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).

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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.

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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.

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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.

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



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- 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.

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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.

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- 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.

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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.

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- 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:

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Methods and Procedures	Clear and to the point with well arranged paragraph, precision and accuracy of facts and figures, well organized subheads	Difficult to comprehend with embarrassed text, too much explanation but completed	Incorrect and unorganized structure with hazy meaning
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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