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Aravind Adiga's 'The White Tiger'

Self-Appraisal Readiness Evaluation

Highlights

Lucy Prebble's The Sugar Syndrome

The Effectiveness of Mandala Colouring

Discovering Thoughts, Inventing Future

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The Effectiveness of Mandala Colouring Therapy in Increasing Year 3 Pupils' Focus during the Initial Lesson

By Ravi Shankar A & L M. Sarawanan
Universiti Kebangsaan Malaysia

Abstract- Focus is a very important element in the world of education to increase the effectiveness of other learning skills such as reading, writing and calculating. The lack of focus issue existed as the pupils were uninterested and unmotivated to learn. This has caused disruptive behaviours in the classroom which affected both teachers and pupils. An intervention was essential in curbing this problem. Hence, this study was embarked to identify the effectiveness of the Mandala Colouring Therapy in increasing Year 3 pupils' focus during the initial lesson of the day. A mixed method study was conducted at 5 national schools in Temerloh, Pahang. The participants were 100 Year 3 low average pupils and 20 teachers who taught initial lesson periods. The data was collected through interviews and questionnaires These quantitative data was analysed using frequency counts on SPSS, while the qualitative data was analysed using Burnard's method. The overall findings revealed that pupils' interest and focus has been increased with Mandala Colouring Therapy.

Keywords: mandala colouring therapy, focus, year 3 pupils, low average, disruptive behavior.

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The Effectiveness of Mandala Colouring Therapy in Increasing Year 3 Pupils' Focus during the Initial Lesson

Ravi Shankar A [α] & L M. Sarawanan [σ]

Abstract- Focus is a very important element in the world of education to increase the effectiveness of other learning skills such as reading, writing and calculating. The lack of focus issue existed as the pupils were uninterested and unmotivated to learn. This has caused disruptive behaviours in the classroom which affected both teachers and pupils. An intervention was essential in curbing this problem. Hence, this study was embarked to identify the effectiveness of the Mandala Colouring Therapy in increasing Year 3 pupils' focus during the initial lesson of the day. A mixed method study was conducted at 5 national schools in Temerloh, Pahang. The participants were 100 Year 3 low average pupils and 20 teachers who taught initial lesson periods. The data was collected through interviews and questionnaires These quantitative data was analysed using frequency counts on SPSS, while the qualitative data was analysed using Burnard's method. The overall findings revealed that pupils' interest and focus has been increased with Mandala Colouring Therapy. Besides, teachers have also admitted that this method has enabled the low average pupils to answer questions correctly, complete the tasks and change their behaviours. The implication of the study is that the education stakeholders need to be made aware of these impacts in order to implement this effective method in classrooms to have a fruitful teaching and learning session.

Keywords: mandala colouring therapy, focus, year 3 pupils, low average, disruptive behavior.

I. Introduction

"Learning … that reflective activity which enables the learner to draw upon previous experience to understand and evaluate the present, so as to shape future action and formulate new knowledge" (Watkins 2002). Learning process is an integral part of an individual's life. Basic concept of learning is to produce a holistic individual in terms of being competent, developing potential, and has high moral standards. These are embodied in the goals and focus of each educational system around the world. Similarly, in Malaysia, there are numerous efforts taken by the Ministry to overcome education issues to achieve the stipulated goals. However, lack of focus issue among pupils has always been an unresolved issue.

Abdullah (2015) stated that students' attention lapses during the initial minutes of "settling-in," again at 10-18 minutes into the lesson. Lundervold (2017) in his research stated that two of the teachers reported inattention items significantly predicted a low rather than a medium academic achievement score. Baranek (1996) stated that poor student achievement is often attributed to a lack of motivation. Lack of motivation and lack of interest has caused lack of focus issue which led to low academic achievement score and disruptive behaviour. Abdullah et al. (2016) stated that "Many individuals with learning problems are described not only as learning disabled, but also as hyperactive, distractable, impulsive, behaviour disordered, and so forth. Jacobsen (2013) in his research stated that disruptive behaviour is witnessed by elementary school teachers on a daily basis in their classroom. These disruptive behaviours will later on affect the learning achievement of the pupils. Hence, this issue was aimed to be resolved through the conduct of this research study.

II. Literature Review

A closer look into the recent literature showed that researchers have focussed on the evaluation of literacy instruction program for a variety of purposes.

Oxford Learning (2018) has stated that it is common for students at all grade levels to have trouble staying focused. Weimer (2014) stated that most students reported short lapses (a minute or less) significantly more times than the medium- or longer-length lapses. Souriyavongsa, Thongma & Rany (2013) stated most of the students having difficulties in learning because they were not well-motivated, encouraged and gained learning strategy.

The success in learning depends upon many factors such as learning style, motivation (Deci & Ryan 1985), and attitude towards the subject (Walqui 2000). Achievement in a target language as proposed by Mohamad Jafre (2012) relies not only on intellectual capacity, but also in the learners' attitudes towards language learning. Positive attitude will significantly contribute to the success of learning (Samsiah et al. 2009). Conversely, negative attitudes may lead to class anxiety (Ratnawati & Ismail 2003), low cognitive achievement, and low motivation (Victoria & Lockhart 1995).

Author α: Universiti Kebangsaan Malaysia.
e-mail: ravi199322@gmail.com

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When it comes to low average pupils, Corrigan (2015) stated that one or two students attempted an answer, while the others sat quietly in their seats, avoiding eye contact with the researcher. This affected the achievement of learning objectives. Since learning objectives communicate the knowledge and skills that instructors intend for students to acquire in a course, thus, it will affect both the students and teachers (Mekonnen 2018).

The use of Mandala Colouring Therapy is believed to have positive impacts. Toozhy (2016) has stated that Mandalas, especially their mid points, are utilized for meditation for a better attention and focus. Semple et al. (2017) has stated that mandala colouring helps to still the mind and focus attention. Potash et al. (2016) stated that the objective of his qualitative research study was to discover how creating mandalas (art made in reference to a circle) might provide medical students with an opportunity for reflection on their current psychological state.

There have also been many studies showed that a mandala is an effective tool for therapeutic purposes. (Kim et al. 2017). Research conducted by Mancuso et al. (2019) showed that structured coloring of Mandala pattern might induce a meditative state that benefits individuals are suffering from anxiety. The same thing was also stated Babouchkina & Robbins (2015) who conducted experimental research which the results demonstrated that the circular shape of the mandala serves as an "active ingredient" in mood enhancement.

Colouring positively impacts the pupils. Rodski (2012) has used colouring therapy for relaxation and meditation. He has taken this concept from art therapy. Flett et al. (2017) who concluded that daily coloring can improve some negative psychological outcomes and that it may provide an effective, inexpensive, and highly accessible self-help tool for nonclinical samples. Eaton & Tieber's research (2017) showed positive effects of coloring. It is found greater to be a therapy in anxiety reduction.

However, it was identified that only a limited number of research has been conducted on Mandala Colouring Therapy among primary school pupils in Malaysia which is relatable to focus issue.

III. Methodology

a) *Research design*

For this study, a mixed method research design was chosen. Mixed method research design is the type of research in which a researcher combines elements of qualitative and quantitative approaches for the broad purposes of breadth and depth of understanding and corroboration. This approach to research is used when this integration provides a better understanding of the research problem than either of each alone.

b) *Participants*

Purposive sampling was used in this study. 100 Year 3 pupils and 20 teachers were selected. The pupils were selected based on three criteria. The criteria are students of low average category in a Year 3 classroom, projects disruptive behaviour and the students that did not achieve learning objectives. The teachers who have been teaching initial lessons for the Year 3 pupils, encountered disruptive behaviour and those who could not achieve the teaching objectives were selected as the participants. This study was conducted with five national schools in Temerloh District.

c) *Data analysis*

This study embraced mixed method approach and thus employed methods that are in line with the study. The research instruments are teacher individual interview and questionnaire for pupils. For this study, 5-point Likert scale is used. Likert developed the principles of measuring attitude by asking people to respond to a series of statements. The number of pupils selected an option for a statement, determined if they strongly disagreed, disagreed, not sure of the response, agreed, and strongly agreed to the statement. All the data were collected, processed and analyzed using the Statistical Package for the Social Science (SPSS). The data were statistically analyzed using frequency counts and percentage distribution. The percentage distribution was computed to determine if Mandala Colouring Therapy has increased Year 3 pupils' focus during initial lessons.

As the teacher has a direct involvement with the issue studied, individual interview was used to gather data from the teacher. The questions were divided into two sections. Section A of the questions required the teacher to reflect on issues that the teachers have encountered while teaching. Meanwhile questions from section B focuses on the changes that can be seen in pupils after the implementation of the Mandala Colouring Therapy. The data from interviews were analyzed using Burnards (2008). Burnards proposes 14 stages in analysing qualitative data. Burnard's method is based on a synthesis between grounded and content analysis approach. This method was used to categorize and code the transcribed interview data.

IV. Results and Discussion

The findings of this study has indicated that the Mandala Colouring Therapy has increased Year 3 pupils' focus during initial lessons. Through the individual interview, it was identified that Mandala Colouring Therapy has helped the low average pupils in (i) Answering questions, (ii) Task completion and (iii) Behavioural changes which were also equally important and contributing effects in this case.

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RQ1: What is the effectiveness of the Mandala Colouring Therapy on increasing pupils' focus during the initial lesson of the day.

This questionnaire entitled "Focus" and "Interest" was administered to all 100 participants based on two subsections. The answers are divided into two parts which answers the two subsections; (a) Focus and (b) Interest.

a) Focus

For the first statement, 70% have strongly agreed that they can complete all the tasks given. 20% have chosen agree. This is supported by Dzulkifli & Mustafar (2013). They have stated that colours can play a role in motivating pupils to learn and profit from their educational experiences. It could be evident when the pupils were able to complete all the tasks given. This was only possible with the implementation of Mandala Colouring Therapy. This is supported by Semple (2017). It has been proved that mandala colouring helps to still the mind and focus attention. The data from the interview was used to triangulate this data.

For the second statement, 10% have strongly agreed that they can complete the tasks within the time given. 80% have agreed This is supported by Davis (2015). She stated that colouring can help a child develop his or her overall concentration levels. It is not easy to motivate them to perform school tasks (Assaid 2003). When a child learns on how to concentrate in their teaching & learning environment, this it helps the child to perform tasks in time given.

For the third statement. 35% have strongly agreed that they can answer the questions correctly. 50% have agreed. Botros (2009) indicated that lack of focus has symptoms that appear on pupils through different situations; forget much of the content. So, an intervention is important is curbing this problem. Using Mandala Colouring Therapy in this research has positively impacted the pupils. This is supported by Simpson (Dzulkifli 2018). He has stated that colouring can also visually guide you to locate, compare, understand and recall information faster. Hence, the pupils were able to recall the lesson taught by the teacher and answer the questions well.

For the fourth statement, 75% have strongly agreed that they can complete tasks based on teacher's instruction. 15% have agreed. In order to meet the learning objectives, the pupils should be able to complete the tasks given. This could only be possibly done if the pupils have focused on the teacher's instruction. As Maria (2012) stated that it can be concluded that the application of visual assist to draw students' attention, raise and ease understanding of the second language and to gain their motivation. Toozhy (2016) also has stated that Mandalas, especially their mid points, are utilized for meditation for a better attention and focus.

For the fifth statement, 70% have strongly agreed that they can complete tasks without teacher's facilitation. 10% have agreed as well. The implementation of Mandala Colouring Therapy in this research has played a vital role in enabling the pupils to stay focussed in the classroom which directly leads them to complete the tasks given without having to wait for facilitation from the teacher. Therefore, this is considered as one potential strategy to mitigate the negative effects of boredom in classroom (Belton & Priyadharshini 2007).

b) Interest

For the first statement, it is seen that 20 pupils with the rate of 20% have strongly agreed and 60 pupils with the rate of 60% agreed that they actively participate during the lesson. Active participation is very important during the teaching and learning session. It is also highlighted in the National Education Blueprint (NEB) in achieving one of the six key attributes, which is Knowledge (Ministry of Education 2013). This is also supported by Susan (2018). She has stated that providing opportunities for them to colour helps with that and the noise level is generally pretty quiet even though they are talking with their neighbour.

For the second statement, 27% have strongly agreed and 59% agreed to the statement. An active question and answering session are important as it indirectly supports the implementation of pupils-centered learning, which is a key principle of our education policy (Ministry of Education 2013). Answering questions given by the teacher also determines whether the pupils have been focusing on the lesson. For the third statement, we could see that 55% have strongly agreed to the statement. 30 pupils with the rate of 30% have agreed to the statement. If pupils are interested in a lesson, they will look forward to attend the class. Previously, the pupils were seen bored. However, with the help of Mandala Colouring Therapy, pupils now look forward to the lesson as they are interested in learning session. This has also increased their extrinsic motivation to learn, which leads to extra focus on the subject key taught. Mulvahil (2018) stated that extrinsic motivation is extremely beneficial, particularly in situations where pupils need to complete a task that they find unpleasant.

For the fourth statement, 60% have strongly agreed to the statement and 25% have agreed to the statement. Enjoying a lesson is an important impact of an effective teaching and learning session. This could be possibly done if the pupils stay focused in the classroom and avoided boredom. Pekrun et al. (2011) found that boredom was negatively related to motivation to learn, processing of information, and memory. Thus, a stimulus that triggers the brain is important to be integrated, which is colour. According to Wellesley College (2013), colour is one of the important stimuli to

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our brain. Pupils can learn better when they have introduced to colour. This stimulus triggers thinking process which requires them to focus in the classroom and enables the pupils to learn better.

For the fifth statement, we could see that 15% have strongly agreed to the statement and 70 pupils with the rate of 70% have agreed to the statement. Majority of the pupils agreed that they were not only able to finish their tasks, but, at thue same time, they can also guide their friends to finish off their tasks as well. It is affirmed that; the pupils will only learn or help their friends in that specific subject if they have interest on it. Kishore (2003) said "visual aids stimulated thinking and cognize". This implies that the visuals aid the pupils in increasing their interest. This is supported by Harackiewicz (2016). They have stated that interest is often thought of as a process that contributes to learning and achievement. That is, being interested in a topic is a mental resource that enhances learning, which then leads to better performance and achievement.

In short, it can be said that the Mandala Colouring Therapy is effective in helping the participants to be interested and stay focused during the initial lesson of the day. Webb (2017) stated that if you were looking for evidence of learning in any classroom, you would likely start by looking for general observations of gains in knowledge, understanding, skills and attitudes. In the classroom, it can be seen through how the pupils finish up the tasks, how they behave and on how long do they take to complete the tasks given by the teacher. Compared to the previous lesson, now, the pupils are paying attention and focussing during the initial lesson. The pupils were seen motivated and interested during the initial lesson. Hence, it was proven that the Mandala Colouring Therapy is effective in increasing Year 3 pupils' focus during the initial lesson of the day.

c) *What is the teacher's perception on Mandala Colouring Therapy in increasing Year 3 pupils' focus during the initial lesson of the day?*

This interview was administered to all 20 participants. All of the participants have been teaching initial lessons for the Year 3 pupils, encountered disruptive behaviour and could not achieve the teaching objectives. The answers for the open-ended questions were divided into Section A, Section B and three parts which answers the three themes; a) Answering Questions, (b) Task Completion, and (c) Behavioural changes.

i. *Section A*

For Section A, most of the participants were expressing that the pupils had issues during the initial lesson of the day. Geschler (2012) stated that the concept of attention span is of utmost importance in the classroom, where a failure to focus can have disastrous results. Therefore, the pupils have to stay focused and pay attention during the lesson so that they can catch up with the classroom progress and not being left out. However, the participants have agreed that they encountered few issues when it comes to the lesson during the initial lesson of the day. The issues were playing around, talking and disturbing their friends, sleeping and not listening to the teachers' instruction. As a whole, these can be classified as the disruptive behaviours. The disruptive behaviour expressed by the teachers can affect the pupils' focus and have a great negative impact on learning achievement in their classroom activities and exams. This disruptive behaviour has definitely been a great challenge for the teachers as they have to come up with an intervention that could be effective in making the pupils stay focussed in the classroom. This is supported by Douglas (2016), were it has been stated that disruptive behaviour by pupils is a problem that should be challenged and managed effectively from the beginning of a pupils' study.

The participants were expressing the reasons for the issues to happen in the classroom. The participants have agreed to few main reasons for the issues to happen during the initial lesson of the day. The teachers have pointed out few reasons for the issues to present in the classroom. One of the issues is lack of interest in the lesson. When there's no interest, it automatically causes disruptive behaviour and lack of focus. Geschler (2012) stated that the ability of a pupils to focus during class is partially a result of the pupils's interest. Besides, lack of motivation also caused this issue. Saaed & Zyngier (2012) have stated that motivation is seen as a pre-requisite of and a necessary element for pupils' engagement in learning. So, motivation is also an important factor in the learning session as it enables the pupils to actively engage in the lesson. Pupils' involvement in learning should not be let unnoticed because then it will affect pupils from achieving sound academic outcomes. These were the reasons why the pupils were lack of focus in the classroom activities.

ii. *Section B*

For the first question of Section B, most of the participants answered yes. They could see positive changes among the pupils during the initial lesson of the day after implementing the Mandala Colouring Therapy. Some of them stated that the pupils can remember better the topics taught during the initial lesson and it results in positive academic achievements. The Mandala Colouring Therapy did help the pupils to act positively during the lesson. According to Spence et al. (2006), if colour can increase arousal, and arousal can increase memory, then it is possible to assume that we could find that colour can increase memory. Hence, if the pupils could get better during colouring, then they can focus ad remember the input that they received during the lesson, which subsequently results in the positive

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academic achievement and in teaching and learning session objective achievement

a. *Answering Questions*

The first theme derived from the participant's response was answering questions. This theme refers to the willingness of the pupils to answer questions confidently. Pupils should be able to answer questions correctly in order to convince the teachers that they have paid full attention during the classroom. Hakala (2015) stated that deep processing, resulting from engaged pupils, leads to better learning. Hence, when the pupils could answer questions, given by the teacher correctly, it can be evident that the pupils were paying attention to the lesson.

Answering questions asked by the teacher is indeed a positive change that can be easily noticed by the teacher. It shows that the pupils were paying attention during the lesson. McClure (2010) stated that pupils perceive their role in learning is to listen for shared knowledge by their instructor and then memorize and present those answers to assess their understandings. From the excerpts above, it can be seen that the pupils did listen to the teacher to answer questions that will be asked in the class. This was only possible with the implementation of Mandala Colouring Therapy which increased pupils' focus during the initial lesson of the day.

b. *Task Completion*

The second theme derived from the participants' interview response was task completion. Task completion refers on how the pupils could complete the tasks given by the teacher correctly without having to be assisted by the teacher. The pupils also were able to complete the task in specific time given. Most of the tasks that given by the teacher were answered correctly by the pupils. It is important to get good answers rather than just getting tasks done in the specific time given. Being able to complete the task given by the teacher is one of the positive indications showed by the pupils that they understand the lesson taught by the teacher. Gunn (2017) stated that when a pupil can explain their learning and the why of it, that's a total win. Hence, if the pupils were able to complete the task and explain their answer, it can be concluded that the pupils clearly understood the lesson as they were focusing on the lesson. Hence, this proves the effectiveness of Mandala Colouring Therapy in increasing Year 3 pupils' focus during the initial lesson of the day.

c. *Behavioural Changes*

The third theme derived from the participants' interview response was behavioural changes. Change of behaviour can easily be noticed if a pupil pays attention and motivated to learn during a lesson. Teachers should play a vital role in noticing negative behaviour in the classroom that indicates whether the pupils engaged or not in a classroom. Udin (2013) stated that educator should select effective teaching and learning approach to instil sustainability on pupils' knowledge and behavioural changes in practicing sustainable lifestyles. Positive behavioural changes that have been noticed by the teacher shows that pupils are paying attention and motivated during the lesson. Positive behaviour in a classroom promotes better learning. Weber et al. (2016) suggested school-related positive affect as a mediator between certain affect-favoring character strengths (zest, perseverance, love of learning, social intelligence), positive school functioning, and school achievement. Hence, if the pupils promotes good behaviour, it can result in good academic achievement. If the pupils are paying attention and motivated to learn, it will help the pupils to understand the lesson better as well as improves their academic achievement.

Besides focus and interest, answering questions, task completion and behavioural changes were also the other contributing impacts of the effectiveness of Mandala Colouring Therapy in increasing the Year 3 pupils' focus during initial lesson of the day. Thus, this section identified the contributing positive impacts which answers the research question and that it is important to be considered by the Ministry of Education in curbing this problem.

V. Implication

Malaysian Education system aimed to produce pupils who are developed holistically and acquire all skills to be globally competent. This is in line with the National Education Philosophy and the New Education Blueprint (2013-2025). In order to be globally competitive, one has to master the academics and the other skills. The achievement in academics is relied on the teaching and learning process. However, the success rate of a teaching and learning process largely depends on the focus level of the pupils. In order to have a better academic achievement, the learners need to stay focused and actively participate during the lesson in the classroom.

The Ministry of Education has taken up numerous measures in ensuring the smooth progress of teaching and learning process. However, there were many issues raised in the primary classroom involving disruptive behavior, lack of focus, interest and motivation during the lesson. These happened extremely during initial lessons. Hence, this research was embarked to identify the possible method to overcome the issues faced by the learners which affect the daily teaching and learning session. The findings of the research will greatly benefit the learners as the learners now will be able to utilize much impactful method, Mandala Colouring Therapy to help the them stay interested and focused during the lesson.

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In addition, this research has also identified learner factors that contributed to the lack of focus issue. They were namely, lack of interest, motivation and disruptive behaviour. These are considered to be a challenge during teaching and learning session. This is important in making the pupils to understand their role in achieving the learning objective. Even though, the participants of this study are still lower standard pupils, yet, they still need to be explained on the importance of playing an active role in achieving the learning objectives and how this in turn will be helpful for them in the future. Through this research, the pupils will be greatly benefitted as they will be able to avoid any issues, with the help of Mandala Clouring Therapy that prevents them from having a smooth learning session.

New Education Blueprint (2013) expects the teachers to produce pupils who are proficient and globally competitive. It has also been implementing new plans and programs, with teachers being the implementers, hoping that the percentage of minimum score achievers will be increased. To a noteworthy extent, teachers' role in realizing the Ministry's goals is huge.

Hence, this research was a great benefit for the teachers in terms of classroom management. Classroom management has always been a hot topic to be discussed among the teachers. Each and every one will be facing different struggles in terms of classroom management. The teachers now do not have to waste their time to make the class under control before beginning the initial lesson of the day. The teachers can have better classroom management with the aid of Mandala Colouring Therapy. The teacher could calmly deliver the lesson without any interruption that could affect the teaching and learning process. This also can help in achieving the teaching and learning session's objective.

Besides, this research has also made positive changes in the learners in terms of behavior. It is well known that the "Bimbingan dan Kaunseling" unit in school will be planning programs every year to shape pupils' character. This would cost a whopping amount. However, through this research, an effective method is proven to positively change the behavior of the pupils and it is cost-effective. Similarly, the core subjects' panels will be planning programs to improve the learning achievement of the pupils. Since, this research has improved the behavior and the learning achievement of the learners, this will be a great benefit for the teachers, as they can implement a cost-effective method to witness a fruitful impact.

One of the most important education stakeholders is the Ministry of Education. The ministry has always been coming up with plans and programs to be implemented in the local classrooms in bringing up the positive outcome. However, whenever a plan fails, the teachers are to be blamed. Hence, this research acts as an eye opener for the Ministry of Education that there are other factors to be considered when a plan fails. This is because, this research has identified learner factors which contributes to the failure of a teaching and learning session, which was mainly caused by lack of focus, motivation, interest and disruptive behaviour.

Secondly, by implementing this therapy, the pupils will be more focused and motivated to learn which results in achieving the intended goals of the Ministry. Indirectly, it helps the pupils to achieve the six key attributes which has been laid out in the Malaysia Education Blueprint, especially Knowledge. This has also paved way for Ministry of Education in realizing the National Educational Philosophy's goal which is to produce holistic, competent and sensible citizens.

Through this research, the Ministry of Education will also be aware of the importance of Mandala Colouring Therapy and will be convinced to support the integration of arts in school. Producing a holistic individual is not always about excellent academic achievement, but balanced physical and mental health. As Mandala Colouring Therapy, a form of art, is proven to be reducing stress, disruptive behaviours and increase positive outcomes, it is necessary for the Ministry of Education to emphasize the importance of integrating art education.

VI. Recommendation

The following are some suggestions that researchers might want to consider for future research. First, this study can be explored further by focusing on the core subjects of national schools. Core subjects are being tested in Ujian Pencapaian Sekolah Rendah (UPSR) at national level and its achievement is important for the learners for their secondary schooling.

Hence, for future research, this research can be focused on the effectiveness of Mandala Colouring Therapy for Bahasa Malaysia, Bahasa Inggeris, Mathematics and Science subjects and in enhancing pupils' achievement. It could have a great impact on the pupils' achievement in PPSR as it can be so effective for Year 3 pupils.

Secondly, for further research, multiple researches can be carried out to compare the outcomes of the findings. For example, this Mandala Colouring Therapy can be implemented in vernacular schools as this research only focused in national schools. Vernacular schools in Malaysia are Chinese schools and Tamil schools. Apart from that, this could also be carried out in homogenous schools. Since this research was only focused for Year 3 pupils of national schools, the results could not be generalized. Hence, by conducting this research in vernacular schools as well, the validity of effectiveness can be tested in greater details and in larger scale.

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Following that, this research could also be conducted during the last lesson of the day to compare the outcomes. It is a known fact that, classroom usually will be out of control during the initial and last lesson period of the day. This research can be further explored by implementing it during the end of the day subjects. In this way, the effectiveness of Mandala Colouring Therapy can be tested in a more detailed manner.

Finally, this study could also be expanded on areas of suggestions for improvisation. This research has only focused in increasing the focus using Mandala Colouring Therapy where it has explored the contributing learner factors regarding the issue. However, it has not explored the teacher factors which causes the issues in the classroom. This will enable the teachers to reflect of their instructional practices and improve them.

VII. Conclusion

This research was conducted to investigate the effectiveness of the Mandala Colouring Therapy in increasing Year 3 pupils' focus during the initial lesson of the day. The findings of the study indicated that Mandala Colouring Therapy has increased Year 3 pupils' focus and interest. The teachers too shared the other positive impacts they identified while implementing Mandala Colouring Therapy which were the low average pupils can answer questions, complete tasks and have positive and a non-disruptive behaviour.

In this revolutionized world, the success of an individual largely depends on the academic achievement, behaviour and skills. Therefore, it is important to integrate this Mandala Colouring Therapy as it has assured a fruitful impact and benefitted education stakeholders.

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Self-Appraisal Readiness Evaluation of BSED and BEED Pre-Service Teachers and Instructional Competencies

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

State Universities and Colleges

Introduction- The apex of all the experiential Learning Courses is the Practice Teaching. It is the total immersion of the prospective teacher in the real life of becoming a teacher. During practice teaching, the pre-service teacher experiences the rudiments of teaching in the cyclical process of planning, actual teaching and evaluating learning. Pre-service education of teacher means, education of teachers before they enter into service as teacher. During this period of teacher education programmes, teaching practice goes side by side, while they are getting knowledge about theory papers.

The making of a teacher is a developmental process. The teaching profession has been struggling to keep pace with the changes in society and the accompanying challenges of the technological world. According to Kothari commission, a teacher who unlike an ordinary worker, acts as a master, crafts man, an artist, a strategist and a powerful motivator. The environs of a classroom are enlivened by the inspiring, dynamic, enthusiastic, encouraging, skillful and dedicated teacher.

Keywords: self-appraisal readiness, instructional competencies, BSED and BEED pre-service teachers.

GJHSS-G Classification: FOR Code: 130399



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Self-Appraisal Readiness Evaluation of BSED and BEED Pre-Service Teachers and Instructional Competencies

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

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Chapter 1

I. Introduction

The apex of all the experiential Learning Courses is the Practice Teaching. It is the total immersion of the prospective teacher in the real life of becoming a teacher. During practice teaching, the pre-service teacher experiences the rudiments of teaching in the cyclical process of planning, actual teaching and evaluating learning. Pre-service education of teacher means, education of teachers before they enter into service as teacher. During this period of teacher education programmes, teaching practice goes side by side, while they are getting knowledge about theory papers.

The making of a teacher is a developmental process. The teaching profession has been struggling to keep pace with the changes in society and the accompanying challenges of the technological world. According to Kothari commission, a teacher who unlike an ordinary worker, acts as a master, crafts man, an artist, a strategist and a powerful motivator. The environs of a classroom are enlivened by the inspiring, dynamic, enthusiastic, encouraging, skillful and dedicated teacher. It is he who shapes the destiny of students and that of the future citizens who eventually shape the destiny of the country. Such a teacher only can successfully in culture among children values that strengthen the ideals of social justice, equity, secularism and pluralism.

By its very definition, a professional, including a teacher is a lifelong learner because of his association with scientific knowledge which keeps growing and so opportunities have to be afforded to ensure that he keeps learning and developing throughout his professional life. This is precisely the responsibility of teacher education system which is more than a mere combination of two of its major components i.e. pre-service teacher preparation and in-service education.

Author α: Republic of the Philippines, State Universities and Colleges, Northern Iloilo Polytechnic State College, Ajuy Campus, Ajuy, Iloilo "Your College, Your Future". e-mail: danilorubrico1960@gmail.com

The teacher education curriculum of any teacher training institution has a very valuable component which a senior education student undertakes for one semester. This is student teaching which is considered as the key phase of the teacher education program. Many educators view it as the most important experience in the professional education of a prospective teacher. The programs provide for actual teaching by the pre-service teachers in the laboratory school and in the off-campus school. Here the future teacher gets a "feel" of the school and the "feel" of the teacher.

These professional laboratory experiences have been given various terms. In schools of education in the United States this stage of pre-service teaching experience is referred to as "Directed Teaching", "Student Teaching", "Observation", and "Cadet Training". In teaching training school in the Philippines "Practice Teacher", "Apprentice Teacher", "Teacher Trainee", and "Education Intern" are used.

A definition by Brown states that, "Student teaching is a transition phase between that past role of full time student and the future of full time teacher. They are expected to perform routine teaching tasks, to explore the facilities of the school, to observe experienced cooperating teachers, and eventually to teach.

Good (2000), states that student teaching refer to the observation, participation and actual teaching done by a student preparing for teaching under the supervision/direction of a supervising teacher. This phase of professional education is called by Nansen as the "climax of professional training of teachers." It is thee phase in which the academic and the technical are synthesized and integrated. Likewise, Ignacio adds that student teaching is a "series of professional laboratory experiences, carefully conceived and directed to develop in students the opportunity under optimum condition of supervision, to apply themselves and demonstrate ability in actual teaching-learning situation. A major focus in the pre-service education program is the practicum - the pre-service teacher is placed within a school setting and shadows an experienced teacher. The pre-service teacher will be given opportunities to develop skills through observing their associate teacher,

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creating lesson plans, teaching lessons and experiential learning about classroom management.

Student teaching should offer opportunities for self-appraisal of the teaching-learning experiences of the pre-service teacher. To become a responsible pre-service teacher, he/she must be able to evaluate himself/herself accurately, to diagnose his/her own strengths and weaknesses, and to plan for potential remedial and enrichment activities. Self-appraisal evaluation made them able to reflect their ability to be self-aware, self-evaluative, and self-correcting.

However, as this is a developmental device, the pre-service teachers should know the areas, and skills where further growth could be applied, and developed hence this study is conducted.

a) Objectives of the Study

1. To determine BSED and BEED pre-service teachers' self-appraisal readiness evaluation and instructional competencies in terms of their profile.
2. To determine BSED and BEED pre-service teachers' self-appraisal readiness evaluation in terms of their instructional competencies.
3. To determine the significant difference between BSED and BEED pre-service teachers in their instructional competencies.
4. To determine the significant relationship between BSED and BEED self-appraisal readiness evaluation taken as an entire group?.

b) Statement of the Problem

The aim of the study is to determine the self-appraisal readiness evaluation of BSED and BEED pre-service teachers of NIPSC Ajuy Campus for their practice teaching this second semester academic year 2016-2017. Specifically, it sought to answer the following questions:

1. What is the self-appraisal readiness evaluation of BSED and BEED pre-service teachers in terms of their profile?
   a. Age
   b. Sex
   c. Major/Field of specialization
2. Taken as an entire group, what is the self-appraisal readiness evaluation of BSED and BEED pre-service teachers in terms of their instructional competencies in:
   a. Instructional preparation,
   b. Instructional methods,
   c. Human relation,
   d. Personal Qualities?
3. Is there a relationshion between BSED and BEED pre-service teachers in terms of their self-appraisal readiness evaluation in terms of their instructional competencies taken as an entire group?

c) Null Hypothesis

There is no relationship between BSED and BEED pre-service teachers' self-appraisal readiness evaluation in terms of their instructional competencies taken as an entire group.

d) Theoretical Framework

The practical nature of pre-service education training programs aligns with American philosopher John Dewey's theory of experience. In his book Experience and Education Dewey prescribes that learning must be based upon the actual life experiences of an individual that are interactive, experimental, and purposive in nature. Donald Schon expanded upon Dewey's model by focusing further upon the importance of reflective practice in the learning process. Schon was a proponent of using reflection in teacher education and other professions to guide learning through reflection on past experiences to guide future learning and practice, as evidenced in his 1996 work, Educating the reflective practitioner: Toward a new design for teaching and learning in the professions.

This study is anchored to a model which was developed by Paul Mayer is designed to assist student teachers in evaluating and analyzing their teacher selfhood. Each consideration is in the form of a question so that the supervising teacher will resist the temptation to provide answers.

Another model which supports this study was the model developed by Cogon, Goldhammer, and others at the Harvard School of Education is the clinical supervision. The procedure has also been labelled as "teacher-centered supervision" emphasizing the "person-centered counseling" theory popularized by Carl Rogers. Clinical supervision is defined as supervision "focused upon the improvement of instruction, by means of systematic cycles of planning, observing and intensive analysis of the actual teaching performances in the interest of rational modification.

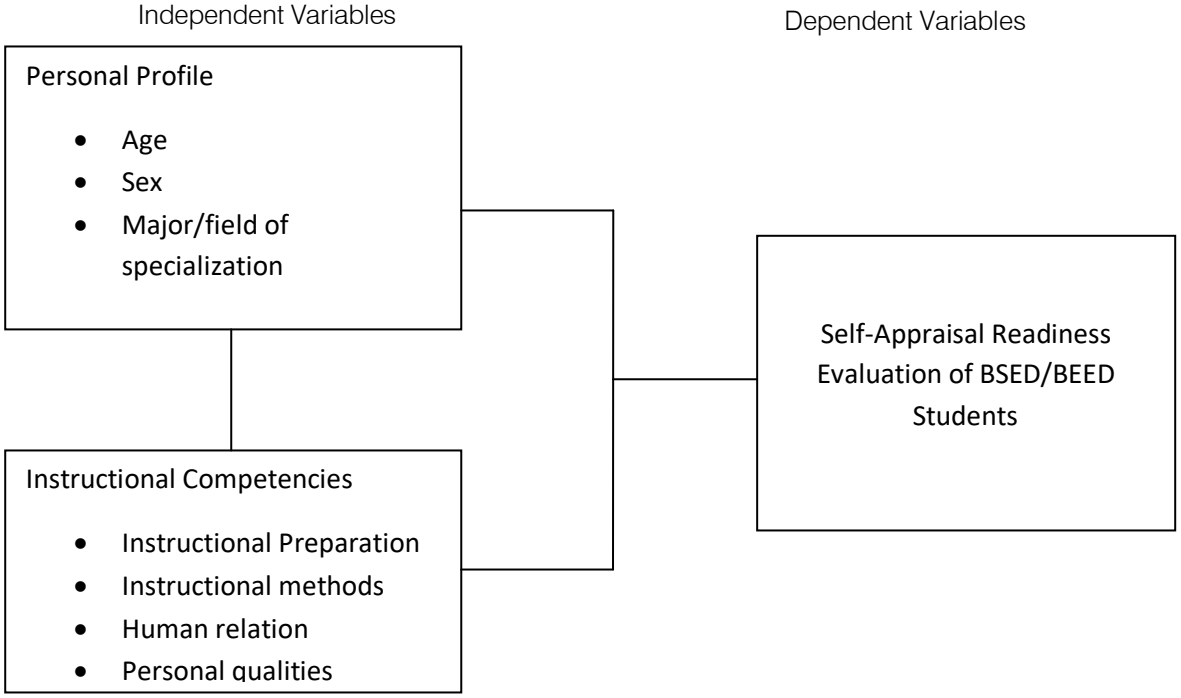
A study of Johnson concerning communication patterns, found that the elementary and secondary majors who were placed in pairs, performed better than in single settings. Also, the student teachers who were grouped in pairs ranked their student teaching experiences four points higher than those who were in a single group.

Through "peer supervision", both the observer and the one teaching can benefit from their peer interaction. Goldsberry suggests that "the experiences of systematically observing one's colleagues, analyzing collected data, and structuring and conducting conferences may well contribute as much or more to the professional development of the observer as to the teacher being observed. Another variation is described by Alfonso and Goldsberry which emphasizes the use of colleague consultation, "that is utilizing colleagues' suggestions for teaching improvement.

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CHED MEMORANDUM ORDER (CMO) 30 s. 2004, in accordance with the pertinent provisions of RA 7722, known as the "Higher Education Act of 1994," the following rules and guidelines are adopted and promulgated by the commission: Quality pre-service teacher education is a key factor in quality Philippine education. The pre-service preparation of teachers for the primary and secondary educational sector is a very important function assigned to higher educational institutions. The Commission on Higher Education (CHED) through the Teacher Education Institutions (TEIs) and the Department of Education (DepED) through the regional and division offices and cooperating Basic Education Schools (BES) shall provide a collaborative support system to the experiential learning courses. The TEIs shall be responsible for the students who were allowed to participate in the pre-service teachers under the experiential learning courses in accordance with the pertinent laws, rules and regulations.

The schematic diagram shows the variable that the researcher will use to determine the self-appraisal readiness evaluation of BSED/BEED students of NIPSC Ajuy Campus for their practice teaching this second semester academic year 2016-2017.



e) Significance of the Study

This study is important to the following:

To the School Administrators. The results of the study will provide school administrators some insight and information on how they would help pre-service teachers improve their skills and competence in performing their tasks which can add strength to the pre-service teachers learning experiences.

To college supervisor of student teaching, the college supervisor of student teaching played a vital role in the pre-service teachers' professional development such as developing their attitudes, handling of the observation process and giving feedback including observations and conferences throughout the semester.

To the Critic/Cooperating Teacher. The results of the study will provide critic/cooperating teacher the idea to improve field experiences for pre-service teachers by means of systematic cycles of planning, observing and intensive analysis of the actual teaching performances in the interest of rational modification.

To the future pre-service teachers. The findings may serve as a guide to future pre-service teachers and as an aid toward becoming mature and competent professionals.

f) Scope and Limitations of the Study

This study was limited only to the self-appraisal readiness evaluation and instructional competencies of BSED and BEED pre-service teachers in Northern Iloilo Polytechnic State College Ajuy Campus for academic year 2016-17.

This study was limited to 38 BSED and 110 BEED pre-service teachers of NIPSC Ajuy Campus. However, this study will be limited by the methods of gathering data which is the questionnaire on self-appraisal readiness evaluation rating scale adapted from the book entitled: "A Guidebook for the Supervision of Student Teachers by Linda Barroso Beltran, 2006.

g) Definition of Terms

For clarification and thorough understanding of the study, the following terms are defined conceptually and operationally.

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Self-appraisal Readiness Evaluation is a rating scale and analysis form for evaluating pre-service teachers' instructional competencies and performance (Constantino, 1988).

In this study, self-appraisal readiness evaluation refers to the instrument used by pre-service teachers in evaluating their self-readiness appraisal of their instructional competencies.

Instructional competencies are sufficient skills and knowledge in a particular area and able to apply procedures to undertake a particular work with adequate knowledge and skill (PAFTE Research Journal, 2015).

In this study, instructional competencies refer to the skills to be possessed by BSED and BEED pre-service teachers while having their practice teaching.

Pre-service teachers are fourth year education students who are enrolled in the student teaching program (Good, 1959).

In this study, pre-service teachers refer to the BSED and BEED student teachers who act as respondents.

Chapter 2

II. Related Literature and Related Studies

a) Related Literature

Council of Ministers of Education Canada, (1999) states that the success of the educational system depends on good teachers. In fact, they are considered as the builders of new generation. Their importance in modern era has acquired new dimensions. They do not only have to impart subject matter to the students but also help them in using knowledge for developing their abilities and talents. They should have a strong professional foundation which is seen in their ability to communicate and identify and resolve ethical and legal implications of design in the work place. Teacher's competencies are preconditions for instructional quality.

Emmer and Stough (2002) stresses the importance of teachers. They said that teachers cannot be replaced with any type of instructional material. Given an excellent conception of teaching as a learning-triggering activity, it follows that competent teachers maximize the chances of learning through the efficient use of the formulation of objectives and preparation of syllabuses, handouts, reading lists, teaching materials, classroom activities, choice of modes of assessment, design of exercise, assignment, projects and quizzes, feedback to students, and final examinations. So, in an educational system, teachers are the basic factor for its success.

The success of student teachers as future molders of young boys and girls depends to a great extent upon how well the student teaching program is carried out in the teacher training schools. An adequate teacher training program largely depends on the competencies of teachers-trainers. Educators strongly feel that our educational system can be improved directly and most effectively during the training process for new teachers by the well qualified, competent, and concerned mentors of teachers. Professional preparation and professional development of teachers is a continuous process. It begins with the selection of an aspirant teacher and includes his initial preparation induction into the profession and his continuous development throughout his teaching carrier. The formulation of policy and design of teacher preparation and continuing professional development should optimally take into account the whole spectrum of teacher learning. Pre-service teachers are typically required to observe mentor teachers in authentic classrooms with the hope of collaborating and learning about teaching. They meet with cooperating teachers to plan lessons, prepare projects, and assess student knowledge.

Supervising instructors and cooperating teachers play the key role in the development of future teachers. They are in the best position to provide the supervision necessary to guide the student teachers through a successful teaching experience. They are influential role models for the novice teacher to a considerable degree. Their actions, attitudes, voice inflection, pronunciation, and other personality aspects are easily imitated by student teachers. Researchers have shown that this influence even affects the student teachers' verbal interaction with the people in the classroom. Serving as models, the supervising instructors and cooperating teachers can make or unmake the student teachers' professional laboratory experience and consequently their career. A satisfying student teaching experience is dependent upon their role as models. (Beltran, 2006)

Guiding the prospective teachers is indeed an inspiring professional experience for teacher trainers. Pre-service teachers need experiences which include a sample of the things that a regular teacher needs to do in and out of the classroom. These are what pre-service teachers will have to undertake in the different phases of the student teaching program. As pre-service teachers work together with regular teachers in school activities, they gain broader concepts of the teachers' role. (Beltran, 2006)

In assuming the new role of a teacher, pre-service teachers should have a clear picture of what they should do during the internship period. The student teaching program can be implemented more effectively if the student teachers know what their responsibilities and duties are in fulfilling their role as prospective teachers and molders of young boys and girls. It is therefore the task of teachers training mentors to let the student teachers be aware of the responsibilities and duties in the student teaching. (Beltran, 2006)

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The evaluation of the pre-service teachers is a necessary of the supervising instructors and the cooperating teachers. This kind of evaluation is different from other assessments of students, since there are no examinations or term papers to measure performance. Evaluation of the pre-service teachers usually involves identifying and describing their competencies in the different areas of instruction. It stresses analysis and reflection rather than criticism and faultfinding on reports of good and bad performance.

A comprehensive program of evaluation in student teaching includes an analysis of plans, procedure, alternatives, and implications so that teaching will be improved. Evaluation should not be considered as a final score; it is the game itself. To say with more formality, evaluation is a routine, essential to growth. A good deal of improvement in the teacher education programme is needed. Pre-service education is carried on for preparing different types of teachers. Pre-service teacher preparation is a collection of unrelated courses and field experience. Research based curriculum development of pre-service teacher education is yet to take roots. These programmes are intended to support and enhance teacher learning instill in them a greater degree of self confidence. The beginning teachers in this case learn from their practice and from the culture and norms of the unique school settings where in they have been placed and interact with these cultures.

It is important for teacher educators to learn the methodology of how to get in touch with the core qualities of a good teacher and how they can stimulate these qualities in student teachers. This will lead to a deeper involvement in the learning process of teacher educators as well as student teachers. The inclusion of appropriate content knowledge about essential qualities of a good teacher in relevant theory papers and practice of effective domain related traits in school situation for a longer duration could help promote these traits in student teachers. The teacher education programme needs to allow the space where in a teacher's personality could be developed as someone who is reflective, introspective and capable of analyzing his or her own life and the process of education at school so that after becoming a teacher, he becomes an agent of change.

In facing up to challenges and impacts of globalization, high technology, economic transformation, international competition and local development in the new century, teacher education institutions in the Asia-Pacific region have made numerous educational reforms (Cheng, 2005). In these reforms, teachers and their schools have had to face uncertainties and challenges arising from their internal and external environments. As a consequence, the role of teachers has become more complex. In addition to teaching in the classroom, teachers are required to take up new responsibilities in school management, curriculum planning and development, mentoring new teachers, staff development, school-based action learning projects, and working with parents, outside leaders and professionals (Cheng, Chow & Mok, 2005).

Students' learning should be facilitated in such a way that local and global resources, support, and networks can be harnessed to maximize the opportunities for their developments during the learning process. Thus through localization and globalization there are multiple sources of learning, students can learn inside and outside their schools, and students are not limited to a small number of teachers in their schools. Participation in local and international learning programs can help them achieve a community and global outlook and experiences beyond schools. Moreover, this learning can be networked locally and internationally. Each student can belong to a group of life-long partner students in different corners of the world, who share their learning experiences. When education is conceived as life-long learning and discovery (Mok & Cheng, 2005), learning opportunities are unlimited.

Effective evaluation focuses on the concern for a student teacher's progress in particular and the improvement of teaching in general. It should be the goal of supervising instructors and cooperating teachers to enable the student teachers to achieve a proficiency in evaluating accurately his own teaching effectiveness. The student teacher should therefore be given ample opportunities to exercise judgments about his own teaching. Later on, throughout his professional career, his growth as a teacher will result largely from applying such-assessment skills. Hopefully, as he finishes his student teaching experiences, he will have achieved the skills of self-assessment.

The task of evaluating pre-service teachers is better facilitated and made effective with appropriate evaluation techniques, which supervising instructors and cooperating teachers should choose from. These can be devised with considerations on the tasks set, the student teacher, the supervising teacher, available time and physical conditions. Supervising instructors and Cooperating Teachers may choose to use models. The models should be flexible and open to many useful and meaningful aspects for the student teacher.

b) The Clinical Model

The "clinical term' which is another variation is a cooperative effort of public school and university staff combining their special areas of professional expertise essential in the preparation of teachers. The clinical team consist of student teachers, cooperating teachers, a university supervisor and other school personnel, and administrators. These persons' function as a team in a clinical setting to assist the pre-service teachers develop

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the competencies, confidence, and professional attitudes necessary to join the teaching profession. The team also provides an opportunity for the mentors to continue their professional development. The clinical team supports the cooperating teachers'/supervising instructors as they worked with their student teachers. For instance, they get together, share ideas and problems. The student teachers are exposed to many teachers and their ideas. This would result in an improved professional preparation for both the beginning and experienced teacher as well as improved instruction for the children. The composition of the clinical team can be adjusted to the administrative and supervisory personnel and officials of each teacher training school.

Clinical supervision is defined as supervision "focused upon the improvement of instruction, by means of systematic cycles of planning, observing and intensive analysis of the actual teaching performances in the interest of rational modification. There are several literatures on clinical supervision, but generally they point to a major function, which is to improve field experiences for teachers. Clinical supervision requires a structured system of observing and conferring with teachers".

The clinical supervisor may be likened to the medical professional because of its diagnostic/ prescriptive approach. Here symptoms of problems or areas of concern identified mutually by the supervising instructor/cooperating teacher and the student teacher are examined. The collection of analysis of specific data for the identified problem or concern follows. From the data, a diagnosis is made and medication is prescribed for the problem or concern.

c) Components of Clinical Supervision

There are three basic components of clinical supervision.

1. Planning conferences between the cooperating teacher and student teacher to discuss procedures and concerns, to explore new techniques, to decide upon types of observation data needed, and to design activities to relieve tensions.
2. Classroom observation in which data are collected (through direct and indirect observation). The suggested observation techniques presented earlier in this chapter serve to indicate the present quality of a teaching performance.
3. Feedback conferences in which the cooperating teacher and student teacher evaluate and interpret the data, discuss strength and weaknesses, and prepare conclusions and suggestions for the next planning conferences. Then, the planning, evaluating, and incorporation of data are cycled through the process many times in the student teaching session.

Each component is provided with sample topics and activities for the guidance of supervising instructors and cooperating teachers. The planning or pre-observational conference may include such topics or strategies as:

1. Developing rapport between the cooperating teacher and the student teacher.
2. Establishing the purpose and function of classroom observations.
3. Agreeing on the aspects of the instructional program that can be measured or observed.
4. Developing procedures to be used during the observation phase.
5. Identifying roles of cooperating teacher's/supervising instructors and student teachers during the observation periods.
6. Identifying the purpose of the follow-up conference.
7. Answering student teacher questions or concerns about the process.

The observation session should include techniques that will help to identify strengths and weaknesses. The conferencing or follow-up session may include such topics as:

1. Viewing and listening to available data.
2. Discussing the data collected during the observation phase.
3. Answering student teacher questions, comments or frustrations which may occur at this point.
4. Analyzing strengths and weaknesses, first by the student teacher and then if necessary by the supervising instructor.
5. Designing a plan to correct an immediate problem or concern.

This type of supervisory strategy is directed at helping the student teachers to identify and clarify problems, to receive and classify data supplied by the supervisor, and to develop results. The clinical supervisor attempts to involve the student teacher in the process to produce a self-directed person.

Reavis (2013), cites the following steps or phases of a clinical cycle.

1. Planning cooperatively
2. Teaching realistically
3. Observing systematically
4. Analyzing
5. Providing for feedback
6. Interpreting cooperatively
7. Valuing
8. Decision making for improvement
9. Preplanning cooperatively

Goldhammer has developed five stages of the clinical supervision which he identified as: pre-observation conference, the observation, and post-conference analysis. According to the author, the focus

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is on meticulous observation to describe actual happening in the classroom. Evaluation follows and at this stage mutual agreement between the observer and the one observed is advocated. Analysis of the data and works is done to improve instruction.

d) Uses of Clinical Supervision

The clinical supervision is very useful for the improvement of teaching skills, because it is highly personalized. The close inter-personal relationship that develops between the student teacher and supervising instructor/cooperating teacher can be productive in developing confident, effective, and successful student teachers. It has been found in a study that "The conditions imposed on both teachers and supervisors by the model of clinical supervision encourage greater verbal participation on the part of the teacher." The student teacher becomes more aware about his performance and his teaching behaviors. Five major goals have been outlined by Acheson and Gall for clinical supervision.

1. To provide the teacher with objective feedback concerning the current state of instruction.
2. To diagnose and solve instructional problems; to pinpoint discrepancies between what they are doing and what they ought to do;
3. To help the teacher to develop skill in using instructional strategies; to ensure patterns of behavior in promoting learning, motivating students, and managing the classroom.
4. To evaluate the teacher;
5. To help the teacher to develop a positive attitude and interest in continues professional development.

e) Variations on the Clinical Supervision

The clinical supervision can be a flexible model and can be used in a variety of ways to improve instruction. The model can be shaped to suit real classroom needs. For example, peer supervision and colleague consultation have been found to be viable strategies in supervising student teachers. The non-authoritarian relationship between the student teacher and supervisor provides a permissive climate for the learning process.

f) The Horizontal Model

The horizontal evaluation is defined by Gitlin as a system based on the premise that the aim of evaluation should be the personal and professional growth of the student teacher. This model is a type of intro-individual developmental approach to assessment of student teachers. In this evaluation model, student teachers are not compared with one another, nor does it rank individuals by skill competencies. The aim of horizontal evaluation is to expand the scope of evaluation such that theory learned by the student teachers is linked to practice in the classroom.

Gitlin (2008), recommends three types of evaluation within the horizontal frame work.

1. One area of growth involves the student teacher's ability to develop several clearly stated teaching intents, relevant to educational issues. Through this type, the student teacher will analyze the types and needs of students in the class and adapt teaching strategies that are appropriate to meet these needs.
2. A second criterion is to assess the student teachers' ability to actualize their intents into practice with proper method to use.
3. The third criterion is the student teachers' ability to be self-critical.

g) The Vertical Evaluation Model

This type of evaluation model is skill-based and individual achievement based. It emphasizes accountability, which is the assessment of a student teachers' mastery of a set of a set competencies. The vertical evaluation model is also referred to as a competency-based model. This means that in evaluating student teachers, skills or competencies essential to good teaching must first be identified by the observer. Therefore, evaluators using this model observe teacher behavior to determine if competency has been attained.

The competency-based evaluation model ha three categories: Knowledge of subject matter, teaching performance, and teaching products (lesson plans, case studies, learning materials, and others). Each of the categories can be evaluated both individually and collectively to provide a better overall assessment of the student teacher's specific strengths and weaknesses.

The advantages of using a vertical or competency-based model of evaluation are provided by Smith and Stevens. They state that measuring a student teacher's performance in terms of behaviorally stated tasks serve four vital functions:

1. Provides reference for selection of appropriate practice for supervisors and student teachers;
2. Guides supervising teachers in systematic and accurate observation of teaching;
3. Provides a continuum of criteria as a base for more precise evaluation, and
4. Generates data for teacher education program improvement.

h) Humanistic Evaluation Model

Advocates of the humanistic evaluation model for student teachers stress attitudes, open communication, genuineness, empathy, and warmth. This model emphasizes the development of self and individual identity. It aims to get student teachers to be more cognizant of student as persons rather than to learn to be masters of delivering content to an audience.

Provincial and state territories across North America vary greatly in population, language,

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demographics, geography and other social factors. As such the universities and colleges that offer pre-service education recognize unique factors about the student populations they serve, and in response have created unique programs to meet those needs. That being said, there are two major components that are common to pre-service education programs -Practicum and Course work.

To complement the practicum, pre-service programs offer academic based courses, designed to expose teacher candidates to collaborative inquiry, current research, educational philosophy, theory, pedagogy and practical resources to provide a foundation for their work as educators. This, combined with the experience gained through the practicum prepare the next generation of teachers for the challenges of the classroom. After completing a pre-service program, a graduate must apply for certification to be hired by a public school board. This is granted by a provincial or state governing authority. Not all pre-service programs are designed the same and a certificate obtained in one country may not be recognized in another. Within the US, state-to-state reciprocity is limited. In Canada jurisdictional requirements for teacher education differs provincially, and each province has a designated authority responsible for the evaluation, certification and provision of teacher qualifications. It is significantly more challenging to receive certification in a state or province other than that in which the teacher attended their pre-service program. This makes it difficult for pre-service graduates to find employment outside of the state or province in which they received their training.

The Australian Institute for Teaching and School Leadership (AITSL) is Australia's leading provider of pre-service teacher education. Their program is relevant to teachers who are supervising a pre-service teacher teacher in their preparation for solo teaching. A teaching programme designed to foster the reflection on and development of more sophisticated epistemological beliefs was implemented with 29 pre-service graduate teacher education students at the Queensland University of Technology, Brisbane, Australia. As part of the year-long teaching programme, students were required to reflect in journal entries on the content of an educational psychology unit in relation to their epistemological beliefs. The students engaged in this teaching programme (the research group) were interviewed in relation to their beliefs at the beginning (Time 1) and conclusion (Time 2) of the teaching programme. Students in a comparison group were not encouraged to explicitly reflect on their epistemological beliefs. They were asked to complete written statements about their beliefs about knowing at the beginning (Time 1) and end (Time 2) of the year-long unit. Schommer's(1990) epistemological beliefs questionnaire was administered to both the comparison and research groups at Time 1 and Time 2. This questionnaire measured beliefs about knowing. The results of both the quantitative and qualitative data analysis indicated that the group of students engaged in the teaching programme experienced more growth in sophisticated epistemological beliefs. The success of the teaching programme has implication for how teacher educators develop learning environments.

Pre-service teachers are expected to know about and demonstrate the capacity to collaborate when they enter the teaching force (Michael & Miller, 2011). "The ongoing culture of reform in U.S. teacher education provides a rich opportunity to explore the new levels of collaboration that will be needed to achieve the goal of preparing teachers to work effectively across the full range of students they encounter in today's classroom – among them students who have disabilities" (Pugach & Blanton, 2009, p. 575). Preservice teachers need to witness effective collaborative relationships between teachers before they enter the classroom (Michael & Miller, 2011). This can be problematic if preservice teachers do not have an opportunity to observe collaboration at the university or classroom level. In the teacher preparation program at mid-western university, pre-service teachers complete their language arts and social studies methods course in the same semester as the integrated curriculum course. The Language Arts/Social Studies course is designed to prepare students to teach language arts and social studies to children in preschool through third grade from a holistic, developmentally appropriate perspective. Pre-service teachers become more familiar with best practices, teaching strategies, and classroom application in regards to the disciplines of language arts and social studies instruction. The university classroom involves collaborative learning within a constructivist seminar setting and a field component for observation and strategy implementation in the early childhood classroom. By completing this course, pre-service teachers have a better understanding of reading education, more specifically, the interrelationship of reading, writing, speaking, and listening. Goals and outcomes for the course incorporate the use of current, effective methods and materials for teaching preschool through primary grades language arts and social studies; the integration of the language arts/social studies objectives with other disciplines; and, the integration of technology in planning and implementing lessons within the scope and sequence of the early childhood classroom. Assignments are developed to assess pre-service teachers' understandings of the course description and goals. Pre-service teachers synthesize their knowledge of the course content to complete their final assignment which is an Interactive Learning Project.

The purpose of the Integrated Curriculum course is to teach pre-service teachers both the

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theoretical reasons and practical model for writing an integrated unit of instruction. The expectation is that by the end of the semester the university students will be able to formulate, and create an integrated unit of instruction that is both theoretically sound as well as practically useful. Ideas about teacher education are strongly influenced by a received wisdom about learning to teach. Most citizens in the United States who have thought much about teaching subscribe to the received wisdom, and most teachers subscribe to it as well. The most vocal and visible group not subscribing to the received wisdom is teacher educators. According to received wisdom, teaching is fundamentally a self-evident practice. What to teach should be obvious if you know your subject, and what to do at any given moment should be obvious from the situation. Therefore learning to teach consists of two main parts: you learn the subject you intend to teach through college-level liberal arts courses, and you refine your technique and personal style through experience in your own classroom. Most versions of the received wisdom end here. Some versions add a small role for teacher education, acknowledging that there might be some benefit from studying child psychology or perhaps research on teaching. But the role of teacher education is still considered to be relatively modest. Even reform movements, which usually acknowledge that there might be more to teacher learning than meets the eye, often subscribe to the received wisdom and concentrate more attention on continuing professional development than on pre-service teacher education. Consistent with received wisdom, reformers tend to believe that a great deal of teacher learning occurs in the context of practice, that teachers can continue to refine their techniques throughout their careers, and that this is where reform efforts should be concentrated. It describes their experience of learning to teach, and many studies of teacher education programs indicate that teacher education is indeed a weak intervention. Comparisons of teachers who have received different amounts or kinds of teacher education often indicate only slight differences between groups, thus suggesting that teachers are learning the things that matter most from either their liberal arts courses or their own experiences teaching. There is, though, an invisible element in learning to teach that the received wisdom does not mention. The sociologist Dan Lortie pointed out over twenty years ago that teachers go through a lengthy apprenticeship of observation in that they spend their entire childhoods observing teachers teach. Lortie suggested that the endurance of traditional teaching practice derives in part from the fact that teachers are highly likely to teach in the way they themselves were taught.' Their experiences in primary and secondary schools give them ideas about what school subject matter is like, how students are supposed to act in school, and how teachers are supposed to act in school. Thus, when they begin to teach, they adopt the practices of their former teachers. If their elementary teachers represented the school subject of writing as a set of grammar rules, for instance, rather than as a way to organize thoughts and communicate ideas, they will tend to teach writing this way themselves. The apprenticeship of observation is an important omission from the received wisdom model of teacher learning, yet it is likely that the model itself would not work if the apprenticeship were not there. This apprenticeship gives teachers a frame of reference that allows them to interpret their experiences and gives them some ideas of how to respond to them. That is, one reason teachers are able to learn to teach almost exclusively through their own teaching experiences is that they know what is supposed to happen. Their frame of reference enables them to judge their daily successes against a standard of expectations. Consequently the received wisdom model of teacher learning seems to work because teachers have already learned so much about what the practice of teaching consists of.

Students' learning should be facilitated in such a way that local and global resources, support, and networks can be harnessed to maximize the opportunities for their developments during the learning process. Thus through localization and globalization there are multiple sources of learning, students can learn inside and outside their schools, and students are not limited to a small number of teachers in their schools. Participation in local and international learning programs can help them achieve a community and global outlook and experiences beyond schools. Moreover, this learning can be networked locally and internationally.

Each student can belong to a group of life-long partner students in different corners of the world, who share their learning experiences. When education is conceived as life-long learning and discovery (Mok & Cheng, 2001), learning opportunities are unlimited. Students can maximize the opportunities for their learning from local and global exposures through Internet, web-based learning, video-conferencing, cross-cultural sharing, and different types of interactive and multi-media materials (Ryan, Scott, Freeman, & Patel, (2000). Students can learn from world-class teachers, experts, peers, and learning materials from different parts of the world. Sociologist Dan Lortie pointed out over twenty years ago that teachers go through a lengthy apprenticeship of observation in that they spend their entire childhoods observing teachers teach. Lortie suggested that the endurance of traditional teaching practice derives in part from the fact that teachers are highly likely to teach in the way they themselves were taught.' Their experiences in primary and secondary schools give them ideas about what school subject matter is like, how students are supposed to act in school, and how teachers are supposed to act in

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i) Related Studies

j) Foreign studies

The study of Eren, Esra et al. (2015), investigated pre-service competencies and their perceptions of necessity about using practical tools for content development. The study was designed using pre- and post-test experimental design method. The study group consisted of 170 pre-service teachers at a public university in Turkey. The Practical Tools for Content Development (PTCD) scale was used for data collection. Pre-service teacher had been trained about practical tools for 14 weeks during the Computer II course in spring semester. In this study, two dependent variables, pre-service teachers' competencies and perceptions of necessity about using practical tools fro content development, were analyzes with respect to three independent variables. Means and standard deviations for pre- and post-tests, t-test results comparing the pre- and post-test scores for the whole group; results of the independent t-test according to gender, and the results of the variances analysis in terms of department and daily internet use variables and single factor variance analysis (ANOVA) were applied. It was observed that the competency levels of pre-service teachers increased from medium to high. A slight decrease was observed in in pre-service teachers perceptions of necessity. No significant differences were observed in competency levels of pre-service teachers depending on gender, department and daily internet use variables. Female participants' level of perceptions of necessity was significantly higher than the males, whereas there was no other significant differences. It can be concluded that Computer II course might have an important role to improve pre-service teachers' competencies and skills on the use of practical tools for content development. (data retrieved at www.e-iji.net, September 7, 2016).

Kristina Monica Klofter (2014), in her study entitled " Pre-service teacher education and classroom management: an evaluation," pointed out that childhood emotional, bahavioral and learning problems are prevalent in the elementary classroom settings. It is therefore imperative to evaluate pre-service teacher training in classroom management. Studies were conducted to evaluate the effectiveness of a proactive behavioral management course at a Canadian teacher's college. Participants completed questionnaires assessing their self-efficacy, teaching style, and teaching attitudes and partook in simulated classroom scenarios. Significant findings highlight the positive influence on pre-service teachers' self-efficacy, teaching style, emotions and reactions towards children, and their use of classroom management strategies. The research may further the development of pre-service teacher training in classroom management.

The pre-service teachers' evolving beliefs on teacher qualities were viewed as being socially constructed with meaning created within the social context. A post-positivist perspective was taken, which assumes a scientific approach to research requiring that quantitative data be used in a reductionist and logical way with an emphasis on empirical data collection. The study of Lynn Sheridan (2011), focuses on the pre-service teachers' perceptions of valued teacher qualities as they progressed to graduate teacher and aims to identify pre-service teachers' perceptions of effective secondary teacher qualities (attitudes, knowledge and

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skills) as they progress through thgeir four-year undergraduate degree.

The pre-service teachers' prior experience, age and gender influenced their perceptions. Perceptions were not fixed because their views on knowledge, pedagogy professional and interpersonal qualities differed in response to new learning priorities. Learning for the pre-service teacher was developmental, moving from the focus on self to a deeper, more insightful ethical, professional view of themselves. Further, the study revealed the complex nature of the hidden curriculum stemming from the teacher educators' personal aspirations and external factors that affected course design. The findings of this study will contribute to understanding the often "neglected" voice of the pre-service teacher and will inform discourse on how to guide future teacher education.

The study of Suzanne Hudson (2011), entitled "Pre-service teachers' perceptions of their middle schooling teacher preparation: a sample of the Australian context," reviewed into teacher education and reform measures, such as implementing professional standards for teachers, are designed to raise the quality of education. Such reviews and reforms also target preservice teachers; hence universities examine their teacher education programs to address these issues, including developing programs that are current with the literature. Over the past fifteen years, concerns have arisen about Australian early adolescents and their disengagement from the schooling system, their "at risk" behavior and their need for social, emotional and academic support. These concerns have prompted a middle schooling movement in Australia with the literature recognizing a need for specialized middle school teachers. As a result, various universities have responded by developing courses specifically designed to graduate teachers who possess the theoretical and pedagogical knowledge for engaging early adolescent learners. This mixed-method study analyzed the responses of pre-service teachers from three universities across two states in Australia near the completion of their middle years teacher preparation program. The three aims of the study were to: (1) ivestigate final-year pre-service teachers' perceptions of their confidence to teach in the middle years of schooling; (2) analyze the experiences included in their teacher preparation course that made them feel confident; and (3) describe strategies for enhancing middle schooling teacher education preparation. Data were gathered from final-year pre-service teachers (n=142) using a survey that was developed in response to middle schooling literature and the Professional Standards for Queensland Teachers (Queensland College of Teachers, 2006). A questionnaire collected extended information about the participants' (n=142) experiences that made them feel confident. It also gathered III information about strategies for enhancing middle years teacher preparation. One-tone, 45-minute interviews (n=10) were conducted to elicit in-depth responses aligned with the research aims. Quantitative results indicated that the majority of pre-service teachers (n=142) claimed confidence associated with survey items relating to creating a positive classroom environment (range: 70-97%), developing positive relationships for teaching (71-98%), pedagogical knowledge for teaching (72-95%), and implementation of teaching (70-91%). Qualitative findings suggested that the experiences that assisted them to be confident for teaching were practicum and associated field studies coursework, a positive mentor teacher, specifically designed middle years subjects, the pedagogical approaches of university staff, and other real world experiences such as volunteering in schools and participating in professional development alongside their mentors. This study demonstrated that universities presenting middle years teacher preparation need to consider: the quality of the practicum experience; the suitability of mentor teachers; the significance and practicalities of middle years subjects; university lecturers' modeling of pedagogical practices; and the inclusion of real-world learning experiences. Although the findings of this study provided evidence as to how preservice teacher confidence for teaching has been influenced by their middle schooling teacher preparation, further research is required to investigate how confidence translates into practice within their first years of teaching.

Amal Abdullah (2010), in his study "Examining pre-service teachers' understanding of multicultural education," stressed that as the student population within the United States" K-12 public schools becomes increasingly diverse (Banks, 2007), multicultural education is of the essence. Thus, it is imperative for teacher education programs to prepare pre-service teachers to develop the knowledge, skills, and dispositions necessary in order to foster a holistic multicultural education in K-12 classrooms and schools. However, in order to achieve the aforementioned, teacher educators must gain an awareness of pre-service teachers" understanding of multicultural education. This qualitative research study, which represented an ethnographic case study, examined pre-service teachers" understanding of multicultural education. More specifically, the pre-service teachers" understanding of multicultural education was analyzed within James A. Banks" (2007) conceptual framework, "the dimensions of multicultural education" Furthermore, this study examined how an introductory education course impacted the pre-service teachers" understanding of multicultural education.

The participants in this study were pre-service teachers enrolled in an introductory education course at the Judith Herb College of Education at The University of Toledo. The researcher employed the use of multiple

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data collection methods, and the data generated from pre- and post-questionnaires, philosophy papers, and field notes were analyzed. The data analysis provided insight into the pre-service teachers" understanding of multicultural education, and it indicated that the course influenced their understanding. The results from this study could be utilized to develop or contribute to the further development of an introductory education course.

Laura Jacobsen Spielman (2008), examined the curriculum network of an elementary teacher education program at a large public university in the United States. Using ethnographic data (e.g., interviews with pre-service teachers and faculty, observations in and outside of coursework, and other artifacts), the questions addressed of how pre-service teachers characterized relationships between teacher education program components, how those characterizations varied and changed, and how pre-service teachers explained the value or relevance of program components to teaching. She discussed how preservice teachers shaped their understandings of main program emphases, describe how they tended to experience closer correspondence between program recommendations and the policies and philosophies in certain schools and classrooms in suburban county schools near the university compared to the policies and philosophies in certain schools and classrooms they identified as having, for example, fewer resources (e.g., funds, manipulative). She made the case that the program-based philosophies developed by and for the pre-service teachers helped to coordinate context-specific meanings and relevance for program components and further to construct failures of the kind where either (1) schools interfered with the accomplishment of program objectives or (2) program objectives proved unrealistic for schools. Without intending to, and perhaps even contrary to certain program intentions, program suggestions treating instruction as context-independent tended to favor middle-class White children and to marginalize urban or diverse schools and classrooms, or schools having more limited resources, as viable places to engage in program-recommended practices for good teaching.

These results have potential implications for practice in teacher education and mathematics education and also have relevance to discussions of ongoing standards-based teacher education and mathematics education reforms. These results help to reveal certain limitations of popular ways of defining and researching preservice teachers' learning and teacher education program coursework and fieldwork relationships. Teacher educators or researchers might benefit from considering how to more substantively integrate curriculum and give greater attention to *place* and to the broader socio-political goals.

The study of Catherine A. Traister (2006), focuses on the perceptions of student teachers, cooperating teachers and university supervisors, from a small rural university the Pennsylvania State University, regarding assessment during the student teaching experience. A sampling from each study population shared their views, thoughts, experiences and recommendations for assessment. The participants were selected from a pool of student teachers that were identified by a methods instructor from each of the four majors. Each methods instructor was asked to identify all of the student teachers, from within their particular major, that performed well in their professional methods courses and could articulate well. From those students selected, the researcher attempted to choose an equal number of males and females while covering a wide geographical area. Once the student teachers were selected, the cooperating teacher and university supervisor that were assigned to each student teacher were identified.

Data were collected by an interview method immediately after the conclusion of the student teaching semester. Eight student teachers, eight cooperating teachers and five university supervisors participated in the study. All of the participants responded to a series of semi-structured questions and audio-recordings were transcribed to provide a rich description. Reoccurring themes were present among the triad members and documents were analyzed to validate information that was provided. Methods of assessment that were described by the participants included; observations, conferences, formative and summative competency forms, journaling, video-taping, portfolios, PDE 430 forms, and letters of recommendation. Other graded assignments that were mentioned included; unit plans, lesson plans, and bulletin boards.

The most referred to method of assessment was the formative and summative assessment form. All triad members agreed with the need for and importance of the document but most agreed that the document could be improved upon. None of the participants recommended eliminating any of the current forms of assessment, except for the PDE 430 form which was believed to be repetitive of other forms of assessment. Participants understand the value and importance of assessment and find each form helpful when executed in a consistent manner. The study revealed an agreement between the triad members when asked what they perceived to be the roles of each triad member in assessment during the experience. The role of the student teacher was very concise as all triad members cited self reflection as the most important role in assessment for the student teacher. It was noted that the cooperating teacher's role was viewed as a mentor and providing feedback. The university supervisor is the gate-keeper and liaison between the school placement

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and the university; as well as the role of assigning the final grade. The most popular response was attitude, when cooperating teachers and university supervisors were asked what factors affect the assessment outcomes. They saw this as a very big obstacle that would affect everything about their participation.

Communication is the key to every aspect of assessment. It is the researcher's recommendation that each major invite a group of cooperating teachers to sit down to share their experiences and philosophies in order to explore changes to the process. As well, student teachers might be asked to contribute in a separate meeting. A small forum would allow the participants to feel more comfortable to share their thoughts.

k) Local studies

Nicette N. Ganal (2015) pointed out that practice teaching program is designed to prepare student teachers for the leadership role they are to perform as regular teachers. It enables them to have a genuine task on the nature of teaching experiences. It provides the link between practice teaching on campus and actual work they will do in the future. Practice teaching is really intended for student teachers to continue their introduction in the field of teaching with the goal of helping to educate the youth of today. Student teaching leads the future teacher to understand student teaching experiences as well as teaching itself which involves many challenging tasks, and require hard work. Ganal's study employed the descriptive-survey to gather and analyze the problems and difficulties the 100 BEEd and BSEd students encountered during practice teaching. The instrument used to gather data was questionnaire on problems and difficulties students encountered during practice teaching. This relates to personal problems, teacher's preparation problems, class participation problems, class management problems, instructional problems, problems on evaluation, emotional problems, and problems in adjusting to pupils/students. To arrive at the correct analysis and interpretation of data, frequency, percentage and rank were used.

Findings disclosed that the problems and difficulties encountered relate to homesickness, financial adjustment, learners, classroom management, communication skills, instructional skills, instructional materials and evaluation tools preparation and analysis of test results, different feelings and emotions, and on adjustment to the cooperating school as a whole.

Guiab, Marissa. R. (2014) in her study entitled "Perception of Pre-Service Teachers on Services and Academic Programs of Philippine Normal University-North Luzon," stressed the importance of evaluation as a process to determine the success of every endeavor. In education, evaluation is an integral part of all teaching-learning. It gives direction to everything teachers and educators do to improve a school or an educational program. It also brings about modifications in a curricular program through the discovery of its failure or success. Hence, successful programs do not happen without evaluation. In her study, a questionnaire was used to gather data. All data were subjected to descriptive statistical analysis like frequency and mean. Findings revealed that Philippine Normal University provides to some extent the skills on knowledge and technical, communication, human relation, leadership, problem-solving, and information technology. The pre-service teachers' level of satisfaction on the services and learning climate is moderate and low on facilities. The pre-service teachers' perception on the adequacy of training in communication, human relation, leadership, problem-solving and research skills is moderately adequate. Their perceptions on the adequacy and relevance of the academic programs particularly the Bachelor in Elementary Education (BEEd) and Bachelor in Secondary Education (BSE) are both moderately adequate and moderately relevant. Based from the findings, it is recommended that PNU North Luzon has to improve the services, facilities and enhance the curricula with global trends in order to meet the demands of the modern educational system. (Retrieved September 9, 2016 at www.isca.in, www.isca.me)

The beliefs held by pre-service teachers will affect their classroom perceptions and behaviors. Understanding these beliefs is necessary to better understand pre-service teachers, mange educational reforms successfully, and improving their teaching practice. The study of Okut (2014) aimed to explore whether there is a relationship between pre-service elementary teachers' beliefs on education and classroom management. The relational model was used in the study. The study was conducted on 394 third year and fourth year students from five public university. Data analyses were made through descriptive statistics, the Chi square test, One-Way Analysis of Variance (ANOVA), t-Test and Kruskal Walis Test. The study attempted to determine and compare pre-service elementary teachers' educational and classroom management beliefs. They have various beliefs on education and classroom management. The beliefs of future teachers will be reflected in their practices, thus, these research results may contribute to teacher education institutions, policy-makers, teachers and school administrators. (retrieved Sept. 9, 2016 at http://www.academic journals.org/ERR)

The study of Myla N. Conejar (2012), aimed to determine the relationship of student teaching performance and emotional intelligence of the graduating BSED students of SIPC-WVCST Miagao Campus AY 2011-2012. This study used the descriptive-correlational method of investigation. The 39BSEd students were chosen as respondents through stratified random sampling using proportional allocation. This

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study utilized the Emotional Intelligence Evaluation by Nicholas Hall (2002). To determine the student's level of teaching performance and emotional intelligence, Means, and Standard Deviation were used as descriptive Analysis and One-way Analysis of Variance for correlated samples for inferential statistics. The level of significance was set at 0.05 alpha level. This study revealed that as a whole, the level of teaching performance of the respondents is very high and when grouped into field of specialization and teaching aptitude, similarly, the teaching performance was very high. When grouped according to GPA, those students with high to very high GPA had very high teaching performance, compared to those with average GPA whose teaching performance was rated high. The level of their emotional intelligence when taken as a whole and when grouped into field of specialization, teaching aptitude and GPA were on a "need some development". No significant difference existed in the teaching performance when grouped into field of specialization and teaching aptitude. However, significant difference occurred when grouped according to GPA. Students with high to very high GPA had significantly higher teaching performance than those with average GPA. No significant difference in the emotional intelligence when grouped into field of specialization, teaching aptitude and GPA. The teaching performance and emotional intelligence had a slight, negligible correlation and that emotional intelligence contributed only 2.10% of the variation in teaching performance. Statistical result showed that relationship was not significant. It means that students were focused mainly on passing the course.

Rosas (2011) in her study explored pre-service teachers' perceptions regarding their readiness to teach mathematical concepts and their preparation to integrate mathematical topics in instruction. Participants consisted of pre-service teachers who agreed to participate in a state-wide survey. For the purpose of this study, data was disaggregated into two groups: pre-service teachers who attended a private teacher education program and pre-service teachers who attended a public teacher education program. Results of this study indicate that pre-service teachers from both private and public colleges felt adequately prepared to teach mathematics and were indifferent in their perception of their ability to integrate mathematical concepts.

Chapter 3

III. Methodology

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

a) Research Design

This study used 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 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 contains many type of research or various types of researches. Almost 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).

b) The Respondents

The respondents of the study were the 148 BSED and BEED pre-service teachers of Northern Iloilo Polytechnic State College Ajuy Campus, AY:2016-17.

The distribution of respondents is shown in the table.

Category	No. of Respondents	Percent
BSED	38	26%
BEEd	110	74%
	148	100%

c) Research Instruments

The researcher used the questionnaire taken from the book of Beltran (2006), A Guidebook for Supervision of Student Teachers to determine the self-appraisal readiness evaluation of the pre-service teachers.

d) 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 to the fourth year secondary education students and fourth year elementary education students. The researcher also personally retrieved the said questionnaire.

e) Data Processing Method

Data obtained in this investigation were subjected to descriptive statistics. This includes weighted mean, percentage and Spearman rho Percentage was used to determine the proportion of students expressed in percent. The mean was used to

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determine the readiness of pre-service teachers in terms of their profile and in relation to their instructional competencies in instructional preparation, instructional methods, human relations and personal qualities. Spearman rho was used to find out the relationship between BSED and BEED pre-service teachers in terms of their instructional competencies taken as an entire group. The following formulas were used to interpret and analyze the present study:

Mean

$$X = \frac{\sum x}{N}$$

Where:

$\overline{X}$ = mean

$\sum X$ = sum of all scores x

N = no. of respondents

Spearman *rho*

$$r_s = 1 - \frac{6 \sum D^2}{N^3 - N}$$

The following scale of mean was employed for interpretation of self-appraisal readiness evaluation of BSED and BEED pre-service teachers

Scale:			Description
1.0	-	1.74	not ready
1.75	-	2.49	ready
2.50	-	3.24	much ready
3.25	-	4.00	very much ready

Chapter IV

IV. Results, Analyses, and Interpretation of Data

This chapter presents the results, analysis and interpretation of data.

Self-appraisal readiness evaluation of BSED and BEED pre-service teachers in terms of their profile: age, sex and major/field of specialization

Table 1: BSED Self- appraisal readiness evaluation in terms of their profile

Age	Frequency	Percent	Mean	Interpretation
19-21	21	55.26%	2.86	much ready
22-24	9	23.68%	2.97	much ready
25-up	8	21.06%	3.08	much ready
Total	38	100.00%		
Sex				
Male	8	21.06%	2.83	much ready
Female	30	78.94%	3.11	much ready
Total	38	100.00%		
Major Field of Specialization				
English	21	55.26%	2.88	much ready
Physical Science	5	13.16%	3.07	much ready
Mathematics	12	31.58%	2.96	much ready
Total	38	100.00%		

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Scale:			Description
1.0	-	1.74	not ready
1.75	-	2.49	ready
2.50	-	3.24	much ready
3.25	-	4.00	very much ready

Table 1 presents the self-appraisal readiness evaluation of BSED pre-service teachers in terms of their profile: age, sex and major/field of specialization. As shown in the table, there are 21 or 55.26% BSED pre-service having the age of 19-21. The mean of their self-appraisal readiness evaluation is 2.86 which means they are much ready. There are 9 or 23.68% pre-service teachers with the age of 22-24. Their self-readiness appraisal evaluation is much ready as supported by the mean which is 2.97. There are 8 or 21.06% having the age of 25 and above. The table shows that their self-appraisal readiness evaluation has the mean of 3.08 which means they are much ready to have their practice teaching.

In terms of their sex, there are 8 or 21.06% are males. The mean of their self-appraisal readiness is 2.83 which means they are much ready, whereas there are 30 or 78.34% are females. The mean of their self-appraisal readiness is 3.11 which means they are much ready to undergo student teaching this second semester of AY: 2016-17.

In terms of their major field of specialization, there 21 or 55.26% English majors. As shown in the table, the mean of their self-appraisal readiness evaluation is 2.88 which mean they are much ready for practice teaching. There are 5 or 13.16% General Science majors. The result of their self-appraisal readiness evaluation indicates that they are much ready with a mean of 3.07. For Mathematics majors there are 12 or 31.58% students. The mean of their self-appraisal readiness evaluation is 2.96 which means they are much ready for student teaching activity for the second semester AY: 2016-17. Teaching requires that its practitioners clearly understand what should be done to bring about the most desirable learning in the learner and be highly proficient in the skills necessary to carry out these tasks. Teacher education institutions are established to provide quality and holistic pre-service education to prospective teachers. They do not only impart theoretical knowledge but also practical knowledge and skills on pedagogy. At the end of all the sessions in the campus, the prospective teachers carry out their theoretical understandings and appreciations to the field through practice teaching.

Table 2: BEED Self- appraisal readiness evaluation in terms of their profile

Age	Frequency	Percent	Mean	Interpretation
19-21	60	54.55%	2.75	much ready
22-24	28	25.45%	2.91	much ready
25-up	22	20.00%	3.04	much ready
Total	110	100.00%		
Sex				
Male	10	9.09	2.80	much ready
Female	110	90.91%	3.00	much ready
Total	110	100.00%		

Scale:			Description
1.0	-	1.74	not ready
1.75	-	2.49	ready
2.50	-	3.24	much ready
3.25	-	4.00	very much ready

Table 2 presents the profile of the BEED in terms of their age and sex. As shown in the table, there are 60 0r 54.55% BEED pre-service teachers having the age of 19-21; 28 or 25.45% have the age of 22-24; and 22 or 20.00% have the age of 25 and above. The result of their self-appraisal readiness evaluation indicates that they are much ready to undergo practice teaching as shown by result of the mean which are 2.75; 2.91; and 3.04 respectively. In terms of their sex, there are 10 or 9.06% are males and 110 or 90.91% are females. Result shows that the mean are 2.80 and 3.00 respectively for the self-appraisal readiness evaluation which means they are much ready for the student teaching activity.

Moreover, the practice teaching program is designed to prepare student teachers for the leadership role they are to perform as regular teachers. It enables

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them to have a genuine task on the nature of teaching experiences. It provides the link between practice teaching on campus and actual work they will do in the future. Practice teaching is really intended for pre-service teachers to continue their introduction in the field education programs to prepare pre-service teachers to develop the knowledge, skills, and dispositions of teaching with the goal of helping to educate the youth of today. Student teaching leads the future teacher to understand student teaching experiences as well as teaching itself which involves many challenging tasks, and require hard work. It is imperative for teacher necessary in order to foster a holistic awareness of their role as pre-service teachers.

Self-appraisal readiness evaluation of BSED and BEED pre-service teachers in terms of their instructional competencies in: instructional preparation, instructional methods human relation, and personal qualities taken as an entire group

Table 3: BSED pre-service teachers self-appraisal readiness evaluation in terms of their instructional competencies in: instructional preparation, instructional methods, human relation, and personal qualities taken as an entire group

Instructional Competencies	Mean	Interpretation
1. Instructional methods	2.86	much ready
2. Human relations	3.24	much ready
3. Instructional preparation	2.71	much ready
4. Personal qualities	3.08	much ready
Over-all mean	2.97	much ready

Scale:			Description
1.0	-	1.74	not ready
1.75	-	2.49	ready
2.50	-	3.24	much ready
3.25	-	4.00	very much ready

As presented in the table, BSED pre-service teachers' self-appraisal readiness evaluation in terms of their instructional competences taken as an entire group showed that they are much ready. For their instructional method the mean is 2.86, instructional preparation has a mean of 2.71, personal qualities has a mean of 3.08, and human relations having a mean of 3.24. The over-all mean obtained is 2.97 with an interpretation of much ready. It implies that students have undergone thorough assessment especially in decision-making upon choosing the course in college. Success in student teaching depends largely on the student teachers personal and social qualities (Beltran, 1992). The success also relies on how well cooperating teachers trained student teachers how to teach effectively, manage classroom discipline and other related functions. During the student teaching phase, the student teacher develops either a genuine love for or an aversion for teaching. This explains why cooperating teachers who are assigned to assist the student teacher should possess competencies that are necessary for developing the teaching skills of the student teachers (Laruan, 2006). The rationale for this expectation is that the classroom is the primary venue in which students and teachers interact; hence, decisions by teachers as to what to do in this venue will most strongly affect student outcomes. Teacher inputs will be least likely to influence student academic performance because they do so less directly, through encouraging classroom practices conducive to high student performance.

Table 4: BEED pre-service teacher's self-appraisal readiness evaluation in terms of their instructional competencies taken as a whole in: instructional preparation, instructional methods, human relation, and personal qualities

Instructional Competencies	Mean	Interpretation
1. Instructional methods	2.61	much ready
2. Instructional preparation	2.74	much ready
3. Personal qualities	3.22	much ready
4. Human relations	3.03	much ready
Overall mean =	2.90	much ready

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Scale:			Description
1.0	-	1.74	not ready
1.75	-	2.49	ready
2.50	-	3.24	much ready
3.25	-	4.00	very much ready

As shown in the table, BEED self-appraisal readiness evaluation in terms of their instructional competencies taken as a whole indicated that they are much ready for practice teaching this coming second semester of AY: 2016-17. For instructional methods the obtained mean is 2.61, for instructional preparation it has a mean of 2.74, for personal qualities the mean obtained is 3.22, and for human relations the mean is 3.03. The grand mean is 2.90 which means they are much ready to perform a more challenging task - to impart knowledge to the children. This means that the student teachers accomplished or achieved their goals under such circumstances or conditions that would prepare them on perfectness of their crafts. The outcomes and behavioral changes will took place in their teaching performance when they will be in the actual situation. "This would also relate to the standard policy formulated and being practiced in the college in conformity with the CHED Memo in Teacher Education Program which will help established committed students of their teaching performance effectively in the different pedagogies and methods of teaching. It implies that students have undergone thorough assessment especially in decision-making upon choosing the course in college. Likewise, aptitude was one of the requirements in qualifying for the Teacher Education Program that manifests the ability to manage different teaching-learning situations. What teacher and student behaviors teachers perceive contribute most directly to developing and maintaining positive and supportive teachers student relationships. The extent of their interactions influences the academic and behavioral success of students in their classrooms. It is hypothesized that teacher quality is as strongly related to student academic performance, as supported by the study of Michael David Camp. 2011, entitled The power of teacher student relationship in determining student success.

Relationship between BSED and BEED pre-service teachers' self-appraisal readiness evaluation in their instructional competencies taken as an entire group

Table 5: Relationship between BSED and BEED self-appraisal readiness evaluation in instructional competencies taken as an entire group using the Spearman rho formula.

Instructional competencies	SED	EED	Rx	Ry	D	D^2
Instructional methods	2.86	2.61	3	4	-1	1
Human relations	2.71	2.74	4	3	1	1
Instructional preparations	3.08	3.22	2	1	1	1
Personal qualities	3.24	3.03	1	2	-1	1
Grand mean	2.97	2.90				$\sum D^2 = 4$

$$r_s = 1 - \frac{6 \sum D^2}{N^3 - N}$$

$$1 - \frac{6\,(4)}{4^3 - 4}$$

$$1 - \frac{24}{60}$$

$$1 - .40$$

$r_s =$ 0.60 - denotes marked or moderate relationship

Interpretation of correlation value (Calmorin, 2014)

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An r from 0.00 to ± 0.20 denotes negligible correlation
An r from ± 0. 21 to ± 0.40 denotes low or slight correlation
An r from ± 0. 41 to ± 0.70 denotes marked or moderate relationship
An r from ± 0. 71 to ± 0.90 denotes high relationship
An r from ± 0. 91 to ± 0.99 denotes very high relationship
An r from ± 1.00 denotes perfect correlation

The obtained correlation value is 0.60 which denotes marked or moderate relationship (Calmorin 2014). There is a significant relationship between BSED and BEED pre-service teachers' self-appraisal readiness evaluation in their instructional competencies taken as an entire group, The null hypothesis is rejected.

Chapter 5

V. Summary, Conclusions, Recommendations and Implications

a) Summary of the Problem, Methods, and Findings

The study was intended to find out the BSED and BEED pre-service teachers' self-appraisal readiness evaluation in terms of their instructional competencies in instructional methods, instructional preparations, personal qualities and human relations.

Specifically the study aimed to answer the following question:

1. What is the self-appraisal readiness evaluation of BSED and BEED pre-service teachers in terms of their profile?
   a. Age
   b. Sex
   c. Major/Field of specialization
2. Taken as an entire group, what is the self-appraisal readiness evaluation of BSED and BEED pre-service teachers in terms of their instructional competencies in:
   a. Instructional preparation,
   b. Instructional methods,
   c. Human relation,
   d. Personal Qualities?
3. Is there a significant difference between BSED and BEED pre-service teachers in terms of their self-appraisal readiness evaluation in terms of their instructional competencies taken as an entire group?

The subject of the study were the 38 BSED and 110 BEED pre-service teachers of NIPSC Ajuy Campus, AY: 2016-17. This study used the descriptive research design to determine if there is a significant relationship between BSED and BEED pre-service teachers' self-appraisal readiness evaluation. The researcher used the questionnaire taken from the book of Beltran (2006), A Guidebook for Supervision of Student Teachers. Data obtained in this study were subjected to descriptive statistics. This includes weighted mean, percentage and Spearman rho. The following scale is used in interpreting the result:

Scale:			Description
1.0	-	1.74	not ready
1.75	-	2.49	ready
2.50	-	3.24	much ready
3.25	-	4.00	very much ready

Interpretation of the correlation value was taken from the book of CaLmorin, 2014.

An r from 0.00 to ± 0.20 denotes negligible correlation
An r from ± 0. 21 to ± 0.40 denotes low or slight correlation
An r from ± 0. 41 to ± 0.70 denotes marked or moderate relationship
An r from ± 0. 71 to ± 0.90 denotes high relationship
An r from ± 0. 91 to ± 0.99 denotes very high relationship
An r from ± 1.00 denotes perfect correlation

The findings of the study were:

1. There are 21 or 55.26% pre-service teachers having the age of 19-21. The mean of their self-appraisal readiness evaluation is 2.86 which mean they are much ready. There are 9 or 23.68% students with the age of 22-24. Their self-readiness appraisal evaluation is much ready as supported by the mean which is 2.97. There are 8 or 21.06% having the age of 25 and above. The table shows that their self-appraisal readiness evaluation has the mean of 3.08 which means they are much ready to have their practice teaching.

In terms of their sex, there are 8 or 21.06% are males. The mean of their self-appraisal readiness is

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2.83 which means they are much ready, whereas there are 30 or 78.34% are females. The mean of their self-appraisal readiness is 3.11 which means they are much ready to undergo student teaching this second semester of AY: 2016-17.

In terms of their major field of specialization, there are 21 or 55.26% English majors. As shown in the table, the mean of their self-appraisal readiness evaluation is 2.88 which mean they are much ready for practice teaching. There are 5 or 13.16% General Science majors. The result of their self-appraisal readiness evaluation indicates that they are much ready with a mean of 3.07. For Mathematics majors there are 12 or 31.58% students. The mean of their self-appraisal readiness evaluation is 2.96 which means they are much ready for student teaching activity for the second semester AY: 2016-17.

2. There are 60 0r 54.55% BEED pre-service teachers having the age of 19-21; 28 or 25.45% have the age of 22-24; and 22 or 20.00% have the age of 25 and above. The result of their self-appraisal readiness evaluation indicates that they are much ready to undergo practice teaching as shown by result of the mean which are 2.75; 2.91; and 3.04 respectively. In terms of their sex, there are 10 or 9.06% are males and 110 or 90.91% are females. Result shows that the mean are 2.80 and 3.00 respectively for the self-appraisal readiness evaluation which means they are much ready for the student teaching activity.
3. BSED pre-service teachers' self-appraisal readiness evaluation in terms of their instructional competences taken as an entire group showed that they are much ready. For their instructional method the mean is 2.86, instructional preparation has a mean of 2.71, personal qualities has a mean of 3.08, and human relations having a mean of 3.24. The over-all mean obtained is 2.97 with an interpretation of much ready.
4. BEED self-appraisal readiness evaluation in terms of their instructional competencies taken as a whole indicated that they are much ready for practice teaching this coming second semester of AY: 2016-17. For instructional methods the obtained mean is 2.61, for instructional preparation it has a mean of 2.74, for personal qualities the mean obtained is 3.22, and for human relations the mean is 3.03. The grand mean is 2.90 which mean they are much ready to perform a more challenging task.
5. The obtained correlation value is 0.60 which denotes marked or moderate relationship (Calmorin 2014). There is a significant relationship between BSED and BEED pre-service teachers' self-appraisal readiness evaluation in their instructional competencies taken as an entire group, Therefore, the null hypothesis is rejected.
6. An action plan is recommended in this study.

b) Rationale

One of the major concerns in every academic institution is to provide quality education. This encompasses students' academic achievement and development of their personality. The teacher education curriculum of any teacher training institution has a very valuable component which a senior education student undertakes for one semester. This is student teaching which is considered as the key phase of teacher education program (Beltran, 2006).

Areas of Concern	Objectives	Activities	Persons Involved	Time Frame	Evaluation
1. Pre-service Teachers' Competencies	Strengthen pre-service teachers competencies	Attendance in seminars conducted by the School of Education, PAFTE, SUCTEA and any other similar activities related to teaching	Administrator Dean of Instruction Department Chair Student teaching supervisor Pre-service teachers	Before the start of every second semester (5 days training and workshop)	Pre-service teachers uses different strategies in teaching as observed by their critic teachers
A. Teaching Strategies/ Skills	Use different strategies and approaches in teaching				
B. Evaluation and Remediation Strategies	Develop skills in evaluation and remediation strategies				
C. Classroom Management and Discipline	Acquire techniques in classroom management and discipline				
4. Personal and Social Qualities	Develop and improve the social and personal qualities of a good professional teacher				

c) Conclusions

In view of the finding, the following conclusions were drawn:

The self-appraisal readiness evaluation of BSED and BEED pre-service teachers in terms of their profile: age, sex and major/field of specialization was interpreted as they were much ready for the practice teaching activity for the second semester of AY: 2016-17.

BSED pre-service teachers' self-appraisal readiness evaluation in terms of their instructional competencies in: instructional preparation, instructional

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methods, human relation, and personal qualities taken as an entire group showed that they are much ready as supported by the over-all mean which is 2.97.

BEED pre-service teachers' self-appraisal readiness evaluation in terms of their instructional competencies taken as a whole in: instructional preparation, instructional methods, human relation, and personal qualities had a mean of 2.90 which means that they are much ready to undergo practice teaching.

It was concluded that there was a moderate relationship between BSED and BEED pre-service teachers' self-appraisal readiness evaluation in their instructional competencies taken as an entire group, Therefore, the null hypothesis is rejected.

d) Implications of the result of the study

Evaluation is a process to determine the success of every endeavor in education. It is an integral part of al teaching-learning. It gives direction to everything teachers and_educators do to improve a school or an educational program. It also brings about modifications in a curricular program through the discovery of its failure or success. Hence, successful programs do not happen without evaluation. The process of evaluation involves gathering information so that decisions will be supportable and applying criteria to the available information to arrive at justifiable decision. The process is done systematically so that others can follow along__and learn. It is also documented so that the steps in a decision process about a program can be traced and when necessary, the results can be reviewed and communicated clearly and accurately. Based on the findings, an enriched instructional program will be prepared for the implementation. As regards teachers' competence, provide challenging task applicable to real life.

e) Recommendation

1. It is recommended that NIPSC Ajuy Campus has to improve the services, facilities and enhance the curricula with global trends in order to meet the demands of the modern educational system.
2. Department chair of the program, student teaching supervisor and cooperating teacher should collaborate with each in order to help pre-service teachers' developed their teaching competencies. Regular monitoring is recommended.
3. Communication is the key to every aspect of assessment. It is recommended to invite a group of cooperating teachers to sit down to share their experiences and philosophies in order to explore changes to the process. As well, student teachers might be asked to contribute in a separate meeting. A small forum would allow the participants to feel more comfortable to share their thoughts.
4. Further research is required to investigate how confidence will be developed and translated into practice within the pre-service teachers during their internship period. It may further the development of pre-service teachers in their classroom management and teaching skills. The findings of this study may reveal the real situations of students during the student teaching period so that prompt and necessary remediation and resolutions will be planned and implemented.
5. The result of this study will served as useful benchmarks in curriculum planning and re-designing of pre-service teacher education programs administered in teacher education institutions in the NIPSC System.

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Specification a Model of Agenda of Knowledge

By Cruz García Lirios

Abstract- *Background:* Studies of educational institutionalism warn; 1) the administration of a traditional culture and leadership as the guiding axis of academic programs ; 2) the establishment of an agenda focused on knowledge management , entrepreneurship and innovation; 3) strategic alliances between universities and companies as the central axis of vocational training; 4) multidisciplinary collaborative networks.

Objective: Specify a model for digital entrepreneurship research.

Method: A non-experimental, cross-sectional and exploratory study was carried out with a non-probabilistic selection of indexed sources in repositories of UNAM and UAEMEX.

Results: The model specification includes five explanatory hypotheses of the dependency relationship trajectories between eight variables-beliefs, values, perceptions, knowledge, motives, attitudes, intentions and behavior.

Keywords: *higher education, educational innovation, transformational leadership model, OECD member countries, ICT.*

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Results: The model specification includes five explanatory hypotheses of the dependency relationship trajectories between eight variables - beliefs, values, perceptions, knowledge, motives, attitudes, intentions and behavior.

Discussion: Because the specified model aims to anticipate entrepreneurship as a result of institutionalist administration and knowledge management, entrepreneurship and innovation, its empirical contrast is recommended.

Conclusion: The specification of the model establishes the differences between teachers, students and administrators regarding the evaluation, accreditation and certification of the quality of academic processes and products, as well as anticipates knowledge management, entrepreneurship and innovation scenarios.

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I. Introduction

Studies on l venture established : 1) The synergy between higher education institutions and micro, small and medium enterprises (MSMEs) ; 2) The establishment of knowledge networks between universities, technological institutes, research centers and industries; 3) The formation of scientific, technological and industrial agendas prior to the multidisciplinary academic exchange ; 4) The framing of topics such as technoscience, nanotechnology and digital entrepreneurship ; 5) The formation of talents and leadership (Walgrave. and Van Aeist, 2006).

The purpose of this paper is to specify a model for the study of correlation trajectories between the variables reviewed in the theoretical, conceptual and empirical frameworks related to digital entrepreneurship.

Indicators of educational quality of the Organization for Economic Co-operation and Development (OECD), located in Mexico in recent. This text intends to carry out a non-experimental, cross-sectional and exploratory study of three portals that collect and give access to scientific documents published in Spanish (Dialnet, Latindex, Redalyc), also called “indexed sources”, to: a) review the human capital theory to extract indicators of formative quality; b) establish the hypotheses of correlation trajectories between the quality of life indicators; c) compare the specified model with others to discuss its scope and limits; d) propose a comprehensive model considering the theoretical, conceptual and empirical frameworks reviewed.

The specified model included four hypotheses, five constructs and four indicators for each of these; all related to the correlation trajectories between the variables.

Study in relation to other models of leadership and using electronic devices, identified the scope and limits of the specified model as well as possible integration into future research.

A comprehensive model for the study of digital entrepreneurship would include leadership and psychological variables around the acceptance, adoption and intensive use of Information and Communication Technologies (ICT).

First, it states that e l education system in Mexico, at the upper level, accuses a greater presence of Higher Education Institutions (IES) of a private nature regarding s public IES. Being Mexico City, the entity with the most private HEIs, followed by the State of Mexico and the state of Puebla. While it is the state of Veracruz, which has the highest percentage of public HEIs, followed by Mexico City and the State of Mexico.

On the other hand, to carry out a comparison of the distribution of both public IES and private, with other countries in the Organization for Cooperation and Development Economic (OECD) structured under a scheme that favors financing public of the education sector, above others, such as the health sector; or balanced financing; it is observed that Mexico is among the countries that allocate greater public financing to the education sector; However, at the same time, it is located at the same level as the Czech Republic, a country that allocates more economic resources to the health area. In addition, it is at a lower level than Canada, which has a balanced system of financing in education and health.

From the above, it follows that, although Mexico occupies intermediate places in the OECD listings, if it is considered a type of financing in health and education. However, by including other indicators of educational

Author: e-mail: bundestrans@yahoo.com

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quality, such as: educational innovation, research, collaboration and availability of talents or competitiveness the country occupies a lower place with respect to Brazil, Chile, Costa Rica and Puerto Rico.

Synthetically is possible to say, considering the competitiveness indicator and talent training, HEIs both public and private, located in Mexico at rates lower quality relative to other member countries of the OECD, and even the region Latin America.

II. Theory of Agenda Setting (Rational Choice and Human Capital)

The relationship between State and citizenship, mediated by an agenda in which education, science and technology are central themes of human development, supposes; 1) the influence of contexts, sources, audiences and devices on public opinion; 2) the establishment of symbols from which the impact of citizens on public policies is interpreted; 3) the representation of progress indicated by strategies, speeches and knowledge styles; 4) the intensive use of electronic devices for the diffusion of innovations; 5) barriers to digital entrepreneurship identified in audience styles such as stalker, troler or buller (McCombs and Stroud, 2014) .

The rational choice paradigm that involves the ability to collect and process sufficient information for decision-making that reduces costs, while increasing profits, derived from the theory of human capital , which aims to explain the relationship of dependence between citizens named as implementation of policies public, in which the fields of education and health are all factors are crucial for proper development called for García, et al. (2015), the result of the combination of educational policies, systems educational and IES, seeking to promote the capabilities of people (in the form of emotions, speeches, skills and knowledge) oriented entrepreneurship, innovation, productivity and competitiveness .

In other words, human capital is an educational training process that is made up of two aspects: on the one hand, there are the opportunities for academic training generated by the State, while on the other there are the individual (cognitive and contextual) capabilities. Consequently, those who have more educational training and experience in the processes will be considered talents. This is because knowledge and skills are perfected and accumulated in order to provide solutions in public management and administration (García et al., 2016).

Finally, it is emphasized that e n the case of indicators of educational quality , such as research, the collaboration and innovation, not only determine the human capital, but also to locate these in key sectors of the economy, explain the development of a country, since it is these talents who will carry out the management and administration of public goods and resources, but if the agenda is rather inhibited by audience styles such as stalker , buller or troller, then digital entrepreneurship not only You must include these inconveniences in the business model, but also identify the reasons that these Internet users have to discredit the entrepreneurial initiative or the innovative proposal.

That is, if rational choice and human capital reflect a style of proactive audience that coexists with inhibitory styles of entrepreneurship and innovation, then business models must conform to this complex dialectic, while identifying the reasons for the hearings will be possible to establish a dialogue to highlight the competitive advantages of the product or service that is intended to be carried out on the Internet, social networks or email.

III. Specification of the Innovative Entrepreneurship Model

The model includes five hypotheses of correlation trajectories between the variables used by the state of knowledge to explain 1) the establishment of an educational, scientific and technological agenda; 2) the professional formation of human capital, talents and leadership; 3) knowledge networks around strategic alliances between universities and for-profit organizations; 4) the quality of educational processes and products in terms of evaluation, accreditation and certification; 5) barriers that inhibit and/or stimulate entrepreneurship and digital innovation.

The model assumes that there is a close relationship between values and motives (hypothesis 1) since. If entrepreneurship is guided by cooperation values and is intrinsically motivated, then it is an altruistic style that does not seek to maximize cost benefits. Even if entrepreneurship is the result of expected benefits but interrelated with the belief that opportunities are increasingly scarce (hypothesis 2), it is determined by traditions, customs and customs deeply rooted in productive and innovative sectors. Thus, values, beliefs, perceptions, motives and knowledge anticipate the emergence of provisions in favor of innovations in the face of a shortage of opportunities (hypothesis 3). If such provisions are in favor of an innovative culture that coexists with the authoritarianism of traditional leaderships, consequently, decision-making will favor innovative entrepreneurship (hypothesis 4). Precisely, the balance in favor of cost benefits not only reflects the rational choice of human capital or the prospective of talents and leaderships, but also predicts the emergence of a lifestyle with provisions inherited from the academic or labor culture and provisions learned from trials of more success than errors (hypothesis 5).

In this way, the establishment of an agenda in higher education, science and technology, at the local

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level, consists in the orientation of cooperation, beliefs of lack of opportunities, perceptions of areas of opportunity that will determine intrinsic motives such as the need to be informed about the alternatives of prosperity in knowledge networks, as well as the dispositions to know and acquire skills that delimit entrepreneurial decisions and generate proposals, agreements and co-responsibilities within academic groups.

IV. Final Considerations

The contribution of this work to the state of knowledge lies in the specification of a model for the study of entrepreneurship considering a) the context of lack of opportunities and abundance of initiatives that, however, are disconnected from agreements and co-responsibilities between citizens and the state; b) business promotion policies limited to MSMEs that force them to merge or ally with multinationals; c) the absence of a culture of social and organizational entrepreneurship avoided by an ideology of cooperativism where profits do not exceed costs; d) knowledge networks established in professional practices or social service, but without follow-up by the university or company; e) the dissociation between theoretical subjects with respect to professional practices; f) the confinement of disciplines and the lack of multidisciplinary systems (Weaver, 2007).

However, educational institutionalism has been the preponderant barrier that not only inhibits, but also reduces to its minimum expression any initiative or proposal that contradicts its principles of reproduction of the differences between talents and leaderships; unilateral or majority decisions against dissident groups; predominance of the climate of relations over the task climate; direction and control from traditional leaderships; conservation of processes that have not always been efficient, effective or effective.

Aguilar et al., (2016) warn that institutionalism determines entrepreneurship directly through financing and resource distribution policies, but indirectly institutionalism has a greater dissipative effect because it determines the priorities of an institution among which entrepreneurship and Innovation is not a central issue in the institutional agenda because it refers to change and the quality of processes and products.

Once institutionalism has penetrated the academic spheres, its reproduction is imminent. Carreón, Hernández and García (2014) demonstrated that through the teaching-learning process, as well as the extra-curricular process, the agenda is established as a legacy of the public agenda. That is, if citizen opinion is immersed in issues established by traditional media, then student, teacher or administrative opinion will also be influenced by those same issues.

Institutionalism generates academic exclusion, since those who do not follow the guidelines of educational policies, their voice and vote will be considered peripheral in the discussion of the central issues established by the media and disseminated in the classroom and other university spaces (García, 2011).

Therefore, in the face of institutionalism, dissenting groups organize themselves in collaborative spheres and knowledge networks in order to be able to counteract the effects of the agenda on vocational training, professional practices and social service, although García (2013) poses a decoupling between academic objectives and business purposes and observe two types of entrepreneurship; one mediated by traditional cultures and leadership styles that limit innovations, but reinvent institutionalism and another mediated by information technologies that drive proposals, agreements and co-responsibilities.

However, only a few Internet entrepreneurs are able to build a personal agenda and contrary to the institutionalist agenda. Because Internet use is limited, only those who have the resources and financing are eligible to establish a personal agenda in the classroom and other instances (García, 2014).

Therefore, digital entrepreneurship is subject to a context that limits its emergence as an alternative for establishing an agenda and building collaborative networks.

García (2015) specified a model in which culture had no direct or indirect influence on innovation strategies but developed a model in which decisions and behaviors were closely related to capabilities. Skills and knowledge as determinants of innovative entrepreneurship on the Internet are cultures and transformational leaderships where there are no differences between talents and leaders. That is, if knowledge management has an impact on talent proposals, then the institutionalist administration is outside the process of creation and innovation (García, Carreón and Quintero, 2016).

The institutionalist administration, being replaced by technological risks and threats from Internet communities, guides an enterprise related to the legitimacy of the State as knowledge manager (García et al., 2015). In this sense, the effects of risks and threats on innovative entrepreneurship are reflected in the privacy and identity of talents (García, et al., 2016). As intensify stalkers, trollers and Bullers, institutionalism is reduced to a minimum to such an extent that the propaganda disrepute, identity theft or the surfer harasses are the issues that govern the university, its alliance s strategic and prospective entrepreneurship and innovation.

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Mise en Curvre des Stratégies de Tutorat Par Les Pairs (Fille/Garçon) dans la Construction des Connaissances au Secondaire de L'enseignement Générale au Cameroun Par

By Douanla Djiala Adeline Merlyne

Abstract- In a context dominated by patriarchy, we tend to value the boy as a key social actor. The school, by reproducing socially accepted norms, gives priority to young boys. Quite often, he is appointed as class leader, as tutor for his peers. The objective of this research is to verify whether there is a significant link between peer (girl/boy) tutoring strategies and knowledge building. The study adopts a quantitative estimate through a knowledge test. The comparison of student t-test averages leads to the conclusion that any learner (girl/boy) at the head of a group contributes to the development of their peers' knowledge. Secondly, the construction of knowledge does not depend on how the groups were formed.

Keywords: tutoring, peers, knowledge building, secondary, general education.

GJHSS-G Classification: FOR Code: 200499



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Douanla Djiala Adeline Merlyne

Résumé- **Dans un contexte dominé par le patriarcat, on a tendance à valoriser le garçon comme acteur sociale clé. L'école en reproduisant les normes socialement admises, accorde la priorité aux jeunes garçons. Assez souvent, il est désigné comme chef de classe, comme tuteur pour ses pairs. L'objectif de cette recherche est de vérifier s'il existe un lien significatif entre les stratégies de tutorat réalisé par les pairs (fille/garçon) et la construction des connaissances. L'étude adopte un devis quantitatif au travers d'un test de connaissance. La comparaison des moyennes faite grâce au test t de students permet de conclure dans un premier temps que, tout apprenant (fille/garçon) porté à la tête d'un groupe, contribue à la construction des connaissances de ses pairs. En second lieu que, la construction des connaissances ne dépend pas de la manière par laquelle les groupes ont été constitués.**

Mot clés: tutorat, pairs, construction des connaissances, secondaire, enseignement général.

Abstract- **In a context dominated by patriarchy, we tend to value the boy as a key social actor. The school, by reproducing socially accepted norms, gives priority to young boys. Quite often, he is appointed as class leader, as tutor for his peers. The objective of this research is to verify whether there is a significant link between peer (girl/boy) tutoring strategies and knowledge building. The study adopts a quantitative estimate through a knowledge test. The comparison of student t-test averages leads to the conclusion that any learner (girl/boy) at the head of a group contributes to the development of their peers' knowledge. Secondly, the construction of knowledge does not depend on how the groups were formed.**

Keywords: tutoring, peers, knowledge building, secondary, general education.

Introduction

Dans le troisième objectif du Nouvel Objectif Mondial de l'Education (ODD4) on lit la nécessité de promouvoir l'égalité des sexes et l'autonomisation des femmes en éliminant les disparités entre les sexes dans les enseignements primaire et secondaire d'ici à 2005 si possible, et à tous les niveaux de l'enseignement en 2015, au plus tard, (Nations Unies, 2005). Or au regard du système éducatif camerounais, on constate que les enseignants ont tendance à attribuer les rôles aux apprenants sur la base des stéréotypes sexués. Ces représentations sociales du genre orientent l'action menée par les enseignants dans les salles de classe. Certains vont même croire que les garçons sont plus doués pour les disciplines scientifiques, mathématiques et techniques et que les filles sont moins curieuses, moins audacieuses dans ces domaines et plus intéressées par les disciplines littéraires (Duru-Bellat, 1994). Sur cette base, elles conduisent les enseignants à mieux juger les filles en français et les garçons en mathématiques et à imputer la réussite des garçons en mathématiques à leur talent et celle des filles à leur travail, leurs attentions et leurs efforts (Duru-Bellat, 2004). C'est pourquoi les garçons sont le plus souvent portés à la tête des groupes dans les salles de classe, ce sont eux qui jouent le plus souvent le rôle de tuteur (chef de classe, chef du groupe d'étude etc…). L'objectif de cette recherche est de vérifier s'il existe réellement un lien significatif entre les stratégies de tutorat réalisé par les pairs (fille/garçon) et la construction des connaissances. Il est donc question de faire une analyse comparative des effets du tutorat (filles/ garçon) dans la construction des connaissances.

Author: e-mail: adelinedjiala6@gmail.com

I. Cadre Conceptuel et Théorique

a) Place de la fille dans le système éducatif camerounais

L'éducation est un droit fondamental réservé à tout enfant. D'après l'UNICEF (2010), l'éducation a pour rôle de permettre aux enfants et aux jeunes d'acquérir les compétences essentielles à leur vie courante et professionnelle. Elle les aide à sortir de la pauvreté et contribue à leur santé et à leur bien-être. Sur ce fait le jeune garçon et la jeune fille sont tous interpellés par la nécessité de se scolariser. L'ODD 4 parle d'éliminer les disparités entre les sexes dans l'enseignement secondaire et supérieur, et au niveau de la qualité de l'apprentissage. Au Cameroun on observe que, (74%) des filles ont moins de chances d'avoir accès au CP1 que les garçons (89%). Elles ont aussi de moindres chances de rester scolarisées jusqu'en dernière année du primaire (UNICEF, 2010; UNESCO, 2010). Or lors de la conférence de Jomtien de 1990 et renouvelé au forum

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de Dakar en avril 2000 il a été déclaré l'éducation pour tous (EPT). Cette déclaration vise à donner la chance à tout enfant en âge scolaire, garçon ou fille, d'accéder à l'école. Dans le Document de Stratégie Sectorielle de l'Éducation et de la Formation (2013-2020), on constate que le Cameroun s'est engagé à réduire les inégalités d'accès et d'apprentissage entre les filles et les garçons. Les filles peuvent désormais accéder à l'école aussi bien que les garçons et bénéficier des mêmes privilèges que ces derniers. Or une fois dans le milieu éducatif, elles sont victimes des injustices, des inégalités, des discriminations. La problématique de la scolarisation de la fille permet explorer, décrire et comprendre les problèmes d'une scolarité contrastée, différenciée et déséquilibrée entre les sexes et souvent en faveur des garçons (Mingat, 2006; World Bank, 2003; UNESCO, 2002). Et pourtant, lorsqu'on parle de l'éducation pour tous, c'est parce qu'on a le souci d'orienter une scolarisation vers le rétablissement de l'égalité, l'équité et la parité entre les sexes (UNICEF, 1998). L'égalité comme valeur est encouragée, afin que l'éducation et l'école ne deviennent une barrière de genre (Rihani, Kays et Psaki, 2006). La fille et le garçon devraient bénéficier du même traitement et aussi de la même considération au sein de l'établissement scolaire.

b) Le sociocognitivisme et la construction des savoirs

La théorie sociocognitive est une théorie de l'apprentissage qui démontre que les interactions sociales et culturelles façonnent l'évolution de l'apprenant dans une société donnée, (Bandura, 1986). Elle est basée sur une dynamique triadique des facteurs internes à la personne (P), des déterminants du comportement (C), et les déterminants environnementaux (E). Elle fait distinguer trois types d'environnements à savoir:

- l'environnement imposé où l'apprenant a peu ou pas de prise sur les situations. La constitution des groupes de pairs dans une salle de classe est faite par les enseignants. Ce sont eux qui choisissent les leaders et les membres de chaque groupe constitué. Ni les leaders, ni les membres ne sont consultés lors de la constitution des différents groupes. Ils y sont tout simplement affectés ;
- l'environnement choisi où l'apprenant a la possibilité de prendre une décision. Les groupes des pairs sont déjà constitués par l'enseignant et l'apprenant choisit lui-même le groupe auquel il voudrait appartenir.
- l'environnement construit où l'apprenant reste dans la continuité de ses actions. Il va modifier son lieu de vie, il va l'orienter comme il le souhaite. L'élève quel que soit son sexe devrait être à même de participer à la construction de son groupe de pairs.

Dans chaque type d'environnement, on va observer un ensemble d'influences normatives qui vont réguler le comportement par l'intermédiaire de deux fonctionnements: les sanctions sociales et les autos sanctions (Bandura, 1986). L'instauration des règles de fonctionnement, du groupe met en exergue un ensemble de normes sociales qui vont influencer le comportement de chaque membre. Le comportement qui viole les normes sociales dominantes suscite une censure sociale et d'autres conséquences dommageables, tandis que le comportement qui correspond à des normes socialement valorisées est approuvé et récompensé. Il est important de préciser que les membres d'un groupe ne se contentent généralement pas de contrôler leur pairs mais décident également des sanctions à imposer aux gens qui ne se conforment pas aux normes dans le groupe (Francis, 1985; et Frank 1994). La théorie sociocognitive met l'accent sur la coopération dans la construction des savoirs par le biais des interactions entretenues par les membres d'un même groupe. Compte tenu du fait que les pairs sont perçus comme des semblables, les rapports sociaux qu'ils entretiennent à l'intérieur d'un groupe, représentent un apprentissage primordial qui ne s'acquiert qu'à travers le groupe de pairs. L'acquisition du savoir se fait ainsi dans une perspective communautaire.

c) L'apport du tutorat des pairs dans la construction des savoirs

Les pairs tiennent une place primordiale dans la construction identitaire, tant parce qu'ils peuvent être choisis pour leurs goûts similaires et qu'ils offrent une réassurance par des influences subtiles qui s'exercent à l'intérieur et à l'extérieur de la classe (Mallet, 1997). Chaque groupe est omposé un chef qui assure son fonctionnement et cinq membres. Dans le processus de l'acquisition des connaissances, le chef de groupe est en réalité un tuteur qui va faire valoir ses différents savoirs dans le but d'orienter les apprentissages de ses membres. Le tuteur possède un ensemble de caractéristiques qui permettent qu'il soit reconnu comme tel, aussi bien par ses camarades que par les enseignants. Sa mission principale est de coordonner les interactions de ses membres, en dirigeant leurs actions vers la construction des savoirs. On peut donc observer que les effets de pairs et l'influence du professeur sur la réussite scolaire dans les études supérieures sont significatifs (Brodaty et Gurgand, 2008). Grace à la collaboration et le partage des expériences entre les différents membres du groupe, il va adopter un certain nombre d'attitudes qui lui sont propres et qui vont le démarquer des autres groupes. Ainsi, les relations entre pairs constituent un aspect essentiel de l'expérience scolaire, au travers de laquelle les élèves constituent et transforment leur identité, (Mallet, *ibid*). On peut donc observer un

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transfert de connaissances qui va des apprenants les plus doués intellectuellement vers les apprenants les plus faibles. Les étudiants les plus faibles semblent donc tirer profit de la présence d'étudiants très performants dans le groupe (Brodaty et Gurgand, *ibid*).

L'appartenance à un groupe peut également être perçue comme un facteur de prévention des difficultés scolaires. Dans la mesure où l'objectif principal du groupe est de résoudre les difficultés liées à l'acquisition des connaissances. Le tuteur étant donc celui qui apporte des explications supplémentaires après celles de l'enseignant. Les explications données visent à corriger les incompréhensions des membres de son groupe. MC Donald, MC Donald, Durbridge, et Skinner (2003) ; Shiner (1999) ; Turner et Shepherd (1999) et Ward (1997) développent l'idée selon laquelle les pairs pourraient jouer un rôle spécifique en prévention des difficultés que rencontrent les jeunes ou d'autres populations vulnérables ou dans une dynamique de promotion de changement dans les comportements, les valeurs ou les attitudes. Le tuteur joue donc le rôle d'un guide qui veille à ce qu'il y ait une amélioration dans les performances scolaires de ses membres. Cette synergie observée au sein d'un groupe doit être perçue comme une source de motivation car comme le dit (Mallet, *ibid*), les adolescents agissent plus en fonction du regard du groupe de pairs qu'en fonction des buts sociaux qui leur auraient été inculqués au cours de la socialisation primaire. Le tuteur est un enseignant de proximité qui peut en plus d'apporter son expertise dans la construction des savoirs, influence la vie entière de l'apprenant qui le perçoit comme son modèle de réussite.

La nature de la relation qui existe entre le tuteur et les autres membres du groupe favorise une certaine familiarité et donne la possibilité à tous les membres d'exprimer les besoins. Ceci donne donc la liberté à chaque membre du groupe de s'exprimer librement et poser son problème. Le groupe de pairs permet l'identification des autres membres du groupe aux leaders qui est en même temps leur tuteur. Car la propension d'un adolescent à adopter un comportement est fortement corrélée à la proportion de personnes affichant déjà ce même comportement, (Crane, 1991). La relation d'amitié augure donc un certain nombre d'avantages qui vont dans le sens d'une collaboration plus intense entre les membres. Les relations d'amitiés réciproques permettraient davantage la coopération et la guidance mutuelle alors que les relations d'amitié unilatérales ou de non amitié susciteraient plus de guidance de la part de l'expert et de soumission de la part du novice (Fraysse, 1994). Ceci met en exergue l'importance de la qualité de rapports qui doivent exister entre le tuteur qui est à la tête du groupe et les autres membres avec qui il collabore fréquemment.

d) Accompagnement du tuteur par les enseignants

Il est important de préciser que le tuteur dans notre contexte est aussi un apprenant comme tous les membres de son groupe. La nécessité d'être accompagné dans son travail s'impose. Ainsi, le travail du tuteur doit être suivi et encadré par l'enseignant qui tient la classe. Le suivi de l'enseignant va aider à maintenir un certain équilibre dans la classe. Par exemple, le tuteur prend la place de l'enseignant même s'il assiste ce dernier dans la transmission des connaissances. L'enseignant doit donc rester en arrière-plan et piloter les actions du tuteur. Le but ici est de se rassurer que l'objectif de base qui vise à faciliter la construction des savoirs est bien respecté, et que toutes les actions menées dans le groupe ont pour finalité l'atteinte dudit but. L'enseignant doit donc être vigilant et porter une attention particulière sur ce qui est fait dans les groupes. Harris (1999) dit que l'enseignant peut influencer le groupe d'élèves de trois manières :

- premièrement, il peut influer sur les normes du groupe. Il n'est pas nécessaire, pour cela, de faire adopter un comportement à tous les élèves de la classe, mais essayer d'influencer positivement les élèves qui focalisent l'attention des autres c'est-à-dire le tuteur. L'influence qu'il exerce sur le comportement du leader est répercutée sur le reste de la classe. L'adoption d'un nouveau comportement par le leader a des effets immédiats sur celui des membres de son groupe;
- définir les limites du groupe: l'enseignant doit donner un sens aux activités qui sont réalisées dans le groupe. Il doit définir jusqu'où les actions du tuteur doivent s'étendre.
- définir l'image que le groupe se fait de lui-même. Il est à noter que les pairs sont constitués de personnes qui se ressemblent, ont les mêmes objectifs et obéissent aux mêmes normes.

II. Méthodologie

L'hypothèse de cette de recherche est de montrer qu'il existe un lien significatif entre la stratégie de tutorat réalisé par les pairs (fille/garçon) et la construction des connaissances des apprenants du secondaire.

a) Participant

Pour la réalisation de cette étude, un échantillon de 120 apprenants a été construit à travers la technique de l'échantillonnage aléatoire simple. 67 parmi étaient de sexe féminin et 53 du sexe masculin. L'âge moyen des participants était sensiblement égal à 19 ans. Le plus jeune ayant 14 ans et le plus âgé, 22 ans. Au niveau de la région d'origine, toutes les régions étaient représentées, mais que les ressortissants de la région du centre (35%), de l'ouest (34%) et du littoral (25%)

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étaient bien plus nombreux. Les 120 apprenants sont tous inscrits en classe de seconde de la filière scientifique, et ils sont en majoritairement chrétien (69%). Les musulmans sont représentés 29%, et deux pourcent représentent la proportion de ceux qui déclarent n'appartenir à aucune religion.

b) Construction des différents groupes.

La mise en œuvre de la stratégie des tutorats a été opérationnalisée en trois modalités. La première stratégie vise l'imposition du tuteur à un groupe; la deuxième stratégie consistant à donner la possibilité de choix du tuteur par un groupe; et la troisième consistant à permettre la construction du groupe et au choix du tuteur par les différents membres du groupe. Cette opérationnalisation de l'environnement correspond à celle faite par de Bandura dans la TSC. Cette recherche s'inscrit dans un devis quantitatif mettant en exergue la comparaison entre les notes de mathématiques dans quatre établissements de la ville de Yaoundé et de Maroua soit deux établissements par ville. A cet effet, 24 groupes constitués de cinq apprenants chacun ont été constitués dans chaque établissements soit 6 groupes par établissements. Le principe de constitution des groupes est le suivant: les deux premiers groupes qui ont leur tête une fille et un garçon sont ceux constitués par les enseignants et les tuteurs sont également imposés par lui. La particularité ici c'est que l'apprenant se soumet à la décision de l'enseignant. Pour ce qui est du troisième et du quatrième groupe, l'enseignant a choisi les tuteurs (fille et garçon) et a laissé la possibilité à chaque apprenant d'adhérer au groupe de son choix. La particularité ici est que l'apprenant a un contrôle partiel sur le fonctionnement du groupe. Pour les groupes cinq et six, il a été demandé aux apprenants de construire eux même leur groupe et de choisir leur leader. La particularité ici c'est que l'apprenant est totalement impliqué dans la construction du groupe. Pour nous résumer, chaque établissement aura 6 groupes avec trois leaders filles et trois leaders garçons. Il est important de préciser que les groupes sont mixtes, composés à la fois des garçons et filles.

Les apprenants ont tous été soumis à un test de connaissance en mathématiques. Il faut bien préciser que pour bien observer l'impact du processus du tutorat, un test unique a été proposé en pré et post test. L'épreuve était composée de quatre exercices de mathématiques notés sur cinq points chacun. Lesdits exercices découlaient des chapitres sur les statistiques et les probabilités qui avaient été l'objet de tutorat. La comparaison des moyennes sera faite à deux niveaux. Dans le premier cas il s'agira de faire que la comparaison entre la progression générale des apprenants sur les notes du post-test et les notes du pré-test. Et une autre comparaison plus spécifique sur les notes obtenues par les apprenant sous le tutorat des filles et ceux sous le tutorat des garçons selon qu'on soit dans les groupes imposés, choisis, ou construits. Les notes obtenues aux différents tests seront comparées à l'aide du Test t de student dans le but de vérifier leurs degrés de significativité.

c) Présentation des résultats

Les notes obtenues à l'issu du test de connaissance seront présentées dans les intervalles. Dans le premier tableau, nous présenterons l'aperçue globale des notes des apprenants avant (pré-test) et après (post-test) le test.

Tableau 1: Présentation de notes obtenues lors du pré et post test.

Note par intervalle	Note pré test		Notes post test	
	Tuteur Fille	Tuteur Garçon	Tuteur Fille	Tuteur garçons
0-5	27	18	7	2
5-10	11	16	9	24
10-15	9	6	32	15
15-20	13	20	12	19
Total	60	60	60	60

Au regard de ce tableau, nous pouvons rapidement constater dans l'intervalle 0-5 une différence importante entre les effectifs des notes des apprenants. On peut se rendre compte que lors du pré test, 27 apprenants placés sous le tutorat des filles et que 18 apprenants placés sous le tutorat des garçons, ont les notes comprises dans cet intervalle. Dans le même intervalle au post test, on constate que sept apprenants sous le tutorat des filles et deux apprenants sous tutorat des garçons on les notes comprise dans cet intervalle. Ce qui fait une différence respective de 20 et 16 apprenants. Le deuxième constat frappant concerne l'intervalle de 10-15 où nous pouvons bien observer que l'effectif des apprenants sous au tuteur fille a pré-test est neuf et de 39 au post test. Pour ce qui est du tutorat des garçons toujours dans cet

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intervalle, on peut constater que six au pré-test et 15 pour le post test. Pour ce qui est de l'intervalle de 15-20, on constate une légère baisse des effectifs d'un apprenant au post test selon que l'on soit dans les groupes de tuteurs fille ou garçon.

Tableau 2: Présentation de notes obtenues dans les sous-groupes lors du post test.

Intervalle de note	Note du post test dans chaque sous-groupe					
	Groupe imposé		Groupe choisi		Groupe construit	
	Fille	Garçon	Fille	Garçon	Fille	Garçon
0-5	5	2	0	0	2	0
5-10	1	7	5	11	3	6
10-15	12	11	14	3	6	1
15-20	2	0	1	6	9	13
Total	20	20	20	20	20	20

Le tableau ci-dessus nous révèle que pour le groupe où le tuteur a été choisi et imposé par les enseignants aux apprenants, cinq apprenants sous le tutorat des filles et deux apprenants sous le tutorat des garçons ont les notes comprises entre 0-5. Pour ce qui est de l'intervalle 5-10 il ressort qu'un apprenant sous le tutorat des filles et sept apprenants sous le tutorat des garçons ont une note comprise entre 5-10. Douze apprenants des groupes tutorés par les filles et 11 apprenants tutorés par les garçons ont une note comprise entre 10-15. Deux apprenants mis sous le tutorat des filles et aucun apprenant sous le tutorat des garçons ont une note comprise entre 15-20.

Pour le sous-groupe dans lequel les apprenants ont choisi eux-mêmes d'appartenir, on se rend compte que dans l'intervalle de 0-5, aucun apprenant n'a la note copris dans cet intervalle, que ce soit dans les groupes sous le tutorat des filles ou des garçons. Par la suite on peut bien constater que cinq apprenants dans les groupe sous le tutorat des filles et 11 dans le groupe tutoré par les garçons ont une note comprise entre 5-10. Il ressort aussi que 14 apprenants pour les groupes sous le tutorat des filles et trois dans les groupes sous tutorat garçon ont les notes comprises entre 10-15. Enfin un apprenant dans les groupes sous le tutorat des filles et six apprenants dans les groupes gérés par les garçons ont une note située entre 15-20.

Pour le sous-groupe où les apprenants ont constitué eux-mêmes leur groupe et choisi leurs tuteurs, le tableau révèle que deux apprenants du groupe tutoré par les filles et aucun apprenant dans le groupe tutoré par les garçons ont les notes comprises entre 0-5. Pour ce qui est de l'intervalle de 5- 10, trois apprenants du groupe sous le tutorat des filles et six sous le tutorat des garçons ont les notes comprises dans cet intervalle. Dans l'intervalle 10-15, six apprenants dans le groupe du tutorat des filles et un sous le tutorat des garçons ont les notes comprises dans cet intervalle. Il ressort aussi que neuf apprenants pour les groupes sous le tutorat des filles et 13 dans les groupes sous tutorat garçon ont les notes comprises entre 15- 20.

d) Analyse des données

La comparaison des moyennes des différents sous-groupes sera faite grâce au t de student. On va commencer par la comparaison des moyennes des apprenants obtenu au post test 1.

Tableau 3: Présentation de comparaison des moyennes du post test 1

Genre	N	moyenne	Ecart type	Erreur standard	t	Sig
Filles	20	10.1190	2.01149	.25342	0,835	0,373
Garçons	20	10.4000	2.26011	.26098		

En examinant les données de la distribution on s'aperçoit que la moyenne des apprenants sous le tutorat des garçons (10.4000) en mathématique est légèrement plus grande que celle des apprenants sous le tutorat des filles (10.1190). Le t de student calculé est de 0,826 et le t critique est de 1,962. On peut donc dire qu'il n'existe pas une différence significative entre les moyennes des apprenants des différents groupes au niveau $\alpha = 0,05$. Les effets du tutorat dans les groupes ou le tuteur a été imposé est bien visible. Le fait que le tuteur soit imposé n'empêche pas qu'il contribue à la construction des connaissances de ses pairs.

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Tableau 4: Comparaison des moyennes du post test 2

Genre	Effectif	moyenne	Ecart type	Erreur standard	T	Sig
Fille	20	11.217	2.01149	.25342		
Garçon	20	10.941	2.26011	.26098	,081	.916

En analysant les données du tableau, on constate que la moyenne des élèves filles (11.217) est plus grande que celle des élèves garçons (10.941). La comparaison de ces moyennes à l'aide de la statistique t montre que la valeur calculée du t est de 0.081, la valeur critique est de 1,962. On peut donc dire à la suite de ce résultat que la différence des moyennes observée n'est pas significative. Le fait que le tuteur soit choisi par les apprenants n'empêche pas à ce dernier de jouer son rôle d'aide à la construction des savoirs. Raison pour laquelle son apport dans la construction des connaissances est aussi bien visible dans les groupes sous le tutorat des filles que dans celui sous le tutorat des garcons.

Tableau 5: Comparaison des moyennes du post test 3

Genre	N	moyenne	Ecart type	Erreur standard	t	Sig
Filles	20	11.399	2.01149	.25342	0,835	0,373
Garçons	20	11.100	2.26011	.26098		

En analysant les données du tableau, on constate que la moyenne des élèves filles (11.399) est plus grande que celle des élèves garçons (11.100). La comparaison de ces moyennes à l'aide de la statistique t permettra de dire si cette différence de moyenne est significative. Ainsi la valeur calculée du t est de 0.081, la valeur critique est de 1,962. On peut donc conclure que la différence des moyennes observées n'est pas significative. L'effet du tutorat des pairs est bien visible dans les différents groupes. Le fait que les tuteurs soient choisis par les apprenants permet aux différents tuteurs (fille/garçon) de jouer leur rôle dans la construction des connaissances.

III. Discussion

L'analyse des données collectées a permis de retenir deux choses. La première est de montrer que tout comme les garçons, les filles sont capables d'apporter leur contribution. Mais pour que cela soit fait, le système éducatif en place doit leur donner la possibilité de s'exprimer. Il est donc nécessaire d'identifier celle qui a le potentiel ou la compétence requise et de faire d'elle un tuteur pour ses pairs. Ceci a tout son sens dans la mesure où la maturation cognitive ne tiens pas compte du sexe de l'apprenant. Les considérations sociales ont souvent accordées une grande importance à garçon. Ce qui fait qu'il est souvent vu comme supérieur à la fille. Garder les filles à la tête du groupe peut donner l'impression d'un changement des valeurs sociales relatives au genre. Il est donc important de donner à l'apprenante fille la place qu'elle mérité en faisant en sorte que cela ne parait pas comme un changement de l'autre sociale mais comme une résolution de l'injustice observée en milieu scolaire.

Le deuxième fait que nous avons pu observer avec l'analyse des données est que, la façon par laquelle les groupes sont constitués n'influence pas particulièrement le processus de tutorat. C'est pour cela qu'il ressort que, que ce soit dans un environnement imposé, choisi ou construit, l'action du tuteur est bien visible dans la construction des connaissances. Ceci peut se comprendre parce que dans le processus du tutorat, ce n'est pas la façon par laquelle les groupes sont constitués qui importe, mais plutôt l'activité intellectuel mis en exergue. Mais même si les différentes stratégies de construction de groupe n'ont relevé aucune différence majeure dans la construction des connaissances, il est important de noter que l'enseignant est la personne la mieux placé pour donner une un avis objectif sur les capacités de chacun de ses apprenants.

IV. Conclusion

En somme, l'hypothèse générale de cette étude était formulée comme suit: il existe un lien significatif entre la stratégie de tutorat réalisé par les pairs (fille/garçon) et la construction des connaissances des apprenants du secondaire. Nous nous sommes servis de la théorie sociale cognitive de Bandura grâce à laquelle nous avons opérationnalisé notre hypothèse générale en trois hypothèses de recherche. Les données ont été collectées à l'aide d'un test de connaissance et comparées grâce au t de students. Il ressort que la stratégie de tutorat par les pairs contribue à l'acquisition des connaissances des tutorés quel que soit le sexe du tuteur et que l'acquissions de ces connaissances ne dépend pas de la manière par laquelle les groupes ont été constitués. Le sexe du tuteur ne devrait pas être une donnée primordiale sur

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laquelle on se référerait pour désigner les leaders du groupe dans une salle de classe. La maturation cognitive du tuteur semble être élément central mis en œuvre dans l'organisation et la transmission des connaissances.

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Caged Minds and Free Spirits in Aravind Adiga's 'The White Tiger'

By Samra Saeed
Glocal University

Abstract- In the context of the present research, Adiga wrote on the promised of our leaders and harbingers of freedom movements. In free India, there will be in distinguish and indiscriminate progress in education, health, infrastructure, irrigation, roads, railways, agriculture, employment, and electricity. The subsequent governments of free India in various periods fail in these either endeavors or lag behinds. '*The White Tiger',* is a piece of literature or art besides it also documents information on the diminishing function of successive state's organs. It is the story of cages built by the major players of this fiction for themselves and others. The masses of India are in-caged mentally in feudal passé and divides along within many castes and communities.

Adiga illustrates the rooster coop syndrome kaleidoscopically in this fiction, while *collective consciousness* forms the moral basis of the society. It is the very seed thru which grows the offshoot of *herd mentality*. The Rooster coop spreads its tentacles in the collective consciousness of villagers of Laxmangarh.

Keywords: rooster coop, caged minds, herd mentality, collective consciousness, the white tiger, aravind adiga.

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Adiga illustrates the rooster coop syndrome kaleidoscopically in this fiction, while *collective consciousness* forms the moral basis of the society. It is the very seed thru which grows the offshoot of *herd mentality.* The Rooster coop spreads its tentacles in the collective consciousness of villagers of Laxmangarh. The key is the fear, the terror of Landowners in the villages, caged their minds, gaged their tongues, and made them prisoners in their own homes. The only panacea that exists to contain this herd syndrome is the rationalized thinking and fear-free mind of every individual.

Keywords: rooster coop, caged minds, herd mentality, collective consciousness, the white tiger, aravind adiga.

I. Introduction

"Where the mind is without fear and the head held high. Into that, the heaven of freedom, my Father, let my country awake". – Rabindranath Tagore (1)

Aravind Adiga wrote this Man Booker prizewinner novel, sixty years after India got independence, after the long trails of the freedom struggle that last century. Our ancestors sacrificed their lives on the promised of our leaders and harbingers of freedom movements. In free India, there will be in distinguish and indiscriminate progress in education, health, infrastructure, irrigation, roads, railways, agriculture, employment, and electricity. Our first prime minister on the eve of Independence spokes,

> "When we step out from the old to the new, when an age ends, and when the soul of a nation, long suppressed, finds utterance-we take the pledge of dedication to the service of India-means the service of the millions who suffer. It means the ending of poverty and ignorance and disease and inequality of opportunity." (2)

Author: Ph.D. Research Scholar, Department of English, Glocal University, Saharanpur, India. e-mails: samrasyed1@yahoo.com, alpspower@gmail.com

India is a sovereign nation in letter and spirit but the subsequent governments of free India in various periods fail either in these endeavors or in lag behinds.

Adiga's '*The White Tiger*' is an antithesis to all the promises and pledges that our leaders made on the eve of Independence. The masses in the interior of India were either unable to catch the train of progress in free and democratic India or the upper class elbow them out of its compartments. The masses of India are in-caged mentally in feudal passé and divides along within many castes and communities. These partitions are too strong that it sucks in the democracy of our nation within itself. Citizen in India does not cast their votes but votes along the castes lines. Castes politics exists in all the political parties; hence, democracy partially fails in India.

Adiga's fiction is in direct opposition to the concept of freedom, fraternity, equality progress, democracy, and the very soul of our constitutional philosophy and directives. The Republic of India's constitution, which advocated the transformation of all feudal social order towards a rapidly industrialize advanced nation, lay buries deep underneath the communal politics of the state.

> "Thanks to all those politicians in Delhi, on the fifteenth of August, 1947-the day the British left-the cages had been let open; and the animals had attacked and ripped each other apart and jungle law replaced zoo law. Those that were the most ferocious, the hungriest, had eaten everyone else up and grown big bellies. That was all that counted now, the size of your belly." (Ibid. 38)

'The White Tiger', is a piece of literature or art, besides also document information on the diminishing function of successive state's organs. It is the story of cages built by the major players of this fiction for themselves and others. The gate to salvation is close to these souls; hence, they are live mausoleums of the self. Indian folks suffer from the *Rooster Coop Syndrome*; it is an offshoot of their caged minds. It is the tale of protagonist Balram Halwai who transformed from a mere village bump to a car driver and rapid rise to an entrepreneur in the most unconventional methods. It is the saga of poverty, depravity, paucity, usury, bonded child labor, corruption, bribery, retribution, slaying, and slavery. Adiga states in *The White Tiger*, "The story of a poor man's life is written on his body, in a sharp pen." (Ibid. 17)

Adiga illustrate the rooster coop syndrome kaleidoscopically in the below-cited paragraph,

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> "Hundreds of pale hens and brightly colored roosters, stuffed tightly into wire-mesh cages, packed as tightly as worms in a belly, pecking each other and shitting on each other, jostling just for breathing space; the whole cage giving off a horrible stench-the stench of terrified, feathered flesh…. They see the organs of their brothers lying around them. They know they're next. Yet they do not rebel. They do not try to get out of the coop..." (Ibid. 173)

Adiga defines this syndrome as a general deprivation of rebellion in creatures of a coop. The loss of will power to be free, even though there exists a way to escape the coop. In-coop creatures watch the brutal extermination of their fraternity and patiently wait for their turn. Besides, out of servitude to their invisible masters, they guard the fellow-creatures, Adiga calls it '*guarded from the inside'*, this is the dangerous and famous traits founds in Indians, they pull the legs of one another, that progresses, or tries to escape the coop, and this is the major reason of the backwardness and others ailments of our nation.

> "The Rooster Coop was doing its work. Servants have to keep other servants from becoming innovators, experimenters, or entrepreneurs. The coop is guarded from the inside." (Ibid.115)

According to Emile Durkheim (3) in '*The Rules of Sociological Methods*,' wrote on the collective conscience of the community, "The totality of beliefs and sentiments common to the average members of a society forms a determinate system with a life of its own. It can be termed the collective or common consciousness." While *collective consciousness* (i.e., norms, beliefs, and values) forms the moral basis of the society. It is the very seed thru which grows the offshoot of *herd mentality,* which is equally efficacious in animals and humans. The Rooster coop spreads its tentacles in the collective consciousness of villagers of Laxmangarh, they know their rights to vote and to form the government, still, nobody has ever voted in his entire life, Although India is a republic for the last sixty years. The key is the fear, the terror of Landowners in the villages, caged their minds, gaged their tongues, and made them prisoners in their own homes. The Stork expresses in *'The White Tiger,'* "We'll even fuck your wife for you, Balram!," only a man who is prepared to see his family destroyed, hunted, beaten, and burned alive by the masters can break out of the coop." (Ibid. 177)

Adiga as an author, shown to these villagers that the way out of the coop exists and is always open before them; he cites poet, Iqbal. "I was looking for the key for years but the door was always open." (Ibid. 267) Still, these villagers cannot give birth to their courage, though collectively, they are more powerful than landowners are due to their large population. Landowners understand the impact of numbers in democracy, and out of this sheer fear, they terrorize them. The landowners clubbed all the political power within themselves and brutally crushed the villagers, socially, politically, morally, financially, ethically, and civically. Tagore (1) in his collection of poetry '*Gitanjali*', prayed for fearless minds of his countrymen because fear is the fundamental key to the caged minds. In landowners, there exists the fear of class domination, caste subjugation, land takeover, political annihilation, tax reforms, financial interference, and nationalization of excess assets. It is like a ride on the back of the tiger; if they demount, the tiger will make them its feed. They need to demount to feed themselves; they trap themselves in catch two-two situations.

Adiga in *The White Tiger* successfully portrays an underdog Balram as a protagonist or an antagonist and a nameless wretch in the gruesome tale of deception, ambition, blackmail that accumulates in a murder. The lead character is of village bump Balram, who is an illiterate car driver working for his landowners. Adiga wrote this novel in epistolary forms, as seven letters from Balram to Wein Jiabao, the Chinese Premier,

> "Neither you nor I can speak English, but there are some things that can be said only in English," goes the first line of Balram's first letter to Wen Jiabao." (4) (Ibid. 03)

Balram is a keen imbiber of the English that spokes in the back-seat of his car; he listens and absorbs as his master spokes this language. In later years, this intelligence he gathers guides him in conducting his enterprise competently.

> "I am not an original thinker-but I am an original listener." (Ibid. 28)

Ironically, he is not able to speak English and he presumes similar is the case with the Chinese Premier. "This inconsistency in reasoning bear witness to a larger point that Adiga wants to certify about the stanch global aspirations of a local underdog."(5)

Adiga's narrates *The White Tiger* through Balram Halwai, who acts as the sole narrator, though he is reconnoiter, to avoid native dialect interference in the narrative medium. Adiga allegedly construes English in the narrative, the views of a man devoid of any education at least the English.

The White Tiger has all the ingredients of a thriller except that the revelation of the murderer-"*I slit Mr. Ashok's throat*" (Ibid. 42)-comes in the very first chapter of the book and the plot moves on consequently, inevitably, and un-predictably towards exposure, and followed the expedient resolution. In '*A Glossary of Literary Terms,*' M.H. Abrams (6) recognizes a vital aspect of the dramaturgical soliloquy when he identifies the narrator spoke solo; he normally remained un-aware that he spoke out his deep guarded veracities. Balram Halwai is one of the literature's chicken-hearted narrator, aware and cognizant of a cause, and an unmindful, remorseless and self-centered criminal.

Aravind Adiga's presents Balram personality as unstable, convoluted, and complex. He is obedient to

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his masters, rebel to his family, philosopher to his fellow servants, blackmailer to the Muslim driver, a conspirator against his employer, and murderer of Ashok, the man who is his well-wisher and has immense faith in him. Characteristically speaking, he is both a positive and negative lead player in this tale, .e.g. hero - antihero, protagonist - adversary, and defiant - docile. He initially tried to rise and shine in life, so he learns car driving, against all odds, as only the martial castes learn this trade, but he, as a Halwai, survives and succeeds. The proximity of crooked mine owner (his masters), the great socialist a fraudulent politician and his goon Vijay, seeing their naked corruption with his own eyes, his intelligent intellect grasps it and seeds of moral and material venality grow in his veins. Afterward, it takes the shape of a huge tree. Adiga accords Balram intelligence with this following paragraph,

> "What is the rarest of animals-the creature that comes along only once in a generation?" I thought about it and said: "The white tiger." - Before he left, the inspector said, "I'll write to Patna asking them to send you a scholarship." (Ibid. 22)

Adiga made well-defined characters in this fiction. Some of these characters are round and others are flat; these characters are vital for making the narrative of the story. The round characters have traits, temperament, and personality, according to Carl Jung (7), there exist this major trait in Balram's character,

> "Neuroticism, who score high on this are more likely than average to be moody and to experience such feelings as anxiety, worry, fear, anger, frustration, envy, jealousy, guilt, depressed mood, and loneliness."

Adiga creates the character of Balram as neurotic; he decides to kill Ashok for the bag of money, that night he has a premonition that his entire clan (his grandmother, uncles, aunts, nieces and nephews and cousins) all of them expunges on behalf of the landowner retribution. Still, he executes his plans on the pretext that his father's wish was that one of his sons lives a life of respect.

> "My whole life, I have been treated like a donkey. All I want is that one son of mine-at least one-should live like a man." (Ibid.19)

The murder of Mr. Ashok solves two purposes for Balram, one he got a handsome amount as loot, hence, he invested this money very intelligently, he is a great eavesdropper, all his life he listens or observes this makes him shrewd and successful entrepreneur. The other purpose is to escape the Rooster coop; for many generations, Balram and his ancestor, are in the coop. Therefore, he has no remorse for the criminal felony he committed with the pitiless murder of Ashok, even at the cost of ruthless reprisal of landowners. Nevertheless, he proves wrong; he was still caged, he deprives of sleep, perspires in cold winter nights and he operates a ceiling fan to rid of the exudate and gains some sleep.

> "I'm still sweating, sir-and let me sit down on the floor, and watch the fan chop up the light of the chandelier." (Ibid.116)

The other interesting character is Pinky; she is not a female lead but lies on the fringe of the story. She is a cosmopolitan girl now traps amongst the feudalists; she cages herself in the love of Ashok and marries him, despite occasional domestic violence against her. She is not the part of a feudal family; still, she adapts and adopts it. She is a morally upright person with western values, the moment her in-laws conspire to frame their innocent driver in the accident that she commits. She plans her escape, quits, and flies to her parents.

The stork and his other brothers are co-landowners of Laxmangarh; they are fearful of village folks, whom they violently subjugate before them and snatch all their rights as human beings. These co-landowners are castes and class blind; they cannot think beyond this; they built these cages and buried their intellects in these living tombs.

The empathy of state administration towards downtrodden, backward, and poor is due to their acute selfish and greedy mindset; they caged the self in bank accounts and real estates. Adiga denotes the cage as actual and emblematical imprisonment of intellect, thoughts, and conviction of folk in the feudal society; besides it signifies psychosocial incarceration. The Stork's home in Dhanbad has iron bars on its windows like a coop, "a cage of iron grilles around each window." (Ibid.35) The other house with barred windows that represent a cage is the brothel. Balram often visits this cage.

> "The women-jeering and taunting from the grilled windows of the brothels, they're like parrots in a cage." (Ibid.149)

The tangible cage is in the mind of the half-baked men, the miserable folks of dark India; for them, these cages and the coops are inescapable and are factual as Sun in the sky.

II. Conclusion

Jean-Jacques Rousseau, (8) wrote in '*The Social Contract*'; "man is born free, but he is everywhere in chains," a fact during the colonial period. I take liberty in modifying the phrase according to the present times as "man is born free, but everywhere his mind is in chains." These cage minds gave birth to a herd mentality. That defines as conduct in which people act in unison or adopt similar behaviors as other people surrounds them, even at the cost of their feelings in this action. E.g., a sheep blindly track its flock unmindful of destination, just copying the herd. The majority of humankind accepted in-caged or in- cooped minds as their reality or destiny; they bound themselves in the collective fate and think alike, as Benjamin Franklin said, "*If everyone is thinking alike, then no one is thinking.*"

We all have been in situations where the crowd sweeps us along when we are knee-deep in religious

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dogmas, the reactionary cadre of any group, diehard nationalist, an intransigent fan of any public figure, then intellectualism and free thoughts die. A few burning examples of these vicious herds are religion, extremist fraternities, nationalism, majority-ism, communism, or fascism. In these groups free mind and individual thoughts are taboo, Friedrich Nietzsche (9) a German philosopher and thinker in *'Thus Spoke Zarathustra'* wrote, "In individual, insanity is rare; but in groups, parties, nations, and epochs, it is the rule." The cause of all wars, ethnic cleansings, and riots attributes to this herd mentality.

Long years ago, at the beginning of humanity, humankind was defenseless against wild animals, so they herd their selves together out of fear and so grows the habitats, villages, towns, cities, and megacities, civilization progresses on. The human evolves, but primitive fear exists, thus grow the modern herd syndrome. Fear is the mother of all military inventions. Men manufactured weapons of mass destruction for the annihilation of humanity, just out of fear of other adversaries. Many statesmen herd their countrymen to war. They create hysteria or lied to its people, hence, they are responsible for the deaths of thousands of innocents. The only panacea that exists to contain this herd syndrome is the rationalized thinking and fear-free mind of every individual. Wayne Walter Dyer (10), an American author in his book, '*The Power of Intention*' wrote,

> "When you follow the herd, you are bound to step in shit. Define your own life, follow your own path."

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Characters' Solution vs. The Playwright's Dissolution of Online Culture in Lucy Prebble's *The Sugar Syndrome*

By Prof. Ala' Dhafer Amer

University of Misan

Abstract- Digital technology has an impact on transforming the culture of the youths into online. Such an effect has been captured and mirrored in theatre works that have led to emerging a new genre called posthuman drama. In *The Sugar Syndrome* (2003), Lucy Prebble offers posthuman themes, posthuman landscape, and cyberfriends. She problematizes the concept of online existence with its result of online culture by blurring the lines between actual life and virtual life represented through electronic and actual connections between a teenager, Dani, and the two men, Lewis and Tim, she meets online. Consequently, and drawing on theories of posthumanism, this study provides an analysis of the play regarding the nature of the relationship between humans and digital machines as well as the conflicts between the physical world and the online world. Psychic agonies related to issues like eating disorders, mental instability, pedophilia, incest, and rape are also explored here through examining cyborg as well as physical encounters between the protagonists.

Keywords: posthumanism, posthuman drama, online culture, cybernetics, online deceits, digital connections.

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Characters' Solution vs. The Playwright's Dissolution of Online Culture in Lucy Prebble's *The Sugar Syndrome*

Prof. Ala' Dhafer Amer

Abstract- Digital technology has an impact on transforming the culture of the youths into online. Such an effect has been captured and mirrored in theatre works that have led to emerging a new genre called posthuman drama. In *The Sugar Syndrome* (2003), Lucy Prebble offers posthuman themes, posthuman landscape, and cyberfriends. She problematizes the concept of online existence with its result of online culture by blurring the lines between actual life and virtual life represented through electronic and actual connections between a teenager, Dani, and the two men, Lewis and Tim, she meets online. Consequently, and drawing on theories of posthumanism, this study provides an analysis of the play regarding the nature of the relationship between humans and digital machines as well as the conflicts between the physical world and the online world. Psychic agonies related to issues like eating disorders, mental instability, pedophilia, incest, and rape are also explored here through examining cyborg as well as physical encounters between the protagonists. Central to the study is implications of the influence of the internet that usher in progressing online culture as a solution for a good quiet life from the young characters compared with Prebble's opposite standpoint. The study ends by illuminating, which the triumphant viewpoint is.

Keywords: posthumanism, posthuman drama, online culture, cybernetics, online deceits, digital connections.

I. Introduction

At the end of the twentieth century, i.e. the 1980s, the Western world has started witnessing a new chapter in the field of communication; it is the rise of the world of the internet where smartphones, laptops, and computers have coalesced into humans' life to play an essential part in remodeling a Western man's communication, thoughts, and culture. Carne (2011, p. xiii) described this digital generation as "persons who naturally accept cellphones, laptops, iTunes, and the Internet as normal, readily available parts of their lives." The digital age alters life into online existence.

At the turn of the twenty-first century, ubiquitous universal networks have conquered the entire world as the best solution for connections and communications. The actual world of talking person to person has transformed into a cybernetics world where intelligent machines occupy human bodies, digital codes overcome human minds, information-processing systems substitute human information, and cybernetic ideas replace human thoughts.

Contemporary playwrights have keenly responded to the current digital themes like the impacts of cybernetics, the intertwining of identity with cybernetic lines, conflicts of human and non-human agents, and so on through constructing a contemporary genre called posthuman drama. Lucy Prebble shares these thematic issues in her posthuman play *The Sugar Syndrome* (2003). The present study analyzes this play in terms of the theory of posthumanism. The play, which is "a sound performance, provocatively bringing out the conflicts of modern-day technological and societal taboos" (Swanson (2013, p. 3), presents characters resort to the digital world as a solution to get rid of their physical world. Therefore, it has dialogues delivered directly by the characters' computers; and stage directions full of screens, ringing tones, and electronic gadgets. The role of this study is to demonstrate the dark side of the online world in dissolving the youths' lives through exploring the characters' attitudes vs. the playwright's.

II. Theories of Posthumanism

The study employs theories of posthumanism to critique Prebble's play. It is worth noting that the theories surveyed here have an association with the analysis of characters' vs. the playwright's standpoints.

Man's frequent attachment to and influence of digital technologies as well as the latter's control over his/her life and culture have led to the emergence of theories seeking to interpret what the influence of this technology on humans is and what beyond humans' capacities is; they are called posthumanism. Many theorists, scholars, and philosophers have worked hard to obtain precise, comprehensive definitions and implications for posthumanism.

In its broader sense, posthumanism refers to "encounters between human and nonhuman agency" (Pickering, 2001, p. 3-4). This "nonhuman agency" can be machines, things, or even animals, but the focal point is advanced technology. Therefore, the overriding interpretation of posthumanism is a remodeling of the relationship between human beings and intelligent digital machines in which a computer stands for the

Author: (Ph.D.) Professor of English Literature at the Department of English, College of Education, University of Misan.
e-mail: aalaa.dhafer@uomisan.edu.iq

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mind, and a cybernetic (they) stands for the human (I). As a result of this cybernetic notion of humans, an online culture emerges.

All theorists acknowledge the role of digital technology in emerging posthumanism. Katherine Hayles, in *How We Became Posthuman* (1999), is the first who connects posthumanism with the cybernetic patterns. She defined posthumanism as "so complex that it involves a range of cultural and technical sites, including nanotechnology, microbiology, virtual reality, artificial life, neurophysiology, artificial intelligence, and cognitive science, among others" (p. 247). She states the similarity between humans and cybernetic machines "humans were to be seen primarily as information-proceeding entities that are essentially similar to intelligent machines" (p. 7). Theorists are always aware of the space literature takes in the heart of theories. They often connect between the two. Hayles senses the interrelation between theory, literature, and cybernetics. Thus, she intensifies the influence of cybernetics on the humans' identity, culture, and life. The human subject, in cybernetics, is assessed through the pattern of a smart machine; therefore, both human beings and those machines can remodel each other in a perpetual "feedback loop" (2). Her notion of the cybernetic pattern is extended by Cary Wolfe, who added nonhuman agency and the natural world.

Like Hayles, Wolfe considered the connection between humans and technology as an essential feature of posthumanism. In *What is Posthumanism?* (2009), he referred to the combination between cybernetic and poststructural patterns as he deemed a person "as a fundamentally prosthetic creature that has coevolved with various forms of technicity and materiality, forms that are radical 'not human' and yet have nevertheless made the human what it is" (p.xxv). Further, he illustrated the influence of cybernetics on "language and culture" as he regarded "the prosthetic coevolution of the human-animal with the technicity of tools and external archival mechanisms (such as language and culture)" (p.xv).

Similar to Hayles and Wolfe is Rosi Braidotti, who in *The Posthuman* (2013) highlighted the effects of contemporary sciences on humans and their lives: "contemporary science and biotechnologies affect the very fiber and structure of the living and have altered dramatically our understanding of what counts as the basic frame of reference for the human today" (p.40). She defined posthumanism "as a position that transposes hybridity, nomadism, diasporas, and creolization processes into means of re-grounding claims to subjectivity, connections and community among subjects of the human and the non-human kind" (50). She is optimistic that advanced technologies, e.g., media technology, have succeeded in locating humans with their cultures and identities in a new paradigm of the self.

A wave of critics has observed the dark side of posthumanism. Francis Fukuyama, for instance, argued that it is the "condition of threat posed by allegedly invasive new technologies to the integrity of human nature" (Cited in Wallace, 2010, p. 692). He displayed that posthumanism hurts humans and that intelligent machines have led to the destruction of humanity. Wallace agreed with Fukuyama in this view. In "Literature and Posthumanism," Wallace remarked that "posthuman denotes a new postlapsarian, a contemporary version of the Fall in which the sciences of genetics, neurology, cybernetics, and informatics interfere with an otherwise pristine state of human nature and freedom" (2010, p. 692). Because of posthumanism and cybernetics, humans carelessly lose themselves.

Cybernetics, a term coined by Norbert Wiener, the American mathematician, is not less significant than posthumanism in the mid-twentieth century. Consequently, it has been given a good focus by critics and theorists. In *Cybernetics, or Control and Communication in the Animal and the Machine*, Wiener describes cybernetics as a means of communication based on sciences that has the system of sending and receiving information; in that system, "there is a human link in the chain of transmission and return of information" which is called "the chain of feedback" (1962, p. 96). He means that for hundreds of years, humans have been reshaping their status in the form of intelligent machines.

Scott Bukatman's "Postcards from the Posthuman Solar System" views how cybernetics possesses the human body: "The body is no longer simply the repository of the soul; it has become a cyborg body, one element in an endless interface of bio-technologies" (1991, n.p.). The human body does not exist any longer because it has been substituted for computers. Bukatman featured the influential relationship of cybernetics and literature. He focuses mainly on science fiction (1991, n.p.):

> At the intersection of cybernetics and phenomenology, the body already operates as an interface between mind and experience. Still in contemporary SF and horror, the body is also narrated as a site of exploration and transfiguration, through which an interface with an electronically based postmodern experience is inscribed. [...] The SF text stages the superimposition of technology upon the human in all its effects.

He demonstrated the manner fiction could add new perspectives to posthumanism and referred to the codependent relationship between the body and technology concerning the effects of the latter.

In his *The Posthuman Condition: Consciousness Beyond the Brain* (2003), Robert Pepperell signaled that "robotics, prosthetics, machine intelligence, nanotechnology, and genetic manipulation" in addition to global communication, cybernetics, artificial life, and

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virtual reality triggered by technological advancements have massive impacts on "our sense of human existence" (1). He illustrated how technology and science had created uncertainty: "certainty, like belief, only arises in the absence of full information" (169). However, this matter is not fearful in posthumanism "in posthuman terms, uncertainty is nothing to fear" simply because it is better than "to impose a false sense of certainty" (169). Different from all theorists, Pepperell stipulated that posthumanism, whose unpredictability and uncertainty are among its core characteristics, is a denotation of human's limitation (167):

> The shift into posthumanism, the shift from a universe of certainty and predictability to a universe of uncertainty and unpredictability. And with this, we start to realize our capacity to order and control the universe is ultimately limited. Randomness, ambiguity, and relativity remain integral to the cosmic process as their opposites; none of them can be eliminated from our attempts at analysis or ignored when theorizing about the operation of natural events.

Posthumanism and cybernetics do not only influence the actual world but even literature. Concerning the transformation of life and culture, contemporary theatres have mapped and negotiated them in a new genre called posthuman drama.

III. Posthuman Drama

Due to the spread of online culture in the late twentieth century, Causey explored that theatre "needs to engage in technologies that have helped to occasion that culture" (Causey, 2002, p.182). To this end, theatre works investigate posthumanism and cybernetics on stage through producing dramatic texts deal with digital technologies.

Posthuman drama is that type in which plays deal with investigating the relationships between humans and cybernetics. Due to the failure of communication in physical life, the contacts and encounters between humans have become virtually through computers, which is a fundamental theme in posthuman drama. In this case, machines are preferable even to gods, described by Haraway (1991, p.181): "I would rather be a cyborg than a goddess." Another central theme of the posthuman drama is emerging online existence and spreading online culture. Haraway (1991, p.169) affirmed that "the social relations of the new technologies is the reformulation of … culture … for the large scientific and technical work-force". Such plays address "visual realization" of the 20 and 21 centuries life (Carlson, 2015, p.578).

A key feature in the characters of posthuman drama is as viewed by Reilly (2011, p.9) that they are "mimesis of objects" to networked machines. Thus, human physicality and machines are equal. To describe identity in posthuman drama, it is a mixture of biological and cybernetic formation. It is no longer a pure human identity. Playwrights seek to answer this question: what is a general view of being humans in the mechanical age?

Since posthuman drama views machines as having a significant place in the events, the setting is a combination of virtual and actual environments. Implications for how humans can co-evolve with their intelligent machines in the age of the internet have become a focus in posthuman drama. An exemplar of this genre selected for analysis is *The Sugar Syndrome* by Lucy Prebble (2003).

Prebble (born in 1980) is a British playwright who keeps pace with the events of the times. Whenever the world goes through contemporary events, we find Lucy among the first to write about them in her plays. At the age of 23, she observed the phenomenon of moving towards online life through technological devices. As a result, she produced her debut play, *The Sugar Syndrome*. Aston (2006, p.82) emphasized that the play deals with "an idea of escaping damaged subjectivities and sexualities is linked to new technologies and cyberspace: to the possibilities of electronic lives and on-line identities."

The Sugar Syndrome, winning the George Devine Award, premiered at the Royal Court in London and directed by Marianne Elliot in 2003 (Akbar, 2020, p. 2). It shares several posthuman matters through theme, character, and plot. The internet has a basic role as a character since there are dialogues said by it. The setting is swinging between the actual environment and cyberspace. From the beginning of the play, there are email compositions, online chatrooms, and dialogues whose sounds are as loud and effective as humans' voices, for instance, "the sound of a modem dialing" (Prebble, 1.1. p.32). Prebble advocated that "cyberspace . . . need not be naturalistically portrayed with screens and computers etc." (2003, p. 31). Thus, the core of the play is on the characters and their belief in online culture as a solution, not their digital machines.

IV. Solution vs. Dissolution of Online Culture in *The Sugar Syndrome*

The Sugar Syndrome situates its story in a virtual atmosphere starting with Dani carter, a 17-year-old girl, connecting to the internet whose voice can be heard clearly. This is a fundamental element of posthuman drama. She is sick biologically, an eating disorder, and psychologically, hating her parents and school, and she does not have friends. Due to these reasons, she finds in her laptop the solution to forget her miseries:

> INTERNET. Welcome to Chatarama, Dani 2752. Please choose a chatroom.
>
> (*She clicks*.) Chatrooms by LOCATION. Enter post code.
>
> (Prebble, 1.1.p.32)

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Such dialogues between humans and non-humans characters are an important feature of posthuman drama. They indicate the mingling of flesh and data. The moment Dani chooses a chatroom, a wave of messages delivered to her from Lewis Sampson, 22 years old, whom she knows from the internet. The conversation between Dani and Lewis begins with suspicion:

> LEWIS. How will I know it's you? What are you wearing?
>
> (Prebble, 1.1.p.32)

Gencer and Koc (2012, p. 34) signified that "the level of Internet abuse was the highest among those students who used the Internet mostly at home . . . because home access provides anytime and unlimited access". Pebble pointed to the most common harms caused by the internet in this play. One of the dominant cases is uncertainty about the authentic identity of the user. Lewis wants evidence that the user is Dani herself.

Another reason drives Dani to find her relief on the internet portrayed here is that her belief that humans, in reality, cheat on each other, and lie to each other whereas in the digital world, they are frank and honest:

> DANI. I chat a lot. I like the internet. I lie that way of talking to people. It's honest.
>
> (Prebble, 1.1.p.32)

This quotation means that for Dani, meetings through intelligent machines are enough to understand the characters and minds of humans. So, she interprets Lewis's question of identity as an excuse for having sex. Having cybersex is another badness of digital technology that destroys humans' lives, the playwright reflects in this play. Dowden (2020, p. 2) demonstrated that their behavior is caused by illness: "this odd couple — both misfits who feel intense self-loathing — help each other with their respective illnesses as they try to move on from their vicious cycles of behavior." He maintained that "'The sugar syndrome' refers to the characters' search for an instant buzz, one that all too often leaves a bitter aftertaste" (Ibid.).

Prebble moves the environment from cyberspace to landscape space – this intermingling of virtual and actual environments adds another factor of posthuman drama to the play- to demonstrate that if the virtual world replaces the actual world, destruction would be the result. The first actual meeting between Lewis and Dani is in Lewis's bedroom with Dani's strange question:

> DANI. Tell me straight then, am I what you expected?
>
> (Prebble, 1.1.p.32)

She wants to know whether a portrait formed in his mind about her while they met online is different from reality or the same. Her question with Lewis's disability of reply is another reference to the failure of online relationships since it can be subject to cheat and lies.

A percussive indicator of the breakdown of the cyborg world is that it paves the way towards having sex in reality besides cybersex:

> DANI. (*gently*) Have you been thinking about this, yeah?
>
> LWEIS. (*kissing her neck, getting into it*) Yeah.
>
> DANI. You've been thinking about kissing me, touching me, yeah?
>
> LWEIS. Yeah.
>
> (Prebble, 1.1.p.34)

Encouraged by cyberspace, Dani behaves elder than her age, and thus, she is eager to having sex more than Lewis is:

> DANI. (*playful*) I've been thinking about your cock.
>
> (Prebble, 1.1.p.34)

Derrida and Luhmann expostulated that what separated humans from the physical world is "the principle of openness from closure," which they find in cybernetics (cited in Wolfe, 2009, p. xxi). This feature, freedom, is liked most by Dani. She is bolder in cyberspace than in reality:

> DANI. Do you want me to tell you what I'd like to do to you? Or I could type it out if that helps.
>
> (Prebble, 1.1.p.34)

She can do whatever she likes without fears or hesitation. She is convinced that the internet is "…a place where people are free to say anything they like. And most of what they say is about sex" (Prebble, 1.1.p.38). Her contentedness that cybernetics provides freedom and honesty, the features which are missed in the physical world in her belief, creates a contradiction in her character. On the one side, she sees that people are honest through online chat without restrictions of reality. On the other side, she believes that the internet gives humans the freedom to do anything, including deceit, as she does with Tim Saunders, a man of 38:

> DANI. I was chatting to this bloke who thought I was an eleven-year-old boy.
>
> (Prebble, 1.1.p.38)

Online deceit is another indication of the dissolution of online culture displayed by Prebble here. As a pedophile, Tim finds in the digital connections his way of preying on kids for raping them. A boy of 11 years old as Dani deceives him is another benefit supplied by the internet. Hayles (1999, p. xiii) labeled the process of online deceit as follows:

> The crucial move of distinguishing between the enacted body, present in the flesh on one side of the computer screen, and the represented body, produced through verbal and semiotic markers in an electronic environment. This construction makes the subject into a cyborg, for the enacted and represented bodies are brought into conjunction through the technology that connects them.

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The online meeting results in Dani's missing her classes and leaving her school to meet Tim physically, a step which is one of the worst effects of online friendships.

Like the first actual meeting between Dani and Lewis, Tim and Dani's is also characterized by doubt and more with shock. Tim expected to see an 11-year-old boy:

TIM. You must have me confused with somebody else.

DANI. (*sticks out her hand*) I'm Dani.

Tim's *face reveals his surprise and disappointment before he recovers*.

(Prebble, 1.3.p.42-43)

For the second time, Prebble refers to the problem of missing the real identity via the internet that arouses the character's doubts compared to the landscape. In this sense, she agreed with Viola's standpoint that in posthumanism, "the question of identity has no longer any meaning" (Cited in Valera, 2014, p.385). A lot of characteristics of their true identities are uncovered only through this physical meeting. It exposes many things that have been secretly hidden behind online chatrooms. First, Dani is astonished that Tim is classy, which is unlike a portrait she forms in her mind while encountering online:

DANI. You're quite posh.

(Prebble, 1.3.p. 43)

Dani's sentence is Prebble's technique to exhibit how it is easy to be deceived by appearance. This opinion is confirmed by Crompton as she expressed that "Prebble's exploration of how evil can lurk beneath the most civilized and gentle of surfaces" is depicted through the character of Tim, who appears as "a man of such tender kindness that the flickers of violence beneath his skin are truly surprising," therefore he is "a danger as well as a victim" (2020, p. 2). Tim's shock is terrific. The portrait he has drawn about Dani as a boy is collapsed, and thus, he can hardly comprehend what is going on:

TIM. Thank you.

He looks around suspiciously.

I'd best be off.

(Prebble, 1.3.p. 43)

Suspicion still controls Tim in a manner that makes Dani think he has problems that need to be solved:

DANI. You're not in any trouble.

TIM. I really don't know what you mean.

(Prebble, 1.3.p. 43)

Dani guesses that the human world is his only trouble:

DANI. (*stands up*) Well I'll just follow you until you go home and then I'll know where you live which is worse, isn't it?

(Prebble, 1.3.p. 43)

She describes the place as "worse." It is an indication of her preference for the cyborg world to the real place. Contrary to her view, she desires to go with him to his house. This willingness is strange to both of them:

Suspicious but intrigued, Tim *sits back down*. Dani *sits down and, like a cat with a mouse, is at a bit of a loss*.

(Prebble, 1.3.p. 43)

Through this stage direction, Prebble introduces another decline in the advanced technology: Tim is afraid of this relationship constructed from the internet, and Dani is lost.

Dani's addiction to the cyborg machine – a reflection that the human body and machines are equal and this in return refers to another typical characteristic of posthuman drama-drags her to the abusive language which is dissolution in terms of Prebble – followed Hayles's notion of the impact of the internet on "language and culture"- but it is a solution according to Dani:

DANI. I've been going to loads of classes. But they can think again if they think I'm turning up for registrations and assemblies and General fucking Studies. JAN. Language.

(Prebble, 1.5.p. 53)

The above is a conversation between Dani and her mother Jan, over a telephone call from Dani's tutor complaining that Dani's absences from the school need a justification. Dani does not attend classes because she has chosen online existence, which is deemed a great theme of the posthuman drama. She spends most of her time chatting on the laptop or meeting strangers she has known through the internet. Such choice springs from her confidence in those cyborg machines as her saviors from her monotonous life.

Ferrando (2014, p.168) claimed that posthumanism tackles "existential aspects" such as addressing "the question who am I? in conjunction with other related questions, such as: what am I? and where and when are we?". In this play, Prebble sheds light on such issues. Critical obscure secrets revolve around the identity of Tim and Dani are known after they meet in reality and speak face to face. Tim is startled because of her strange nature of interested in having sex. Concerning Tim, Dani feels that he has vague emotions toward boys:

DANI. (*confused*) You like boys.

TIM. Yes. It's odd.

(Prebble, 1.7.p. 62)

Then she knows that he hit David's father in his head, David is his boyfriend, with a cricket bat because the father discovered their dirty relationship. Further, a striking secret about Tim is that he has spent a period of his life in jail. Despite all that, she still sees him as a good guy. The matter is more complicated when she quarrels with Lewis online to defend him:

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LEWIS. I'm not comparing myself to a child molester.

DANI. Don't call him that. He's a friend.

LEWIS. You can't be friends with that.

DANI. I've met him. He's sweet.

(Prebble, 1.7.p. 69)

Dani is mentally unstable. She deceives herself that Tim is the right friend for her. Akbar (2020, p. 3) attributed Dani's insistence on Tim's friendship for psychological reasons: "Dani makes psychological comparisons relating the repressed urges of her eating disorder to Tim's paedophilic desires." Therefore she stated that their physical relationship is a continuation of online deceit: "The connection feels both forced and over-explained, even if it is part of Dani's self-delusion that she has found an affinity with this older, damaged man" (Ibid). Furthermore, the dysfunctional family atmosphere is another reason. The father is in the town divorced from the mother. His duty towards his daughter is limited to supplying her with money. Dani reflects that she needs his physical presence more than his pocket:
JAN. Do you know how much he's paying a term for you to swan in and out of that sixth form?

DANI. Oh well I'm sorry. I'll try harder to be value for money.

(Prebble, 1.5.p. 53)

His absence physically is a reason for Dani's escaping into cybernetics. And now, her emphasis on his physical existence is evidence that she does not like online existence, but is obliged to it.

The conflicts Dani faces through virtual and actual encounters with Lewis and Tim are an onset towards a dramatic change in her ideology. Her first step begins with Jan:

JAN. (*exhales*) What a day.

DANI. Are you going to tell me about it?

(Prebble, 1.9.p. 70)

She intends to befriend Jan as compensation for cyberfriends. Unfortunately, and this deems another fundamental reason for Dani's adherence to the cyborg world, the mother cannot meet Dani's need for warm parents. Akbar (2020, p. 3) marked that Jan is "the guilt-ridden" mother. Her hot temper leads to Dani's leaving home to go to Tim's house. Instead of running into her laptop, as usual, Dani seeks a solution in Tim's house, which is a massive genuine transformation in her culture from online to actual.

The impact of online life creates a tremendous gap in Dani's natural life. In Tim's house, Tim cannot find an explanation for her strange behavior; she is dancing naked:

TIM. (*fondly*) You're a lunatic, you are.

DANI. How do I look?

TIM. Like a stripper. No offence.

DANI. No, no. That was the look I was going for.

SHE continues to dance and gets him to copy her. He does, selfconsciously.

(Prebble, 2.1.p. 80)

Not only Dani's addiction to the internet affects her actions, but also Lewis. His addiction to chatting online with Dani whenever he likes has reached the stage of having hysteria if she does not reply. Her ignorance of his messages and emails- which symbolizes her ignorance of the cyborg life to luxurious time with Tim physically- leads him to go unconsciously to Tim's house looking for Dani:

LEWIS. Look mate. I know all about you and unless you want your neighbours to know and all, I'd let me in.

TIM. There's no need for *that*.

(Prebble, 2.3.p. 93)

In this vein, Prebble supported Pepperell's notion that technology "has not fed through general consciousness" (2003, p.1). Lewis goes mad, he threatens Tim to keep away from Dani, and otherwise, he would reveal his black history to his neighbors. In the middle of encountering, both agree on a negative impact of the online world on Dani:

LEWIS. I worry about her. She's the sort of girl who puts herself in dangerous positions..

TIM. I know.

(Prebble, 2.3.p. 93)

The freedom which cybernetics grants to its users has dangerous dimensions too. Dani's virtual freedom leads to putting two strangers face to face. More importantly, it leads to the destruction of all of them.

In addition to Dani and Lewis, Tim's addiction to digital machines plays a fatal influence in his life. His raping of small boys comes in the first place. Actual encountering with Lewis opens Tim's eyes that digital technology is not the solution for a good life. Therefore, he admits to Dani that he regrets having done things via his laptop:

TIM. I do have things I shouldn't have.

Pause.

DANI. OK.

TIM. On my computer.

DANI. You never said.

TIM. I was embarrassed.

DANI. Just delete it.

(Prebble, 2.4.p. 98)

Both are now convinced of the dissolution of technology advancements. Consequently, Dani advises Tim to remove them from his laptop as a means to forget them. Dani imagines that because it is a machine, to delete things from the laptop means they will be deleted even from the human's mind. Here, Prebble emphasized Hayles's view that humans' minds and

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machines are "essentially similar," but this is from Dani's point of view. As for Prebble, she displayed that despite the measureless domination of internet culture on the mind and thinking of the youth, they cannot be similar. If humans can delete undesirable things from the memory card of their intelligent machines, they cannot delete them from their minds, and this is Tim's recent viewpoint:

> TIM. They've very clever, you can't delete anything. Not completely.
>
> (Prebble, 2.4.p. 99)

Like Dani, Tim finally recognizes the dissolution rather than the solution to online life. For this reason, he decides to get rid of his laptop, which is a symbol of the cyborg world:

> TIM. Dani, will you look after it for me?
>
> DANI. Your computer?
>
> TIM. Would you take it?
>
> DANI. OK. What's on it?
>
> *A silence*.
>
> (Prebble, 2.4.p. 99)

In this play, stage directions have a distinct function in affirming Prebble's perspective of the dissolution of online culture as opposed to her characters' standpoint as a solution. This time, the stage direction "*silence,*" comes after Dani's question "What's on it?" and followed by no reply on the part of Tim, is a confirmation of the tragic consequences of the internet in ruining Tim's life instead of developing it.

Tim is not the only victim of totally relying on the internet as a solution to live the life he desires, but also Lewis, who goes to face Dani at her house. Dani scolds him that this action is due to a mental disorder:

> DANI. Christ, worlds colliding. Fuck, Lewis! Have you been round town looking for stone lions? You mental.
>
> LEWIS. I wanted to see where you live.
>
> DANI. Oh my God. And that doesn't strike you as strange?
>
> LEWIS. You could have just phoned me.
>
> DANI. You've got no right!
>
> LEWIS. Why didn't you call?
>
> DANI. Maybe because you're quite obviously a psycho.
>
> (Prebble, 2.5.p. 104)

Dani confronts Lewis that he has no right to neither comes to her house nor Tim's house. Lewis's justification is his care and love, which is rejected because they do not know each other:

> LEWIS. Dani, I care about you. I went round there cos … I love you.
>
> DANI. Don't. Talk. Shite.
>
> *A pause*.
>
> You love me. You don't even know me.
>
> *A pause*.
>
> (Prebble, 2.5.p. 105)

This conversation has a direct confession from Dani that relationships using the internet have no validity in comparison with the actual ones. Therefore, Lewis has not the right to worry about her or love her. Hence, this is another case depicted by Prebble that digital life cannot replace human's actual life. What is worse is that Dani believes that the internet is a way to satisfy sexual desires. So, she fulfills Lewis's wish:

> DANI. Let's be honest, you met me to have sex and that's wonderful, that's simple, that's clean, I liked that. I wanted to help you. Just like with Tim. He needs fixing. You needed a shag, Lewis, let's be honest, that's what you were after.
>
> (Prebble, 2.5.p. 105)

Lewis is shocked by this view, for he never thinks of exploiting Dani for any nasty desire:

> LEWIS. That's bollocks. I never used you.
>
> DANI. I never felt used. Just useful.
>
> (Prebble, 2.5.p. 105)

Eventually, Lewis fathoms how much he has mistaken in evaluating online relationships:

> LEWIS. What are you, the littlest fucking hobo of the Internet?
>
> (Prebble, 2.5.p. 105)

The meaninglessness of the digital world is embodied here. The relationship between Dani and Lewis explicit the conflicts between the cyborg world and the physical world with reference to the triumph of the latter.

The dispute between Dani and Lewis continues. Each of them wants to purge themselves from abuses inflicted on them due to online chatting but in vain. Whereas Dani sees that she does everything for Lewis's relaxation and enjoyment, Lewis sees that she deceives and fools him for her relief and pastime:

> LEWIS. I don't know. I didn't have you down as this selfish.
>
> DANI. Selfish my arse! I've done everything for you.
>
> (Prebble, 2.5.p. 106)

The argument ends with the end of their relationship, which has been formed through the internet as clarified by the stage direction:

> *The weakness of* **Dani**'s *remark hangs in the air*. **Lewis** *leaves, his final look at her is one of pity*.
>
> **Lewis** *exits*.
>
> (Prebble, 2.5.p. 106)

Because she is depressed, Dani runs to her solution as a source of comfortableness, but this time she opens Tim's laptop instead of hers. Unfortunately, it announces the end of Dani's relationship with Tim too:

> *There is the sound of the computer letting her in*. **Dani** if *touched and delighted. She clicks on icons on the computer, revealing images which we cannot see. She clicks a couple more times to reveal different images. She is shocked but entranced. An audio file is opened. The sound of a young boy, eight or nine, screaming in terror and begging through tears for it to stop. It is chillingly real*. **Dani** *is*

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appalled and deeply shaken by the monstrous sound. Her frantic clicking does nothing and she is forced to slam the lid of the computer to halt the screams. She is on the verge of tears.

(Prebble, 2.5.p. 107)

The laptop which brought Dani and Tim together is the same that ends their relationship. The true nature of Tim is discovered through his computer. Dani is petrified as she sees the videos of small boys screaming because of Tim's sexual attacks. Swanson (2013, p. 2) elucidated that "[t]he inhuman noises the computers have emitted previously are replaced by this one, heart-wrenching human cry" comes from Dani. Finally, she infers that humans are the same, whether in reality or on the internet. Technological progress cannot change bad humans into good:

A pause. **Dani** *has been reflecting*.

DANI. Why are people so cruel?

(Prebble, 2.5.p. 108)

She persuaded herself that the internet is the only solution to fill the gap in her life. Jan opens her eyes to this fact:

JAN. You persuade yourself in your head, that a certain way of behaving is acceptable.

(Prebble, 2.5.p. 109)

In line with Lewis and Tim, Dani regards Tim, who once looked at, as her future husband as nothing:

Dani's *gaze falls on the laptop. Her mother sees it*.

JAN. Whose is that?

DANI. It's no one's.

JAN. It's not yours.

DANI. No, I have to get rid of it.

(Prebble, 2.5.p. 110-111)

Dani's statement, "I have to get rid of it," is a clue to the end of her online relationships and not only with Tim or with his laptop. According to Swanson (2013, p. 2), Dani's devastating of Tim's laptop means "simple humanity triumphs over technology." By this, Prebble gives the last sign of the collapse of online culture in *The Sugar Syndrome*.

V. Conclusion

Prebble is not against the technology of the internet, but she is against addicting it to leave this world and live in the online world. Therefore, *The Sugar Syndrome* is an exemplar of the result of online existence. She creates characters that support cybernetics so that she can convince her audience of her standpoint. Dani, Lewis, and Tim are all exhibit as not normal characters, which is a token that normal humans should be different from machines.

After having analyzed the play, the study has investigated the effects of the online culture of the life of the youth. The mingling of flesh and data is one of the disadvantages of the digital world. The young characters sense the machines as humans like them. That is why Tim keeps videos of his victims on his laptop. For him, the laptop is Tim's history and past. Online deceit is another hazardous impact on the internet. Dani deceives Tim that she is a boy of 11 years old. They chat online as two males. Only when they meet physically, the truth is revealed. Cybersex behind anonymous online chatrooms is also among the risky influences of cybernetics. Dani views the cyborg world as the perfect world where she can do everything, including sex. Accordingly, she has sex with both Lewis and Tim in cyberspace and landscape.

In the end, the young characters perceive that they have mistaken in thinking of obtaining perfection via the internet world. Thus and as a way to correct this point of view, they leave online connections and communication; Lewis leaves Dani, Tim leaves his laptop, and Dani leaves her laptop and Tim. They get the inevitable conclusion that the digital world cannot be the solution they are running after, which is Prebble's point of view from the beginning.

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

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

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

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

Manuscript Style Instruction (Optional)

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

Structure and Format of Manuscript

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

A research paper must include:

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

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

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

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

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Author details

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

Abstract

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

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

Keywords

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

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

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

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

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

Numerical Methods

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

Abbreviations

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

Formulas and equations

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

Tables, Figures, and Figure Legends

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

Figures

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

Preparation of Eletronic Figures for Publication

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

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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.

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



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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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Informal Guidelines of Research Paper Writing

Key points to remember:

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

Final points:

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

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

The discussion section:

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

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

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

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



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- 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.

What to stay away from:

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

Approach:

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

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

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

Figures and tables:

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

Discussion:

The discussion is expected to be the trickiest segment to write. A lot of papers submitted to the journal are discarded based on problems with the discussion. There is no rule for how long an argument should be.

Position your understanding of the outcome visibly to lead the reviewer through your conclusions, and then finish the paper with a summing up of the implications of the study. The purpose here is to offer an understanding of your results and support all of your conclusions, using facts from your research and generally accepted information, if suitable. The implication of results should be fully described.

Infer your data in the conversation in suitable depth. This means that when you clarify an observable fact, you must explain mechanisms that may account for the observation. If your results vary from your prospect, make clear why that may have happened. If your results agree, then explain the theory that the proof supported. It is never suitable to just state that the data approved the prospect, and let it drop at that. Make a decision as to whether each premise is supported or discarded or if you cannot make a conclusion with assurance. Do not just dismiss a study or part of a study as "uncertain."



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

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

Approach:

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

Describe generally acknowledged facts and main beliefs in present tense.

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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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