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Education in Machado De Assis

Optimality & Efficiency Services

Highlights

Performance of Higher Education

Perceptions of Inclusive Education

Discovering Thoughts, Inventing Future

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Ecologizing Knowledge: Considerations to Rethink Life in the Ever-Changing World Triggered by the Pandemic

By Dra Eliana Maria do Sacramento Soares & Dra Andréia Morés

University of Caxias do Sul

Abstract- We present a theoretical essay approaching the question: according to which paradigm will we reorganize ourselves as a human society facing the experience of the Pandemic? To ecologize knowledges by articulating and establishing relations among different theories and forms of knowledge, we offer clues and possibilities to create forms of acting in life, especially in education practices, taking this moment we are living in as a trigger for transformations. In this way, we suggest the method of complexity as a strategy to redimension our way of understanding what we are living and transforming our way of acting. We emphasize the need of overcoming the current objectivism and rationalism, and proposing the systemic vision that includes the reflective, active, strategist subject as co-creator of the reality in which he lives. In this way, we suggest that educational practices need to be configured as a cognitive ecology, the result of the articulation of various contexts, coexistence scenarios, where teachers and students act together, taking care of each other and co-creating learning contexts in the experience. This approach can give rise to a form of education founded on a dynamic based on cooperating and sharing in circularity, surpassing control and judgment and enhancing the empowerment of being.

Keywords: *ecology of knowledges; complexity; systemic vision; education practices; pandemic.*

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ECOLOGIZINGKNOWLEDGECONSIDERATIONSTORETHINKLIFEINTHEEVERCHANGINGWORLDTRIGGEREDBYTHEPANDEMIC

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Ecologizing Knowledge: Considerations to Rethink Life in the Ever-Changing World Triggered by the Pandemic

Dra Eliana Maria do Sacramento Soares [α] & Dra Andréia Morés [σ]

Abstract- We present a theoretical essay approaching the question: according to which paradigm will we reorganize ourselves as a human society facing the experience of the Pandemic? To ecologize knowledges by articulating and establishing relations among different theories and forms of knowledge, we offer clues and possibilities to create forms of acting in life, especially in education practices, taking this moment we are living in as a trigger for transformations. In this way, we suggest the method of complexity as a strategy to redimension our way of understanding what we are living and transforming our way of acting. We emphasize the need of overcoming the current objectivism and rationalism, and proposing the systemic vision that includes the reflective, active, strategist subject as co-creator of the reality in which he lives. In this way, we suggest that educational practices need to be configured as a cognitive ecology, the result of the articulation of various contexts, coexistence scenarios, where teachers and students act together, taking care of each other and co-creating learning contexts in the experience. This approach can give rise to a form of education founded on a dynamic based on cooperating and sharing in circularity, surpassing control and judgment and enhancing the empowerment of being.

Keywords: ecology of knowledges; complexity; systemic vision; education practices; pandemic.

I. Introduction

The planetary era referred to by Morin, Ciurana and Motta (2003) became evident in 2020, when humanity was taken over by the pandemic. This event made us reorganize our way of being in life very quickly, with social isolation being the great challenge from which several demands arose. All of this disturbed us. It caused us uncertainty. It caused us fears.

Morin (2005) states that situations that emerge within society come from the ways of being in the world and being of individuals, and proposes a path based on the understanding of human complexity trodden by self-analysis, self-criticism and self-responsibility in order to understand and bring forth alternatives of overcoming limitations. From this perspective, these situations need to be understood from a systemic approach to enable the emergence of transformations.

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Consistent with this idea, Moraes (2002) already emphasized that transformations are the result of processes triggered by disturbances, challenges or problems that stimulate the system to resize itself. Still Moraes (2008), discussing the adversities we live in, points out that they are fostered or mediated by crises of an ontological and anthropological nature. To these, we add the epistemological ones.

Thus, we start from the assumption that crises and adversities are opportunities to reorganize ourselves and understand the ecosystemic interrelations that involve us, in the sense of the interdependence between the environment, human actions and what we generate while living what we choose to live, even if we do it unconsciously. Moraes (2008) brings the ideas of David Böhm (1992), who recommends: "we need a global change of consciousness since we are political, social and historical beings" (p.18), so that we can make changes in the way society lives.

Santos (2020), approaching the subject of the pandemic, infers that it reveals the emptying of mediation among intellectuals, with regard to the production of their theorizations and the relationship of these with the claims and needs of citizens in their daily lives. He also points out that most intellectuals think and produce about the world, but do not think and produce with the world, with the needs that come from everyday life. To enter into these reflections, pervaded by the ecology of acquired knowledge, makes it possible to integrate the social commitment and the life of citizens into scientific work.

As the voices we evoke stated it, the world's society is faced with a great challenge. More than ever, the need for a method becomes evident; according to Morin, it should be a strategy to create new paths and ways of being in the world, which emerge in the erraticness and uncertainty in the transformation of the current experience. In this sense the "method is [...] what is used to learn and, at the same time, is learning itself. It is what allows us to know knowledge" (MORIN; CIURANA; MOTTA, 2003, p. 29) and so it is dynamic, recursive and dialogical: cause and effect, program and strategy built immersed in experience.

In view of these considerations, we prompt: from what paradigm are we going to reorganize as a

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human society in face of the experience of the Pandemic? Which method will we take?

In order to offer an answer to this question, we present this theoretical essay, which articulates ideas that we understand to contain concepts, clues and possibilities, to create new ways of acting in life, especially in the educational practices, having this moment that we live as a trigger of transformations.

To this end, we intend to ecologilize acquired knowledge in order to bring about principles to rethink and resize our living. The expression "ecology of acquired knowledge" refers to articulating and establishing relations between different theories and forms of knowledge from different cultures, understanding that these are the result of human experience in its different approaches and dimensions.

II. Ideas and Concepts from Which We Drew Inspiration to Ecologize

The worldview based on the principles of scientific rationalism allowed for a technical-scientific development that bore important fruits for various sectors of society. Valuing the objective and external aspects of the experience more than the subjectivities of the individuals who live it, these principles may be not comprehensive enough to understand this phenomenon that pervades our society, the Pandemic arising from COVID 19.

It is important to realize that the human being, seeking to understand himself and his surroundings, builds theories based on the vision which he is able to express in each historical social / cultural / scientific moment. Thus, theoretical frameworks have emerged and the current one, in general, is based on determinism, stability and objectivity. At the same time that it enabled great scientific advancements, it also gave rise to several situations related to social inequality and ecological imbalance, facts that, among others, pervade the contemporary world.

We infer that we are observing a "turn", since the great challenges that Humanity faces today in diverse sectors (education, economy, health, human relations), aggravated and made evident by the Pandemic, need to be understood from a new viewpoint, which demands a new method to overcome them.

Studies related, primarily, to Quantum Physics and the discoveries of Ilya Prigogine, among others, based especially on the irreversibility of the laws of nature, indicate that living beings can be conceived as complex and unbalanced systems, acting on the edge of stability. These revelations lead us to recognize that uncertainty and instability are part of life's experiences, showing the complexity of the universe.

Santos (2008) also cites the contributions of Prigogine that refer to the emergence of systemic thinking, as well as of the concept of *autopoiesis*, highlighting the interactions between the phenomena we are currently experiencing and the possibilities of self-organization from oneself. *Autopoieis* (Maturana and Varela, 1997) refers to the constitutive dynamics of living beings, productive processes, where each component participates in the production and transformation of other elements of the network. Pellanda (2016), points out that human beings, through the use of consciousness and self-consciousness, can be producers of themselves, self-producing intertwined in living and knowing. Pellanda also argues that the autonomy of human beings is directly related to the mastery of themselves. According to this author:

> "... this positioning leads us to look at/live/build reality and knowledge from other angles and attitudes... we are implicated observers. The challenge, therefore, is to make a path by walking, as the poet would say, transforming us at every step" (BOETTCHER; PELLANDA, 2010, p.49).

In order for us to act as implicated observers, co-creating with awareness the world we want to live in, we need to resize our beliefs, understand our context and how our actions create the experiences we experience.

In the intertwining of these ideas we find clues to walk a "new" path to interpret the world and our experience as human beings, considering systemic thinking, where the cosmos comes to be understood as a living and fully active system, in which different systems (social, political, environmental, family, school) are in constant harmony and interdependence. Systemic thinking challenges us to review our conceptions, our ways of living being and being in life, especially to understand what we are experiencing and to be able to act coherently.

Santos (2020), involved in the pandemic scenario, proposes some reflections in the context of social sciences and human sciences by questioning: "Does this mean that, at the beginning of the 21st century, the only way to avoid the ever-imminent ecological catastrophe is through the massive destruction of human life? Have we lost the preventive imagination and the political capacity to put it into practice?" (p. 07)

According to this author, all scientific-natural knowledge is scientific-social; all knowledge is local and total; all knowledge is self-knowledge; all scientific knowledge aims at constituting common sense. (Santos, 2008).

Thus, this author points out that there is an approximation between the scientific knowledge present in the natural sciences and the knowledge present in the social sciences, which in turn legitimize the overcoming of the dichotomy between these areas. If so, we can overcome fragmentation, disciplinarity, isolation

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between the various areas of knowledge, towards a broader vision.

This perspective makes it possible to understand that all scientific knowledge is self-knowledge, part of the subjects' knowledge, its acquired knowledge, linked to the course of personal and collective lives, articulated with the scientific studies. This understanding can be a reference for us to instrumentalize ourselves in times of crisis and challenges.

From this point of view, it is necessary to take scientific knowledge of systemic and complex view of life as an open system of knowledge, being in a continuous process of creation and renewal, in which the ecology of knowledge can be produced ecologically from different knowledge areas and its subjects, overcoming the unique vision of the dominant knowledge. Unscientific knowledge should be welcomed, be it Western or non-Western, popular or coming from minorities, valuing the interdependence between scientific and non-scientific knowledge (SANTOS, 2006).

This way of thinking can bring about a new balance, a new relationship between the various knowledges, so that this scenario will lead us to a full way of being together. For this movement welcomes voices, life and lived experiences of the subjects involved with and in community, in the sense that everyone acts in partnership and openness, in favor of plurality.

Pellanda (2016) refers to the paradigm of complexity as the theoretical framework with the potential to deal with the demands that instigate us, which the current paradigm is no longer able to cope with. She articulates the ideas of the paradigm of complexity with those of the theories developed by Gregory Bateson, Humberto Maturana, Francisco Varela and Spinoza, and others, to build his argumentative thread, focusing on the constitution of being.

From such approach, this researcher presents considerations and possibilities that refer to a recovery of human dimensions which include spirituality -- banished during modernity on behalf of the priority to reason as well as in consequence of a deep fragmentation. In this way, according to her, we will be moving forward to put together what has been separated. In her argumentation she urges us to liten to the words of von Foerster (2003, p. 248) when he calls for an epistemology of "*How we know*, instead of *What we know*". This means asking ourselves in the face of this Pandemic: How we got here as implicated and co-creator subjects.

Following the thread of these reflections, Maturana and Dávila (2021), reflecting on the uncertainties and concerns we are living during the pandemic, sought to understand how we have created what we are living, and how this life in the pandemic teaches us to "harvest" new dynamics to transform the ways of being and living in human experience. They invite us to make a transformation in the way of thinking and living in order to create a future based on collaborative actions, coexistence and mutual respect.

These authors emphasize that the pandemic has revealed to us several other diseases of our society, both biological and social and cultural diseases, highlighting inequality, exclusions, disputes; the accumulation of many to the detriment of the majority; disrespect to our Planet, suffering and fragmentation of the subject who lives unaware and disconnected from one's own self.

The invitation of Maturana and Dávila (2021) is to reflect on how we lived before the pandemic, understanding the criteria and choices that we have made and that have brought us to this moment, taking this scenario that worries us as an opportunity to awaken our consciousness. To this end, they propose "a reflective understanding", of what we live and create with our living, expanding our vision to act coherently at this crucial moment for us humans and for our planet.

In this sense, we include the concept of psychic eras (Maturana and Dávila, 2009) to understand the choices that brought us to this point, and realize that, just as humanity has made these choices, we can now choose what we will accomplish.

Psychic eras (Maturana and Dávila, 2009, p. 30), "configurations of the emotion of everyday living that [...] characterize distinct moments of human history." Thus feelings, desires, emotions and our choices emerge as psychic dimensions arising from consciousness, comprehension and understanding, so that our biological-cultural matrix is the foundation of all our feeling and doing, being and living.

With this viewpoint, the authors propose six psychic eras and present the respective emotions and doings that define them, as well as their processes of emergence and extinction and/or transformation.

Therefore, the challenge we have in this historic moment is to seriously and self-responsibility answer questions like "How are we doing what we are doing?" and "How are we generating so much pain and suffering for ourselves and for others?" We can take the Pandemic as the trigger of a new cycle co-created by all of us.

Competition or collaboration? How to live together in human society?

We are at a turning point of human experience on Earth: What alternatives do we have to choose? What do we want to keep? What do we want to transform? What to leave to our children and descendants?

The voices we have brought in this text along with ours claim: It takes a new way of thinking to understand what we are living and build a new route:

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systemic thinking and the principles of complexity as a method and path. We need to build together, in partnership and side-by-side, in order to bring about, in the sense of co-creating, the experiences that will lead us to the transformation we long for.

III. Developments and Recommendations

Resuming the focus of our essay and considering the ideas that we present, we offer paths, clues and procedures to create new ways of being and living in human experience in a post-pandemic moment. We emphasize that the considerations that we present are ruled by processes, relations and significations that we have been giving to the voices of the subjects we intend to articulate, in the sense of ecologizing knowledge and thinking about possibilities to act in the after pandemic scene.

Thus, we propose as a strategy to resize and transform our living, based on the challenges and uncertainties of the current moment, the method of complexity, which is founded on the principles of this approach according to Morin; Ciurana; Motta, (2003). This principles are, namely: systemic; holographic; retroactivity; recursion; autonomy/ dependency; dialogical; reintroduction of the knowing subject in the process of knowing. The latter emphasizes the overcoming of objectivism, assuming the subject as thinking, reflective, active, influential, strategist, in short, co-creator of reality. Consequently, both knowing and living come to be understood not as an accumulation of information and facts, but as an emergence of the action of subjects who interpret, in uncertainty, in the social and scientific context, and create ways of dealing with experiences.

For human relations in their various aspects and contexts, we invite each being to look at oneself, in a process of being with oneself, and seeking personal empowerment in order to, from one´s entirety, be with the other. This leads to a path of self-knowledge where the observation of oneself in a metacognitive and empowering attitude (Boettcher and Pellanda, 2010) can lead to personal transformation. And so, beings can act in everyday life in another way, allowing collaborative and co-inspirational relationships with mutual respect to emerge.

We infer that procedures based on listening to oneself, in recognizing knowledge and acquired knowledge, in systemic articulation, can allow the development of new ways of being with the participation of different subjects. Thus, according to Santos (2006, p. 158): “The ecology of knowledges has to be produced ecologically with the participation of different knowledges and their subjects”. In this way, encompassing in the ecology of knowledges the perspectives of the citizens, life in society, collectivity, self-knowledge and the plurality present in planetary life.

The reflections and criticisms proposed by the authors in question, in their different works, suggest a vision that advances to the dimension of Sciences, of knowledge, of epistemological plurality. The plural epistemologies of scientific practices refer to other scientific knowledge, overcoming the vision of a single knowledge, which are translated into new configurations of knowledge.

In the context of educational practices, teachers and students can (re)connect with their capacity for reorganization, acting on their way of living in a creative and empowering way, allowing the constitution of belonging, interacting in experiences characterized by the acceptance of the other, by mutual respect, suspension of judgment, by the acceptance of difference, by the presence without exigence, and other forms of being together in legitimacy.

For this to happen, it is necessary to recognize multi-referentiality, since the entire educational process is subject to different interpretations and to plurality of views and knowledges.

This path suggests that the network of the educational process can be configured as a cognitive ecology that emerges from the various systems that act in the educational processes in the context of the digital and hybrid culture that we are experiencing. Lévy (1993) takes this expression to represent the individual and collective subjectivation processes that were acting and continue to act as a result of contemporary culture. This author explains that these processes happen due to complexification and displacement of the aspects involved.

Thus, we can think of a learning ecology as something that emerges from the articulation between the various contexts of educational practice: cognitive, social, emotional, and others.

The ecology of learning can be understood as the articulation of various contexts, scenarios of coexistence, where teachers and students act together, taking care of each other and co-creating, with mutual respect and responsibility. This is a plane in which educational strategies and interventions are based on flows and relationships, so that the subjects are implicated observers of their actions and that learning emerges supported by conversational networks that coordinate the doing and being of the participants. Living in this domain of action, the subjects accept each other and modify themselves as legitimate in the singularity of coexistence. It follows that educating becomes a dynamic of cooperating and sharing in circularity, surpassing control and judgment and enhancing the empowerment of being.

The coexistence referred to here refers to being together in connection, accepting the other as a legitimate individual in dignity and legitimacy, which defines the emotion of love, which, together with

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cooperation, are considered biological constituents of our species. Maturana (1998, p. 23) asserts that "love is the emotion that constitutes the domain of behaviors in which the acceptance of the other as a legitimate other in coexistence occurs". Thus, this author places the emotion of loving in the social ground of coexistence. And he emphasizes that coexistence based on competition and individualism does not constitute a social space, because, by denying the other, we deny his options of being and doing. So, to accept others is to legitimize their personal life projects. It means being entirely in coexistence, it is living the present along with the other. And by being present with the other, being with oneself as a whole.

When proposing a transformation for educational practices, based on learning to live together, we agree with Maturana (2002) when he affirms that education is a phenomenon of transformation while living together, in a relational context. Talking about a relationship means transcending fragmentation. Looking at educational practices, school culture and teacher/student training from this perspective, can be an alternative that goes beyond the idea that we are separated from what we do and what happens to us. This means understanding the human being, in the context of these practices, intertwined with the other and in conjunction with one's domain of action.

In this line of understanding, educational practice is a transformative action, based on the coordination of recursive actions, surpassing control and judgment (MATURANA and DÁVILA, 2009). Santos (2019) refers to transformative education as the element which fosters a critical spirit and can lead the subject to develop a critical and argumentative look considering different opinions and approaches. Therefore, the educational practice embraces the human, the social, the life, the citizen, combining different voices, experiences, and life experiences.

We emphasize that the practices that we create and will still create as human beings constitute a record of recursive operations, which make our experiences emerge and cause structural changes, which are manifested in the ways of acting, interacting, living together, and thinking. From this focus, we propose to take the experience we are living as a trigger point for redimensioning the dynamics of our lives and social relationships, in order to transform our action in the world, toward ourselves and towards the others. We know that, given what we have considered in the reflections hereby presented, nothing will be given from outside of ourselves, from outside of our lives, from our Planet. We, human beings, need to empower ourselves and make emerge what we choose.

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Learning Outcomes Acquisition in Second Language Tertiary Education Classroom Practices

By Joel Laffita Rivera

Abstract- Indeed, Learning Outcomes (LO) are vital components of a curriculum design. These themes are not only a reflex of Education academic, administrative standards but, more importantly, a prelude for lecturing's guidance and learning comprehension. Although Learning Outcomes refer to those learning achievements that learners will be able to demonstrate once completing the learning process, fulfilling this wanted goal still represents an academic challenge for all kinds of teaching and learning disciplines, and language is not exempted from being a subject that requires especial scrutinizes when addressing Learning Outcomes. Herewith, the study aimed to analyze learning outcome aspects and implications in second language acquisition in Tertiary Education classroom practices. It also brings up a based prospect on language insights and curriculum settings. To accomplish this objective, various manuscripts and Internet accredited websites were searched. The outcome revealed that the idea of boosting second language learners' knowledge and skills cognition meaning, differentiation, and association to treat the acquisition of learning outcomes at Tertiary Education classroom practices might be assumed as an academic functional approach that helps academicians in handling the second language acquisition process, and therefore in producing university graduate's skills.

Keywords: *linguistics; learning outcomes; assignments; evaluation criteria.*

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Learning Outcomes Acquisition in Second Language Tertiary Education Classroom Practices

Joel Laffita Rivera

Abstract- Indeed, Learning Outcomes (LO) are vital components of a curriculum design. These themes are not only a reflex of Education academic, administrative standards but, more importantly, a prelude for lecturing's guidance and learning comprehension. Although Learning Outcomes refer to those learning achievements that learners will be able to demonstrate once completing the learning process, fulfilling this wanted goal still represents an academic challenge for all kinds of teaching and learning disciplines, and language is not exempted from being a subject that requires especial scrutinizes when addressing Learning Outcomes. Herewith, the study aimed to analyze learning outcome aspects and implications in second language acquisition in Tertiary Education classroom practices. It also brings up a based prospect on language insights and curriculum settings. To accomplish this objective, various manuscripts and Internet accredited websites were searched. The outcome revealed that the idea of boosting second language learners' knowledge and skills cognition meaning, differentiation, and association to treat the acquisition of learning outcomes at Tertiary Education classroom practices might be assumed as an academic functional approach that helps academicians in handling the second language acquisition process, and therefore in producing university graduate's skills. Thus, the present research study is valuable for scholars interested in conducting researchers related to Second Language Acquisition Studies.

Keywords: linguistics; learning outcomes; assignments; evaluation criteria.

I. Introduction

Indeed, Learning Outcomes (LO) are vital components of a curriculum design. These themes are not only a reflex of Education academic, administrative standards but, more importantly, a prelude for lecturing's guidance and learning comprehension. Although Learning Outcomes refer to those learning achievements that learners will be able to demonstrate once completing the learning process, fulfilling this wanted goal still represents an academic challenge for all kinds of teaching and learning disciplines, and language is not exempted from being a subject that requires especial scrutinizes when addressing Learning Outcomes. As the linguistic outputs from Learning Outcomes relate to learner's capabilities accomplishment, it is necessary to look at this purpose to discuss the fact that they must demonstrate based linguistic knowledge and skills a result of the learning process. Among many other educational challenges, this could be a complex task to manage from second language knowledge and skills acquisition. This sustained academia search observation led us to create the hypothesis that not only by designing appropriate learning outcomes, which is an academic requirement, we, as academicians, should assume that the second language learning acquisition is going to produce for itself that level of practical expertise that we want our university studs to do the show. Therefore, we perceive that one of the philosophical thinking that could help them to develop based knowledge and skills subject relates is by having a deep understanding about to what [Knowledge and Skills] mean, and how they can associate and differentiate them when it comes to applying linguistically. See diagram 1: Applied Linguistic Knowledge and Kills Association and Differentiation. According to (oxforddictionaries.com. 2012) the term "knowledge" can refer to a theoretical or practical understanding of a subject. It can be implicit (as with practical skill or expertise) or explicit (as with the theoretical understanding of a subject), formal or informal, systematic or particular. A skill, on the other hand, is the learned ability to act with determined results [assignment and examination performances] with good execution, often within a given amount of time (Rao, 2010).

Table 1: Applied Linguistic Knowledge and Kills Association and Differentiation

Subject	Association	Example	Differentiation	Example
Knowledge		Pronunciation Lexi		Listening Speaking
	Competences Source	Grammar	Competences Development	Reading Writing
Skills				

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II. Literature Review

According to (Brain and Richard, 2003); (Weinreich & Herzog, 1968), Linguistics is the scientific study of the structure and development of language in general or particular languages. The language study also involves analysis of Langue Form, Language Meaning, and Language in Context (Martinet, 1960). (Crystal David, 1990) argues that Linguistics can be described as an academic discipline and, at least, its theoretical subfields, as a field of science, being a widely recognized category of specialized expertise. For (Behme, Christina; Neef, Martin, 2018), Linguistics is heterogeneous in its research methods. Based on these researchers view, we could affirm that having an understanding of language philosophy and language applications could help second language teachers to develop much better lecturing approaches, and therefore in handling the learning outcomes acquisition of the language subject to be taught, which is an issue that requires the use of Linguistics. A clear example is the academic learning outcomes recommendation of using a verb that describes an observable action, a description of what the learner will be able to do and under which conditions. This is something that academicians can do by employing this equation [Do+What+how=Result]. For instance, [Apply and infer] [grammatical functions] [in Spanish language contexts]. Of course, according to the language proficiency level and by thinking in mind Bloom's Taxonomy of Educational Objectives. The original taxonomy of the cognitive domain for categorizing the level of abstraction of questions that commonly occur in educational settings was created by (Longman, Engelhart, Furst, Hill, and Krathwohl, 1956), and time later revised by (Anderson & Krathwohl, 2001) to help teachers understand and implement a standards-based curriculum. Other significant linguistics issues when dealing with learning outcomes are the cognitive and affective domains learning approaches. (Iran, 1990) and (Zimmerman & Bandura) respectively, argue that the meta-cognitive component of learning is involved in the exertion of control and responsibility for one's cognitive and affective processes to understand the information provided. Pedagogically, this fact led (Boekaerts, 1995) to highlight the effectiveness of providing cognitive learning activities to students. Thus, considering [Knowledge and Skills Association and Differences] to get a better understanding about the Acquisition of Learning Outcomes in second language tertiary education classroom practices is also a valuable cognition approach scientific idea. However, being knowledgeable with the language subject knowledge and having the ability to use it appropriately in second language contexts are two different things. Furthermore, as second language teachers are required to make available their second language curriculum before imparting the subject, lecturing approaches have to be well-managed in these regards. See the example from table 2: Spanish Language Course Academic Inputs:

Table 2: Spanish Language Course Academic Inputs

Subject Name	Course Objective	Learning Outcomes	Assign Mode
Spanish for beginners	To equip studs with basic Spanish language communication skills	To apply questions and responses in conversational Spanish	Individual speaking assign
AT THE END OF THIS COURSE, STUD S WILL BE ABLE TO APPLY SPANISH LANGUAGE PHRASES AND SENTENCES INTO WRITTEN AND SPOKEN CONTEXTS RESEARCH2021\SPEAKING TEST (ERSHAD ZULKARNAIN-1191302356).MP4			

III. Academic Approach and Methodological Inputs

As the present research study relates to experienced academic teaching and learning the second language at Higher Learning Education, the hypothesis presented is interpreted as a methodological tool for second language teachers to treat learning outcomes in a second language classroom. At Tertiary Education, we do not teach knowledge. Instead, we use it to help university students develop practical skills. This theoretical thinking matches the philosophy of Education, which is the process of facilitating learning, or the acquisition of knowledge and skills. It also fits the learning acquisition process, pedagogy, and psychology view from other researchers (Richard, 2010); (Scott, 2012); (Li, 2012); (Merriam, 2019); (Department of Education and Training Victoria, 2017); (Shulman, Lee (1987); (Plotnik, Rod; Kouyomdijan, Haig, 2012). According to a report from (The World Bank, 2019), the future of work and the increasing role of technology in value chains make tertiary education even more relevant for workers to compete in the labor market. Thus, it should be a concern for both teachers and learners to understand that the results from learning outcomes are based on courses' declarative statements. In other

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words, a demonstration of learning capabilities. Academically speaking, it is not about what we teach/learn but about how to do it. If well is true that being knowledgeable with the language topic helps us understand the subject assignments given; how to do them appropriately is a different thing because it demands the necessary skills to contextualize that based subject knowledge. Regardless of the level of language proficiency, understanding the association and differentiation between knowledge and skills and the application of these abilities could play a role in the acquisition of based subject learning outcomes. Academically, a well-delivered learning outcome will focus on how the learner will apply their new knowledge in a real-world context. At Tertiary Education, we manage this way the second language teaching and learning classroom, prepare our assignments and evaluate the knowledge and skills productivity. See Diagram 1: Learning Outcomes T&L Tertiary Educational Model created for this purpose, and table 3: Bloom's Taxonomy of Educational Objectives for building Learning Outcomes Evaluation Criteria:

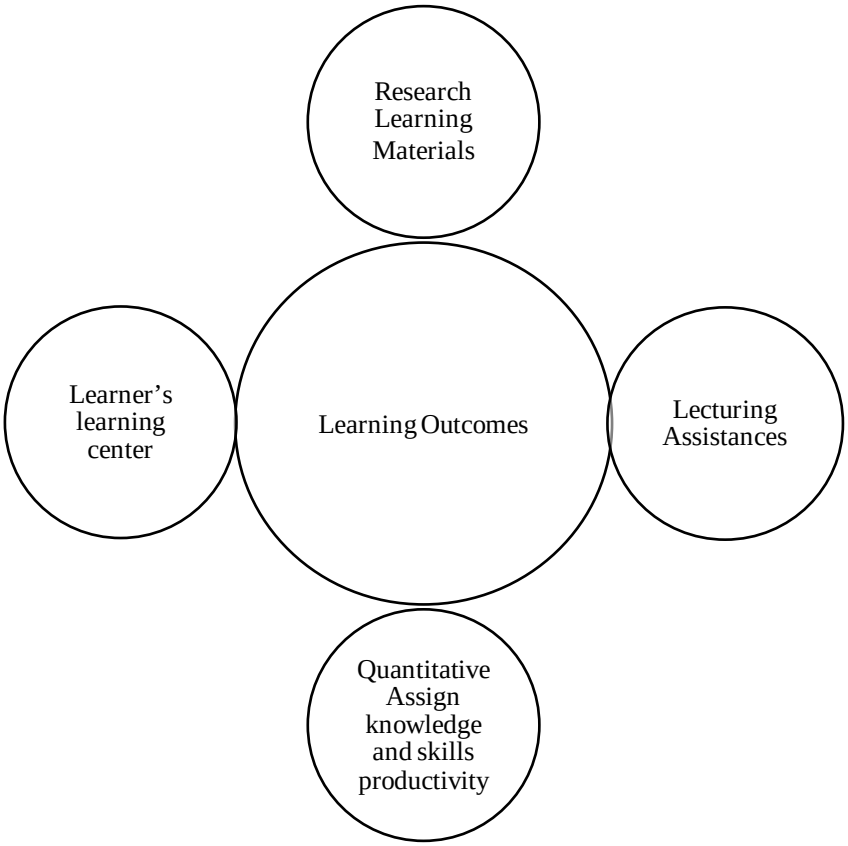

Diagram 1: Learning Outcomes T&L Tertiary Educational Model

Table 3: Bloom's Taxonomy of Educational Objectives

Level	Description
Knowledge (represents the lowest level of learning)	To know and remember specific facts, terms, concepts, principles, or theories.
Comprehension	To understand, interpret, compare, contrast, explain.
Application	To apply knowledge to new situations to solve problems using required knowledge or skills.
Analysis	To identify the organizational structure of something; to identify parts, relationships, and organizing principles.
Synthesis	To create something, to integrate ideas into a solution, to propose an action plan, to formulate a new classification scheme.
Evaluation (represents the highest level of learning)	To judge the quality of something based on its adequacy, value, logic, or use.
Adapted from California State University, Bakersfield, PACT Outcomes Assessment Handbook (1999)	

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IV. Methodology

The methodological approach used revised various manuscripts and Internet accredited websites to conduct the present research study. Two fundamental questions were accountable to proceed with the investigation, which attempts to responding them has been contextualized and sustained by accomplishing the study objective, which analyses learning outcome aspects and implications in second language acquisition at Tertiary Education classroom practices, and bring up a based prospect on language insights and curriculum settings. This all to make up the literature framework of the research study, which is based on 1) Research methodology. 2) Subject matter domain. 3) Results and discussion.

V. Fundamental Questions

What if by boosting second language learners' knowledge and skills cognition meaning, differentiation, and association, we can obtain better learning outcomes at Tertiary Education? If producing graduates' skills at this educational level is vital, how well are we handling the second language acquisition process?

VI. Result and Discussion

Although many researchers have addressed the same subject here discussed, there are always room for new ideas. And this is what the present research study has attempted by providing a literature framework through which the thoughts about acquiring Learning Outcomes in Second Language Classroom Practices at Tertiary Education can be well interpreted. Similar to what the objective of learning outcomes should be, the title of the paper is by far an eloquent abstract of what readers might expect. Thus, the study has featured various facets of the subject matter [Learning Outcomes] to analyze their linguistic role. To answer the research questions, and draw appropriate conclusions and recommendations, this analysis traces Learning Outcomes outputs to look into the learning accomplishment purposes. In other words, what else we, as university academicians, can do in order to get done those learning achievements wanted goal at the end of the language course taught, and which still represent an academic challenge for all kinds of teaching and learning disciplines. By logical appliance, we know that the linguistic outputs from Learning Outcomes relate to accomplish learner's capabilities. So, considering this fact, the study has produced an assumption and then has elaborated a subjective research methodological spectrum backed by sustained academic search observation. This hypothetical view perceives that one of the philosophical thinking that could help individuals to develop based knowledge and skills subject relates is by having a deep understanding about to what [Knowledge and Skills] mean, and how they can associate and differentiate them when it comes to applying linguistically. This result could lead us to consider adopting a different methodological position towards learning outcomes acquisition in second language classroom practices, mainly when working with university students. In supporting this view, other researcher's assessments (oxforddictionaries.com. 2012) and (Rao, 2010) were used to evaluate knowledge and skills concepts. Based on the academic linguistic and curriculum insights, which illustration given in table 1: Applied Linguistic Knowledge and Kills Association and Differentiation and table 2: Spanish Language Course Academic Inputs, it could be affirmed that the hypothesis cops with this output discussion. And as it has prior pointed, this theorical thinking also matches the philosophy of Education, and the learning acquisition process, pedagogy, and psychology view from other researchers (Richard, 2010); (Scott, 2012); (Li, 2012); (Merriam, 2019); (Department of Education and Training Victoria, 2017); (Shulman, Lee (1987); (Plotnik, Rod; Kouyomdijan, Haig, 2012). Thus, taking into account all this, the study highlights that a well-delivered learning outcome should focus on how the learner will be able to apply their new knowledge in a real-world context. It also underlines the methodological standpoint of managing this way the second language teaching and learning classroom, the preparation of assignments, and the evaluation of the knowledge and skills productivity. Consequently, diagram 1: Learning Outcomes T&L Tertiary Educational Model puts forward provided valuable methodological insights for lecturing guidance.

Statistically speaking, Learning Outcomes are measured statements. When it comes to applying linguistics, second language teachers should consider the equation [Do+What+how=Result] and Bloom's Taxonomy of Educational Objectives for getting right this academic task. Both references have been cited for them to develop based course learning outcomes. Although for second language teachers and the learners accomplishing learning outcomes outputs may be challenging, the database presented in this research study has proved that it is possible to optimize second language learning outcomes acquisition and leaner' performance at Tertiary Education.

VII. Conclusion

Highlighting the fact that learning outcomes are statements based on learning course results, it could conclude that the idea of boosting second language learners' knowledge and skills cognition meaning, differentiation, and association to treat the acquisition of learning outcomes at Tertiary Education classroom practices is relevant and consistent with the hypothesis made and discussed. The output from this assumption

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might be assumed as an academic functional approach that helps academicians in handling the second language acquisition process, and therefore in producing learners' graduates' skills. This research output criterium is backed by the current global labor market demand for skills-work-force. Academically speaking, the learning outcomes approach presented is valuable, and it will be intelligent to evaluate its usefulness for teaching and learning languages and its implementation in all kinds of university subjects as well.

VIII. Recommendation

Currently, there are many movements for education reforms, and teaching and learning at Tertiary Education are not exempt for being subject to these approaches. However, for improving university student's learning quality and efficiency towards the production of a well-qualified and competitive skills labor market forces, the learning process should be treated as the students' learning center and efficient problem-solving at this educational level. Generally, we see learning outcomes as academic curriculum statements on which we relate to teach, set assignments and examinations, and evaluate learning performances. Although it is not inappropriate to do so, this perception has led many of us to become more driven [administrative policies makers] than [lecturing intellectual producers]. But unlike prior educational levels [primary and secondary schools] where the learning process is driven by knowledge – methodology - practices, at Tertiary Education, we have the duty to reverse this process to obtain a materialized learning outcome proficiency level of competent performances towards the current and future business development. Thus, future researchers should be done to deep escalating into learning outcomes acquisition in second language tertiary education classroom practices.

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Linguistic Diversity and Coexistence: Experience of Spain and Russia

By Lilia V. Moiseenko & Fatima R. Biragova

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Abstract- The article examines the contacting languages in regional bilingual environments and their role in the preservation of national identity and national culture in multinational states. Using the example of the regional languages of Spain that have received the status of co-official languages (Basque, Catalan, Galician, Aran and Valencian), the linguistic situation in autonomous entities, the peculiarities of bilingualism and the types of language conflicts are studied. The selected parameters are used to describe the linguistic situation in the Republic of North Ossetia-Alania. The article concludes about the status of the Ossetian language, the dominant role of the Russian language, and the unbalanced linguistic situation[1]. The formation of national – Ossetian – identity should take place in the three-dimensional space of national, all-Russian and world culture.

Keywords: contacting languages; bilingual environments; co-official languages; linguistic situation; language conflicts; national identity.

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Linguistic Diversity and Coexistence: Experience of Spain and Russia

Lilia V. Moiseenko [α] & Fatima R. Biragova [σ]

Abstract- The article examines the contacting languages in regional bilingual environments and their role in the preservation of national identity and national culture in multinational states. Using the example of the regional languages of Spain that have received the status of co-official languages (Basque, Catalan, Galician, Aran and Valencian), the linguistic situation in autonomous entities, the peculiarities of bilingualism and the types of language conflicts are studied. The selected parameters are used to describe the linguistic situation in the Republic of North Ossetia-Alania. The article concludes about the status of the Ossetian language, the dominant role of the Russian language, and the unbalanced linguistic situation[1]. The formation of national – Ossetian – identity should take place in the three-dimensional space of national, all-Russian and world culture.

Keywords: contacting languages; bilingual environments; co-official languages; linguistic situation; language conflicts; national identity.

I. Introduction

The bilingual language environment is linked to the concept of "*contacting languages*" or "*languages in contact*". Linguistic contactology studies the mechanisms of language contact between two or more languages under certain socio-historical conditions in monolingual/ bilingual/polylingual environments.

The issues of national identity and the preservation of national cultures are particularly acute in multinational states.

The formation of a bilingual environment involves the study of the *linguistic situation* of the country /region, what is related to the use of the following terms:

– *regional language*, which means a language that exists independently from the official language on the territory of the state, but has an official status within the administrative-territorial subject;
– a *minority language* or the language of a national minority, which is used by a smaller group of the population and also differs from the official language of the country.

The European Charter for Regional or Minority Languages (European Charter 1992) changed attitudes towards minority languages, called for respect for the linguistic rights of minority peoples within multinational states, proclaimed the principle of multilingualism, and defended minority languages as part of cultural heritage and cultural diversity. Although the European Charter (European Charter 1992) lists regional and minority languages as synonyms, it seems that a minority language is a broader concept than a regional language, because not every minority language has official status within an administrative-territorial entity.

The *linguistic situation* (Shcheglova 2017) is defined as the linguo-geographical unity of the contacting languages in the form of a social and communicative system in a certain time and territorial format. The sociolinguistic description of the linguistic situation in polylingual (multinational) countries/regions is difficult in the context of two opposing trends:

– towards political and economic integration within a single state;
– towards cultural and linguistic diversification at the regional level.

These trends are reflected in the status of regional and minority languages. On the one hand, they are being replaced by languages that play a primary role in interethnic communication, social interaction and professional growth, on the other hand, there is an expansion of the social functions and scope of regional and minority languages, an increase in interest in them as a means of preserving ethnic identity.

Language planning / language engineering (Kaplan 2013) is inextricably linked to *language policy*. The language policy of the state refers to the state policy on national-language issues, the identification of the causes of language conflicts and the role of the state in their solution, measures to change (preserve) the functional distribution of languages and their subsystems, as well as the normalization of the language, the codification of the literary norm, etc. (Cybdenova 2016, p.89).

Language policy, which aims to "change the language environment in the desired direction" (Marusenko 2014, p. 7), is implemented through legislation, the media and the education system.

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Modern researchers distinguish three main directions of language policy:

- expansion of the language corpus, including standardization;
- raising the status of the language;
- dissemination of language learning.

The status of a language is determined legally and assumes the position of the language in relation to another. Along with the legal status, the actual status of the language is distinguished, due to its actual use, that is, the functional load of the language is determined.

The analysis of the language state involves the consideration of: 1) the status of the language; 2) the totality of functional styles and their substyles; 3) the forms of language existence; 4) the forms of language implementation in speech (oral, written, audiovisual, electronic forms of text existence) (Shcheglova 2017). Depending on the functional distribution of languages, *balanced and unbalanced* language situations are distinguished.

II. Experience of a Bilingual Language Environment on the Example of Spain

One of the most contacting languages in the world is Spanish. Language contacts play an essential role:

- in the formation of Spanish, when vulgar Latin and the autochthonous languages of the Mediterranean come into contact;
- in the process of its spread on the Iberian Peninsula and interaction with Asturian, Aragonese, Galician-Portuguese and other idioms, Arabic and Catalan languages;
- in the course of its export overseas and contacts with the Native American languages of Latin America.

The historical development of the Spanish language has led to its dominant position in the Iberian Peninsula and in Latin America, creating a kind of discrimination against the languages and idioms in contact with it (for example, the disappearance of some Native American languages).

During the 40 years of Franco's dictatorship in Spain, the use of languages other than the official Spanish (Castilian) was completely banned. The same Franco decreed the persecution of the languages of the different regions, making it clear that in Spain only Spanish was spoken. However, this concerned only certain social functions of the language and their scope (use by the mass media, the education system, etc.), Minority languages occupied a marginal position in society and existed only in the sphere of family communication.

The modern communication space of Spain is defined as multilingual, with regions of bilingualism fixed at the state level. Almost 50% of Spaniards live in an autonomous community with more than one language. Along with the official Spanish (Castilian)[2] language that operates throughout Spain, the status of co-official languages within the respective territorial entities received 5 regional languages: Basque, Catalan, Galician, Aran (Occitan)[3] and Valencian (Real Decreto 2092/1978; Real Decreto 1049/1979; Real Decreto 1981/1979; Ley 35/2010). The co-official language has equal rights with the official language (Spanish) in the territory of the corresponding autonomous entity (Constitución Española 1978).

One of the most current issues in Spain today is the requirement to speak the co - official language (such as Valencian, Catalan or Galician) to be able to access positions within the Public Administration of the different communities (Pagani https://). The artificial imposition of a regional language (for example, forcing native Spanish speakers to learn Catalan or Valencian) can be characterized as a manifestation of nationalism with tendencies towards separatism.

Central and regional authorities should be able to use such language policy tools as language status, which is the official recognition of regional languages. The status of the co-official languages indicates the recognition of their independence, but in no way represents a step towards the recognition of the independence of the autonomous entities of Spain.

Ch. Ferguson distinguishes two main types of language situation: diglossia and bilingualism (Ferguson 2012). Diglossia is the simultaneous existence in society of two languages or two forms of the same language used in different functional areas. In the conditions of diglossia, one of the languages is a high, prestigious, language of culture, science, education, office work and legislation, the other is less prestigious, everyday language and switching to it occurs in the sphere of family communication. High language is most often not the native language of native speakers.

An indicator of the prestige of a language is the number of bilinguals in one and the other groups (Siguán). As a rule, there are more bilinguals in the group with a less prestigious language, since native speakers of a more prestigious language are not motivated to learn a minority language, i.e. the social status of the language is decisive in the conditions of bilingualism.

Bilinguals are usually understood as native speakers of one language who freely switch to another language when communicating. At the same time, both

[2] Spanish and Castilian are used synonymously in relation to the official language of Spain.

[3] Occitan is called Aran in the Aran Valley region and is the native language of the region and the official language of Catalonia (Ley Organica 6/2006).

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languages serve both for official and unofficial communication, and are used in all spheres of activity.

Changing external conditions leads to a change in the type of linguistic situation. Thus, Occitan speakers in the south of France went from bilingualism to diglossia (bilingualism → diglossia) (Grinina 2012), while the linguistic situation in Catalonia, Galicia and the Basque Country can be defined as a movement from diglossia to bilingualism (diglossia → bilingualism).

According to statistics, the level of proficiency in regional or minority languages spoken within their territory is quite high (about 90% of the total population of the autonomous regions), regional languages are the languages of communication both at home and at work (Моисеенко, Евдокимова 2021).

Bilingualism in autonomous regions has become a defining phenomenon. The language situation in each of them is different. For example, Galicia is a unique region where two Romance languages – Spanish and Galician – coexist peacefully, while in Catalonia there is an open competition for language leadership. Some political forces use language diversity as a weapon in political combat. Recent events in the Autonomous Region indicate the tension in the field of language policy caused by separatist sentiments (street fighting with signs in Spanish, changing the names of toponyms in favor of Catalan, etc.). Linguistic conflicts have been aggravated by the political and social reality: the language is mixed with an independentism as a rejection of the hegemonic Spanish culture.

There are several conflicts of linguistic profile in the territory of Spain:

1) the debate on language and identity; 2) the restoration of Spanish as the main language in autonomous regions; 2) disputes over whether co-official languages are secondary languages; 3) the conflict between Spanish speakers and bilinguals. The monolinguals see the constant presence of a second language unnecessary, the bilingual population, who express their rejection of any type of discrimination and/or repression of their language, will fight for the preservation and promotion of their language and culture (Pagani https://), especially after linguistic repression during the Franco regime.

Co-official regional languages that have a stable language status, such as Catalan and Basque, come into conflict with the official – Spanish – language, seeking to gain a leading position in the territory of their autonomy. We are faced with one of the varieties of language conflict: through the language confrontation "co-official language – official language", the struggle for political, economic and ethnic dominance and independence of the autonomy is carried out.

III. Russian Experience of a Bilingual Language Environment on the Example of the Republic of North Ossetia-Alania

As an example of the contact languages in the polylingual environment of the Russian Federation, the Ossetian and Russian languages in the territory of the Republic of North Ossetia – Alania are chosen. The interaction of the Ossetian and Russian languages according to the parameters developed in the first part of the article, can be represented as follows:

- the status of the contacting languages: the status of the national and the regional languages;
- language situation in the Republic: diglossia and bilingualism;
- conflict points in language contacts.

The population of the Republic according to Rosstat (2021) is 693,098 people. According to the Russian census of 2010, Ossetians represent the largest part of the Republic – 459,688 (64.5%), Russians – the second largest group of the population – 147,090 (20.6%). The ethnic composition of the Republic is also represented by Ingush, Armenians, Kumyks, Georgians, Turks, Ukrainians, etc.

a) Status of the Russian language

In a polylingual multinational state, such as Russia, the status of the Russian language is fixed (Article 68 of the New version of the Constitution of the Russian Federation): The official language of the Russian Federation throughout its territory is Russian as the language of the state-forming people, which is part of the multinational union of equal peoples of the Russian Federation.

Russian language is:

- the national language of the Russian people (76, 7% of the country's population);
- the native language of a large part of non-Russian peoples;
- the language of interethnic communication within the Russian Federation and the countries of the post-Soviet space.

b) Status of the regional – Ossetian language

According to Article 68 of the new version of the Constitution of the Russian Federation the Russian Federation guarantees to its entire people the right to preserve their native language and to create conditions for its study and development.

The Republics have the right to establish their own official languages. In state authorities, local self-government bodies, and state institutions of the republics, they are used along with the national language of the Russian Federation (Article 68 of the

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New version of the Constitution of the Russian Federation).

A minority or national minority language is a language that differs from the official language and is used by a smaller group of the population. Minority languages include all ethnic languages of Russia. although the term "minority language", "the language of a minority ethnic group" is not used in Russia, but the term "language of the subject of the Russian Federation". It is considered that the term "minority language" is not quite politically correct. In the former Soviet Union, representatives of national minorities painfully perceived their self-designation "natsmen" (representative of the national minority).

Ossetian language was included by UNESCO in the Atlas of the world's languages in Danger of Dissapearing (Wurm & Heyward 2001) as one of the vulnerable languages. In this regard, the preservation of the Ossetian language as a linguistic and cultural heritage is a priority task.

According to the results of an ethnosociological experiment (Dzutsev 2003) conducted by the V. I. Abayev North Ossetian Institute of Humanitarian and Social the share of Ossetians who speak their native language better than Russian is decreasing.

Statistical studies (Dzakhova et al., 2020) show that 75.4% of the total number of respondents to the question "What language do you consider your native language?" answered Ossetian; 21.3% responded: "Ossetian and Russian" and 3.3% of respondents of Ossetian nationality recognize Russian as their native language.

Table 01: Native language by persons of Ossetian nationality

Native Language(-S)	%
Ossetian	75,4%
Ossetian and Russian	21,3%
Russian	3,3%

The analysis of data by age criterion indicates that the native language is considered Ossetian by respondents aged 50-70 years. That is, the older the respondent, the more likely it is that the Ossetian language is the main one for them. 95 % of respondents indicated that the first language they spoke in childhood was Russian.

Not all of the respondents can reasonably indicate Ossetian as their native language, since such factors as: natural language acquisition from native-speaking parents; performing mental activity in the Ossetian language; permanent presence in the language environment – are not observed, or are partially observed, which does not give the right to consider the Ossetian language as a native language.

The Ossetian language today is not mandatory for Ossetian society: most people do not speak Ossetian, the younger generation mostly uses the Russian language in everyday communication. The same applies to the residents of the capital of Vladikavkaz, who almost always and everywhere use only Russian (Dzakhova et alt. 2020).

The language behavior of Ossetians is not quite the same: 54.6% of respondents communicate in the Ossetian language only "in the family"; 28.1% – "with friends"; 14.2% – "at work/school" and only 12.6% – "in public places and institutions".

Table 02: Functional distribution of the Ossetian and Russian languages

Areas	Ossetian	Russian	Ossetian and Russian Alternating
family communication	61%	13,2%	
official and business communication	21,1%	53,2%	25,7%

(Bekoeva & Tamerjan 2016, p.127).

Ossetians are losing such forms of their language as reading and writing, and the main form of functioning of the Ossetian language is oral speech (Dzutsev 2003).

Table 03: Ossetian and Russian languages in the mass media

(% of respondents)

The Language Of Mass Media	Tv	Press
mostly in Ossetian	4,9%	7,5 %
in Ossetian and Russian	47,1%	37,2%
mostly in Russian	47,5%	53,0%
I don't use the media at all	0,4%	2,3%

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It is obvious that the Ossetian language is not the dominant means of communication and even the needs of everyday communication of the Ossetian population of the Republic are provided only in combination with Russian.

This means that in the Republic of North Ossetia-Alania the native language is at risk, since its functional application is very limited: in the economy, politics, science, education, mass media and Internet communication dominates Russian (Kambolov 2007; Bzarov 2014).

It can be recognized that displacement of the Ossetian language from socially significant areas and from state institutions is moving it to the role of a *second language* in the Ossetian ethno linguistic group. But giving the two main languages – Ossetian and Russian – the same status as official languages somewhat mitigates the severity of the situation.

The Constitution of the Republic of North Ossetia-Alania (Article 15) proclaims Ossetian and Russian as official (state) languages of the Republic and also establishes that Ossetian (Iron and Digor dialects) is the basis of national consciousness of the Ossetian people.

The table below compares the indicators of the linguistic situation in two multilingual regions of Spain and Russia – Catalonia and North Ossetia.

Table 04: Linguistic situation in Catalonia y North Ossetia

Parameters of the Linguistic Situation	Catalonia	North Ossetia
status of the contacting languages: national / regional	Spanish / Catalan official / co-official	Russian / Ossetian official / official
exoglossal relationships	bilingualism	diglossia
linguistic situation	balanced	unbalanced
place of the regional language	Catalan; main vs secondary language	Ossetian; secondary language
conflicts of linguistic nature	1) the debate on language and identity; 2) the restoration of Spanish as the main language in autonomous regions; 2) disputes over whether co-official languages are secondary languages; 3) the conflict between monolinguals and bilinguals	1) the debate on language and identity - - -

IV. Conclusions

The analysis of bilingual environments in the regions of Spain revealed the following parameters for describing the language situation: status of the contacting languages; exoglossal relationships (bilingualism/disglossia); place of the regional language (main vs secondary language); conflicts of linguistic nature.

The study of bilingual environment in North Ossetia shows an unbalanced linguistic situation and the increasing role of the Russian language, which is explained by its prestige and social status.

The authorities of Republic of North Ossetia are faced with the task of preserving and developing the Ossetian language and scientists – with the task of normalization of the Ossetian language and the codification of the literary norm.

The national-cultural imperative of North Ossetia is to create an Ossetian multicultural educational model. The formation of national identity should take place in the three-dimensional space of national, all-Russian and world culture. The population of Ossetia should recognize itself as an integral regional part of the united Russian nation.

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Memory, History and Education in Machado De Assis

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Abstract- The present paper evidences the relation between memory, history and rhetorical education in some of Machado's narratives. In this research, the analyzed narrator and characters are medallions that alienate themselves with the cultural models left by the west, for instance, those of political ethics present in the writings of Machiavelli and those of the uses and customs of the rhetorical institution. In fact, in these narratives, the reference made by their characters to the memory and the history as places of discourse invention contradict the moral conventions of the ancient oratory, such as those of speaking well and honestly, which makes verisimilar the idea in which these narratives are metaphors of an empire whose educational system is dominated by subjects who, when ordering the discourse according to the needs of the occasion, take power as the ultimate cause of their reasoning.

Keywords: memory; history; education; rhetorical; machado de assis.

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Memory, History and Education in Machado De Assis

Memória, História E Educação Em Machado De Assis

Antônio Joaquim Pereira Neto

Resumo- **O presente trabalho evidencia as relações entre memória e história em algumas narrativas machadianas. Nesta pesquisa, os narradores e personagens analisados são medalhões que se apropriam alienadamente dos modelos culturais legados pelo ocidente, a saber, os da ética política presente nos escritos de Maquiavel e os dos usos e costumes da instituição retórica. Com efeito, nessas narrativas, as alusões feitas pelos seus caracteres à memória e à história enquanto lugares da invenção de discursos contradizem as convenções morais da oratória antiga, como as do falar bem e honestamente, o que torna verossímil a ideia segundo a qual essas narrativas são metáforas de um império cujo sistema educacional é dominado por sujeitos que, ao ordenarem o discurso segundo as necessidades da ocasião, tomam o poder como a causa final dos seus raciocínios.**

Palavras-chave: memória; história; educação; retórica; machado de assis.

Abstract- **The present paper evidences the relation between memory, history and rhetorical education in some of Machado's narratives. In this research, the analyzed narrator and characters are medallions that alienate themselves with the cultural models left by the west, for instance, those of political ethics present in the writings of Machiavelli and those of the uses and customs of the rhetorical institution. In fact, in these narratives, the reference made by their characters to the memory and the history as places of discourse invention contradict the moral conventions of the ancient oratory, such as those of speaking well and honestly, which makes verisimilar the idea in which these narratives are metaphors of an empire whose educational system is dominated by subjects who, when ordering the discourse according to the needs of the occasion, take power as the ultimate cause of their reasoning.**

Keywords: memory; history; education; rhetorical; machado de assis.

Introduction

O estudo das relações entre memória e história nas narrativas de Machado de Assis poderia evidenciar a maneira como este escritor dialoga com a tradição cultural cujas convenções simbólicas modelaram as práticas de representação até fins do século XVIII, antes de a revolução burguesa promover a ruína do antigo regime e de suas instituições: a tradição dos usos e dos costumes da instituição retórica[1]. Com efeito, é no seio de uma reflexão sobre seus modelos discursivos que regraram os processos de invenção poética até enquanto duraram as instituições do mundo antigo[2], que é possível encontrar as noções de memória e história reavaliadas pela ficção machadiana. Considera-se, nesta pesquisa, que "a retórica não era uma presença meramente residual no Brasil do século XIX, ocupando antes posição privilegiada no sistema de ensino" (MARTINS, 2005, p. 5). O presente trabalho, então, formaliza a hipótese segundo a qual o escritor brasileiro se apropria dessas noções, de forma irônica, para figurar um ambiente local cuja oratória era exercida na contramão das virtudes morais exigidas de um grande orador, apontando para as vicissitudes maquiavélicas de suas práticas, governadas pelo império das circunstâncias. Desse modo, Machado constrói uma ficção cuja retórica dos seus narradores não toma como objeto o que é justo ou injusto segundo o que a tradição sofística pressupõe, mas o que é conveniente para a entrada no banquete da vida social. Ao expor a arbitrariedade dos usos maquiavélicos e retóricos da linguagem feitos pelos narradores e personagens de sua ficção, o escritor brasileiro expõe, por chave alegórica, a apropriação inadequada da arte retórica no seu contexto, "pelo qual poderia ser reconhecida e trabalhada a perspectiva em que ela, a arte retórica, "como qualquer arte competitiva, deve ser usada com justiça" (PLATÃO, 2000, p 43), como é prescrito por Górgias no diálogo platônico.

Efetivamente, mediante o acesso às opiniões desses caracteres, evidencia-se que a história é ficcionalizada por Machado como instrumento da retórica, como era "dentro do antigo trivium", quando "a historia era vista como campo auxiliar tanto da gramática quanto da retórica" (ENGELS, 2019, p. 80), posto que, enquanto lugar de invenção, de "fornecimento de exemplos para a retórica", a história foi, até o século XVIII, "subordinada à filosofia moral" (GUNTHER, 2019, p. 90). Consciente da

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[1] "Podemos entender a retórica como a instituição maior, o sistema de estudo da linguagem humana e de toda a produção linguística em forma falada ou escrita, com especial ênfase na sua função de gerar um efeito prático, imediato, mas previamente estabelecido e esperado sobre aquele a quem se destina um discurso produzido" (REZENDE, 2010, p. 23).

[2] De acordo com João Adolfo Hansen (2008, p. 19), "nos séculos XVI, XVII e XVIII, os usos dos procedimentos técnicos da invenção poética eram parte dos regimes discursivos subordinados ao "bem comum" público desse todo". E, com efeito, "os códigos da poesia foram retóricos, imitativos e prescritivos, diferente dos critérios expressivos e descritivos da estética, da crítica e da históriaiterária então inventadas pela revolução romântica".

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verossimilhança desses fundamentos, Machado vai justapor à ficção a história, pela via de imagens que metaforizam a memória dos valores sociais e morais advogados pelas figuras públicas do império brasileiro. Por esta via, esta memória se constitui enquanto uma paródia cômica do mau uso dos preceitos do livro XI da instituição oratória de Quintiliano (2016, p. 235), onde ela é tida como uma faculdade que "armazena boa quantidade de exemplos, leis, decisões, sentenças e, enfim, ainda de fatos, de que o orador deve sempre dispor de imediato e em bom número", pois, considerada o tesouro da eloquência, em Quintiliano a memória constitui-se como técnica indispensável no processo de invenção dos discursos. É por intermédio dela que o orador deve, nessa perspectiva, encontrar os lugares comuns que configuram o vasto manancial das boas opiniões que são dignas de imitação. E de igual forma, afirma o orador (QUINTILIANO, 2016, p. 29), "a História pode alimentar o orador como com certo suco agradável e abundante", como o ensinou Cícero (2009, p. 201): "Quanto à História, testemunha dos tempos, luz da verdade, vida da memória, mestra da vida, mensageira da antiguidade, que outra voz a confia à eternidade, se não a do orador?"

Essas premissas estão na base do raciocínio da ficção em análise, visto que, por sustentarem o costume dos oradores e das práticas de representação preceituadas pela instituição retórica até fins do século XVIII, elas são o objeto da avaliação machadiana realizada sobre a tradição dos preceitos que também foram influentes nas práticas de representação de um meio social marcado pelo vício da corrupção, da verborragia vulgar, da loquacidade vazia. O presente trabalho visa evidenciar, portanto, que o autor de Memorial de Aires alegoriza a Memória e a História como tesouros da eloquência, apontando, ironicamente, para a impossibilidade, no império brasileiro, desses caracteres atingirem a suprema virtude de um orador, aquilo "que é conveniente a todos, sempre e em qualquer situação: agir e falar honestamente" (QUINTILIANO, 2016, p. 185). Apropriando-se da retórica de forma irônica, Machado expõe a artificialidade dos seus mecanismos; seus caracteres são metáforas dos vícios que dominam o imaginário social predominante nas instituições públicas do seu tempo. Esses caracteres personificam o agir e o falar propensos ao injusto, ao desonesto, ao vício moral. Finalmente, o Machado de Assis das crônicas e dos contos é lido, neste trabalho, como um arqueólogo de imagens e ideias que formam o conjunto dos valores sociais do seu tempo. O conhecimento de sua fábrica de caracteres constitui-se, então, como o caminho para o conhecimento do modo como suas narrativas dialogam com a história, com os discursos ficcionais legados pela tradição retórica e com a memória das "verdades" compartilhadas pelos indivíduos do seu universo oitocentista.

Uma leitura da ficção machadiana, atenta às referências citadas pelos seus narradores e interessada nos artifícios já conhecidos de sua ironia, pode permitir ao leitor apreciar um Machado crítico dos autores que constituem os modelos imitados pelas vozes responsáveis pelos enunciados de sua ficção, pois Machado demonstra estar ciente de que "a efetividade da comunicação entre autor e leitores fundamenta-se em uma certa estabilidade dos códigos" (JOBIM, 2003, p. 150); Ele nos convida a dialogar de maneira reflexiva e crítica com as suas regras constitutivas, cujas imagens formam o patrimônio histórico responsável pelo fornecimento das matérias de sua enunciação. Desse modo, a proposta deste trabalho também é a de denotar em que medida as imagens dessa narrativa replicam os fundamentos da ética esboçada nos escritos de Maquiavel, modelo imitado no conto teoria do medalhão, que constitui retoricamente a memória enquanto lugar de invenção em Machado de Assis, que é o responsável por delegar voz ao agente que narra na sua ficção, uma vez que "o narrador é, portanto, um sujeito delegado, qualificado como tal por uma instância superior, que lhe dá voz, que lhe atribui o poder conduzir o discurso" (CALBUCCI, 2010, p. 42). Nesse sentido, a ordem discursiva das narrativas em destaque "é remissiva a conteúdos, valores ou matérias sociais que fundamentam as opiniões e os valores comuns dos operadores da linguagem dos diferentes gêneros exercitados por esse autor: os seus narradores e personagens" (PEREIRA NETO, 2017, p. 395)

Com efeito, formalizando a memória dos lugares comuns pressupostos nestes enunciados, o autor se posiciona contra o leitor que destina plena fé nas sentenças e nos ditos materializados na enunciação, dado que o reconhecimento dos modelos por ora imitados, que expressa o compartilhamento dos valores sociais, políticos e morais representados, é um caminho para o entendimento do modo como Machado efetua a sua crítica a estes mesmos modelos, de modo que, ao compor um retrato da linguagem, dos artifícios, e não um retrato de si, ele expõe a não naturalidade dos enunciados que alegorizam os regimes dos discursos retóricos, educacionais e políticos do seu tempo. Para a compreensão dessa crítica, será analisada a teoria do medalhão do conto machadiano, cuja doutrina é metáfora de uma educação marcada pelo mau uso da memória e da história, pela "indolência da juventude, pela negligência dos pais, pela ignorância dos preceptores e pelo esquecimento do costume antigo" (TÁCITO, 2014, p. 85). Assim, o escritor brasileiro toma como matéria de sua sátira a improbidade dos raciocínios que são desprovidos de refinamento, de disciplina, a interpretação brasileira do fundamento moral subjacente à instituição retórica e a eloquência dos escritos de Maquiavel, que no Brasil é utilizada para fins sociais.

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O conto narra um diálogo entre Janjão e seu pai, que o ensina os mais essenciais fundamentos do ofício de medalhão. Na conversa realizada no dia do aniversário do filho, o objetivo era torná-lo "grande e ilustre, ou pelo menos notável", "acima da obscuridade comum" (ASSIS, 2007, p. 83). E as oportunidades eram múltiplas, uma vez que ele poderia "entrar no parlamento, na magistratura, na imprensa, na lavoura, na indústria, no comércio, nas letras ou nas artes" (ASSIS, 2007, p. 82). Por assim dizer, o medalhão exemplifica os tipos caracteres que utilizam todos os meios disponíveis nas circunstâncias ideais para alcançarem uma boa figuração social, sempre com a perspectiva de permanecerem em evidência no topo da hierarquia. Ao perseguir o poder e tomá-lo enquanto causa eficiente de suas ações, este tipo social lembra os preceitos morais ratificados na obra "O príncipe", de Maquiavel, como é revelado no diálogo pelo pai de Janjão: "guardadas as proporções, a conversa desta noite vale o *Príncipe* de Machiavelli" (ASSIS, 2007, p. 90). Por seu turno, discorrendo sobre o quanto pode a fortuna nas coisas humanas e de que modo se deve resistir a ela, Maquiavel (2010, p.247) assevera:

> Creio, ainda, que seja feliz aquele que conforma o seu modo de proceder com os atributos do tempo; do mesmo modo creio infeliz aquele cujo proceder diverge do tempo. Porque vendo os homens, nas coisas que realizam, que cada um propõe, isto é, glória e riquezas, variam eles no procederem: um com respeito, outro com ímpeto; um com violência, outro com arte; um pela paciência, outro com o seu contrário; e cada um pode com estes diversos modos alcançar o que deseja. Vê-se ainda em dois homens prudentes um chegar a seu intento, o outro não; e de modo semelhante dois igualmente prosperarem com diferentes maneiras de agir, sendo um respeitoso e outro impetuoso.

A observação do tempo enquanto prerrogativa para a ação virtuosa com vistas ao fim desejado é a norma determinante deste pensamento. Em Maquiavel o proceder é político e, portanto, a finalidade é a manutenção deste poder. Assim, se neste autor são as ações políticas do príncipe que devem seguir a boa ocasião, em Machado temos as ações retóricas, posto que, se Maquiavel pressupunha o sucesso político como meta, pois vivia para guerra e "a guerra não era o "esporte" dos príncipes, era a sua sina" (ANDERSON, 2004, p. 31), o medalhão machadiano pressupunha o sucesso social, pois o seu mundo não era a Itália dos impasses políticos da era do renascimento, mas o Brasil oitocentista de um sistema monárquico escravocrata cujo regime garantia os privilégios de tipos que almejavam ascender ao poder por meio de negociatas, de publicidade e de atitudes morais que atendiam bem às necessidades da ocasião. Se para vencer e conservar o Estado, "os meios serão sempre julgados honrosos e por todos serão louvados, porque o vulgo se deixa levar por aquilo que parece e pelo resultado das coisas" (MAQUIAVEL, 2010, p. 181), para ascender "acima da obscuridade comum", o medalhão deve "pôr todo o cuidado nas ideias que houveres de nutrir para uso alheio e próprio" (ASSIS, 2007, p. 83). Advertências são feitas na teoria do pai de Janjão contra o perigo de ser afligido por ideias próprias e a leitura de compêndios de retórica é aconselhada, bem como a escuta de certos discursos, cujo regime debilitante coaduna-se com o papel de um genuíno medalhão.

Ser "dotado da perfeita inópia mental" é "conveniente ao uso deste nobre ofício" (ASSIS, 2007, p. 84). O oximoro em destaque justapõe a falta de pensamento ou seu defeito com a "nobreza" do exercício dessa profissão; ele é a imagem do contraditório da inaptidão honrosa, da falha sublime, da irracionalidade elevada. Mas considerando que a glória e a riqueza pressupõem oportunismo, adequação às conveniências do momento, qualquer um pode alcançá-las de diferentes modos. Não existe um parâmetro ético homogêneo a ser adotado, basta observar os atributos do tempo, como ensina Maquiavel, uma vez que, para conservar o Estado, ou para garantir um lugar no parlamento, na magistratura, na imprensa ou na indústria, pode ser conveniente "agir contra a palavra dada, contra a caridade, contra a humanidade, contra a religião. E, porém, é necessário que tenha um ânimo disposto a mudar segundo o que lhe ordenem os ventos da fortuna e as variações das coisas exigirem" (MAQUIAVEL, 2010, p. 181). Como é possível observar, não há uma unidade de comportamento normatizada nos escritos de ambos os gêneros. Tanto o medalhão quanto o príncipe são obras das vicissitudes do tempo, de suas incorreções, de suas dinâmicas, de suas descontinuidades, pois como já havia percebido um crítico contemporâneo de Machado, Urbano Duarte, "a virtude ou o vício são o produto das circunstâncias, e o homem é o escravo das circunstâncias" (GUIMARÃES, 2017, p.22). Eis o porquê é necessário evidenciar a historicidade de ambos os discursos caso a finalidade seja a compreensão verossímil dessas imagens. Em "O príncipe", "Maquiavel ainda argumenta totalmente dentro do estilo dos humanistas, recorrendo ao conceito de imitação dos *exempla* retirados das obras históricas dos antigos" (GUNTHER, 2019, p. 92). Todavia, tomando a história como matéria de sua análise, "ele apresenta sugestões de ação a partir dessa análise, que lhe permite comparar, ao menos em parte, a situação antiga com a contemporânea" (GUNTHER, 2019, p. 92).

O que caracteriza o pensamento histórico da idade moderna[3] é justamente esta comparação. Por

[3] "Ver essa antiguidade em seu percurso temporal, contrapor seus exemplos, suas experiências e instituições, colocá-los dentro ou contra o próprio tempo e, a partir daí, planejar sua própria configuração é a primeira coisa que caracteriza o pensamento histórico da Idade Moderna" (ENGELS, 2019, p. 87).

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outro lado, o que configura o pensamento histórico dos personagens machadianos das narrativas em destaque, nesta análise, é uma interpretação que justapõe o valor atribuído ao conhecimento do presente como caminho mais fácil para a obtenção do poder com um "conhecimento do passado" que "não ia além dos limites daquilo que era exemplarmente útil", de modo que "o objetivo último da fala era o sucesso em termos de efeitos" (ENGELS, 2019, p. 80), como pode ser notado em uma das fórmulas do pai de Janjão, cujo objetivo era poupar o filho "de não obrigar os outros a um "esforço inútil" (ASSIS, 2007, p.85): "Tu dizes simplesmente: Antes das leis, reformemos os costumes"! E esta frase sintética, transparente, límpida, tirada ao pecúlio comum, resolve mais depressa o problema, entra pelos espíritos como um jorro súbito de sol" (ASSIS, 2007, p. 86). Com efeito, necessário era evitar "todo um andaime de palavras, conceitos, e desvarios" (ASSIS, 2007, p. 86), visto que "convém tomar as armas do seu tempo" (ASSIS, 2007, p. 86). Enquanto leitor das obras de *Cornelius Tacitus*[4], Machado não compõe este personagem para se referir ao "pecúlio comum" como a boa opinião dos sábios, tal como é prescrito pelo orador romano:

> De memória e de recordação preciso, neste momento, para expor com os mesmos passos e a mesma lógica, preservada a ordem dos raciocínios, as coisas que escutei e que foram não só pensadas sutilmente, mas também ditas de modo muito sério por homens muito ilustres, quando cada um trazia opiniões diferentes ou mesmas, mas passíveis de toda prova (TÁCITO, 2014, p. 21).

As opiniões do pai de Janjão são vulgares e, portanto, não são válidas "para discutir coisas prováveis, *endoxa*. O *endoxon* é a boa *doxa*, a boa opinião sobre as coisas, opinião considerada verdadeira pelos sábios ou pela maioria deles" (HANSEN, 2019, p.174), como está evidenciada no livro de Tácito, bem como no livro "Retórica a Herênio" (2005, p. 205): "os exemplos, já que são semelhantes a testemunhos, convém igualmente que sejam tomados de homens que usufruam de excelente aprovação". Aqui já é possível notar a alusão metafórica e crítica feita pelo autor à vulgar educação destinada aos jovens do império brasileiro oitocentista. Aliás, ser medalhão implicava corromper os preceitos ensinados da doutrina retórica antiga. A memória enquanto sede das boas opiniões "ditas de modo muito sério por homens muito ilustres" está distorcida na imaginação deste narrador, que por sua vez se encontra distante dos preceitos de uma boa educação, dada a sua paixão pelo poder. Com efeito, "o medalhão é uma metáfora programa, que se concretiza no comportamento da maioria dos personagens machadianos que alcançam prestígio social" (RIEDEL, 1979, p. 95).

Neste contexto oitocentista, a metáfora do medalhão também aparece no seu romance[5] e na sua crônica; esta faz remissão aos ambiciosos tipos fluminenses, como está exposto na que foi publicada em vinte de abril de 1885, quando o narrador sugere aos seus amigos a inclusão do seu nome nas listas de ministérios, "que é de costume publicar anonimamente, com endereço ao imperador" (ASSIS, 1992, p. 450). Ao comparar a ambição às flores, que abotoam e depois desabrocham, ele resolve abrir a sua "alma ao sol da nossa bela América", expondo sinceramente as causas do seu pedido:

> A primeira coisa é toda subjetiva; é para ter o gosto de reter o meu nome impresso, entre outros seis, para ministro de Estado. Ministro de quê? De qualquer coisa: contanto que o meu nome figure, importa pouco a designação. (...) Agora a segunda coisa, que é menos recôndita. Tenho alguns parentes, vizinhos e amigos, uns na corte e outros no interior, e desejava que eles lessem o meu nome nas listas ministeriais, pela importância que isto me daria (ASSIS, 1992, p. 452).

O acesso ao capital simbólico garantido pelas listas ministeriais move os ânimos desse narrador, bem como o desejo de figurar nos lugares de reconhecimento público. A mesma motivação condiciona os personagens da crônica do dia dezesseis de maio de 1885, que vislumbram a repetição de viagens à corte com o uso do dinheiro público. Denunciados por José Mariano na tribuna dos diplomatas, os nobres diplomatas do governo se revoltam contra os chamados impostos inconstitucionais que garantiam o regime destes privilégios. Todavia, tendo sido constrangidos na tribuna e por ora dissimulando sem afetação em meio à situação vergonhosa, um dos personagens cogita uma solução triunfante, mais precisamente uma estratégia retórica: "eu, se fosse imperador ... suprimiria os adjetivos" (ASSIS, 1992, p. 456), uma vez que "os adjetivos corrompem tudo" e o "adjetivo que nos agrada está na boca do mundo". Novamente se evidencia a relevância destinada aos lugares comuns, presentes na "boca do mundo". A ideia construída no seio desse diálogo visava desmontar a imagem criminosa presumida no uso dos impostos inconstitucionais. Eis o que diz esse personagem: "vocês como simples impostos são excelentes, gorduchos e corados, cheios de vida e futuro. O que os corrompe e faz definhar é o epíteto de inconstitucionais" (ASSIS, 1992, p. 456). A imagem em destaque permite a linguagem transformar os usurpadores do Estado em metáforas do que é tido como agradável na boca do

[4] A obra deste orador está presente na biblioteca de Machado de Assis, como foi possível verificar no livro organizado por José Luís Jobim.

[5] Para Brás Cubas, "a paixão pelo poder é a mais forte de todas". "Por isso, como narrador, pede que os leitores imaginem o desespero, a dor, o abatimento do dia em que perdeu a cadeira da Câmara dos Deputados" (RIEDEL, 1979, p. 99).

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mundo: impostos "gorduchos e corados, cheios de vida e futuro". Desse modo, "Machado exercitava seu espírito crítico nos moldes da crônica, registrando as contradições humanas e denunciando o comportamento desajustado das elites brasileiras" (SOARES, 2012, p. 103).

Consciente do poder da linguagem de inventar e redesenhar os fatos sociais, a ironia machadiana se inscreve nas incongruências semânticas subjacentes nas imagens retóricas compostas pelos seus personagens; não há isomorfismo simbólico e moral entre os impostos pagos para suprirem os cofres públicos do governo, que são cheios de vida e que podem garantir o futuro, o bem-estar-social de um povo, e os impostos pagos para financiar a boa vida de fidalgos diplomatas que emagrecem e arruínam a vida econômica de um Estado. No entanto, nessa tribuna, a naturalização do vício da corrupção seria passível de ser legalizada por um singelo decreto, visto que o direito pode também ser funcional na proteção dos interesses de classe, como propõe o medalhão: "eu, abolindo por um decreto todos os adjetivos do Estado, resolvia de golpe essa velha questão, e cumpria esta máxima, que é tudo o que tenho colhido da história e da política, e que aí dou por dois vinténs a todos os que governam este mundo: Os adjetivos passam, e os substantivos ficam" (ASSIS, 1992, p. 456).

Com efeito, o leitor machadiano, ao notar o extraordinário, é levado a conceber a falta de unidade do argumento, a inópia mental referida na teoria do medalhão, para assim perceber que o segredo deste último está no hábito maquiavélico de agir conforme a ocasião, pois se nesse caso da crônica a ideia de abolir o adjetivo serve ao propósito de sustentar as regalias de uma vida na corte, garantindo aos pretendentes a visibilidade pública, no caso do conto, o medalhão não poderá possuir "o ar pesadão e cru de substantivos desadjetivados" (ASSIS, 2007, p.88), mas ser o adjetivo das comissões, das irmandades, dos tribunais, consagrando-se como "o odorífico das flores, o anilado dos céus, o prestimoso dos cidadãos, o noticioso e suculento dos relatórios" (ASSIS, 2007, p. 88). Nessa lógica, pouco importa a ferramenta a ser utilizada para não ser engolido pela obscuridade, mas sim a capacidade de chegar até a causa final, tornar-se um homem medalhão. "E ser isso é o principal, porque o adjetivo é a alma do idioma, a sua porção idealista e metafísica" e "o substantivo é a realidade nua e crua, é o naturalismo do vocabulário" (ASSIS, 2007, p. 88). Ser apenas homem sem o epíteto de medalhão é perder a porção idealista e metafísica residente na memória coletiva que alça os indivíduos ao topo da hierarquia para serem proclamados sublimes, e vistos "acima da obscuridade comum".

A máxima segundo a qual "os adjetivos passam, os substantivos ficam", é tudo o que este caractere colheu da história e da política. Por esta via, sendo a fonte dos seus raciocínios, a história constitui a sua memória, que por sua vez a utiliza como *locus* de sua enunciação, dispondo a imagem ao sabor das conveniências do caso sobre o qual almeja deliberar, pois sua principal virtude é a de ser a "guardiã de todas as partes da retórica", bem como "o tesouro das coisas inventadas" (HERÊNIO, 2005, p. 181). Por seu turno, enquanto sede de argumentos, a história encabeça os lugares comuns constitutivos dos valores de verdade das *personae* machadianas. Constituindo a materialidade dos eventos, dos fatos e dos casos cotidianos, a história está sempre à disposição da memória, pois, sendo *locus* de enunciação, ela está sujeita às invenções dessa última, como foi possível demonstrar na crônica, pois, "assim como as artes nasceram da memória, o historiador e o retor, quais artífices, dependiam dela – da memória – para exercer a contento os seus ofícios" (GUIMARÃES, 2012, p. 14). Por seu turno, sendo um registro do presente, a crônica materializa os casos triviais do dia a dia, permitindo ao ficcionista compor narrativamente um discurso verossímil sobre as práticas sociais do seu tempo. Eis a pertinência de tomar a crônica machadiana como o lugar privilegiado dos raciocínios de sua ficção, ou o contrário, a ficção como lugar de imagens verossímeis para os narradores de suas crônicas.

Ao compor a história do cotidiano, disposta pela memória dos seus personagens, a crônica machadiana fortalece o diálogo da história com a ficção, sobretudo no conto em análise, que toma como modelo aquele que com mais agudeza se voltou para a história enquanto fonte de exemplos: Nicolau Maquiavel. Com efeito, o conto ratifica essa premissa, na medida em que a história e a memória, a despeito de terem sido objetos de uma apropriação inconveniente, devem funcionar como fontes das ideias de um autêntico medalhão, posto que, para o pai de Janjão, "um discurso de metafísica política apaixona os partidos e o público" e a sua invenção implica em encontrar suas premissas no lugar finito dos raciocínios mundanos, tendo em vista que "nesse ramo dos conhecimentos humanos tudo está achado, formulado, rotulado, encaixotado; é só prover os alforjes da memória" (ASSIS, 2007, p. 89), de modo que esta, finalmente, também possa dispor dos "alforjes" da história. Eis o conselho a ser seguido por Janjão:

> Podes empregar umas quantas figuras expressivas, a hidra de Lerna, por exemplo, a cabeça de medusa, o tonel das Danaides, as asas de Ícaro, e outras, que românticos, clássicos e realistas empregam sem desar, quando precisam delas. Sentenças latinas, ditos históricos, versos célebres, brocardos jurídicos, máximas, é de bom aviso trazê-los contigo para os discursos de sobremesa, de felicitação, ou de agradecimento. *Caveant, consules* é um excelente fecho de artigo político; o mesmo direi do *Si vis pacem para bellum* (ASSIS, 2007, p. 85).

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Esta passagem evidencia não somente o estado de vigilância crítica ao qual Machado submete as convenções poéticas dos modelos clássicos, românticos e realistas, mas a exposição de uma educação cuja memória deve oferecer aquilo que é adequado para persuadir em cada caso, a despeito dos pressupostos éticos dos fins objetivados. Finalmente, o jovem dessa ficção não é o jovem doutrinado pelo costume retórico antigo, para o qual "a condição de ser um homem bom é indispensável não apenas àquele que já é orador" (QUINTILIANO, 2016, p. 387), mas também àquele que um dia será. Ele é, portanto, o que deseja obter um medalhão, um brasão, um atestado de nobreza, titulado por decreto do imperador[6], ao contrário dos jovens de tempos idos, do mundo romano da época de Tácito, que, "postos na bigorna dos estudos", ouviam e seguiam os oradores para levarem "para casa algo notável e digno de memória" (TÁCITO, 2014, p. 65). Aliás, o diálogo machadiano com a tradição retórica torna-se mais evidente na sua alusão ao diálogo, epígrafe desta narrativa, que remete ao gênero praticado por filósofos e oradores do mundo antigo, cuja "fórmula é estratégia amplamente conhecida e empregada por Platão, Aristóteles e Cícero, para a exposição de ideias, principalmente aquelas que suscitam maiores questionamentos, pontos de vista conflitantes, enfim, ideias mais complexas" (REZENDE, 2014, p. 14).

Aliás, neste contexto, cujo diálogo deveria "ser utilizado para pôr em prática metodologias didático-pedagógicas, ou ainda reforçar questões de natureza crítica" (REZENDE, 2014, p. 15), denota-se uma metodologia que funciona na contramão dessa perspectiva, pois o jovem desse conto não apresenta um contra-argumento, uma polêmica beligerante, convertendo-se no imitador servil da teoria do pai, cujo método demonstra que não é preciso uma técnica aguda para atingir o ânimo de caracteres interpelados pelas falas que murmuram os conteúdos do "boato do dia, da anedota da semana, de um contrabando, de uma calúnia, de qualquer coisa" (ASSIS, 2007, p. 85). Como foi percebido na crônica, converter um problema social relativo ao mau uso dos impostos públicos em um problema de linguagem a ser resolvido pela supressão jurídica dos adjetivos, é aderir às máximas adequadas às convenções do gênero prescrito para medalhões, o do discurso de metafísica política: "Se for ao parlamento, posso ocupar a tribuna? – Podes e deves; é um modo de convocar a atenção pública. Quanto à matéria dos discursos, tens à escolha: ou os negócios miúdos, ou a metafísica política, mas prefere a metafísica" (ASSIS, 2007, p. 89). Desse modo, Machado evidencia um contexto cuja má formação da opinião pública é efeito de uma educação que não a permitiu "compreender o dilúvio de adornos linguísticos que encobriam as mensagens" (PINA, 1995, p. 21) retóricas, políticas e morais, pois, "se já trazíamos em nossa formação intelectual o cunho do retoricismo", a educação do jovem "pode implicar, na obra de Machado de Assis, conduzi-lo por caminhos já autorizados pela tradição" (PINA, 1995, p. 23), o que implicaria o aprendizado sistemático dos costumes da instituição oratória[7]. "A retórica, desse modo, mais do que conjunto de técnicas empregadas na composição, mais do que tema diretamente apreendido, magnifica a sua presença, transformando-se no próprio ambiente em que se desenvolvem os processos educativo e social" (SOUZA, 1999, p. 89). Quanto ao gosto poético, como o próprio Machado evidencia no seu ensaio "Instinto de nacionalidade", essa opinião apenas aplaudia o que havia de nacional nas obras de literatura.

> A juventude literária, sobretudo, faz deste ponto uma questão de legítimo amor-próprio. Nem toda ela terá meditado os poemas de Uraguai e Caramuru com aquela tensão que tais obras estão pedindo; mas os nomes de Basílio da Gama e Durão são citados e amados, como precursores da poesia brasileira (ASSIS, 1980, p. 355).

Sem ter meditado os poemas com aquela tensão que tais obras estão pedindo, esta juventude os cita e os ama, prática mais do que suficiente para a eficácia da ação retórica dos medalhões, que não necessitam mais do que "empregar umas quantas figuras expressivas, a hidra de Lerna, por exemplo, a cabeça de medusa, o tonel das Danaides, as asas de Ícaro, e outras, que românticos, clássicos e realistas empregam sem desar, quando precisam delas", para alçarem acima da obscuridade comum. Pelo visto, é plausível projetar unidade simbólica na escolha de temas cujos valores e posturas reflexivas se replicam nos gêneros formalizados pela sua enunciação. Machado ficcionaliza os discursos dos caracteres utilizados como exemplos em suas crônicas e nos seus contos, que materializam as opiniões, os ditos, as sentenças, os provérbios, as anedotas e as máximas providas nos alforjes da memória e da história reconhecidos naquele universo. Ademais, o seu movimento em direção à história é intenso, tamanho o seu foco nos escritos de Maquiavel. Ao ilustrá-lo como modelo das convenções adotadas pelas *personae* de suas narrativas, ele evidencia que a história, mais do

[6] No império, todo nobre visava ostentar um brasão "em situações públicas e tê-lo impresso em algum jornal era mérito" (SCHWARZC, 1998, p.181). Para tal propósito, "entrava no cenário verde-amarelo a heráldica, que determinava as regras para compor desenhos e cores, cujos significados deveriam representar as qualidades que diferenciavam aquele nobre de seus congêneres e da gente comum" (SCHWARCZ, 1998, p. 180).

[7] A crítica Patrícia Kátia da Costa Pina (1995, p. 15) enfatiza que "o destaque orador, por motivos acadêmicos, pastorais ou políticos, só fez exacerbar a característica auditiva de nossa cultura".

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que sede da invenção retórica a serviço da memória, é causa eficiente dos arranjos simbólicos das narrativas ficcionais que tomam seus exemplos como matéria verossímil dos valores políticos, religiosos, econômicos, jurídicos e morais compartilhados pelos homens do seu tempo.

Decerto, como esses caracteres metaforizam os agentes que ocupavam os postos da burocracia brasileira oitocentista, movidos pela lógica da busca venal pela distinção simbólica e social, as narrativas em destaque avançam no sentido de dispor, para o presente e para a posteridade, "alforjes" de memória, história e ficção que são um testemunho alegórico e cômico das ruínas de um Estado cujos vícios morais são efeitos de uma educação mal conduzida pelo assistemático aprendizado dos costumes retóricos e por uma teoria política que se revela verossímil em um contexto local onde o acesso ao poder é governado pelo abuso do interesse, ao passo que anacrônica quando o critério de análise pressupõe não uma ética do poder, mas uma ética contraposta aos imperativos morais de Maquiavel. Neste longo século XIX brasileiro, a realização objetiva do medalhão se concretiza através "de uma sociedade de vaidosos, ambiciosos, sonegadores, parasitas, ignorantes, mas bem falantes" (RIEDEL, 1979, p. 98). Por assim dizer, "a inópia mental" exigida para este "nobre ofício" é oximoro que também figura o contraditório de uma sociedade que assim se legitima, e não pouco verossímil é imaginar um Brasil oitocentista provedor de imagens paradoxais, como as que mimetizam essa educação vulgar, com parasitas no parlamento, sonegadores milicianos no governo, vaidosos na magistratura, generais no ministério da saúde e ignorantes na educação.

A causa final dos discursos dos caracteres analisados não é a racionalidade, pois todos estão submetidos à sátira machadiana. A pena do escritor de maior impacto na vida cultural brasileira pressupõe a diluição dos usos arbitrários de uma retórica voltada para a sustentação da dominação simbólica dos conteúdos culturais que serviram de justificativa ideológica para a reprodução, no século XIX, de uma esfera pública colonizada pelos símbolos de uma sociedade de corte, pois, a despeito dos seus paradoxos morais, ser medalhão significava ser nobre, reconhecido, ilustre, glorioso, num país cuja escravidão representava a insanidade e o fantástico de uma realidade teatralizada pela vulgaridade de personagens e narradores que alegorizam a apropriação alienada dos códigos simbólicos da tradição do pensamento europeu. Com efeito, considerando que a retórica, prescrita pelos sofistas, deveria ser utilizada para fins virtuosos e justos, os quais não são os do pai de Janjão e os de sua teoria, a ironia machadiana, enquanto arma vigente contra os vícios reinantes no seu tempo, não pressupõe as realidades platônicas como representativas do saber contra a ignorância dos oradores[8], pois sofística era a referência que orientava este escritor. Por esse caminho, emulando a tradição sofística, a escrita machadiana nos leva "a refletir sobre nossos discursos e sobre os fins para os quais poderemos utilizá-los" (MACHADO, 2010, p. 13).

A partir da leitura dessas narrativas, evidencia-se que o justo não era o objeto da retórica oitocentista brasileira, que aqui se constitui como o objeto da crítica machadiana. Obedecendo à racionalidade do poder, esses fabricadores de persuasão são alegorias, nas estórias em destaque, dos educadores e colonizadores do império. Finalmente, se "as leituras de Machado de Assis (...) acompanham e sintetizam o problema recorrente da inserção do Brasil no globo ou, mais precisamente, na cultura e na política do Ocidente" (SEIXAS, 2017, p. 277), da mesma forma que essa problemática "está colocada também como questão aberta, no seu texto e pelo texto" (SEIXAS, 2017, p.277), o entendimento da posição histórica ocupada por este escritor no mundo oitocentista brasileiro deve considerar, como foi possível demonstrar nessa leitura, o modo como ele transforma os modelos culturais do ocidente, incluindo aqui, sobretudo, os usos inadequados do costume retórico antigo e da ética política de Maquiavel, na matéria de sua elocução satírica, e ao mesmo tempo irônica.

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[8] Para Sócrates (PLATÃO, 2000, p.40), porta voz do platonismo, "o orador, nos tribunais e nas outras assembleias não instrui sobre o justo e o injusto, limita-se a fazer que os outros creiam".

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Influencing Factors in the Performance of Higher Education in Colombia, Year 2019

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Abstract- The purpose of this article is to explain the factors that influence academic performance in higher education in Colombia for the year 2019. Therefore, an ordinal response econometric model was estimated: ordered logit based on the results of the ICFES-SABER PRO higher education state exam applied in 2019. The dependent variable in this case is polytomous, covering the categorization insufficient, minimum, satisfactory and excellent, which corresponds to the results obtained in the test from lowest to highest; and as explanatory variables we considered gender, origin of the student, study modality, nature of the university, scholarship, parents' education, socioeconomic stratum, access to technological tools, and weekly hours worked by the students. The results obtained show that being male, being born in the city, studying in person, studying in a public university, having a scholarship, having parents with a higher level of education, belonging to a high economic stratum, access to technological tools such as computer and internet increase the probability of obtaining a better academic performance.

Keywords: *academic performance; higher education in colombia; saber pro ICFES tests; ordered logit model.*

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Influencing Factors in the Performance of Higher Education in Colombia, Year 2019

Factores Influyentes En El Rendimiento De La Educación Superior En Colombia, Año 2019

Rodriguez, Diego [α] & Mafla, Roberth [σ]

Resumén- El propósito de este artículo es explicar los factores que influyen en el rendimiento académico de la educación superior en Colombia para el año 2019. Por tanto, se estimó un modelo econométrico de respuesta ordinal: logit ordenado en base a los resultados del examen de estado de la educación superior ICFES-SABER PRO aplicado en el año 2019. La variable dependiente en este caso es politómica, que abarca la categorización insuficiente, mínimo, satisfactorio y excelente, que corresponde a los resultados obtenidos en la prueba de menor a mayor; y como variables explicativas se consideró al género, origen del estudiante, modalidad de estudio, naturaleza de la universidad, beca, educación de los padres, estrato socioeconómico, acceso a herramientas tecnológicas, y horas semanales que laboran los estudiantes. Los resultados obtenidos nos muestran que ser hombre, haber nacido en la ciudad, estudiar de forma presencial, estudiar en universidad pública, tener una beca, que los padres tengan mayor nivel educativo, pertenecer a un estrato económico alto, acceso a herramientas tecnológicas como computador e internet aumentan la probabilidad de obtener un mejor rendimiento académico.

Keywords: rendimiento académico; educación superior en colombia; pruebas saber pro ICFES; modelo logit ordenado.

Abstract- The purpose of this article is to explain the factors that influence academic performance in higher education in Colombia for the year 2019. Therefore, an ordinal response econometric model was estimated: ordered logit based on the results of the ICFES-SABER PRO higher education state exam applied in 2019. The dependent variable in this case is polytomous, covering the categorization insufficient, minimum, satisfactory and excellent, which corresponds to the results obtained in the test from lowest to highest; and as explanatory variables we considered gender, origin of the student, study modality, nature of the university, scholarship, parents' education, socioeconomic stratum, access to technological tools, and weekly hours worked by the students. The results obtained show that being male, being born in the city, studying in person, studying in a public university, having a scholarship, having parents with a higher level of education, belonging to a high economic stratum, access to technological tools such as computer and internet increase the probability of obtaining a better academic performance.

Keywords: academic performance; higher education in colombia; saber pro ICFES tests; ordered logit model.

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I. Introducción

La educación es la encargada de formar a las personas, proporcionándoles habilidades para su desarrollo personal, que contribuyen a mejorar su calidad de vida y por ende el de toda la sociedad.

La educación es tan importante en el desarrollo económico, que economistas como Shultz (1961) Becker (1964) y Mincer (1974) desarrollaron la teoría del "Capital Humano", donde se destaca a la educación como el generador del crecimiento económico y la reducción de la pobreza. Por tanto, a mayor inversión en educación, las personas obtienen mejores ingresos lo que significa una mejor calidad de vida.

En Colombia, en los últimos años se ha ido incrementando el gasto en educación. Logrando que la educación primaria y secundaria sea universal y gratuita, no obstante, en la educación superior aún existen dificultades, dado que las universidades públicas se encuentran en una crisis de financiación y no existe la suficiente capacidad física para responder con la alta demanda de estudiantes. Aunque, existen las universidades privadas para suplir la demanda por la formación profesional, estas son muy costosas y la mayoría de los estudiantes tienen que tomar créditos bancarios para costearla, así tengan que pagar una deuda durante varios años cuando se encuentren trabajando. Sin embargo, se siguen creando políticas con la aspiración de lograr la educación superior gratuita y de calidad en el país.

En el país la educación se divide en 4 niveles: primaria, secundaria, media y superior. Donde para medir el nivel de calidad de la educación impartida, se creó el Instituto Colombiano para el Fomento de la Educación Superior (ICFES), que se encarga de realizar pruebas anuales en los diferentes niveles de la educación del país. Estas pruebas miden el rendimiento académico de los estudiantes y se convierten en guías para las instituciones educativas y los hacedores de política pública. Con esto se busca que el estudiante conozca en qué áreas del conocimiento se destaca y en cuales no, para que las mejore, además, de la creación de nuevos métodos direccionados en mejorar las habilidades de los profesores y así desarrollar un mejor

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ambiente académico reciproco entre estudiantes y profesores, y en consecuencia mejore la calidad la de educación del país.

Sin embargo, las pruebas realizadas por el ICFES presentan algunos vacíos en la medición, no obstante, son la única herramienta actual para medir el rendimiento académico de la educación en Colombia.

II. Revisión de la Literatura

El estudio del tema educativo, partiendo ya sea de un enfoque económico, social, psicológico o interindiciplinario ha tenido una gran trayectoria a lo largo de los años, siendo insumo de estudio la doble visión del mismo, tanto en cobertura educativa, como calidad. Dentro de los estudios empíricos que se han llevado a cabo, bajo un enfoque económico se encuentra el de Park y Kerr (1990) en el cual se realiza una estimación bajo un modelo logit multinomial en el rendimiento académico de los estudiantes de banca y dinero, a los resultados que conducen son principalmente que los factores fundamentales que dan explicación son el GPA (Grade Point Average) el cual mide el rendimiento acumulado en el historial educativo, y el examen de admisión a la universidad; se tuvieron en cuenta variables como el registro de asistencia, el valor del curso, además de variables personales como la localización del estudiante, la edad, el sexo, trabajo y las condiciones de vida, las cuales no muestran un resultado significativo, es decir que el desempeño bajo estos resultados es explicado por el historial del estudiante, un desempeño mayor en niveles anteriores de educación es lo que va a determinar el rendimiento actual. De manera similar Dundar y Lewis (1998) hacen la utilización de un modelo multinomial por categorías divididas en facultades: Ciencias biológicas, ingeniería, matemáticas y física & ciencias sociales; para explicar el desempeño en investigación, medida por la cantidad de publicaciones. Los resultados más importantes a los que conduce es que una facultad con un número más elevado de profesores implica mayores publicaciones, sin embargo, presenta efectos de rendimientos decrecientes; el hecho de ser una institución de carácter público, hace que se presente una relación negativa con la productividad investigativa, es decir que tienden a producir menos investigaciones. Contar con más profesores titulares incrementa la productividad, así como la distribución de la actividad de los docentes, el financiamiento directo a los mismos para desarrollar procesos investigativos y el financiamiento indirecto por parte de la institución a las bibliotecas, así como de manera general el ratio alumnos graduados por docente, tienen un efecto positivo en la productividad, aunque de manera individual se presenta el efecto contrario en ciencias sociales. Otro factor que ejerce influencia es lo que los autores denominan la "facultad estrella" argumentando una concentración de publicaciones en ciertas facultades que han tenido un historial de publicación alto y que determina los rendimientos presentes.

Betts y Morell (1999); Ferreyra (2007); Naylor y Smith (2001), este último haciendo uso de metodologías econométricas basadas en modelos Probit ordenados bajo escalas de rendimiento. Los autores tienen en cuenta la significancia de los factores personales de la muestra de estudiantes, como el sexo, la etnicidad y las variables de su entorno familiar; el rendimiento académico previo proveniente de secundaria que al igual que variables externas referentes a la institución, como la proporción alumnos por docente, educación del docente y experiencia de los mismos no fueron significativas para explicar el rendimiento académico.

Tomul y Savacse (2012) en una medición de los factores socioeconómicos influyentes en el rendimiento académico como variable dependiente el puntaje del SBS, hacen la utilización de un modelo de probabilidad multinomial, desagregado en categorías de sexo (masculino y femenino), encuentran que las variables nivel educativo de los padres, ingreso mensual per cápita, asistencia a clases extracurriculares de apoyo, duración de un curso, y el número de integrantes de la familia explican en un 39,2% el puntaje obtenido en la prueba, en el análisis individual tanto de manera agregada como por categoría, las variables que dan explicación al fenómeno de estudio son: asistir a un curso o recibir clases particulares, el nivel educativo del padre, el ingreso mensual promedio per cápita, la duración de un curso o lecciones privadas y el nivel educativo de la madre.

Clericia, Giraldoa & Meggiolaroa (2014) bajo la utilización de un modelo multinomial, determinan las características personales que ejercen influencia en el rendimiento académico en Italia en un entorno competitivo en desagregación nominal de cuatro categorías: profesionales de la salud, ciencias humanas, ciencias sociales y estudios científicos. Los resultados principales a los que conduce en primer lugar, es que existen diferencias marcadas en cada una de las variables independientes por cada categoría nominal, sin embargo, existen ciertos factores que de manera general tienen un impacto similar; el hecho de ser un estudiante extranjero incrementa la probabilidad de no obtener una titulación. Se tiene en cuenta también las características previas derivadas de la escuela secundaria como el tipo de institución, el puntaje obtenido y la asistencia, encontrando como factor fundamental el puntaje obtenido comportándose como un "predictor poderoso" en el retiro como en la finalización del grado, a excepción de los estudios de la salud y humanidades en los cuales no se encuentran efectos significativos. Donde se marcan más las diferencias es en la categoría de género, en los

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estudios científicos las mujeres tienen una probabilidad mayor de retirarse; en el caso de humanidades los estudiantes hombres tienen una mayor probabilidad de retirarse que las mujeres; en las dos categorías restantes no se encuentran efectos significativos. A nivel general el lugar de residencia también ejerce efectos, hay una mayor probabilidad de abondo para un estudiante foráneo que para un residente local. Los efectos de la edad tienen un grado de interés, debido a que en todos los programas a excepción de estudios profesionales de la salud, el hecho de matricularse inmediatamente después de la culminación de la escuela secundaria aumenta las probabilidades de graduarse.

Abdulrahman (2019) realiza una estimación de los factores influyentes en el rendimiento académico de la especialización en estadística de los estudiantes de pregrado en la Universidad de Emiratos Árabes Unidos, medido por el GPA. El puntaje obtenido tanto en secundaria como en preparatoria tuvo un impacto significativo (Park y Kerr (1990)), a pesar de tener en cuenta la variable edad, nacionalidad y género, no tuvieron un impacto significativo.

III. Metodología

Para llevar a cabo el estudio se realiza una estimación mediante la utilización de un modelo logit ordenado partiendo de la base de datos proporcionada por el ICFES (2019) sobre la prueba SABER PRO. Donde se obtiene una muestra 226610 estudiantes que presentaron la prueba, como también sus datos socioeconómicos, el puntaje por área de conocimiento y un puntaje global.

La variable dependiente ordenada obedece a las categorías de clasificación por puntaje obtenido insuficiente, mínimo, satisfactorio, avanzado. A continuación en la tabla 3.1 se hace una descripción y codificación de las variables independientes tenidas en cuenta.

Tabla 3.1: Descripción de las variables

Variable	Valor	Descripción de Variable
Género	0	Femenino
	1	Masculino
Origen	0	Rural
	1	Urbano
Beca	0	No
	1	Si
Nivel educativo del padre	0	Ninguna
	1	Primaria incompleta
	2	Primaria completa
	3	Secundaria incompleta
	4	Secundaria completa
	5	Ed. Técnica o tecnológica incompleta
	6	Ed. Técnica o tecnológica completa
	7	Profesional incompleta
	8	Profesional completa
	9	Posgrado
Nivel educativo de la madre	0	Ninguna
	1	Primaria incompleta
	2	Primaria completa
	3	Secundaria incompleta
	4	Secundaria completa
	5	Ed. Técnica o tecnológica incompleta
	6	Ed. Técnica o tecnológica completa
	7	Profesional incompleta
	8	Profesional completa
	9	Posgrado

Variable	Valor	Descripción de Variable
Estrato socioeconómico	0	Estrato 1
	1	Estrato 2
	2	Estrato 3
	3	Estrato 4
	4	Estrato 5
	5	Estrato 6
Acceso a computador	0	No
	1	Si
Acceso a internet	0	No
	1	Si
Situación laboral	0	Ninguna
	1	Menos de 10 horas
	2	Entre 11 y 20 horas
	3	Entre 21 y 30 horas
	4	Más de 30 horas
Modalidad de estudio	0	Virtual
	1	Presencial
Naturaleza Universidad	0	No oficial
	1	Oficial

IV. Analisis de Datos y Discusión de Resultados

a) Analisis Descriptivo

Se aprecia que los hombres tienen un mejor rendimiento académico que las mujeres en los resultados de las pruebas analizadas. Donde un mayor porcentaje de los estudiantes se encuentran en las categorías de mínimo y satisfactorio, y una minoría de hombres con un 2% y de mujeres con 1% obtuvieron resultados en la categoría de avanzado. (Ver Fig 1).

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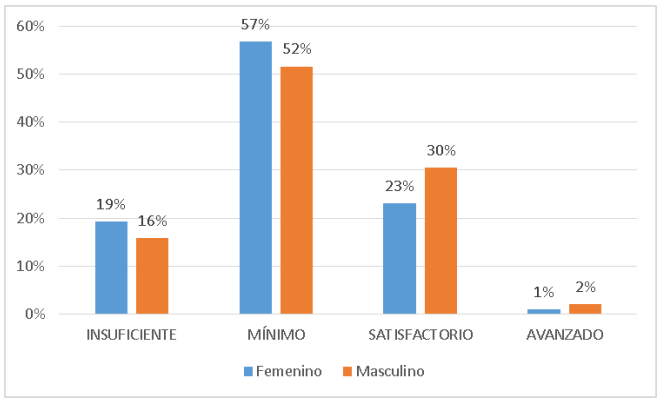
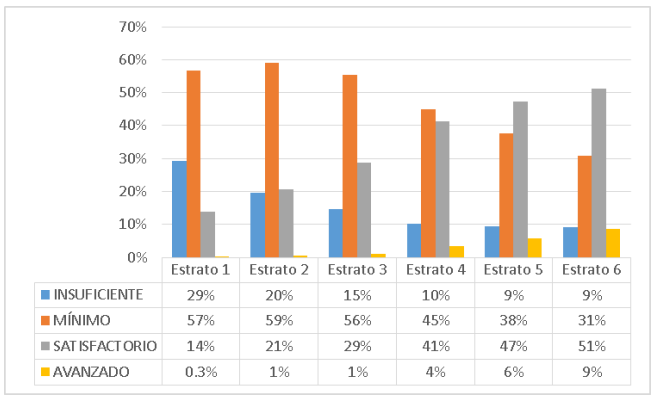


Fig. 4.1: Resultados de las pruebas saber pro según género.

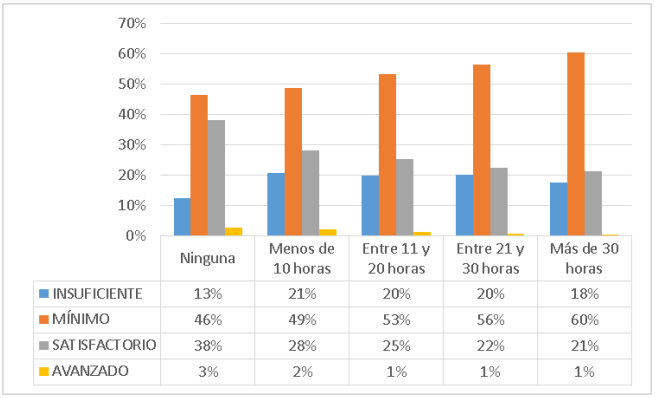
Con respecto al estatus social de los estudiantes, se observa que a mayor ingreso económico de la familia es mayor la probabilidad de que el estudiante obtenga mejores resultados. Dado que, el estudiante tiene mayor acceso a materiales que le permite tener una mejor formación académica. En la figura 4.2 se aprecia que los estudiantes que pertenecen a familias con bajos ingresos económicos tienen mayor probabilidad de obtener puntajes en las categorías de insuficiente y mínimo, puesto que, su formación académica y el acceso a material de estudio es de baja calidad.



	Estrato 1	Estrato 2	Estrato 3	Estrato 4	Estrato 5	Estrato 6
INSUFICIENTE	29%	20%	15%	10%	9%	9%
MÍNIMO	57%	59%	56%	45%	38%	31%
SATISFACTORIO	14%	21%	29%	41%	47%	51%
AVANZADO	0.3%	1%	1%	4%	6%	9%

Fig. 4.2: Resultados de las pruebas saber pro según estrato socioeconómico.

Si un estudiante trabaja menos horas a la semana, tiene una mayor probabilidad de obtener un mejor rendimiento académico. Por el contrario, si el estudiante trabaja más horas a la semana es mayor la probabilidad de conseguir pertenecer a las categorías de insuficiente y mínimo, puesto que tiene menos tiempo para dedicarse a estudiar y repasar lo visto en clases (Ve figura 4.3).



	Ninguna	Menos de 10 horas	Entre 11 y 20 horas	Entre 21 y 30 horas	Más de 30 horas
INSUFICIENTE	13%	21%	20%	20%	18%
MÍNIMO	46%	49%	53%	56%	60%
SATISFACTORIO	38%	28%	25%	22%	21%
AVANZADO	3%	2%	1%	1%	1%

Fig. 4.3: Resultados de las pruebas saber pro según situación laboral.

En relación al origen del estudiante, si su formación primaria, secundaria y media se hizo en la ciudad tiene mayor probabilidad de obtener un puntaje en la categoría de satisfactorio y avanzado. Por el contrario, el estudiante que se formó en la zona rural tiene mayor probabilidad de obtener puntajes en las categorías de insuficiente y mínimo. (Ver figura 4.4).

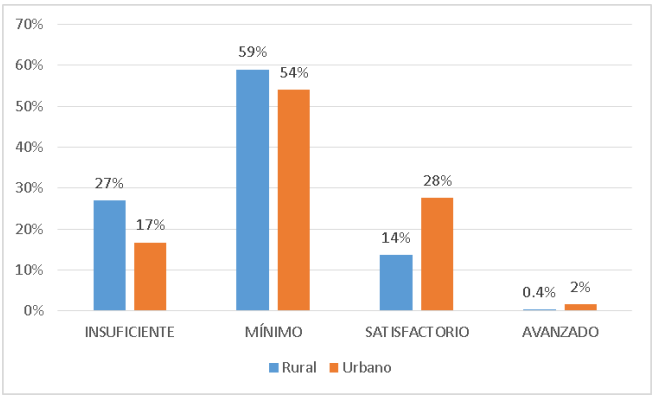


Fig. 4.4: Resultados de las pruebas saber pro según lugar de origen.

Con respecto a si un estudiante es becado, se aprecia que se ubican en mayor medida en las categorías de satisfactorio y avanzado, en comparación con los estudiantes que no la tienen. (Ver figura 4.5).

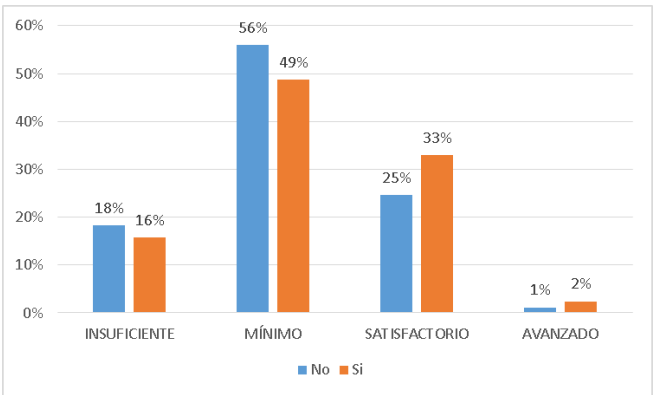


Fig. 4.5: Resultados de las pruebas saber pro según beca estudiantil.

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Si un estudiante se está formando de manera presencial tiene un mejor rendimiento académico en la prueba, dado que, le permite tener una asesoría más cerca con su docente, así como un mejor aprendizaje. Sin embargo, los estudiantes que se forman de manera virtual tienen mayor probabilidad de obtener puntajes bajos en la prueba. (Ver figura 4.6).

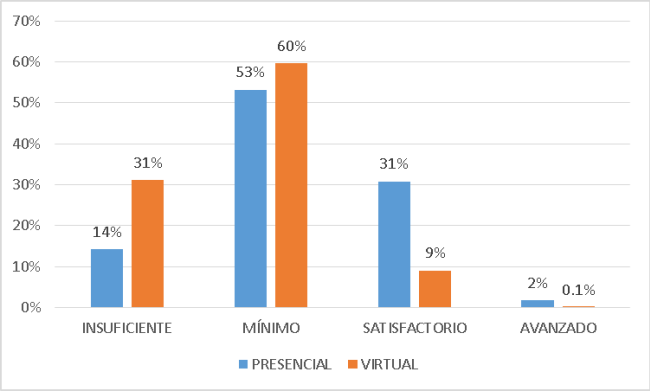

Fig. 4.6: Resultados de las pruebas saber pro según método de formación.

Un aspecto interesante en el caso de la educación superior en Colombia, es que las universidades públicas pese a las dificultades en la financiación por parte del estado, lideran los rankings de calidad educativa del país. Puesto que, en los resultados de las pruebas SABER PRO 2019 se aprecia que los estudiantes que son de universidades oficiales obtuvieron mejores resultados en comparación con los estudiantes de universidades no oficiales. (Ver figura 4.7).

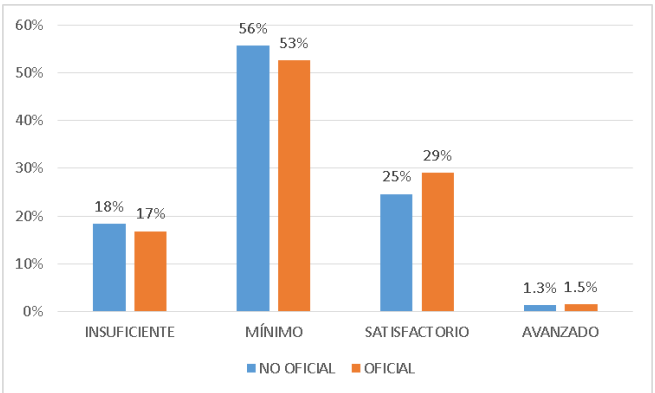

Fig. 4.7: Resultados de las pruebas saber pro según naturaleza jurídica de la institución.

En la tabla 4.1 se aprecia los niveles de educación de los padres, se observa que en los últimos años la brecha educativa entre mujeres y hombres ha ido disminuyendo. Puesto que, más mujeres se han ido formando en la educación superior, no obstante, el mayor porcentaje de los padres de los estudiantes se encuentra en la formación de primaria y secundaria, por consiguiente, se requiere mayor inversión en educación para seguir aumentando la cobertura educativa del país.

Tabla 4.1: Resultados de las pruebas saber pro según naturaleza jurídica de la institución.

	Padre		Madre	
Nivel de educación	Frecuencia	%	Frecuencia	%
Ninguno	9600	4%	6042	3%
Primaria incompleta	43016	19%	34027	15%
Primaria completa	19675	9%	19166	8%
Secundaria (Bachillerato) incompleta	25840	11%	28041	12%
Secundaria (Bachillerato) completa	44827	20%	49105	22%
Técnica o tecnológica incompleta	8821	4%	10406	5%
Técnica o tecnológica completa	21437	9%	28505	13%
Educación profesional incompleta	9372	4%	8039	4%
Educación profesional completa	29182	13%	28458	13%
Posgrado	14680	6%	14821	7%

En la tabla 4.2 se observa el acceso de los estudiantes a las herramientas tecnológicas, donde se aprecia que más del 80% tienen acceso a un computador e internet, lo cual es un avance como herramienta en materia educativa y de acceso a la información y comunicación.

Tabla 4.2: Resultados de las pruebas saber pro según naturaleza jurídica de la institución.

ACCESO A TECNOLOGIAS		
	SI	NO
Computador	90%	10%
Internet	87%	13%

Se observa en la figura 4.8 que a nivel general los estratos del 1 al 3 presentan puntajes individuales por área de conocimiento similares, sin embargo, el puntaje obtenido en ingles se incrementa en los estratos superiores, ya que tienen más acceso a cursos extracurriculares y academias de habla inglesa.

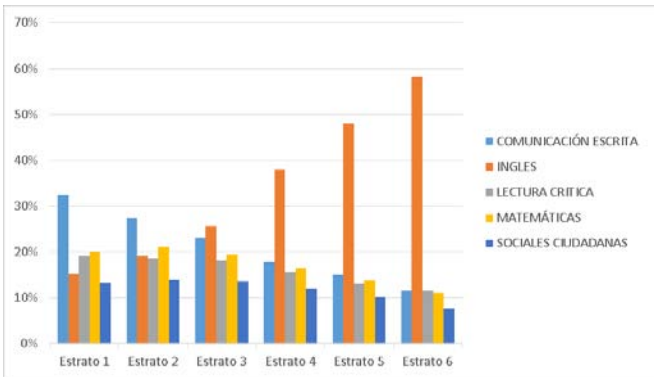

Fig. 4.8: Resultados de las pruebas saber pro según estrato socioeconómico y área de conocimiento.

Con respecto al género, se puede observar que los hombres son mejores en matemáticas e inglés y las mujeres en comunicación escrita (Ver figura 4.9).

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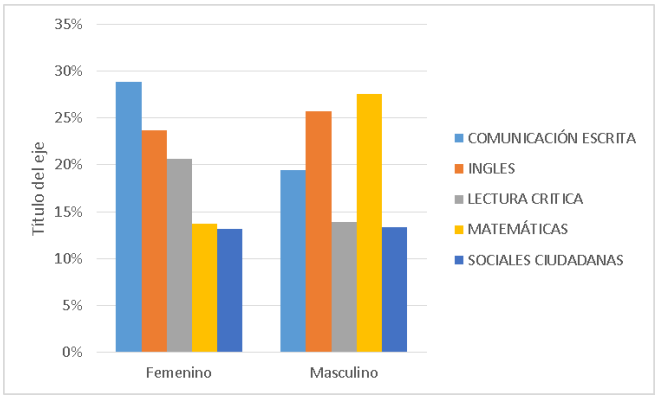

Fig. 4.9: Resultados de las pruebas saber pro según género y área de conocimiento.

En relación a la formación académica, se aprecia que los estudiantes que se forman de manera presencial tienen mejor rendimiento en inglés y comunicación escrita, sin embargo, los estudiante que estudian virtualmente sobresalen en comunicación escrita y lectura crítica. (Ver figura 4.10).

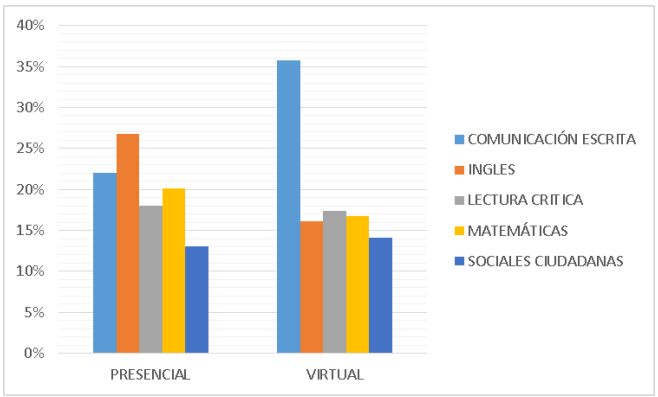

Fig. 4.10: Resultados de las pruebas saber pro según modalidad de estudio y área de conocimiento.

Así mismo, los estudiantes que pertenecen a universidades oficiales son mejores en matemáticas y comunicación escrita, no obstante, los estudiantes que se forman en universidades no oficiales se destacan en comunicación escrita e inglés. (Ver figura 4.11).

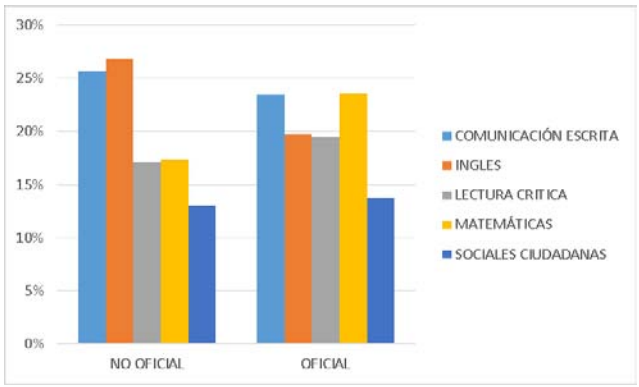

Fig. 4.11: Resultados de las pruebas saber pro según modalidad de estudio y área de conocimiento.

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b) Estimación Econométrica

Tabla 4.3: Resultados del modelo de estimación econometrica.

Variable	Estimaciones		Efectos marginales			
	Coeficiente	P-value	P(y)= Insuficiente	P(y)= Mínimo	P(y)= Satisfactorio	P(y)= Avanzado
Género	0.2398212	0.000	-0.0306142	-0.0117853	0.039139	0.0032605
Área de origen	0.4554380	0.000	-0.0645321	-0.0101661	0.0695735	0.0051248
Modalidad de estudio	0.7961435	0.000	-0.1164347	-0.0116509	0.1199879	0.0080978
Naturaleza de universidad	0.3846484	0.000	-0.0480544	-0.0205668	0.0630515	0.0055697
Beca	0.4802587	0.000	-0.05697	-0.0314507	0.0809393	0.0074814
Educación padre						
Primaria incompleta	0.3192480	0.000	-0.0473461	-0.003561	0.0479102	0.002997
Primaria completa	0.3142635	0.000	-0.0466637	-0.0033922	0.0471131	0.0029427
Secundaria incompleta	0.3566835	0.000	-0.0524143	-0.0049421	0.0539434	0.0034129
Secundaria completa	0.4053387	0.000	-0.0588499	-0.0070328	0.0619062	0.0039765
Técnica o tecnologica incompleta	0.3434544	0.000	-0.0506349	-0.0044313	0.051802	0.0032642
Técnica o tecnologica completa	0.4775494	0.000	-0.0680867	-0.0107435	0.0739673	0.0048629
Profesional incompleta	0.5392158	0.000	-0.0756796	-0.0144766	0.0844863	0.0056700
Profesional completa	0.6536423	0.000	-0.0890579	-0.0227391	0.1044974	0.0072996
Posgrado	1.0182980	0.000	-0.1257895	-0.0596233	0.1715697	0.0138431
Educación madre						
Primaria incompleta	0.2327731	0.000	-0.0366456	0.0016528	0.0330650	0.0019278
Primaria completa	0.3457786	0.000	-0.0530057	-0.0004286	0.0504014	0.0030329
Secundaria incompleta	0.4654545	0.000	-0.0693051	-0.0046615	0.0696243	0.0043423
Secundaria completa	0.4854759	0.000	-0.0719293	-0.0055703	0.0729230	0.0045765
Técnica o tecnologica incompleta	0.4001048	0.000	-0.0605354	-0.0020939	0.0590206	0.0036086
Técnica o tecnologica completa	0.6446385	0.000	-0.0917537	-0.0147861	0.0999325	0.0066072
Profesional incompleta	0.6370585	0.000	-0.0908509	-0.0142685	0.0986161	0.0065033
Profesional completa	0.7885111	0.000	-0.1081183	-0.0260424	0.1254326	0.0087281
Posgrado	1.0437450	0.000	-0.1336795	-0.0522333	0.1726331	0.0132796
Estrato						
Estrato 2	0.3638936	0.000	-0.0546979	-0.0546979	0.0542096	0.0032684
Estrato 3	0.5771686	0.000	-0.0822023	-0.0134351	0.0898450	0.0057923
Estrato 4	0.9128175	0.000	-0.1189055	-0.0425907	0.1505265	0.0109698
Estrato 5	1.1478680	0.000	-0.1401459	-0.0708025	0.1952420	0.0157063
Estrato 6	1.4142610	0.000	-0.1602389	-0.1088484	0.2466031	0.0224842
Computador	0.4390143	0.000	-0.0621823	-0.0098780	0.0671282	0.0049321
Internet	0.2594461	0.000	-0.0352889	-0.0086655	0.0408091	0.0031453
Horas de trabajo del estudiante						
Menos de 10 horas	-0.3494300	0.000	0.0421502	0.0219397	-0.0589564	-0.0051336
Entre 11 y 20 horas	-0.4079228	0.000	0.0500314	0.0240604	-0.0682531	-0.0058387
Entre 21 y 30 horas	-0.4627603	0.000	0.0576374	0.0256271	-0.0767996	-0.0064649
Mas de 30 horas	-0.3035180	0.000	0.0361316	0.0199537	-0.0515334	-0.0045519
Number of obs				226,610		
LR chi2(32)				43334.13		
Prob > chi2				0.0000		
Pseudo R2				0.0912		

Si el estudiante es hombre tiene mayor probabilidad de obtener puntajes en las categorías de satisfactorio y avanzado, lo cual se evidenció en el análisis descriptivo previo. Con respecto al origen del estudiante, se aprecia que si se formó en la ciudad tienen mayor probabilidad de tener un resultado en satisfactorio y avanzado, esto dado a la gran brecha educativa que se presenta entre el campo y la zona urbana.

Con respecto a la modalidad de estudio, se observa que si un estudiante se está formando de manera presencial tiene mayor probabilidad de obtener un puntaje en las categorías de satisfactorio y avanzado. Así mismo si él estudiante estudia en una universidad pública tiene mayor probabilidad de obtener una puntuación alta en la prueba, lo mismo ocurre también con los estudiantes becados.

En relación a la educación de los padres, a medida que tienen mayor nivel educativo esto se refleja en que el estudiante obtenga mejores resultados en la prueba. De igual manera, si su familia pertenece a un estrato socioeconómico alto aumenta la probabilidad de ubicarse en las categorías de satisfactorio y avanzado.

El tener acceso a tecnologías de la información como lo es una computadora e internet, incrementa la probabilidad de que el estudiante obtenga una puntuación alta en la prueba. Además, si el estudiante labora menos horas a la semana tiene más tiempo para estudiar, se refleja en una mayor probabilidad de ubicarse en las categorías de satisfactorio y avanzado.

c) Discusión de Resultados

Con los resultados obtenidos en la presente investigación, se observa que el estatus social es determinante en el rendimiento académico de los estudiantes de la educación superior en Colombia. Por consiguiente, entre mayor sea el ingreso familiar el estudiante tiene acceso a mejores herramientas educativas, lo que significa un mejor rendimiento académico. Este resultado difiere a lo expuesto por por Park y Kerr (1990), sin embargo existe concordancia con el estudio de Tomul y Savacse (2012). Además de eso hay una concordancia con estudios ya realizados en el país. (Moncayo, 2016, Chica et al, 2010, Carreño et al, 2020 y Álvarez et al 2019).

En cuanto al desempeño de la educación superior en Colombia, se observa que las universidades

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oficiales tienen un mejor desempeño académico que las universidades no oficiales marcando una diferencia en lo expresado por Dundar y Lewis (1998). En el caso Colombiano estas instituciones (oficiales) lideran los rankings de calidad educativa del país, pese a las dificultades de financiación que tienen. Así mismo, se visibiliza la brecha educativa entre la zona urbana y rural (Clericia, Giraldoa & Meggiolaroa (2014)), donde la baja inversión del gobierno y un conflicto armado interno han profundizado aún más el atraso de la educación rural.

Al integrar la categoría de genero como se vio unas líneas atrás existe una leve diferencia, lo cual se relaciona con los estudios de Betts y Morell (1999); Naylor y Smith (2001); Tomul y Savacse (2012); Clericia, Giraldoa & Meggiolaroa (2014); y difiriendo de Abdulrahman (2019).

En relación al acompañamiento y la influencia de los padres en el proceso formativo de sus hijos, se aprecia que este es de gran influencia en el desarrollo de actitudes y habilidades a lo largo de su desarrollo en la vida. A medida que los padres tienen un mayor nivel educativo incrementa la probabilidad de que los estudiantes obtengan un mejor rendimiento académico, coincidiendo con lo expuesto por Tomul y Savacse (2012).

Con respecto a la modalidad de estudio, se observa que los estudiantes que realizan su formación profesional de manera presencial obtienen puntajes más altos en las pruebas. Así mismo, el ganar una beca para formarse en una universidad motiva al estudiante a obtener mejor resultados en sus estudios, lo que significa un mejor rendimiento en las pruebas saber pro. Igualmente, el tener tiempo para dedicarse a sus estudios, como también el acceso a tecnologías de la información aumenta el rendimiento académico de los estudiantes.

V. Conclusiones

Dentro de los resultados obtenidos se destaca la importancia que ejercen las variables personales sobre el rendimiento de un estudiante, son estos aspectos los que determinan en su mayoría el desempeño, más que los factores institucionales, que como se apreció se midieron a través de la naturaleza de la institución, en la cual se esperaría un mejor desempeño de las instituciones privadas, sin embargo, el efecto es al contrario.

Todas las variables que se tuvieron en cuenta en el modelo de estimación son estadísticamente significativas con un 95% de confianza para dar explicación del rendimiento académico en la educación superior, sin embargo, existe una falta de información general a nivel de las instituciones que permita evaluar factores más allá de los personales.

Existe una diferencia entre hombres y mujeres en los rendimientos, existiendo una leve mayor probabilidad de obtener mejores puntajes por parte de los hombres.

Las variables modalidad de estudio, educación de posgrado del padre, educación de posgrado de la madre y estrato 6 son las que generan mayores efectos marginales en la probabilidad de obtener un mejor puntaje en la prueba saber pro.

Se evidencia que existe una brecha entre los resultados que obtienen los estudiantes procedentes de una zona rural frente a los estudiantes de la zona urbana, la cual se explica por dos razones fundamentales, la primera es los menores ingresos percibidos por un hogar rural son menores a un hogar urbano, y la segunda es la brecha tecnológica urbe-campo.

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Conflict of Interest in the Global Information Network.(Parties, Interests and Conflicts)

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Abstract- Every “professional” who “professionally approaches” the global information space, in addition to being a participant in the processes taking place in this space, is also a witness to constant social problems. Especially in the event of a conflict of interest, the user is forced to take the right position. In some cases, a "conflict of interest" can present the consumer with a dilemma. Such cases are more common on social networks. The consumer of information also participates in this information space as a distributor of information. In some cases, because the reliability of the information is "questionable", the distributor becomes the distributor of disinformation. We will also have to deal with such cases more and more as the mass of "disinformation products" in the global information space increases.

Conflicts of interest in the global information space are multifaceted. Conflicts between monopolists and the state, between sellers and consumers, between information resources and information consumers, and so on.

Keywords: information reliability, relevance, global information space, interests in the information market, library resources.

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Conflict of Interest in the Global Information Network.(Parties, Interests and Conflicts)

Kazimi Parviz Firudin Oqlu [α], Aygun Alieva [σ] & Hicran Zeynalova [ρ]

Abstract- Every "professional" who "professionally approaches" the global information space, in addition to being a participant in the processes taking place in this space, is also a witness to constant social problems. Especially in the event of a conflict of interest, the user is forced to take the right position. In some cases, a "conflict of interest" can present the consumer with a dilemma. Such cases are more common on social networks. The consumer of information also participates in this information space as a distributor of information. In some cases, because the reliability of the information is "questionable", the distributor becomes the distributor of disinformation. We will also have to deal with such cases more and more as the mass of "disinformation products" in the global information space increases.

Conflicts of interest in the global information space are multifaceted. Conflicts between monopolists and the state, between sellers and consumers, between information resources and information consumers, and so on. It can be assumed that as a result of systematic discussions, new approaches to the problem of conflicts of interest may emerge, which can contribute to "accelerating progress". In this regard, the idea that libraries are a reliable source of information, primarily on global networks, is supported and recommended.

The purpose of the article is to raise the problem of conflict of interest, model it within the framework of an integrated system and find optimal solutions in the context of various corporate interests. This will exclude the manipulation of conflicts in the global network.

The abundance of information and the dynamics of its growth, the problem of the reliability of information products and attempts to manipulate the growing information products show that the problem of information reliability will remain relevant in the next 10-20 years.

We believe that the current focus on "library and information" resources in the field of information reliability may be the right choice in this direction, and this may partially solve the problem of information reliability.

Keywords: information reliability, relevance, global information space, interests in the information market, library resources.

I. Introduction

Since the creation of the global information space, two centers of power have emerged that can really influence information processes. The first side is companies that not only implement and manage technological processes, but also manage the global information space. Hence globalization. Small networks, enterprises, "local information service" enterprises cannot compete and are bought by large companies. Corporations around the world are faced with a number of events, such as negotiating "among themselves", keeping others from entering the market, or "taking over the market" through cartel deals.

The second side is the state structures that own the information space, which in many cases act only as observers of the processes occurring due to their inability to influence information processes, or to resist this situation without coordination. States, on the one hand, enjoy the benefits of globalization, on the other hand, they face the consequences of complete exclusion from the information process.

The creators of global networks and the owners of key technologies want to keep "everything as it is" on the basis of "freedom of speech." On the other hand, from a humanitarian point of view, states are trying to manage this process through the application of legislation, protecting the state's right to interfere in information processes.

There are also "forces" trying to maintain a monopoly on information processes by forming an international information law. It is well known that international information law protects only the rights of corporations that manage information processes, because the average consumer of information does not have the ability to protect any rights based on international information law. The global network is the place where copyrights, intellectual property rights and many other rights are most often violated. Based on "international information law", we do not face litigation in which "users" benefit in small countries.

II. Parties to the Conflict

The first party controls the advertising market on a "free speech" basis and evades taxes. As a result, it turns out that the goals are not human rights, freedom of speech, but commercial interests. At the same time, small businesses are being pushed out of this market. Countries with small advertising markets in the global network have virtually no chance of competition.

From political and cultural chaos to plagiarism in painting and music, to blackmail and threats from the press, all actions are disguised as freedom of speech.

The second side is "different states". Of course, states are interested in gaining a share of the advertising

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market, collecting taxes from the electronic market, protecting themselves from provocations, moral and ethical frameworks, as well as fighting "various groups" and social "diseases", are interested in actively intervening in information processes.

In such a conflict, interests are not "antagonistic" and can be resolved by dividing the market share, and this is exactly what happens. While the market share that is decided by the loss of small countries and the conquest of large countries is not fair, there is currently no other alternative.

This "definition" of the consumer revolves around the scientific community. "A consumer is a person who consumes a product or service. The customer value is based on an estimate at the time of consumption. This view emphasizes a dynamic view of consumption in the context of "specific" consumption. This approach is probably correct in the commodity market. However, this does not reflect the situation with the "information consumer". He has different mechanisms of influence between receiving a "product" from the information space and "assimilating information". In a product market, a consumer evaluates the service he receives, when he receives the goods and during the period of use, and takes the following steps accordingly. The consumer of information is not subject to evaluation when receiving and using information, since the information received is not updated, leaves traces, leads to incorrect results. Many sociologists and analysts, having come to terms with this situation, say that the process is expanding and becoming more aggressive. There are those who view globalization as a "complication" that does not offer a solution to the problem.

There is a lot of research in the scientific literature on the effects of exposure to disinformation in childhood. Of course, most of this research is simply exaggerating the problem and recommending that children stay away from the Internet as a solution. However, it is widely discussed that not only children, but also adolescents and university students are exposed to misinformation.

Traditionally, students receive information as a result of reading. In many cases, the global network provides information not as a result of reading, but in the form of ready-made answers, and students are happy with this answer. Students who are satisfied with such ready-made answers demonstrate a lack of "problem analysis" and undoubtedly hinder their development as specialists.

III. Discussion of the Problem

As noted, the difference between a consumer of a product and a consumer of information is so different that it can have serious social consequences. Information such as "Santa Claus lives in Iceland", "Hell in Africa", "Christianity is humanism", "Islam is terrorism" and so on have long played an important role in the life of a young person. Plays the wrong role. In recent years, misconceptions about reading have formed due to the need to obtain any information from sources. Ready-made answers break your reading habit and don't encourage creativity. On the contrary, if answers emerge as a result of the reading process, information becomes knowledge that stimulates the creative process.

There are also huge resources in the field of free information services in the global information space, which, due to the lack of commercial interests, attract attention in terms of essence, purpose and "serve different interests."

It should be admitted that in many cases the "free information service" is driven either by not overt commercial interests, or by political, religious, ideological, and sometimes provocative goals. Here is a Russian proverb: "Free cheese is only in a mousetrap."

One student seeks casualties during World War II and discusses the number with his teacher. It turns out that France lost 85,000 people in World War II, according to some estimates, 145,000 in another and 240,000 in another. Surprised, the student asks his teacher: "It is impossible that in France, at the center of World War II, there were so few casualties. Although small Azerbaijan is far from the battlefields, it has lost 350,000 people. "Instead of defending the country, the democratic French chose to exploit their colonies in North Africa," he said. This is a general result of searching for information in open and free information resources.

Trust in information resources remains relevant even with distance learning. At the same time, along with technological problems, the issue of "modeling education" is on the agenda. This topic can be discussed and analyzed in a separate article.

The creation of regional and local databases can play a significant positive role in solving these problems. Creation of databases as a result of interuniversity integration, creation of databases of central libraries, creation of databases in cities and countries, providing opportunities for extensive integration of these databases can somewhat increase the reliability of information resources. Of course, obtaining "reliable information" "as a result of reading" can be obtained as a result of extensive and gradual "education" and "propaganda". Libraries' activity in this direction is extremely important.

For more than a year now, statistics on pandemics in medicine and healthcare are more relevant than ever. According to research and results obtained by experts, statistics in the field of medicine and health for the year has become a source of strategic importance. The Observer noted that in some cases statistics on Covid-19 were either not shown

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(not provided), or were hidden or distorted. While manipulation of information had political goals in a number of countries, on the other hand, manipulation of medical institutions and pharmaceutical laboratories also took place.

As a result, it was not possible to obtain information that fully reflects the picture and essence of the most reliable world medical statistics. Commercial interests probably played a role here as well. It can be assumed that these trends will continue and expand in the coming years. A sociological survey of doctors and medical workers in the country showed that no specialist meets the need for information in the field of medicine and health care through open resources (this information is "not trustworthy"), information retrieval takes a lot of time, the result is questionable, etc. For these reasons, medical workers use special paid bases.

IV. Conclusion

What, from the point of view of the consumer of information, is the main feature that testifies to the reliability of the information received by him? The Consumer must either obtain the information he is looking for from fully trustworthy sources, or he must choose between a very large amount of information between sending a Survey and receiving information. The relevance of a keyword and response does not guarantee the accuracy of the information. The information seeker also doubts the correctness of his choice in the face of serious contradictions.

Scientists seeking scientific information have been obtaining information from paid and corporate databases for several years. In the global network, the "skeptical approach to the mass of information" sometimes gives the impression that it was created on purpose. This situation is pushing specialists to paid databases. Aren't the resources provided by the paid databases open to the public? It should be noted that at present the most prestigious scientific journals in the world post their materials in the open access mode and should be declared "priority" for easy transfer into the hands of a specialist.

It should be borne in mind that different groups of readers have different aspirations from the global information space, and in this regard, it is necessary to take a differentiated approach to the problem of information reliability.

1. Reading should be encouraged in the context of the information needs of children and adolescents, and library resources should be given priority.
2. While experts have a wide range of opportunities in the area of information services, the resources of scientific libraries can play an important role in creating options for professionals on the one hand, and minimizing the time spent searching for information on the other.
3. Considering the integration of global networks and social networks, it can be recommended to expand the activities of libraries in this direction. Thus, the presentation of library resources on social networks increases the reliability of the information.

Providing library resources as a reliable source of information will primarily partially solve this problem. A separate source of discussion may be the extent to which library resources are “in the first place” as a source of authoritative information. But what other criteria exist for the reliability of information in the modern information flow, and what other ways are there to reduce the time spent on ensuring the reliability of information while meeting information needs? We believe that such issues should not be left out of the discussion of information service professionals, the "level of information reliability" should be modeled mathematically, and priority should be given to reliable resources in the "information service".

In this conflict, libraries, as institutions influencing the information environment, mainly support the state and try not to lose their attractiveness. In this respect, libraries can act as a bridge between local, regional and global networks.

I think that the problem of information reliability in the next 10-20 years will become one of the most important problems in the global information space. As a relative solution to this problem, library resources can be prioritized today. However, this does not completely solve the problem.

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Achieving Optimality and Efficiency Services in the Bank: A Queuing Theory Approach

By Ifeoma Mba Christy, Divine Ndubuisi Obodoechi, Mba Emmanuel Ikechukwu, Urama Chinasa, Arazu Ogonna W, Ugwu Paschaline Nkeiruka, Agu Chukwuagoziem Samuel

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Abstract- Man's daily life is characterised by his waiting for services thus this study is aimed at finding ways of reducing the queues for optimal and effective services rendered. In a nutshell, the objective of this study is to examine the efficiency in the services rendered by some banks in the University of Nigeria, Nsukka campus branch thereby seeing to how optimality can be achieved in the services rendered by these banks. Thus, the central forms would be on the services rendered through ATMs since the bank made it compulsory that non bulk withdrawals must make use of ATM services and many people usually find it more convenient to make transfers and other forms of payments through ATMs.

Keywords: *automatic teller machines (ATMS), queuing theory, efficiency services, optimality.*

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Achieving Optimality and Efficiency Services in the Bank: A Queuing Theory Approach

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Abstract- **Man's daily life is characterised by his waiting for services thus this study is aimed at finding ways of reducing the queues for optimal and effective services rendered. In a nutshell, the objective of this study is to examine the efficiency in the services rendered by some banks in the University of Nigeria, Nsukka campus branch thereby seeing to how optimality can be achieved in the services rendered by these banks. Thus, the central forms would be on the services rendered through ATMs since the bank made it compulsory that non bulk withdrawals must make use of ATM services and many people usually find it more convenient to make transfers and other forms of payments through ATMs.**

Keywords: automatic teller machines (ATMS), queuing theory, efficiency services, optimality.

I. Introduction

Man's daily life is characterised by his waiting for services. Man is seen to wait for visually any service or services rendered ranging from services he derives from restaurant to a pump station to a grocery store to a banking hall and the list are endless. It is interesting also to note that waiting for services or the waiting phenomenon is not only related to man or man characterised but can be seen also in jobs, that is, jobs can be carried out on machines, at a traffic light junction, cars will definitely wait and so on. The study of waiting lines can also be referred to as queuing theory, thus, waiting lines are also queues. One can see the usefulness of queuing theory or waiting lines in both service and manufacturing phases of life. Queuing theory can be traced to a Danish researcher named A. K. Erlang in 1909, he was known for his application to telephone traffic, looking at the fluctuating demand. Although, queuing theory are applied visually to all phases of life that need optimality and efficient services. A more comprehensive definition of Queuing theory is that Queuing theory is a branch of operations research and also a mathematical study of queues or one can say of waiting lines where models are constructed for effective prediction of both the queuing lengths and waiting times with reference to balancing the trade-off between the service costs and the waiting costs.

In Nigeria, long queues are always observed before the Automated Teller Machines (ATMs) in various banks and thus this work is aimed at finding ways of reducing the queues for optimal and effective services rendered. In a nutshell, the objective of this study is to examine the efficiency in the services rendered by some banks in the University of Nigeria, Nsukka campus branch thereby seeing to how optimality can be achieved in the services rendered by these banks. Thus, the central forms would be on the services rendered through ATMs since the bank made it compulsory that non bulk withdrawals must make use of ATM services and many people usually find it more convenient to make transfers and other forms of payments through ATMs.

a) *Automated Teller Machine (ATM)*

The acronym ATM stands for automated teller machine which also can be referred in the United States as Automatic Teller Machine, in Canada, as both Automated Teller Machine (ATM) and also Automated Banking Machine, names like hole in the wall, any time money, cash dispenser, bankomat etc (WIKIPEDIA, 2019) are also regular names of the ATM. An ATM is defined as an electronic telecommunications device which permits customers of banks or financial institutions to access their account balances, make withdrawals, transfer funds or perform any form of financial transactions at any convenient time without the need or presence or through a bank staff.

The ATM comprises of both the hardware and software, the hardware of the automated teller machine ranges from the Central Processing Unit (CPU) which actually controls the user interface and the transaction devices to the Magnetic or Chip card reader that is used to identify customer distinctly, then to the personal identification number (PIN) pad, which accepts and encrypts the personal identification number to the Secure crypto-processor which is usually within a secure enclosure and then the Display, which provides the customer the environment to perform transactions. The Function key buttons or touch screen are another hardware part of the ATMs that are used for selecting different aspects of the transactions. The Record printer provides the customer with his or her transaction

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records. The Vault stores the parts of the machinery requiring restricted access. The housing are for beauty, that is, aesthetics and finally the Sensors and Indicators. The software part are seen majorly in the operating system of the device and the most widely used operating system is the Microsoft Windows operating system. It is interesting to note that a numeric password is assigned to the customer as his or her PIN, these numbers when entered wrongly for several times would bring about a card seizure by the machine as a form of precaution so as to prevent an unauthorised person or persons from working out the number by guess work (Lin & Yang, 2006)

b) The Queuing Theory Concept

Queuing theory is a branch of operations research and also a mathematical study of queues or one can say of waiting lines where models are constructed for effective prediction of both the queuing lengths and waiting times with reference to balancing the trade-off between the service costs and the waiting costs.

Characteristics of a Queuing system or Waiting Line System.

There are basically three parts of the waiting line system and they are:

- Arrival characteristics: this is also known as the inputs, that is, the input to the system, the input source. The arrival characteristics have three major features and they are size of the source population, that is the arrival or input population, the population size can be either limited, otherwise known as finite or unlimited (infinite). A population size is said to be unlimited when its source is just but a small portion of the prospective potential arrivals. A population size is limited if and only if the population in question is seen around the vicinity, example is a photocopying shop with a specific number of photocopying machines, this is because the copier machines are the prospective and potential customer that requires services whenever it is faulty. The second feature is the pattern of the arrivals into the system, customers can arrive randomly or arrive non-randomly, a customer may arrive into the bank at 15minutes interval or otherwise but the time between each arrival must be same (non-random). It is of utmost important for one to note that when arrivals are random, then they are independent of one another and predicting its occurrences are not as easy and straight forward as non-random scenario. The Poisson distribution is the probability distribution that is used to estimate the number of arrivals per unit of time. Thus the Probability Density Function (PDF) of the Poisson distribution is given as:

$$P(x) = \frac{e^{-\lambda}\lambda^{x}}{x!} \quad \text{For x =0, 1, 2, …} \qquad (1)$$

where $P(x)$ implies the probability of the arrivals of x

x implies the number of arrivals (inputs) per unit of time

λ implies the average arrival rate

e = 2.7183 which is the base of the natural logarithm.

The third feature is the arrivals' behaviour, it is assumed that one of the characteristics of a customer arriving into a system is that he or she is patient and would abide by the rules of a waiting line or queue. The customer arriving into the system shouldn't be a balk fellow or a reneging fellow or even a jockeying fellow. A Balking fellow is one who leaves his/her queue because he/she cannot wait or because the queue is too long or because there isn't enough space for him/her to stand. A reneging fellow is one that abandons his/her line because of his impatience. A jockeying fellow is a person that leaves his/her queue for another or rather say shifts from an already existing queue of his to another queue.

- The queue discipline characteristics: the waiting line can either be limited or unlimited, one talks of unlimited assumption assumptions when there are no restriction as regards its size and the discipline characteristics are just rules that necessitate easy and fast flow of the waiting lines or queues, e.g. FIFO rule that is, first in first out rule or say FCFS, that is, first come first serve. At times, the FIFO rule is not followed judiciously because of priority or say in cases of emergencies like in a hospital, a case that is very serious can come in as emergency and thus the FIFO rule will no longer hold.
- The service facility characteristics: in the service facility characteristics, there are basically two features that constitute what it is all about. They are the service system design and the service time distribution. In the case of the service system designs, one is most concerned with the type of channel system or phase system the organisation has adopted. There are single channel queuing system and multiple channel queuing system. Most ATMs seen in Nigeria operate the multiple channel waiting or queuing system. In a single channel, the customer follows a single line , receives his/her services only from one station and exit also from there after services have been rendered while in the multiple channel system, the customer follows one line but receives services from different servers. On assumption, the negative exponential probability distribution can be used to describe the service times. Thus, like the arrival patterns, the service patterns can either be non-random or random in nature.

II. Literature Review

Researchers such as (Sheikh, Singh, & Kashyap, 2013a), studied queuing model for banking

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system with particular emphasis on waiting lines and service efficiency which they regarded as the most important elements for any progressive bank. They concluded as service level increases, the waiting time of her customers reduces. Thus, the service efficiency is increased and also customer satisfaction. In another study conducted by (Sheikh, Singh, & Kashyap, 2013b), they still emphasised on the waiting lines but with particular reference were placed on the achievement of optimality and service efficiency in the banking sector and also on her improvement but this time, they were looking at it via the operational costs. They also used the optimality model and saw that it was feasible since it brought about customer satisfaction and improved services.

The banking institution was also looked into by (Ahmed, 2018), he actually examined the actual waiting time and service deliveries as Sheikh et al (2013) but with respect to some selected banks in Bangladesh. They concluded that for banks to achieve efficient service deliveries, they should focus on ways of handling waiting lines of customers so as to bring about time minimization. Agyei, Asare-Darko, & Odilon (2015) modelled and analysed the queuing systems in the banking sector, they obtained their data at the Ghana commercial bank premises Kumasi main branch for one month through the method of observation, interviews and use of questionnaires. Their results showed that a 5 teller system was better off than a 4 or 6 teller systems as regards increased customer satisfaction and also in reduction of economic cost.

Adedoyin, Alawaye, & Taofeek-Ibrahim (2014) applied the queuing theory to the banking sector but with respect to the congestion problem. Their aim was to ascertain efficiency in the banking sector. Their results showed that the arrival of customers doesn't follow a Poisson distribution and the utilization factor of 0.2763 implied that the services rendered by the bank (First Bank) in Ilorin is efficient.

III. Methodology

a) The Survey Design

This study applied an observatory technique in the collection of data. The researcher employed the services of Statisticians in the data collection. They visited the banks in question and observed how the customers came in per hour, the time spent on the waiting line, how long they spent in front of the ATMs from 8a.m to 6p.m on Monday, the 7th of January, 8th of January and 11th of January 2019. The days are Monday, Tuesday and Friday respectively. The visits to the banks were done same time simultaneously. The choice of Friday was prompted because of the official close of working activities for the week and beginning of the weekend but since the study was on the ATMs, the belief was that there would be influx of customers on Fridays because of the weekend. Though the ATMs offer other functions but for security purposes the researchers were only interested in the average time the customer spends at the machine, the average time the customer spends on the queue, the average number of customers presented in the queuing system and not necessary what he/she or the transaction he/she carries out in front of the machine.

b) A brief Description of the Banks Selected for the Study

There are three (3) banks selected for the study and they are:

- First Bank Plc
- Diamond Bank Plc
- Fidelity Bank Plc

All banks are domiciled in the University of Nigeria, Nsukka campus. These banks officially works five days in a week but the ATMs work 24 hours/ 7 days meaning, the ATMs offer services for 24 hours a day and runs for 7 days in a week. The banking services opens at 8a.m and entrance door closes exactly 4p.m. at 4p.m, the customers inside the main banking halls aren't chased out but rather they are attended to until all customers are duly serviced. The ATMs are all outside the main banking halls for easy accessibility after official close of work. In First bank, which henceforth would be regarded as Bank X, there are 7 number of ATMs in totality, 4 outside the bank gate, that is, 2 by the right and 2 by the left and 3 inside the premises of the bank. Diamond Bank would henceforth be referred to as Bank Y. Bank Y houses 5 ATMs, 3 are housed outside the bank gate on a row and 2 inside the banking premises. Fidelity Bank is Bank Z in the course of this study and a total of 5 ATMs are housed by the bank, 2 outside the bank gate and 3 on a row inside the banking premises. The ATMs offer the following services in addition to the major cash withdrawal functions:

- Balance enquiry
- Statement enquiry that can be printable in some cases
- Pin change
- Cash deposit
- Funds transfer
- Credit card payment
- Utility bill payment etc

c) The Multi-Server Queuing System Model (M/M/S)

There are basically four models for the queuing system but for this study, the second model; Model B would be applied. This is because in the banking system today, there are multi servers or tellers. The era of single server in the banking sector is gone and thus the model A (M/M/1) wouldn't be the best model to use.

Assumptions of the Multiple Channel Queuing System Model (Model B) are:

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1. Arrivals follow a Poisson probability distribution.
2. Service times are exponentially distributed.
3. Services rendered would be on a first come first served basis.
4. All servers perform at the same rate.
5. Arrivals are not dependent on preceding arrivals
6. Average number of arrivals, that is the arrival rate does not change over time
7. Arrival rate tends to infinity, meaning that it comes from a very large or infinite population
8. The service time of one customer varies from the other, thus, they are independent but their average rate is definitely known
9. The arrival rate is slower than the service rate that is the service rate is much faster than the arrival rate.

Thus, the model is given as:

$$P_0 = \left[\sum_{n=0}^{M-1} \frac{1}{n!}\left(\frac{\lambda}{\mu}\right)^n\right] + \frac{1}{M!}\left(\frac{\lambda}{\mu}\right)^M \frac{M\mu}{M\mu-\lambda} \quad \text{.....(2)}$$

for $M\mu > \lambda$

Equation (2) is the probability that there exist zero customers in the system

Where

M implies the number of channels that are available

λ is the average arrival rate

μ is the average service rate at each channel in the system

Then Equation (3) is given as:

$$L_s = \frac{\lambda\mu\left(\lambda/\mu\right)^M}{(M-1)!\,(M\mu-\lambda)^2} P_0 + \frac{\lambda}{\mu} \text{.....(3)}$$

Equation (3) is the average number of customers in the system

$$W_s = \frac{\mu\left(\lambda/\mu\right)^M}{(M-1)!\,(M\mu-\lambda)^2} P_0 + \frac{1}{\mu} = \frac{L_s}{\lambda} \text{.....(4)}$$

Equation (4) is the average time that a customer spends in the waiting line and then he/she is been serviced.

The average number of customers in line waiting for service is given as:

$$L_q = L_s - \frac{\lambda}{\mu} \text{.....(5)}$$

Equation (6) is the average time a customer spends in the queue waiting to be served and it is given as:

$$W_q = W_s - \frac{1}{\mu} = \frac{L_q}{\lambda} \text{.....6}$$

IV. Analysis and Interpretation of Results

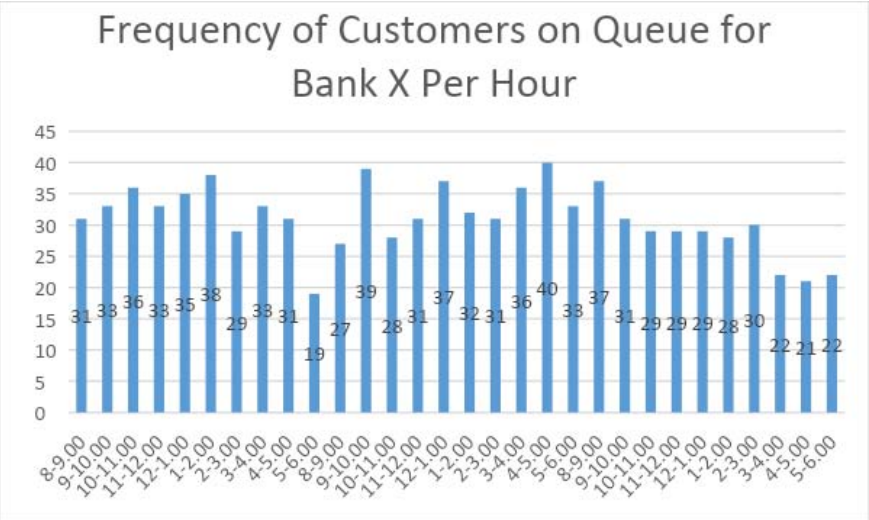

Figure 1A: Frequency of Customers on Queue for Bank X per hour

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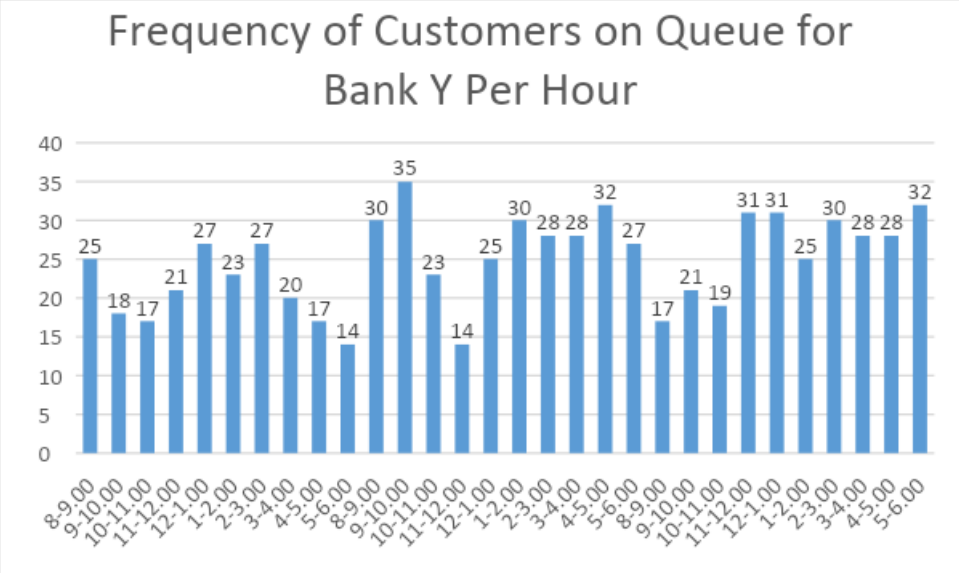

Figure 1B: Frequency of Customers on Queue for Bank Y Per Hour

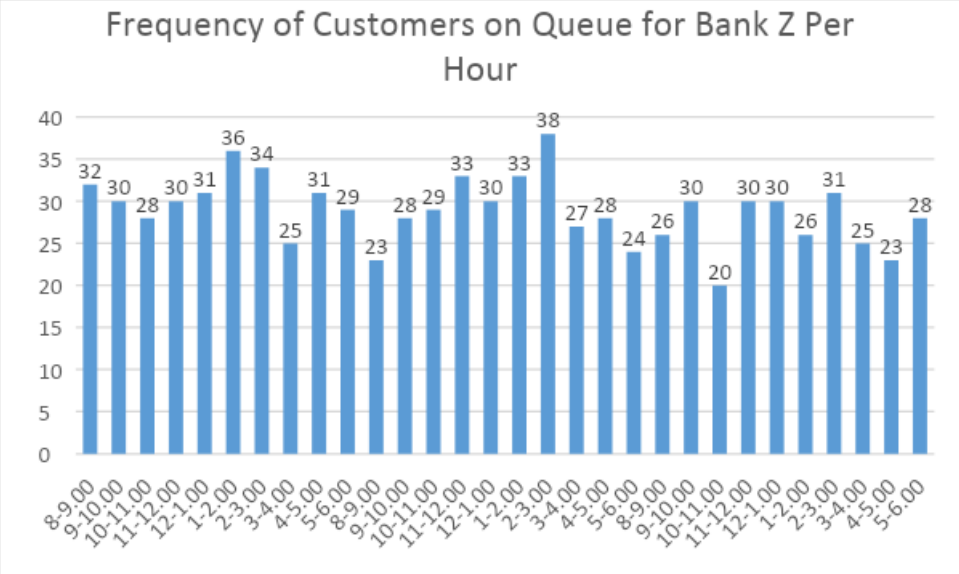

Figure 1C: Frequency of Customers on Queue for Bank Z Per Hour

From Figures 1A, B and C above, one can see the frequencies of customers on queue for Banks X, Y, Z per hour respectively. For bank X, the least total number of 19 per hour was seen on the 8/01/19 at 8a.m to 9a.m and the maximum frequency for bank X was still seen on the same day at 9a.m to 10a.m. thus, the range for the total frequencies lies between 19 and 39.

For Bank Y, the range lies between 14 and 35 with a minimum total frequencies of 14 at 5p.m to 6p.m on 7/01/19 and another 14 on 8/01/19 at 11a.m to 12noon respectively. A maximum total frequency of 35customers at 9a.m to 11a.m on 8/01/19 was also recorded.

For Bank Z, a minimum total frequency of 23 and maximum of 38 customers were observed both on 8/01/19 at 8a.m to 9a.m and 2p.m to 3p.m.

From the figures above, it can be deduced that the assumption that-there are more customers on Fridays because Fridays mark the beginning of the weekend was disputed, customers come to the Bank to use the ATMs at their own spare time and not necessary because it is on a Friday.

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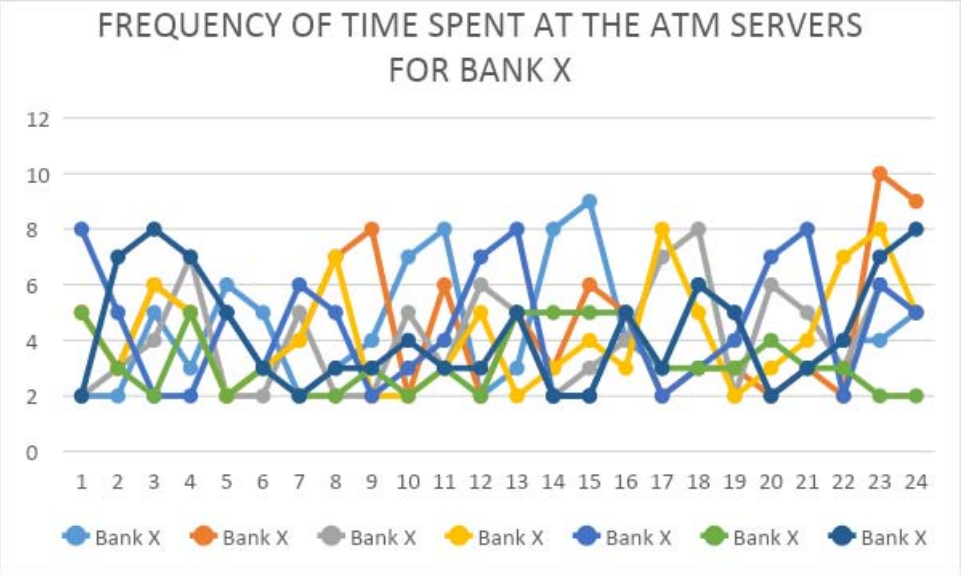

Figure 2A: Frequency of Time Spent at the ATM servers for Bank X

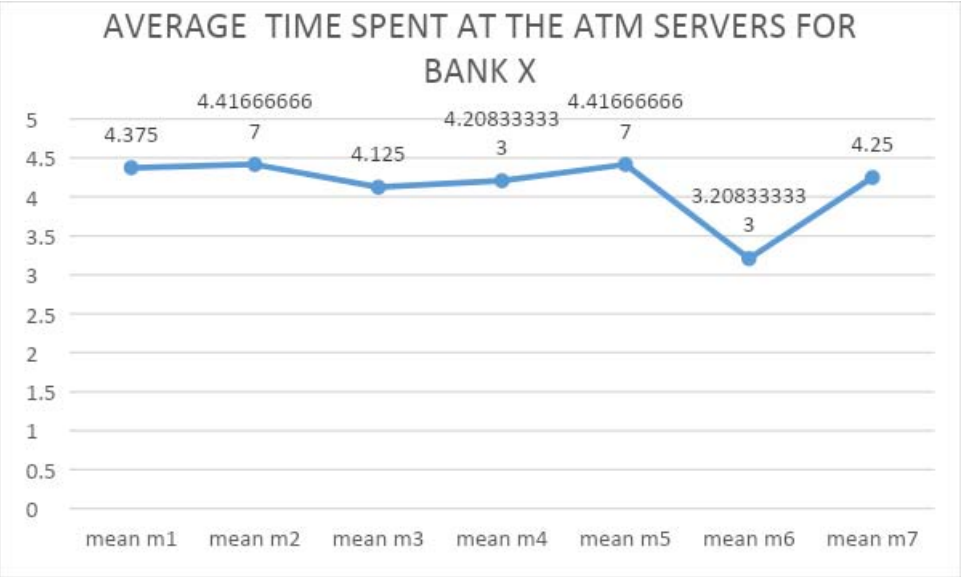

Figure 2B: Average Time Spent at the ATM servers for Bank X

From the above figures, Bank X has 7 servers, that is, 7 ATMs, which is also referred to as the m1, m2, …m7 respectively. Thus, where figure 2a depicts the time in minutes spent in front of the ATMs otherwise referred to as the service time. It can be seen that server M2 has the highest number of time spent on service rendered to customers with a total of 10 minutes followed by 9 minutes by server M1 and the least time were seen on servers M1, M3, M4, M5, M6 and M7 respectively excluding server M2 with 2 minutes across board.

The average time spent on service rendered to customers at the bank's servers ranges from 3.2 mins to 4.4 minutes. Thus, approximately, one can say 3 to 4 mins on servers M6 to M5 respectively. It is thus more convenient to say that the service time at the ATMs ranges from 3 minutes to 4 minutes on an average for Bank X (First Bank Plc).

The Figures below, that is, Figures 2C and 2D respectively depicts the frequencies and average time spent at the ATM servers for Bank Y by customers. The highest time spent at the server (service time) for Bank Y is 12 minutes which was observed at servers M4, M3 and 2 minutes at M1, M2, M3, M4, M5 i.e. it was observed on all the servers. Thus the average shows that the ranges of service time spent on the server lies between 5 to 7 minutes on the whole at Bank Y (Diamond Bank Plc).

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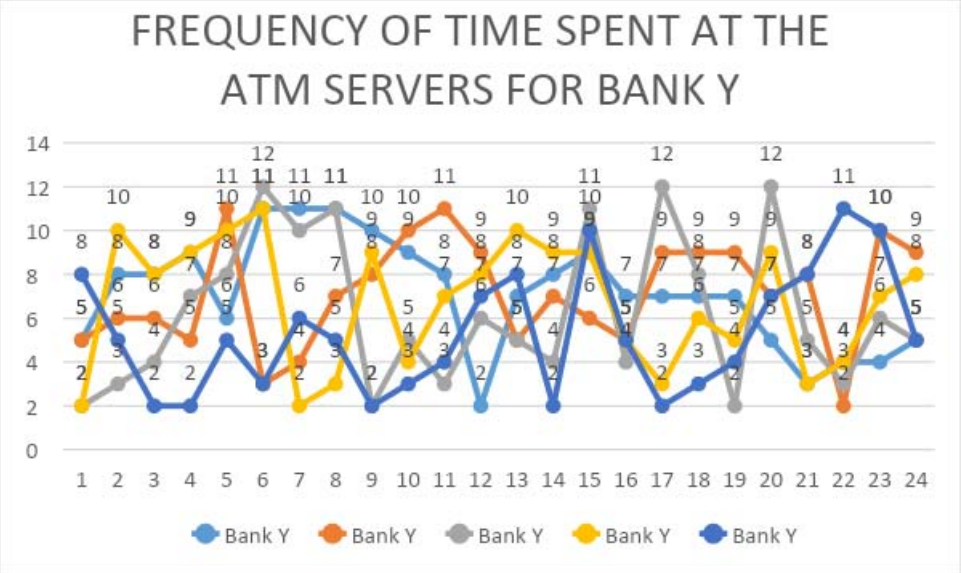

Figure 2C: Frequency of Time Spent at the ATM servers for Bank Y

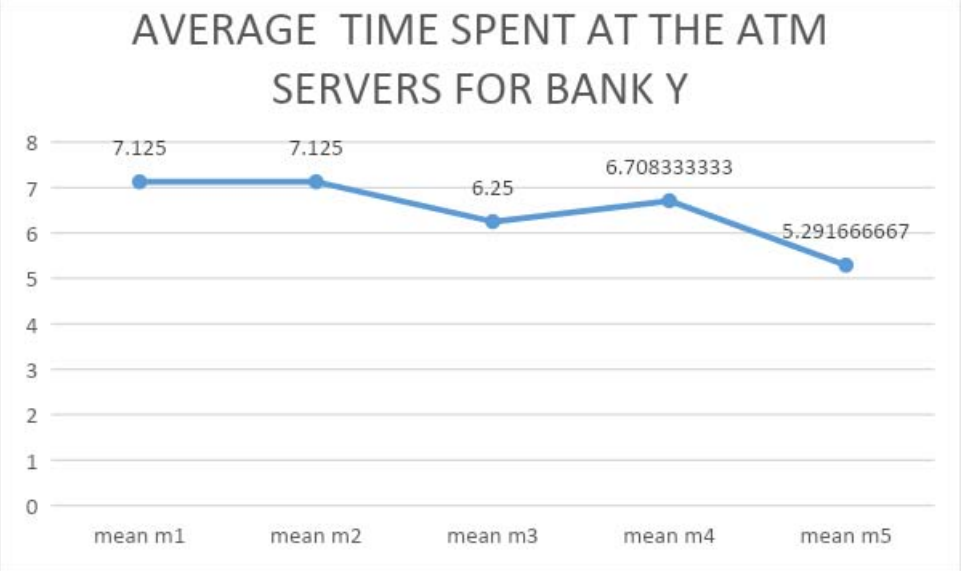

Figure 2D: Average Time Spent at the ATM servers for Bank Y

The figures E and F below show the frequencies and averages of time spent in front of the ATM servers for Bank Z. the time spent renges from 2minutes to 11 minutes which can be observed on servers M1, M2, M3, M4, M5 and 11 minutes for M5, M3 and M2 respectively. On the average, one can deduce that the minutes of service time lies between 4.91 approximately 5 minutes to 5.54minutes approximately 6 minutes on the whole for Bank Z (Fidelity Bank Plc).

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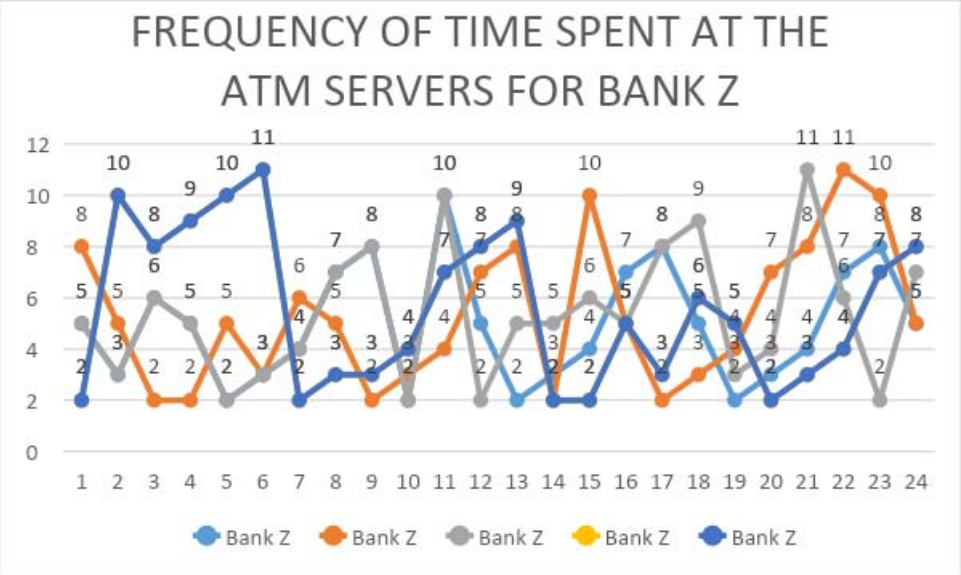

Figure 2E: Frequency of Time Spent at the ATM servers for Bank Z

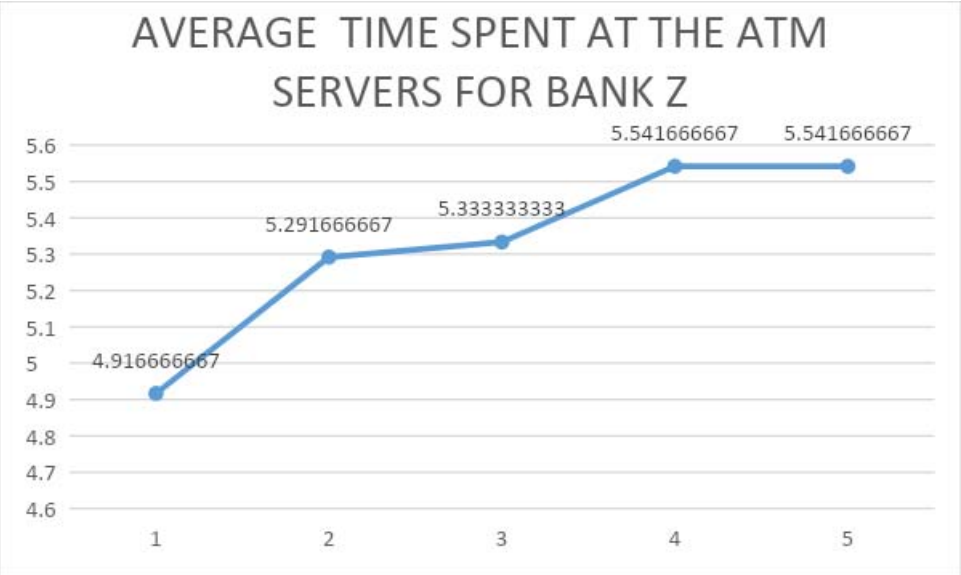

Figure 2F: Average Time Spent at the ATM servers for Bank Z

Table 1: Optimization and Efficiency Table for Bank X

Number of queues	Number of servers (ATMs)			L_s	L_q	W_s	W_q	P_0
1	1	31	7	14.32658	7.48965	0.52387	0.27387	0.00009
	7	4	7	1.00001	0.00001	0.25000	0.00002	0.36788
	7	4	7	1.00001	0.00001	0.25000	0.00002	0.36788
	7	4	7	1.00001	0.00001	0.25000	0.00002	0.36788
	7	4	7	1.00001	0.00001	0.25000	0.00002	0.36788
	7	4	7	1.00001	0.00001	0.25000	0.00002	0.36788
	7	4	7	1.00001	0.00001	0.25000	0.00002	0.36788
	7	4	7	1.00001	0.00001	0.25000	0.00002	0.36788

From table 1 on optimization and efficiency table for Bank X, if the bank were to maintain one server (ATM) and of course 1 queue, the waiting time in the system would increase but with multiple servers (7 ATMS), it was seen that the waiting time on the queue would reduce. The waiting time in the system by customers is reduced from 0.52387 hours to 0.2500 hours and the waiting time on the queue before service

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is also reduced from 0.27387 hours to almost 0hours, which implies that with the introduction of more servers (ATMs), it was discovered that customers stand the chances of wasting their precious time if it was just 1 ATM and would spend almost 0 hours if it were for the multiple ATMs. The probability that there exist zero (0) customers in the system i.e. P_0 from table 1 is 0.00009. This value shows that the chances or probability of 0 customers on the queue or in the system is very slim, that is actually what is used to measure the idle time. In a 1 queue scenario, it is usually impossible for the server to be without queue but when it was compared to 7 servers (ATMs), it was seen that a value of 0.36788 show that at some time, the system would experience idle time and the chances or probability of having 0 customers on the queue is about 36%. For L_q, the average number of customers waiting for service is 7.48965 which is approximately 8 customers on the average for a single queue, single server (ATM) but for the 7 ATMs case, the average number of customers waiting for service is very insignificant in value (0.00001). For L_s, the average number of customers in the system is 14.32658 approximated as 14 customers for single scenario and 1 customer for multiple servers. The overall average arrival rate for single scenario is 31 customers per hour and 4 per hour to go round for multiple scenario.

Table 2: Optimization and Efficiency Table for Bank Y

Number of queues	Number of servers (ATMs)			L_s	L_q	W_s	W_q	P_0
1	1	25	7	4.57381	1.00238	0.18295	0.00003	0.02366
	5	5	7	0.71443	0.00015	0.14289	0.04010	0.48953
	5	5	7	0.71443	0.00015	0.14289	0.04010	0.48953
	5	5	7	0.71443	0.00015	0.14289	0.04010	0.48953
	5	5	7	0.71443	0.00015	0.14289	0.04010	0.48953
	5	5	7	0.71443	0.00015	0.14289	0.04010	0.48953

Table 3: Optimization and Efficiency Table for Bank Z

Number of queues	Number of servers (ATMs)			L_s	L_q	W_s	W_q	P_0
1	1	29	6	2.74647	1.75351	0.46099	0.00007	0.00704
	5	6	6	0.85755	0.00041	0.14293	0.29432	0.42434
	5	6	6	0.85755	0.00041	0.14293	0.29432	0.42434
	5	6	6	0.85755	0.00041	0.14293	0.29432	0.42434
	5	6	6	0.85755	0.00041	0.14293	0.29432	0.42434
	5	6	6	0.85755	0.00041	0.14293	0.29432	0.42434

For Banks Y and Z from tables 2 and 3 respectively, the probability of 0 customers in the system is 0.02366 and 0.48953; 0.00704 and 0.42434, implying that having 0 customers on queue is very slim or almost impossible for single server for banks Y and Z and values of 0.48, that is, 48% and 42% are significantly showing that there are higher chances of having 0 customers in the system thereby giving room for idle time. For L_q and L_s; 4.57381 to 0.71443, that is, approximately 1 customer for multiple servers and 2.74 approximated to 3 customer per single server to 0.85755 approximated to 1 customer Z.

Table 4: Comparison Table for Banks X, Y, Z

	Bank X	Bank Y	Bank Z
Single Scenario	31	25	29
multiple scenario	4	5	6
	4	7	6
M (ATMs)	7	5	5
P_0	0.36788	0.48953	0.42434
Efficiency value	4.000	5.000	5.95778
L_s	1.00001	0.71443	0.85755
L_q	0.00001	0.00015	0.00041
W_s	0.25000	0.14289	0.14293
W_q	0.00002	0.04010	0.29432

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Average time spent at the ATM servers for banks X, Y, Z are 4, 5 and 6. Bank X is better off in rendering services efficiently and in discharging her services with a minimal time of 4 minutes unlike bank Z with 6 and bank Y with 5. Although, the differences in time spent on an average is not really significant. The little difference may be as a result of bad banking network, which could trigger her slow movements or slow network. The probabilities of 0.36788 (37)%, 0.48953 (49%) and 0.42434 (42%) show that bank Y have higher chances of having an idle time or periods to compare to the other banks and bank X having higher chances of having 0 customers in the system. Thus, this implies that bank Y needs to reduce her servers (ATMs) to about 4 ATMs to increase her efficiency and optimization level. The efficiency value of 4, 5 and 5.95778 approximately 6 respectively shows that the bank with the lowest value is the best as regards efficiency.

V. Conclusion and Recommendation

Queueing system was presented at the banking premises and it was discovered that bank X, followed by Bank Z and bank Y. The queuing analysis performed above shows that for optimality to be achieved, more servers were required except for bank Y which displayed higher chances of exhibiting idle times in the system. Thus, the recommendation is that customer's satisfaction is paramount and a long time on the queue isn't the best. Customers would value banks that discharge their services efficiently.

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Pre-Service Teachers' Perceptions of Inclusive Education at a University of Technology in South Africa

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Abstract- Currently inclusive education is one of the contemporary issues in education in both developed and developing countries, though some countries are struggling to effectively implement it. Research has demonstrated that inclusive education can only be firmly implemented if there is a proper curriculum, appropriate resources and good teacher pedagogical and knowledge skills. It is therefore imperative for teacher education to empower pre-service teachers with necessary knowledge and pedagogical skills to teach inclusively. The article focused on Bachelor of Education (B.Ed.) 3rd year student teachers' perceptions and views regarding inclusive education curriculum implementation at a University of Technology in South Africa (UoT). A qualitative research approach was employed with a case study design. Purposive sampling was used to select 120 participants from 3rd year Bachelor of Education students from a University of technology in South Africa. Structured focus group interviews were used to collect data and data was analysed using thematic analysis.

Keywords: inclusive, inclusive education, pre-service teachers, perception, teaching strategies, purposive sampling.

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Pre-Service Teachers' Perceptions of Inclusive Education at a University of Technology in South Africa

B. Ngulube [α], E. Kgwete [σ], J.R. Ramollo [ρ], M. Tsebe [ω] & S. Maile [¥]

Abstract- Currently inclusive education is one of the contemporary issues in education in both developed and developing countries, though some countries are struggling to effectively implement it. Research has demonstrated that inclusive education can only be firmly implemented if there is a proper curriculum, appropriate resources and good teacher pedagogical and knowledge skills. It is therefore imperative for teacher education to empower pre-service teachers with necessary knowledge and pedagogical skills to teach inclusively. The article focused on Bachelor of Education (B.Ed.) 3rd year student teachers' perceptions and views regarding inclusive education curriculum implementation at a University of Technology in South Africa (UoT). A qualitative research approach was employed with a case study design. Purposive sampling was used to select 120 participants from 3rd year Bachelor of Education students from a University of technology in South Africa. Structured focus group interviews were used to collect data and data was analysed using thematic analysis. Engestrom's (1987) Activity Theory was used to understand the implementation of inclusive education. It was revealed that student teachers are aware of inclusive education and they are willing to teach inclusively provided the institution equips them with appropriate techniques. The recommendation was that all Bachelor of Education programs should emphasise inclusive education strategies.

Keywords: inclusive, inclusive education, pre-service teachers, perception, teaching strategies, purposive sampling.

I. Introduction

Research has demonstrated that inclusive education can only be firmly implemented if both teachers and student teachers are exposed to proper curriculum, good teacher pedagogical and knowledge skills as well positive attitude (Florian & Spratt 2013 and Schwab 2018). "Next to attitudes, teaching practices, as well as the available resources, can be listed as crucial key factors of successful inclusion" (Paseka, & Schwab 2020, p. 257). Teacher education then should integrate these factors in the course programmes of the mainstream curriculum (Beyene & Tizazu 2010 and Schwab 2018). Beyene and Tizazu (2010) further indicated that inclusive education does not segregate children who have different abilities or needs. The knowledge of inclusive education, therefore, enables educators to embrace all learners regardless of their learning challenges. In broad terms, "inclusion is the response to the human rights movement that requested equal rights for all people, independent of their gender, race, socio-economic background and/or disability in all areas of (public) life" (Paseka, & Schwab 2020, p. 254). "Inclusive education is therefore, a continuous process of educational transformation, and a clear set of equity indicators" (UNESCO 2017, p. 2).

Suffice to say that "inclusive education cannot be effectively implemented without the involvement of teacher education and pedagogical concepts" (Loreman 2017; UNESCO 2017; Watkins 2017; Schwab 2019, quoted in Paseka, & Schwab 2020, p. 255). In order to teach effectively in inclusive classrooms, an inclusive "education system and inclusive methods of teaching and learning should be established "(Paseka, & Schwab 2020, p.255). This is one of the main reasons why it is imperative to equip student teachers with pedagogical skills and knowledge to teach inclusively in diverse mainstream classrooms. Teacher knowledge and good attitude is vital in the implementation of any given curriculum. The premise is that positive teacher attitudes and sound knowledge are considered an important prerequisite for the successful inclusion of students with special educational needs in the mainstream classrooms (Saloviita, 2015; Saloviita 2016; Saloviita & Tolvanen, 2017). Teachers should be able to embrace every child in the learning environment irrespective of their disabilities. No learner should be left behind. Saloviita (2020) who also researched about inclusive education in Finland found out that, teachers are strong advocates of inclusive education. It is, therefore, imperative that higher education institutions should address teachers' concerns to promote inclusive education in schools.

The main question for this paper is, "What are the perceptions of 3rd year B.Ed. students on the implementation of inclusive education in South Africa?" Inclusive education emphasises that all learners are capable to learn irrespective of their different abilities and disabilities (Hayes and Bulat 2017). However, it concerns that despite the call and efforts to ensure that

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everyone has the right to be educated in inclusive classrooms, learners with disabilities are still faced with challenges (ACFP, 2011). To achieve this, Dalton, McKenzie, and Kahonde (2012) prosed that the rules prescribed in the Universal Design for Learning (UDL) should be implemented to accommodate all learners in the learning activity.

The South African "government thus recognised both the need for the rights of disabled people to be protected as well as their involvement and participation in matters affecting their lives" (Mutanga 2017, p.136). However, despite these numerous policies and rules (UDL, calls for the accommodation of all learners in the teaching and learning activity Majoko and Phasha (2018) found that universities do not educate student teachers with relevant theories of inclusive education. They further found that practicing teachers lack the skills and knowledge to understand that inclusive education means education for all. Eloff and Kgwete (2007) who had also conducted a similar research found out that teachers still discriminate and label learners as 'physical disabled,' or 'deaf' or 'blind' learners, rather than diverse learners. The labelling of learners by teachers is a big issue and shows the discrepancy in the training of teachers for inclusive classrooms. Therefore, universities must mediate and use relevant tools and prepare student teachers to teach in an inclusive environment. Educators who teach inclusively are supposed to be adequately trained to handle children with different disabilities in mainstream classes. Hence, teachers in inclusive classes are expected to be more qualified in recognising strengths and weaknesses of their learners and are therefore able to support the needs of individual students (Paseka & Schwab, 2020, p. 258). This can easily be achieved if teacher education has a good knowledge-based didactic concept and/or by using various methods to motivate learners in different ways (Florian and Spratt 2013; Tjernberg and Mattson 2014). This research paper was written to find out pre-service teachers' perceptions towards inclusive education.

II. Research Problem

Currently inclusive education is one of the contemporary issues in education in both developed and developing countries, though some countries are struggling to effectively implement it. Inclusive education should be implemented with uttermost care because children need to be taught inclusively in the same learning space. Additionally, inclusive education gives every child the fundamental right to access education in mainstream classrooms and not be excluded. This is the reason why it has become one of the contemporary issues in education globally. However, the vision of full inclusion is unachievable because teachers and lecturers lack the knowhow of how to teach inclusively.

Many researchers demonstrated that inclusive education can only be firmly implemented if there is a proper curriculum, appropriate resources, and good teacher pedagogical and knowledge skills (Monico et al 2018; Paseka & Schwab, 2020). For effective implementation, this research article advocates for the integration of inclusion education into teacher education programmes. The integration of inclusion education programmes will empower pre-service teachers with knowledge and good pedagogical skills. Teacher education can ensure the effective implementation of inclusive education. This can easily be done through the curriculum and policies. It is therefore," considered that what is needed is a new theory that integrates theory and research to provide effective education for all children" (Hornby, 2015, p. 237).

a) *Research Focus*

The focus of this research article was to find out pre-service teachers' perspectives on the implementation of inclusive education. Engestrom's Activity Theory was used as lens to evaluate the interrelationship between pre-service teachers and their learners in an inclusive classroom.

b) *Research Aim*

The aim of this research was to understand the perceptions of student teachers towards the implementation of inclusive education in South Africa.

c) *Research Questions*

The research was informed by the following research questions:

1. Do student teachers understand inclusive education?
2. Do student teachers possess inclusive education teaching strategies?
3. Are student teachers aware of the South African inclusive education polices?

III. Theoretical Framework

This study is underpinned by Engestrom's Activity Theory. According to the Activity Theory human development is as a result of human activities and social interaction in any given environment. The theory stresses the importance of collaboration in organisations and also in learning institutions. Research has widely acknowledged that this collaboration can have a positive impact on learning performance (Fulford, 2014). In this research article Engestrom's Activity Theory was used as lens to evaluate the interrelationship between pre-service teachers and their learners in an inclusive classroom. This interrelationship in the Activity Theory involves, subjects, objects, and mediating tools. The subject or an agent of an action, in this context are the B.Ed. students (pre-service teachers) as future teachers expected to teach inclusively in their classrooms. The subjects (B.Ed. student teachers) are

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expected to use tools (inclusive education policies, pedagogical concepts, and knowledge from university modules) to teach effectively in midstream schools.

The Activity Theory is relevant for this article because it unveils the core importance of inclusive education. The theory also assists the researchers to acknowledge different angles of inclusive education. This then will enable the researchers to find out how B.Ed. students (pre-service teachers) perceive inclusive education.

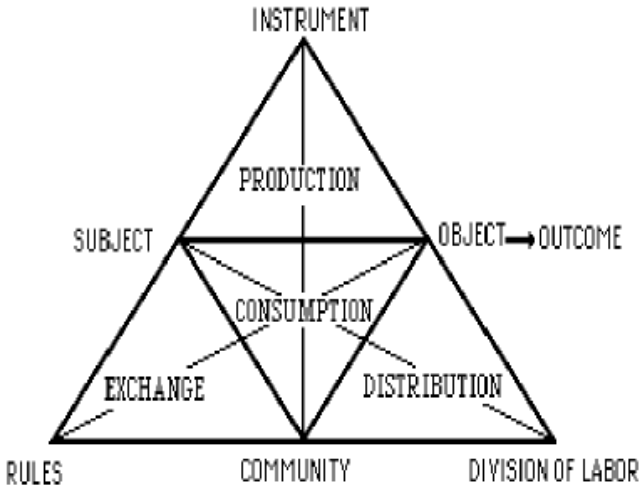

Figure 1: Engestrom's Activity Theory (Adopted from Engestrom, 1987, p.78)

The fundamental learning activities take place in the centre of the triangle labelled consumption. In the centre that's where learning takes place. The teacher uses different activities, strategies to get to each learner regardless of their disabilities. Within this framework evaluation is conducted from the point of view of the subject forming the focus of the action (Engestrom 1987). The subject uses mediated tools to reach the object. Kessler (2020) emphasised that a tool can be anything used in the transformation process. In this context, the tool are inclusive education documents which teachers are familiar with in South Africa which include White Paper 6 and National Strategy on Screening, Identification, Assessment and Support (SIAS). Meditation is the preparation teachers do in order to disseminate knowledge to the objects (learners). This can also help educators respond to individual variability and address adversity.

The learner (the object in the diagram) is the focal point where all the learning activities are directed. The learning outcomes are then observed to find out if there will be any change of behaviour because of the activity. This according to the Activity should take place in the mainstream classrooms. Engestrom (1987) highlighted that the rules components should be directed to the explicit and implicit regulations, norms and conversations that constrain actions and interactions within the activity system. In this context, rules refer to policy and course content that guide how inclusive education must be carried out. The whole Activity Triangle reflects the notion that learning activity should take place in a social learning environment. Furthermore, the learner who is referred to as an object learns better in a community. This can be explained from a view that, learners get encouraged when they see their peers performing a task. Therefore, when the Activity Theory is allied in an inclusive classroom all learners get involved in the given task regardless of their disabilities.

In this regard, the community refers to the teachers, parents, society, and prospective teachers (B.Ed. students) who can be referred to as the community of practice. The distribution of learning activities describes how the learner and the activity relate to the whole Activity Triangle which is referred to the community. Division of labour refers to the government, teachers, parents, and learners. Outcomes refer to the expected results after the implementation of inclusive education in schools.

Within the triangle is where the production and consumption of knowledge takes place, in other words, that is where learning takes place. The Activity Triangle (AT) therefore explains the expansive learning which can be used in an inclusive education environment. Vygotsky calls it a zone of proximal development (ZPD) (Vygotsky, 1986). In this zone teachers should encourage and accept student autonomy and initiative. If student teachers are trained this way, teaching in an inclusive class will not such a challenge. It is therefore of fundamental importance that curricula and course programmes be designed with the Activity Theory in mind. This will equip pre-service teachers with the necessary tools to teach in inclusive classes.

Bearing in mind that one of the key objectives of higher education is to encourage fundamental changes in learners' understanding of what learning constitutes

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and the effects it has on them and teachers as well (Harrison, 2007, Ohajunwa, et al 2014)). Researchers argue instead for learning approaches which will change teacher education curriculum in order to produce educators who are able to teach inclusively. The utilization of the Activity theory (AT) enhances the interpretation of human interaction, in learning systems (Naismith, et al, 2004, Owen 2014). The Activity Theory explicitly points out that learners develop high order functions when they interact with the external world (Zhou & Brown 2017). HEIs should therefore concentrate more on empowering student teachers with the ability to contextualise their teaching so that learners will be able to apply their knowledge in real life situations (Owen 2014). AT assists in providing a way of teaching learners with different disabilities in the same learning environment. The teacher is however, encouraged to vary teaching strategies and activities. This is done through the division of labour and the distribution of tasks as illustrated in the Activity Theory. Continuous development is very crucial in any learning environment (Owen 2014). This statement is agreeing with Chunk, (2012) and Owen, (2014) who are of the opinion that learners who are exposed to this type of teaching learn better and understand learning materials better. This is to say learners are actively involved in learning activities in social setting and knowledge is actively constructed through interaction and interpersonal exchanges. This is strengthened by Owen (2014) who encouraged the utilisation of scaffolding in an inclusive classroom. In this regard social interaction enhances active participation and collaboration with gifted peers or a teacher, a concept known as 'scaffolding' (Owen 2014).

This is also supported by social learning approaches which place great significance on learning with other people, through interpersonal interactions, either face-to-face or in a team as a means of enhancing participation (Owen 2014). Furthermore, it must be noted that inclusion education needs various players to be actively involved to implement it effectively (Paseka & Schwab 2020). This is strongly emphasised in the AT, looking at how all the activities are interwoven in the triangle. Teachers then should migrate from the old way of teaching to new strategies which are learner centred as emphasised by the Activity Theory. Bagarukayo et al (2016) also encouraged active learning and practice for successful academic engagement and development of creativity in the classroom. This is agreeing with Vygotsky's model of learning which encourages mediation where a student is assisted by a More Knowledgeable Other (MKO) to get to the Zone of Proximal Development (ZPD) for effective learning to take place (Hardman & Amory, 2014).

It is of great importance to teach integrated programmes to develop multiple representations in learners (Blömeke et al 2014). The same authors went further urging that, the integration of content will assist learners to engage effectively in class activities that need the application of concepts and skills. This theoretical framework provides relevant lenses through which student teachers will be assisted on the implementation of inclusive education.

The design of curricula and courses must therefore encourage engagement with tasks, peers, teachers, and the community. This paper advocates that student teachers should be equipped with teaching tools that will enable them to impart knowledge in an inclusive classroom. Mainstream-school teachers are the most important assets for learners with special educational needs (or diverse conditions) if we hope to achieve real inclusion (Monico et al 2018). The same source went further saying, teaching experience, attitudes, and knowledge can either promote or hinder efforts towards inclusion. We, however, argue that with proper training and guidance student teachers will be able to implement inclusive education in their mainstream classrooms.

IV. Literature Review

The dawn of democracy in South Africa brought many anti-discriminatory legislative provisions one of them is inclusive education. Inclusion and inclusive education enjoy worldwide prominence through the advocacy they receive from the United Nations (UN). As a result of initiatives spearheaded by the UN, education is recognised as a fundamental human right. The 1994 United Nations' education for all deliberations that took place in Salamanca 1994 compelled member states to produce policies acknowledging the importance of inclusive education Majoko & Phasha (2018). With the promulgation of the 2014 White Paper, the government of South Africa (through the Department of Higher Education and Training), is now eager to accommodate learners with disabilities in tertiary institutions Mutanga (2017). Grimes (2020) also noted that those few people with disabilities who managed to access higher are facing numerous challenges. There should a difference from what was happening and now because during the apartheid era, learners with disabilities were separated from the mainstream education system. Those who managed to get access to education, were enrolled into 'special schools', and were not given an opportunity to be in the same classes with the non-disabled students Mutanga (2017). This viewpoint is strengthened by Ohajunwa et al (2014) who said that South African higher education does not take the issues as issues of social injustice.

Conversely in Scotland inclusive education is being taken seriously because students with disabilities can access mainstream education easily (Brownell, Smith, Crockett & Griffin (2012). This is recommended because students with disabilities can access the common curriculum framework and they are also

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receiving the appropriate and targeted support (Brownell, Smith, Crockett & Griffin (2012). Austria is another country which is also integrating students with disabilities into higher education learning programmes (Bešić 2020).

It is then imperative to train and equip teachers and lecturers with the knowledge of how to deal with students with significant disabilities when access the core curriculum with appropriate accommodations and modification. This is the reason why student teachers were chosen for this research since they are going to teach in mainstream classes inclusively. Additionally, they were also chosen because they are more responsive better than those in service. Furthermore, teachers as the most important stakeholders in the implementation of inclusive education so their views and attitudes towards learners with disabilities matter. Effective teaching in inclusive classes depends on teachers' capabilities about how to handle learners with disabilities. A positive attitude towards learners with disabilities will make the implementation of inclusive education an easy task (Thompson et al 2020).

a) Higher Education in South Africa and Inclusive Education

A report on the state of inclusive education in South Africa and its implications for teacher training programmes by Majoko & Phasha (2018), demonstrated that inclusive education programmes do not educate student teachers on relevant theories on inclusive education. The report further indicated that pre-service teacher training (PRESET) experience challenges including diverse learners in their teaching because they lack training which result in their inefficiency and low classroom skills and performance. The literature indicates that many in-service trainings of teachers (INSET) do not understand inclusive education as an education for all (Eloff & Kgwete; 2015; Mitchell 2015; Majoko & Phasha (2018). This was also echoed by Paseka & Schwab (2020) when they said that there is still work to be done for teacher education in developing inclusive education strategies practices to go beyond traditional ways of instruction. Another challenge was noted by Eloff & Kgwete (2015) who said that in-service teachers associate inclusive education with display, when they refer to learners as 'physical disabled', or 'deaf' or 'blind' learners, rather than all diverse learners. Learners with disabilities are still stigmatised by both educators and their peers. The use of language is also still a big issue, but language is beyond the scope of this research. It is however, very important to stress that teachers are very important and their roles should not be taken for granted, they need to be acknowledged and properly trained in order to make the implementation of inclusive education a success.

b) Capacity within the Higher Education Institutions in South Africa

Research studies indicate that pre-service teachers expressed doubts about inclusive education Majoko & Phasha (2018). However, the British Council has taken an initiative to train and equip university lecturers with inclusive education knowledge in some institutions in South Africa. The implementation of inclusive education needs teamwork where all stakeholders work closely together. Institutions should, therefore, integrate learning programmes to accommodate learners with disabilities and work towards a common goal for a sustainable future (Mphemelang, Ntha & Kgosietsile 2019). Pre-service teachers need to be empowered so that they will be able to teach inclusively without many challenges. Inclusive education cannot be ignored anymore. Teacher education should be on the forefront so that inclusive education will be implemented effectively. Most countries are embracing inclusive education so that no learner will be left out. The main goal is to build a common understanding of inclusive education since it is perceived differently. This is also echoed by Mitchell (2015) who strongly believe that inclusive education is a multifaceted concept that requires educators at all levels of their systems to attend to vision, placement, curriculum, assessment, teaching, acceptance, access, support, resources, and leadership. It is highly recommended that higher education institutions should make sure that lecturers and students when they "classroom teachers have the responsibility to provide all students with well-paced, research-based instruction". Pre-service teachers must therefore be equipped with scientifically valid methods to teach effectively and confidently. They must be taught not to leave any child behind. Furthermore, Mastropieri & Scruggs, (2010) suggested that teacher with inclusive education understanding teach holistically and give encouragement to learners with disabilities.

c) The Importance of Inclusive Education

The importance of inclusive education cannot be over emphasised, in every classroom there is diversity, and this must be accepted and celebrated, hence teaching and learning must be directed towards inclusiveness. When children are taught inclusively, they are motivated, encouraged and this also builds their self-efficacy, their participation and engagement level increases as well. During the previous decades special needs learners were recognised through special schools, which can be considered as a segregation policy because they were taught separately. Currently inclusive education is advocating for all children to be taught in the same environment. This agrees with the social justice theory which says that justice must be demonstrated, and the welfare of the needy and the

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oppressed be protected with no stigmatization and separation (Bešić, 2020).

In the US, for instance, Individuals with Disabilities Education Act (IDEA) 1997, IDEA 2004 advocated that children should be taught in the same environment no one should be discriminated in terms of disabilities. It is therefore stressed that all learners must be given the same opportunity to participate and progress in the general curriculum. Hence the focus should be directed towards teacher education since education plays a pivotal role in this regard. Inclusive education should therefore focus towards the accommodation of all learners into the mainstream curriculum (Pit-ten Cate, Markova, Krischler & Krolak-Schwerdt, 2018). The focus should also should be on using different teaching strategies so that learners will be actively engaged in learning activities. Mutual relationships and respect in the learning environment should be encouraged and reinforced. Teachers are expected to teach an increasingly heterogeneous population without sufficient knowledge of inclusive education (Pit-ten Cate, Markova, Krischler & Krolak-Schwerdt, 2018). Hence this paper concerns factors associated with the understanding of a successful implementation of inclusive education in higher education, paying special attention on pre-service teachers. For a successful implementation of inclusive education in every learning environment teacher empowerment is very essential. The successful implementation of inclusive practice is largely dependent on teachers, (Pit-ten Cate et al 2018).

V. Research Methodology

a) *Research Design*

This research adopted a qualitative approach. The aim of this qualitative study was to understand the pre-service students' perspectives towards inclusive education. In support of qualitative approach de Villiers, Dumay and Maroun, (2019) said that this approach is highly recommended especially when the researcher is studying complex interconnections. This assists the researcher not to reduce the complexity to simple numbers or variables which quantitative approach focus on. Qualitative approach was also utilised because the approach enables the researcher to focus on the individual experience, rather than conclusions that can be drawn from large groups. Focus groups with ten participants were employed to collect the data from 120 participants. These 120 participants were chosen because they were the ones who were introduced to inclusive education. Participants were interviewed in small focus groups because participants knew each this also enabled the students to speak freely. Focus groups on the other hand favour a good rapport and facilitate that students can openly share their experiences (Braun and Clarke 2013). All the 12 focus groups were facilitated by the same researcher, using the same interview questions. A structured interview schedule was opted for to keep the conversation focused. Another factor why structured questions were used is that solemnly for uniformity and easy to generalise. Additionally, structured interview questions were also easy comparability. Furthermore, structured interviews are more consistent, fair and effective.

Qualitative approach was also employed to move to a deeper understanding of student teachers' perception of inclusive education because qualitative research seeks to develop an understanding of individuals and events in their natural state, considering the relevant context (Leedy and Ormrod 2018). Researchers were also trying to get a better understanding through first-hand experience, truthful reporting, and quotations of actual conversations. In qualitative research, the interpretation of data is achieved by means of a set criterion to determine the depth of quality of the understanding of findings (Leedy and Ormrod 2018). Procedures are not strictly formalized, the scope is more likely to be undefined, and a more philosophical mode is adopted (De Vos, Strydom & Delport 2013:23). This study aimed to understand the perceptions of students on the implementation of inclusive education as eluded earlier. The researchers distanced themselves from judgements and preconceptions about their own understanding of inclusive education to come up with reliable and valid results and conclusions.

b) *Population and Sampling*

The population consisted of 350 students from a university of technology in South Africa. Purposive sampling was used to select 120 students from a university of technology on their perceptions on the implementation of inclusive education. The selection of 120 participations was reached on the premise that they were introduced to inclusive education. The common criterion of these participants is that they were all third level students were all introduced to inclusive education.

c) *Ethical Consideration*

Tshwane University of education granted permission for the research to be undertaken through the research committee. The purpose of the research was explained to the participants before the signing of the consent letter. Confidentiality was assured and the participation then signed the consent form agreeing to be interviewed.

d) *Research Instrument*

The researchers developed the instrument which was used to collect data. The instrument consisted of six questions. Questions were verified for validity and to check if they were of good quality and if they able to capture relevant data.

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e) Data Collection

The purpose of this paper was to review the perceptions of student teachers towards inclusive education. To collect data, 120 students were interviewed on their perceptions regarding implementation of inclusive education. Interview sessions were all done in the same classroom. All the students were familiar with the venue. Each participation was asked to sign a consent form before questions were asked. They also chose the time which was convenient to them. The interviewer was one of the lecturers who was also part of the research team. All the responses were recorded and kept by the researchers in a safe place.

f) Data Analysis

Data analysis can be referred to as the breaking down of collected data into manageable chunks into to come up with specific themes from each research question (Sauron, 2015). In this article interview responses are reported in six themes identified in the focus group interview, the definition inclusive education, the knowledge of inclusive education, teaching strategies, the knowledge of South African inclusive education polices, the implementation of inclusive education and teaching in an inclusive environment. The following section illustrates how participants conceptualised inclusive education. The actual words used by the student teachers were used in most cases, to keep the actual meaning of their arguments. The participants were drawn from students who were studying towards a Bachelor of Education degree. All the participants were going to teach in secondary schools and at this institution there are three areas of specialisation, Economic and Management Sciences, Mathematics and Science and Technology Education.

The profile of the students

Qualification	Area of specialisation
B.Ed.	Economic and Management Sciences
B.Ed	Foundation Phase
B.Ed	Senior Phase

Theme 1: The definition of inclusive education

Participants knew the meaning of inclusive education. They agree that inclusive education does not discriminate learners in any form. Below is a sample of how one of participants defined inclusive education.

R2 = I would say inclusive education basically is having learners put together say learners with disabilities and those are not also whether, black, white etc.

Theme 2: Knowledge of inclusive education

The responses given by the participants revealed that they were introduced to inclusive education in year two, but no teaching strategies learnt to assist them teach in inclusive classroom. (See the response given below).

R2 = Yeah, we did learn something in 2nd year.

Theme 3: Teaching strategies

The responses to question three indicated that student teachers were not empowered to inclusive classrooms. The response is just a teaching strategy not specifically an inclusive education one. See the explanation given below.

R1 = Yes, there is a technique that our lecturer showed us before we went for teaching practice, it is a form of inclusive education because it is a robot where you give learners cards. Three colours, green, red, and yellow. Then you give each learner all the three cards, each learner should put their cards on the table. If they do not understand, they will put on the red card, so there will be no learner who will be shy to say I do not understand because of certain reasons. So, when you see that red card, it means you must stop and maybe start all over again or ask where the problem is. Then the yellow represents that they are not sure or not getting what you are saying, then you need to re-explain or they have another way of showing you something. When there's more greens it means you are on the right track, you understand, you need to make sure that in your lesson you have more green so that you know that you are on the right track, and everyone is getting the content you are teaching.

Theme 4: The knowledge of South African inclusive education polices.

The answer to question four indicated that participants were aware of the policies in South Africa which give the learners the right to education and that learners should not be called by their form of disabilities. See the response below:

R2=Ummmm, the constitution of South Africa, stipulates that, every child has the right to basic education, as a teacher I must ensure that I do my job at the best of my ability to ensure that children are protected. South African Schools Act, stipulates that, the rights of a learner, especially when education is concerned is of paramount importance. So as a teacher I must ensure that within my classroom learners know their rights and responsibilities.

Theme 5: The implementation of inclusive education

Participants knew that they should not discriminate and show respect to the learners. However, no participant really showed any evidence that they were

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ready to implement inclusive education in their classrooms.

R1= Yes you must treat each learner equally, you do not have to exclude a learner because they can do certain things in class as the other learners. The teacher must treat the learner with respect and equity. The teacher must see the learner as equals with other children before their abilities or disabilities. They must not see them based on their background but must see them as human first.

Theme 6: Teaching in an inclusive environment

Responses to question six shows that students are not well equipped for inclusive classrooms. However, from the responses student teachers gave they have positive attitude towards inclusive educations. Positive teacher attitude is vital for the implementation of any given curriculum.

R2= As teachers we need proper training more workshops ha, inclusive education a teacher must go into practice knowing how to deal with learners. Sometimes learner performance is going down, but nobody knows why, sometimes as teachers we become careless because we do not know how to handle different learners and different situations and the teacher cannot apply all the different methods. So proper training is required.

VI. Discussion

The focus of the paper was to find out pre-service teachers' perspective on inclusive education. The analysed interview data revealed that most of the student teachers know what inclusive education entails and that it advocates for the embracement of all learners in the same learning environment. Inclusive education embraces all learners regardless of their form of disabilities or race in all areas of life (Paseka, & Schwab, 2020). However, student teachers did not show a sound knowledge of inclusive education. It seems like it was just an acknowledgement that the instructor says something about inclusive education since it has stimulated research on the reorganisation of schools to become more welcoming to diverse student bodies (Saloviita 2020). Participants were aware that learners are not supposed to be labelled by their disabilities. Conversely, Eloff and Kgwete's (2007) found out that teachers still discriminate and label learners as 'physical disabled,' or 'deaf' or 'blind' learners, rather than diverse learners.

The reponses given by student teachers indicate that they are not adequately prepared in teach in an inclusive classroom. Majoko and Phasha (2018) also found that universities do not educate student teachers with relevant theories of inclusive education. This is agreeing with some researchers who argued that that inclusive education can only be firmly implemented if there is a proper curriculum, appropriate resources, and good teacher pedagogical and knowledge skills, (Florian & Spratt 2013 and Schwab 2018).

VII. Conclusion

The study revealed that student teachers are aware of inclusive education, and they are willing to teach inclusively provided the institution equips them with appropriate techniques. Therefore, higher education institutions have a mandate to equip graduates with inclusive methods of teaching and learning in an inclusive environment. It is the duty of higher education institutions to address student teachers' concerns to promote inclusive education in the mainstream classrooms. It cannot be over stressed that higher education programs need to be support lecturers and student teachers so that the inclusive agenda will be realised. Numerous studies have demonstrated the need to promote inclusive education programs though some countries are still facing challenges in terms of teaching resources and personal.

VIII. Recommendation

The study recommended that student teachers should be exposed to different teaching strategies to teach efficiently and effectively in an inclusive environment. The study further recommends that all Bachelor of Education programmes should emphasise inclusive education awareness and equip student teachers with appropriate skills to embrace all learners without any form of discrimination.

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Refresh your mind after intervals: Try to give your mind a rest by listening to soft music or sleeping in intervals. This will also improve your memory. Acquire colleagues: Always try to acquire colleagues. No matter how sharp you are, if you acquire colleagues, they can give you ideas which will be helpful to your research.

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

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

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

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

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Informal Guidelines of Research Paper Writing

Key points to remember:

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

Final points:

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

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

The discussion section:

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

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

General style:

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

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



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Mistakes to avoid:

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

Title page:

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

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

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

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

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

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

Approach:

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

Introduction:

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

The following approach can create a valuable beginning:

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

Approach:

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

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

Procedures (methods and materials):

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

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

Materials:

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

Methods:

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

Approach:

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

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

What to keep away from:

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



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Results:

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

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

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

Content:

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

What to stay away from:

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

Approach:

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

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

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

Figures and tables:

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

Discussion:

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

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

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



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

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

Approach:

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

Describe generally acknowledged facts and main beliefs in present tense.

The Administration Rules

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

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