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Highlights

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Terminology in Cameroonian Languages

Research on the Application of PBL

The Economic Impact of the Covid-19

Discovering Thoughts, Inventing Future

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Contents of the Issue

i. Copyright Notice
ii. Editorial Board Members
iii. Chief Author and Dean
iv. Contents of the Issue

1. Common Errors in Speaking of English-Majored Sophomores at Tay do University, in Vietnam. *1-15*
2. The Creation and Standardization of Information and Communication Technologies Terminology in Cameroonian Languages: The Case of Kom. *17-25*
3. Exploring Strategic Opportunities for Better Learning. Student Concerns at a Private University. *27-37*
4. Research on the Application of PBL Teaching Method in Physics Experiment Teaching. *39-42*
5. The Economic Effect of the Covid-19 Epidemic on Nigeria Economy. *43-55*
6. Undesirable Consequences of Practicing Corporal Punishment to Discipline Misbehaving Students in Schools. *57-62*
7. TVET for Job Creation: Needs, Problems and Opportunities Provided by National Directorate of Employment Skills Acquisition Programmes in Adamawa State of Nigeria. *63-68*

v. Fellows
vi. Auxiliary Memberships
vii. Preferred Author Guidelines
viii. Index

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Common Errors in Speaking of English-Majored Sophomores at Tay do University, in Vietnam

By Nga H.T. Nguyen & Quynh N.P. Le

Tay Do University

Abstract- It is undeniable that speaking skill is very important in learning English. It is a tool to help students to find good jobs in the future, especially if they expect to work for a foreign company. However, in the process of learning and practicing speaking English, students get a lot of difficulties. Therefore, the research "Common Errors in Speaking of English-Majored Sophomores at Tay Do University, Vietnam" was conducted to investigate common mistakes of English-majored sophomores from English classes course 14 at Tay Do University. The questionnaire and interview were two main instruments. Research results showed that English-majored sophomores made some common errors about pronunciation, vocabulary, and grammar. It is hoped that sophomores can recognize and correct their errors to make the necessary changes to improve speaking skills.

Keywords: speaking, errors, english majored sophomores, university.

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Common Errors in Speaking of English-Majored Sophomores at Tay do University, in Vietnam

Nga H.T. Nguyen [α] & Quynh N.P. Le [σ]

Abstract- It is undeniable that speaking skill is very important in learning English. It is a tool to help students to find good jobs in the future, especially if they expect to work for a foreign company. However, in the process of learning and practicing speaking English, students get a lot of difficulties. Therefore, the research "Common Errors in Speaking of English-Majored Sophomores at Tay Do University, Vietnam" was conducted to investigate common mistakes of English-majored sophomores from English classes course 14 at Tay Do University. The questionnaire and interview were two main instruments. Research results showed that English-majored sophomores made some common errors about pronunciation, vocabulary, and grammar. It is hoped that sophomores can recognize and correct their errors to make the necessary changes to improve speaking skills.

Keywords: speaking, errors, english majored sophomores, university.

I. Introduction

This chapter mentions the rationale, the aim, the questions, the significance, and the organization of the research.

a) Rationale

In the 21st century, English is not only a popular language in many countries but also the language of science, aviation, computer, diplomacy, and tourism. Knowing English helps students increase their chances of getting a good job in domestic multinational companies or looking for work abroad. According to the British Council, by 2020, about two billion people in the world study English. English is used to communicate with native speakers, but it is also the world's most popular second language. If we want to talk to someone from another country, then English is always the most suitable choice.

In English, speaking is a vital skill because it has always occupied a place in most English language courses. Speaking is the essential skill for all who want to learn English to improve their career and develop themselves. Besides, speaking is seen as "an interactive process of constructing meaning that involves producing and receiving and processing information." (Burns and Joyce, 1997)

In the modern world, everything is linked with speaking skills. One who is good at speaking can conquer the whole world. Good communication is students' passport for better job opportunities. During interviews, true talent is judged through group discussions, debates, presentation skills. Therefore, the applicant must have good oral communication skills.

However, speaking fluently like a native speaker is not easy. Learners face many problems, most of which are affected by their mother tongue. Because each country has different culture and language, learners easily confuse two languages such as pronunciation, vocabulary, or grammar. One cannot master speaking skills even after studying English for at least nine years; especially, students majoring in English at Tay Do University also make many mistakes while speaking. For these reasons, the study "Common Errors in Speaking of English-Majored Sophomores at Tay Do University, Vietnam" is conducted. It is expected that this study will point out some common mistakes that English-majored students encounter when speaking. Thereby, it can help them find out valuable solutions.

b) Research aims

As mentioned above, learning a new language is not easy; learners often make errors while speaking. To improve speaking skills, learners need a lot of effort, time, and a high determination. It is easier if learners try to practice speaking as much as possible to recognize their problems and find ways to overcome them. This research aimed to find out the common errors that the English-majored sophomores at Tay Do University often encounter when speaking so that they can select their ways to improve their speaking skill.

c) Research questions

This research was conducted to answer the following questions:

1. Do English-majored sophomores make errors when speaking?
2. What common errors do the English-majored sophomores at Tay Do University often encounter in speaking?

d) Significance of the study

Speaking English fluently is the goal that any English learners must achieve, including English-majored sophomores at Tay Do University. Most students still make many mistakes when speaking English. This research was conducted to help English-majored sophomores realize their problems. From this, they can figure out the most suitable ways to enhance their speaking skills.

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e) Organization of the study

This study is separated into five main chapters.

Chapter One- Introduction - provides the rationale, research aims, research questions. Besides, the significance and organization of this study are also listed here.

Chapter Two- Literature Review - includes introducing the English language, the concept and the importance of speaking skills, and the common errors while speaking English.

Chapter Three- Research Methodology - shows the research methods used in this study, including characteristics such as research design, participants and instruments.

Chapter Four- Results and Discussion - reports the findings of this research to figure out the participants' common errors when speaking English. Then, the discussion will follow to wrap up this chapter.

Chapter Five- Conclusions, Implications, and Recommendations - gives the conclusion, implication of the study and also recommendations for further researches.

II. Literature Review

This chapter presents the definitions of speaking, the importance of speaking English, some common errors in speaking English, and previous studies.

a) Definitions of speaking

The definitions of speaking have been debated by many researchers with different perspectives. It led to a significant amount of the terms, some of which are mentioned below.

Firstly, it is noted that speaking is defined in a way that is easy and simple to understand. According to Revell (1979), "speaking is an exchange process between people, of knowledge, of information, of ideas, of options, of feeling, so there must be concept, ideas, in the fellow speakers of what they are going to say." In short, speaking can be understood as the act of creating sounds; it is also defined as a process of receiving, and exchanging information. It helps the speakers easily express their thoughts and feelings.

Secondly, speaking depends on context or situation. The context includes the physical environment, and the purposes for speaking are often spontaneous, open-ended, and mind-developing. Speaking requires learners not only to know how to create specific language points such as grammar, pronunciation, or vocabulary but also to understand when to speak and how to speak by each context. Chaney and Burk (1998) emphasized, "speaking is the process of building and sharing meaning through the use of verbal and non-verbal symbols, in a variety of contexts." Besides, Harmer (2007) stated that "speaking is the ability to speak fluently and presupposes not only knowledge of language features, but also the ability to process information and language on the spot."

In addition, Li (2003) argued that "speaking remains the most difficult skill to master for the majority of English learners, and they are still incompetent in communicating orally in English." Last but not least, Nunan (2003) also shared the viewpoint when stressing that "speaking as the use of language quickly and confidently with few unnatural pauses, which is called as fluency." It is concluded that speaking is the ability to create the language and share ideas.

In a word, speaking English is the ability to convey verbal information. It is not only express clearly in front of others but also express ideas, feelings, and thoughts.

b) The importance of speaking English

Using English has become popular nowadays. English can make it easy for everyone to communicate with strangers around the world. Communication plays a significant role in getting success in all fields. Language is used as a tool for communication. People cannot communicate perfectly without using language. Furthermore, people cannot achieve their goals without using proper language to communicate. For this reason, English is considered an international language, and it is used all over the world; it serves the communication of people living in different places.

According to Bueno, Madrid, and Mclaren (2006), "Speaking is one of the most difficult skills a language learner faces. Speaking is also considered the most important of the four basic language skills of English." Speaking English is considered the key to open a wonderful world by its effects, such as integrating the world together with the penetration of foreign companies into the Vietnamese market. If students speak English, they can work with foreign partners, international fields, and advancement in their careers. In addition, for those who are not yet working, English shows a huge part of abilities and intelligence, making it easy to get a good job with extremely high salaries. Therefore, students have a great advantage when they attend job interviews in English.

If the students have dreams of going abroad to study or work, English is indispensable because it is the basic thing to communicate abroad. If students have a good background in English, they will be more likely to succeed.

In short, English is not only a foreign language ability, but this is also one of the remarkable achievements. The importance of speaking English is also reflected in relationships. If someone has good English speaking skills, they will not be embarrassed when interacting with foreigners; they can speak confidently instead of being reserved. Interestingly, it is

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a skill that people want to be good at. However, it is also the skill that they are most afraid to practice.

c) Some common errors in speaking English

Honestly, anyone learning a new language also makes mistakes. It sounds difficult to accept, but it is true. It is not easy to become a good learner with the four basic English skills, especially speaking skills. English-majored sophomores at Tay Do University also faced some errors. Through this study, some common errors in pronunciation, vocabulary, and grammar that most students have encountered through their communication abilities are discussed.

i. *Pronunciation errors*

Pronunciation is as important as any other aspects of foreign language learning. Ur (1996) stated, "Pronunciation includes in language and phonology, accent and rhythm, intonation, the combination of sounds, the sound connection." The correct pronunciation is very necessary to develop speaking skills. According to Hinkel (2005), "A second language learner needs to master the individual characteristic of the sound of a new language." Furthermore, it is good for the students to be able to speak naturally like the native speaker. Pronouncing words incorrectly may cause a serious consequence that is a misunderstanding among people. As a result, other people cannot recognize some familiar words when a person is saying if they have mispronunciation of those words. Pronunciation errors include final sounds, word stress, and intonation.

a. *Final sounds*

Vietnamese has no distinction between voiced and voiceless sounds; many Vietnamese students have difficulty in speaking English. When speaking English, students also often forget to pronounce the final sounds. This is quite easy to understand because Vietnamese has no final sounds. Final sounds are very important factors while speaking English. There are a lot of words that have nearly the same sound; the final consonant is a key to recognize exactly the words that others are talking about. For example, two words "win" and "wind" have nearly the same phonetic transcriptions: /win/ and /wind/. If the speakers do not pronounce the final sound /d/ in the word "wind", then the word "wind" will be changed into "win". Besides, if the speakers pronounce the sound /n/to/ŋ/, the word "win" will be converted to "wing". A little error in pronunciation of the final sounds can also cause the listeners to misinterpret the speakers' meaning.

Besides, mispronouncing the two ending sounds /-s/ and /-ed/ is also very dangerous. Many students do not remember the correct pronunciation of the final sound /-s/ and /-ed/, which will make it difficult for foreigners to understand. Moreover, when speaking English, students can turn their sentences into a completely different meaning when they pronounce incorrectly. Nguyen (2015) stated that "Vietnamese speakers often get confused between /s/ and /z/. They replace /s/ for /z/ so that a word such as peas is pronounced as peace". The /s/ and /z/ sounds do not occur at the final position in Vietnamese words, but for English words, they do. Consequently, when speaking English, learners often take these sounds too seriously, and this causes them to make pronunciation errors. Most students do not realize the difference between two sounds /s/, and /z/. On the other hand, some people often add the /s/ sound in both adjectives and non-count nouns. For example, instead of saying "very fun" many speakers say "very funs", and "some water" will be changed into "some waters". It also happens with the /t/ and /d/ sounds as they are pronounced /ed/.

Speaking English well, English-majored sophomores must fix the above errors. If learners can pronounce the final sounds correctly, foreigners will easily understand what they want to talk about.

b. *Word stress*

Word stress is a magic key for students to speak English well. In English, word stress is not an optional extra that students can add whenever they want. It is an essential part of the language. Students who use word stress can communicate quickly and effectively, even in difficult situations. Stress is very important when speaking English because a word can entirely change meaning depending on the stress. For example, the word "contest" has two syllables: con-test. If it is stressed on the first syllable, the word "contest" is a noun that means "a competition". On the other hand, the word with stress on the second syllable is a verb that means "to oppose". Even if the listener understands what is said, errors in word stress can make them feel ridiculous, or even irritable.

Ngo (2001) claimed that "Vietnamese is a tonal language in which changes in pitch level and contour signal changes in meaning." He also mentioned that "Vietnamese is a syllable-timed language, and English is stress-timed language." Firstly, students need to know about the definition of a syllable-timed language and a stress-timed language. In a syllable-timed language, each syllable is given the same amount of time pronounced with the same length, but in stress-timed language, the stress syllables appear regularly. Therefore, Vietnamese learners have problems with the timing of stressed words. They often speak English without stress any syllables or stress the wrong position. They pronounce all parts of the word at almost the same volume. Meanwhile, word stress in English is very diverse. It can appear in any syllable, maybe in the first, the second, the third, or even in the fourth syllable of the word. Each stressed position has its meaning. For example, a word can be stressed at the first syllable if it works as a noun or the second syllable if it works as a

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verb. That is why it is difficult for foreigners to understand what Vietnamese want to say and vice versa.

In short, word stress is an important element in English that students should remember. Using word stress, helps students feel more confident and improve their speaking skills.

c. *Intonation*

Intonation does not exist in isolation. It only makes sense if it is accompanied by three factors: grammar, attitude, and discourse. Intonation is the supporting factor for these factors. With intonation, the message that the speaker wants to send will become more clear, especially attracting listeners. Native speakers always use intonation to be able to easily guess the other's feelings. Intonation is also a testament to English proficiency for English learners; the more intonation they use, the more natural their voice becomes.

Using English intonation is not easy for people learning English as a second language. Each language has its own intonation rules. If English is not the speakers' mother tongue, they have to practice hardly to make their voice more natural. Le (1999) claimed that "The curriculum in their native language from kindergarten to high school did not have any exact standard for Vietnamese intonation, so Vietnamese people usually do not know what intonation is exactly, even there are some people who think that the Vietnamese language does not have intonation." That is the reason why Vietnamese students begin to focus on improving their speaking skills; they are always confused about using intonation when speaking English, students often speak English with a monotone accent, and they do not stress the words. Some of them also have trouble with intonation; they raise their voice in the wrong part of the sentences, especially in wh-questions and tag questions. Those errors cause a lot of misunderstanding situations in reality.

Intonation involves the rise and fall of the voice when speaking in full sentences. Incorrect intonation can change the meaning of a sentence or misinterpret the meaning. It is important to master English intonation if students want to sound natural and keep listeners focus on the content that they speak.

ii. *Vocabulary errors*

Vocabulary is an individual word or a set of words that have specific meanings. Kamil and Hiebert (2005) stated that, "Generally vocabulary is the knowledge of meanings of words. The words come in at least two forms; oral and print. Oral vocabulary misses the set of words for which we know the meanings when we speak or read orally. While print vocabulary consists of those words for which the meaning is known when we write or read silently." Also, Ur (1996) stated that "Vocabulary is one of the important things to be taught in learning a foreign language because it will be impossible to speak up without a variety of words." Vocabulary errors include word order, word choice, and lack of vocabulary.

a. *Word order*

One of the most common errors is the wrong word order. According to Biber (1999), "The term word order is most often used to refer to the order of the elements in the clause". Crystal (1980) also stated that "Word order is a term used in grammatical analysis to refer to the sequential arrangement of words in larger linguistic units." It means that word order refers to the arrangement of words in a sentence. The common standard of word order in English is "Subject + Verb + Object." To determine the proper sequence of words, students need to understand clearly what the subject, verb, and object are.

Word order is important in English, and it can change the whole meaning of a sentence if students speak the wrong word order. In English, some sentences can be made up of the same words, but their roles are completely different because students have used the arrangement of words in the sentence to determine the subject and the direct object. For example, "People eat fish." has a different meaning from "Fish eat people." In the first sentence, we know that "people" is the subject because it stands before the verb, and "fish" is the direct object of the sentence because it comes after the verb. But in the second sentence, the roles of the words are opposite. And the meaning has changed completely. Therefore, word order is very important in English; it is the main factor in determining a sentence.

b. *Word choice*

A word is the simplest part of any language. While communicating or delivering any ideas or thoughts, students must use proper words. There are many factors that determine choosing a word. Word choice is an important part of any communication. The word choice is the style of expression. In general, a good speaker is someone who will choose words that they are comfortable with, confident in, and simple enough for the audience to understand.

First of all, students often repeat a word several times while speaking because they cannot find alternative words or synonyms. They also have no habit of using relative pronouns (Who, Whom, Which, That). Moreover, the embarrassment of students when using synonyms is a common problem. Most of them get confused about synonyms. For example, the word "refuse" and "deny", both of them mean do nothing. But the word "refuse" means refusing to do something; it is usually followed by a verb (He refused to answer any question). The word "deny" means negation; it is usually followed by a noun (Both of them denied any responsibility for this tragedy).

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Another common error is made that the students often use words in the wrong context. For example, when going to an interview, you cannot say "Hey, what's up" to the recruiter. This is a way of greeting in a normal communication setting, between friends or close people. Students must develop the habit of using contextual words. They must use the most appropriate word while speaking to avoid misinterpreting the listener. If they use an incorrect word, the message delivered is not meant. Using the wrong words sometimes makes a situation awkward and unclear.

In short, word choice is an equally important factor in forming a complete sentence. Students need to pay attention to using words to avoid making negative judgments from others.

c. *Lack of vocabulary*

Vocabulary is an important factor in the process of learning to speak English. McCathy (1990) stated, "Vocabulary is regarded as a free-standing item of language that has a meaning." Poor vocabulary prevents many students from expressing their ideas. Although there are many students starting to learn English from primary school to university, their vocabulary is still relatively little. Students are studied basic English in university while speaking in real life, native speakers tend to use slang, idioms, phrasal verbs. In short, the English-majored sophomores also have many problems when speaking English with simple words. Lack of vocabulary is another reason why speaking becomes difficult and ineffective.

When learners have enough English vocabulary, their speaking ability will improve, and communicate well with others under any circumstances. Vocabulary building is a prerequisite when learners are learning a second language. Besides, students also do not often use academic words while communicating. Using academic words helps listeners appreciate students' English proficiency. Therefore, students need to learn vocabulary first and understand the meaning of each word. Knowledge of vocabulary will create success for students in communication.

In short, vocabulary seems to be the main reason why students feel uncomfortable in expressing ideas, thoughts, and feelings when speaking English.

iii. *Grammar errors*

Grammar is a study in which sentences are structured and formatted so that it may be considered a bit boring to study grammar correctly because it is worth the time and effort. If learners do not know the grammar rules, they will never communicate in English effectively. According to Celce-Murcia (2001), "Grammar becomes difficult because learners do not learn structures in a time." Grammar errors include wrong tense, wrong passive voice, and wrong part of speech.

a. *Wrong tense*

In English grammar, tense is the most important part, and one cannot deny that it is also the most difficult part in English grammar, which learners have to spend much time understanding the way to use correctly and properly. Halliday (2002) said that if the learners of English as a second language do not understand the concept of tense, they cannot improve their English at a high level. According to Wikipedia, "Tense is a form of the verb used to indicate the moment of an action or state occurring." There are three main tenses in English: past, present, and future tense. Each tense represents a certain moment and has many different functions. There are four forms of tense: simple, continuous, perfect, and perfect continuous.

Students often have problems in choosing the suitable tense to say because each tense has different functions and situations. For example, when students want to tell a problem that happened, they are confused about what form of past tense to use. According to Nguyen (2015), "Vietnamese students do not know how to use verb tenses correctly. In particular, they cannot distinguish between present perfect tense and simple past tense." They make a lot of mistakes and get confused with choosing the suitable tenses. These mistakes make it difficult for the listeners to understand and lead to ineffective communication.

Besides, it is also a common error that students do not remember all the structures of tense. There are many structures in each tense that students need to remember. This is very important in learning English. Students need to pay attention and memorize tense structures to improve their speaking skills.

For this reason, it should be noted that in specific situations, students should use appropriate tenses to maintain conversations. They must determine the exact forms of English verbs when speaking. Furthermore, the use of precise tenses helps students converse with foreigners clearly and effectively.

b. *Wrong passive voice*

"Passive voice is a highly useful structure used in the grammatical analysis of voice, referring to a sentence, clause or verb form where the grammatical subject is typically the recipient or 'goal' of the action denoted by the verb" (Crystal 1980). In short, passive voice is a useful form in speaking English. It is used when the students want to focus on the action and the object of the sentence. Besides, it is used when they want to be more polite in certain situations.

Passive voice is also used to report things, especially in scientific literature, and it is also an important and practical English grammatical structure for learners. The passive voice in English comprises two elements: the appropriate form of the verb 'be' + past participle. However, if students understand all the rules

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of passive voice, it becomes extremely simple to change the active sentence to the passive one.

Besides, students are also confused about how to use correct tense in passive voice. Tense is an important element in passive voice structure. For example, if students can distinguish the tenses clearly, they can use the passive voice easily because each tense has its passive voice structure created by combining a form of the auxiliary verb with a past participle. Vietnamese passive voice structures do not depend on tenses like English; students do not have a habit that pays attention to tenses. Students are usually confused about changing forms of verbs while using passive voice structure. They cannot change a verb into its past participle immediately, so their conversations are not consecutive. Therefore, remembering the correct tenses can help students create a complete and meaningful passive sentence.

c. *Wrong part of speech*

In English, the main parts of speech are noun, pronoun, adjective, determiner, verb, adverb, preposition, conjunction, and interjection. Part of speech knowledge is an important subject area that students should know because they show how words are related to each other. It is one of the important components in studying any language. Part of speech helps students to understand and use the target language more efficiently. Some students cannot speak English effectively if their part of speech knowledge is limited. This problem seems to obstruct their learning of English because parts of speech are an important element in the acquisition of a second language.

Saying adjectives after nouns is a common error that students often make. Instead of saying, "She is a beautiful girl." they say, "She is a girl beautiful." Using the wrong part of speech causes others to underestimate the speaking level. Besides, students are also often confused when determining part of speech. The reason is that they cannot remember all the rules of nouns, adjectives, or verbs.

Each part of speech serves a specific function in a sentence to impart a complete thought. Using appropriately the parts of speech in English communication can help to understand greatly. Therefore, students must be careful in determining the right words while speaking to avoid being misunderstood by others.

d) Previous studies

When speaking English, students make many errors. The following previous studies will be evidence to support that claim.

The first one mentioned in the research "How to help first-year English majors at Hai Phong University avoid common mistakes in speaking lessons" by Khong (2018). This research was conducted by 48 freshmen from 3 English-majored classes of Hai Phong Private University. The researcher applied quantitative techniques of data to analyze the result of the questionnaire. After that, she summarized all results into table and chart form. Each chart and table showed how many students have chosen the suitable answer in each questionnaire. The purpose of this study was to recognize features of speaking skills and some common errors that students made when learning speaking skills. The results of this research showed that students made errors in grammar, vocabulary, and pronunciation. Thereby, the researcher suggested some methods to solve these problems.

Next is the research about "Vocational College Students' Common Errors in English Speaking Performance" by Fitriani and Zulkarnain (2019). This research aimed to find out the common errors made by students studying at one of the vocational colleges in Banda Aceh, Indonesia. The students' opinions on their experiences of learning English, particularly in speaking, were also explored. This qualitative-quantitative technique was done by collecting some recordings of student conversations and distributing questionnaires about some common errors for participants to fill out. There were 50 students who participated in this research. The result was concluded that students at Vocational College made two common errors as pronunciation and grammar.

Thanks to those studies, researchers have found some common mistakes when speaking English so that learners can overcome and develop their skills in the best way.

III. Research Methodology

This chapter shows the process of the study. It consists of the design, participants, and instruments.

a) Research Design

The research "Common Errors in Speaking of English-Majored Sophomores at Tay Do University, Vietnam" was conducted to answer the research questions. Both quantitative and qualitative were used to find out the common errors when speaking of English-majored sophomores at Tay Do University. The questionnaire was used as a tool to collect information. These students provided very useful information by answering questions in the questionnaire. Then, the data was collected and analyzed to get the final result. In addition, the participants were chose randomly to get some more detailed information by answering the questions in the interview paper. Participants might be useful as a follow-up strategy to certain responses to the questionnaire.

b) Participants

In this study, the participants were 80 sophomores from three English language courses 14 at Tay Do University. There were 52 females and 28 males

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who participated in the research. Their ages ranged from 20 to 21. They all live in the Mekong Delta. Besides, Vietnamese was their mother tongue, and English as their foreign language. At the time of the research, this group of students was exposed to speaking skills, so they could give an overview of common errors when speaking. They all studied the Speak now 3 book (by Jack C. Richards and David Bohlke, Oxford). With the dedication of the foreign teachers, students had an opportunity to participate in the improvement process by practicing speaking with classmates and teachers through diverse topics which are close to their life, such as People, Vacation, Business and so on.

c) Instruments

The instruments used in this research were the questionnaire and the interview, which was taken from English-majored sophomores of Tay Do University to find out their errors in an English speaking process. The questionnaire and the interview were delivered to them with a clear and careful explanation to collect the students' ideas.

i. *Questionnaire*

The questionnaire was used as the most useful and important instrument for many reasons. First, this was the best way to get a lot of information from many people in a short time. Second, it was easier and quicker to quantify the research. The questionnaire used simple English words and was translated carefully to avoid students' misunderstanding, which influenced the analysis results. It consisted of 9 multiple-choice questions and 39 statements in a table with 5 points scale: (1) strongly agree, (2) agree, (3) neutral, (4) disagree, (5) strongly disagree, and it is classified into the following group:

Table 1: The gist of questionnaire

Question/Statement	Summary of the question's/statement's content
a. From 1 to 5	Students' background
b. From 6 to 9	Errors in speaking
c. From 10 to 20	Pronunciation errors
d. From 21 to 29	Vocabulary errors
e. From 30 to 39	Grammar errors

ii. *Interview*

The interview was designed to get specific information from the sophomores about errors when speaking English. It included three questions. Ten students were randomly selected out of 80 students that took part in the survey. This instrument aimed to confirm errors and to understand the students' attitude towards speaking English.

IV. Results and Discussion

This section shows the results of the whole research. The final results are drawn to analyze the data collected from 80 English-majored sophomores mentioned in the previous chapter. The results consist of the results from the questionnaire and the interview, and the discussion.

a) Results from the questionnaire

The results from the questionnaire were collected for the same purpose, which is determining some common errors in speaking English of English-majored sophomores at Tay Do University and answering the question: "What common errors do the English-majored sophomores at Tay Do University often encounter in speaking?". Indeed, after collecting and analyzing the data from the questionnaire, there are some important information and reasons causing errors while speaking English of students, including students' attitudes, the importance of English speaking according to students' thoughts, and common errors in speaking English.

i. *Students' Background*

a. *Students' year of learning English*

To realize the students' level and knowledge, it is necessary to get information about learning English. The following figure shows the participants' year of learning English calculated from this year (2021).

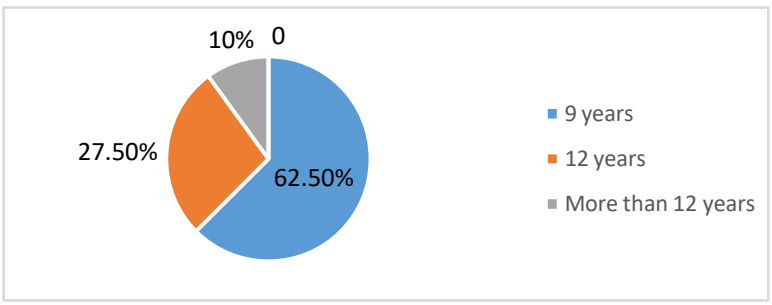


Figure 1: Students' year of learning English

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Looking at figure 1; the biggest portion accounted for 62.5% of students who have learned English for nine years. This meant that they have been learning English since 6th grade, and they had seven years studying English before going to university. Students who have studied English for 12 years and more than 12 years accounted for 27.5% and 10%, respectively. Thus, they must have had basic English knowledge.

In summary, the percentage of students learning English for 12 years or more was much lower than that of students learning English for nine years. This showed that the time to learn English also affected the process of learning speaking.

b. *The most difficult skill in English*

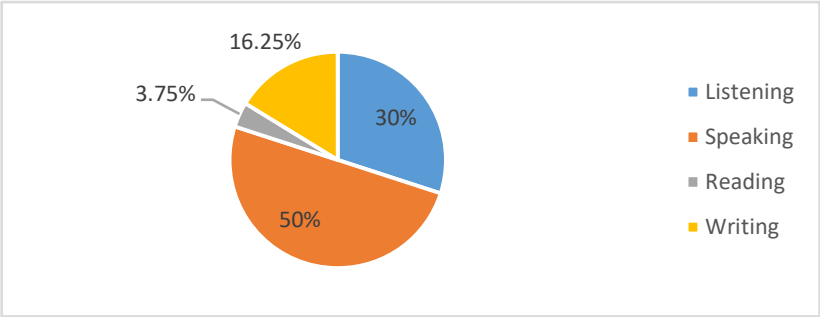


Figure 2: The most difficult skill in English

After collecting data, it was recognized that half of the sophomores thought that speaking was the most difficult skill. With the highest rate of 50%, it was certain that the participants usually made errors when speaking English. The second highest percentage was listening, account for 30%. Another was reading 3.75% and writing 16.25%. This shows that the English speaking of sophomores is still very limited. They need to pay more attention to speaking skills to improve themselves.

c. *The importance of speaking English*

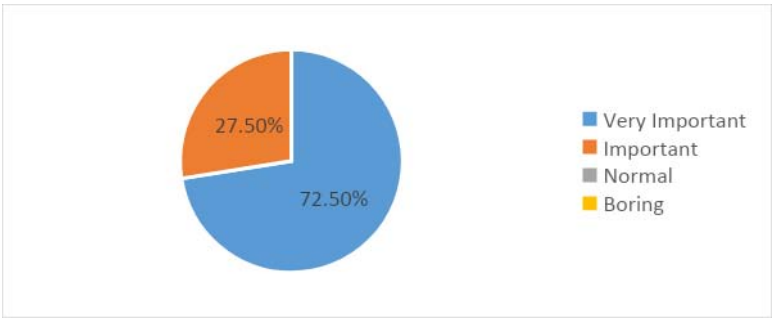


Figure 3: The importance of speaking English

Figure 3 shows that the majority of students appreciated learning English, especially speaking skills. It could be seen from the 72.5% of students who thought speaking English was very important. The remaining 27.5% said it was only important. No one marked that speaking was normal or boring. In general, most students consider it necessary to learn to speak English. This is a very positive thing for the students participating in this research.

d. *Students' English speaking proficiency*

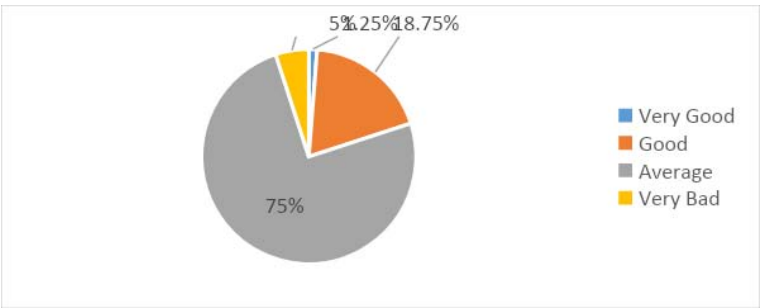


Figure 4: Students' English speaking proficiency

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English speaking is one of the main factors used to assess students' English proficiency. However, to be able to speak English fluently, students need a long process. If they are only worried about poor English proficiency and do not try, they will never become good English communicators. Most students have moderate and poor English acquisition. About 75% of students felt that their speaking skills were average, and 5% of students rated themselves as very bad. Only 1.25% is very good, and 18.75% is good. This shows that only a few students excel and are confident with their English speaking ability. The survey results show that most of the students would make errors when speaking English.

e. *The influence of the mother tongue while speaking English*

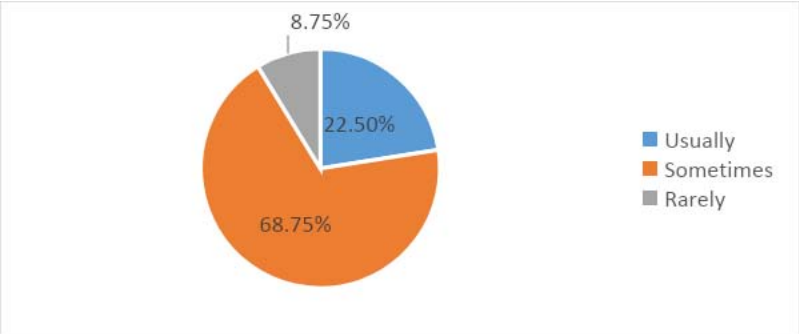


Figure 5: The influence of the mother tongue while speaking English

It could be seen that the number of students affected by mother language accounted for a large number. The proof was that 68.75% of students choose sometimes, and 22.5% choose usually. Only 8.75% chose rarely. This shows why students do not speak English well because they are influenced by the Vietnamese language. Vietnamese has no complicated structure; students often apply the "Word-by-Word" rule in English without knowing if that is true or not.

ii. *Common errors in speaking English*

Some common errors of sophomores in speaking English were pronunciation, vocabulary, and grammar. Let's see Figure 6 below.

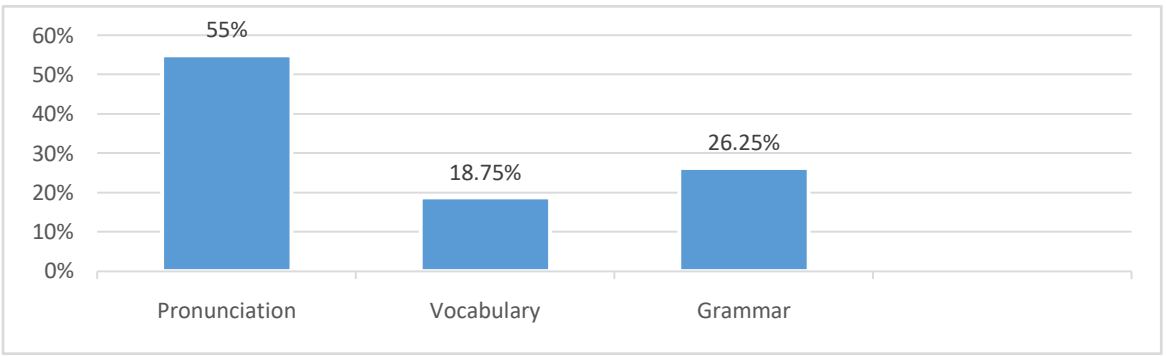


Figure 6: Common errors in speaking English

As it can be seen from Figure 6, students who made errors in pronunciation were 55%. This is the highest percentage that shows pronunciation is a big error for students in speaking. There were 26.25% of the participants admitted that they made errors in vocabulary. Moreover, 18.75% of the remaining students claimed that they were not good at grammar in the process of speaking.

Overall, it can be easily seen that the pronunciation percentage is quite high. Therefore, they cannot communicate well because of many errors in speaking English, such as pronunciation, vocabulary, and grammar. That is also the purpose of this research; it is needed to find out students' errors and help them improve their speaking skills.

a. *Pronunciation errors*

The pronunciation was one of the common errors in speaking that rated up to 55% (Figure 6). Some errors that students made, such as final sounds, word stress, and intonation.

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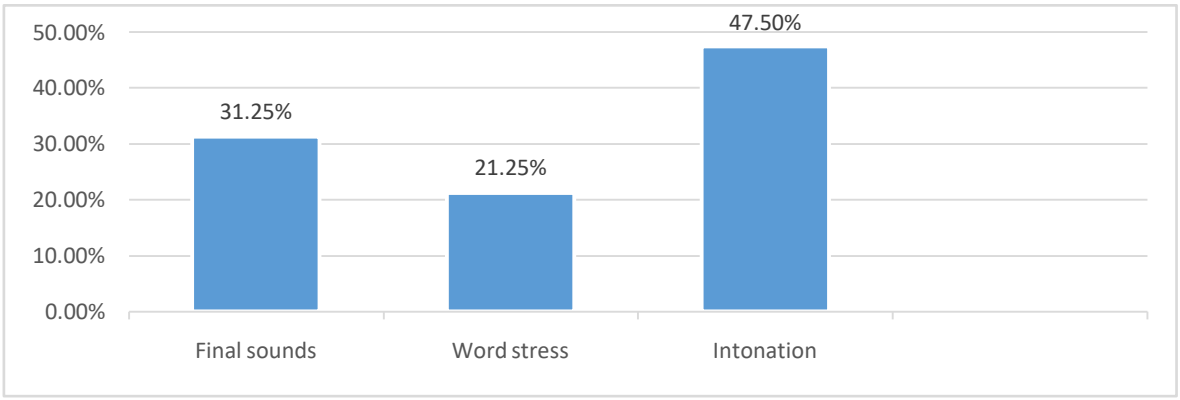


Figure 7: Pronunciation errors

Figure 7 showed that 31.25% of sophomores made errors with the final sounds, 21.25% of them chose word stress. Furthermore, students who made errors in the intonation were 47.5% (the highest percentage). Let's see Table 2 below.

Table 2: Errors in final sounds

Statements	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
10. Final sounds are very important in speaking.	50%	38.75%	10%	1.25%	0%
11. You do not often pronounce the final sounds.	12.5%	43.75%	22.5%	16.25%	5%
12. You usually forget the way how to pronounce /-s/ and /-ed/ sounds.	18.75%	35%	28.75%	12.5%	5%
13. You cannot pronounce differently between the /s/ and /z/ sounds.	12.5%	38.75%	26.25%	20%	2.5%

From table 2, most students agreed with statement 10, "Final sounds are very important in speaking." with 50% strongly agreed and 38.75% agreed. In statement 11, "You do not often pronounce the final sounds.", 12.5% of students chose strongly agreed, and 43.75% of them agreed. About 18.75% strongly agreed, and 35% agreed with statement 12, "You usually forget how to pronounce /-s/ and /-ed/ sounds.", 12.5% of students disagreed, and 5% strongly disagreed with this. No idea accounted for 28.75%. Moreover, in statement 13, "You cannot pronounce differently between the /s/ and /z/ sounds." the strongly agreed percentage was 12.5%, and 38.75% agreed.

Table 3: Errors in word stress

Statements	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
14. Word stress is an important element in speaking English.	37.5%	57.5%	5%	0%	0%
15. You usually stress the wrong parts of words.	18.75%	42.5%	26.25%	10%	2.5%
16. Wrong word stress will lead to misinterpretation of the word.	37.5%	47.5%	11.25%	3.75%	0%

From table 3, 95% of students agreed with statement 14, "Word stress is an important element in speaking English." But most of them agreed with statement 15, "You usually stress the wrong parts of words" (18.75% strongly agreed and 42.5% agreed). In statement 16, "Wrong word stress will lead to misinterpretation of the word." 37.5% of students strongly agreed, and 47.5% agreed.

Table 4: Errors in intonation

Statements	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
17. You do not use intonation when you are speaking English.	21.25%	32.5%	25%	16.25%	5%
18. You do not often raise your voice at the end of a yes/no question.	25%	28.75%	26.25%	17.5%	2.5%
19. Using intonation will make the listeners feel more attractive.	55%	31.25%	13.75%	0%	0%
20. Intonation errors are caused by mother tongue.	22.5%	55%	16.25%	6.25%	0%

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Besides, from table 4, intonation was also a big problem for the students. In statement 17, "You do not use intonation when you are speaking English." the strongly agreed and agreed percentage was 21.25% and 32.5%. No idea accounted for 25%. Moreover, more than half of the students (53.75%) stated that "You did not often raise their voice at the end of a yes/no question." Only a few students disagreed with this (20%). Most students agreed that "Using intonation will make the listeners feel more attractive" in statement 19, with 55% students strongly agreed and 31.25% agreed. Last but not least, there were 22.5% of students who chose strongly agreed, and 55% chose agreed with statement 20, "Intonation errors are caused by mother tongue." Because intonation in Vietnamese and English has a huge difference.

To sum up, sophomores made some errors when speaking, such as final sounds, word stress, and intonation, in which intonation was the highest. They need to focus on these errors to find the best ways to improve their speaking skill.

b. *Vocabulary errors*

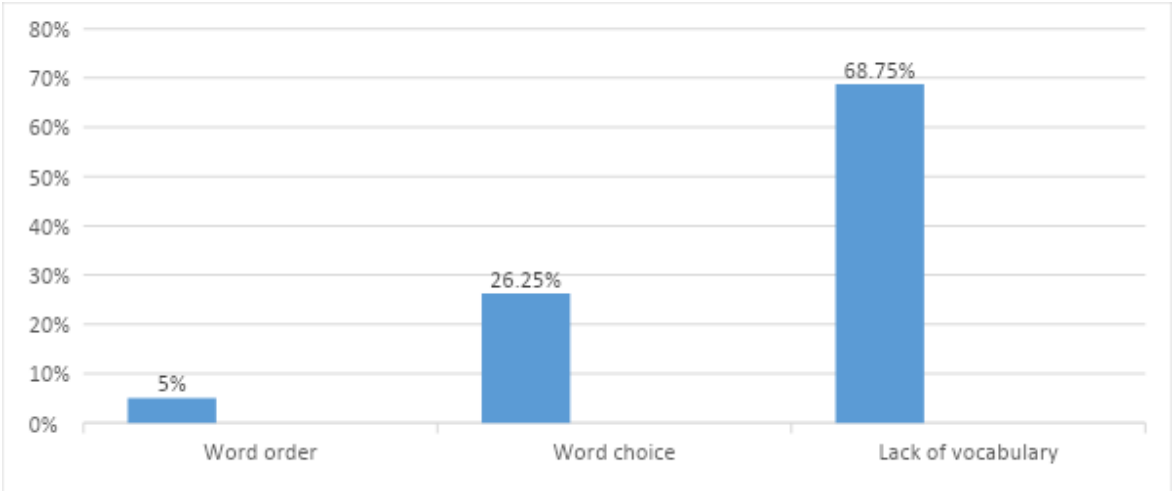


Figure 8: Vocabulary errors

Vocabulary is also an important element to make students communicate well. However, from figure 6, it can be seen that errors in vocabulary were up 18.75%. Look at figure 8; about 5% of students made errors in word order, 26.25% made errors in word choice. The remaining students, 68.75%, made errors in lack of vocabulary. Let' see Table 5.

Table 5: Errors in word order

Statements	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
21. Word order is one of the main points in making sentences.	27.5%	56.25%	8.75%	7.5%	0%
22. You do not know how to put the words according to the rules.	23.75%	35%	28.75%	12.5%	0%
23. Saying out of word order will easily be misinterpreted by others.	31.25%	47.5%	20%	1.25%	0%

From table 5, there were 27.5% of the total sophomores strongly agreed, and 56.25% agreed with statement 21, "Word order is one of the main points in making sentences." About 23.75% strongly agreed, and 35% agreed with statement 22, "You do not know how to put the words according to the rules." Neutral accounted for 28.75% of students. Furthermore, more than half of students agreed with statement 23, "Saying out of word order will easily be misinterpreted by others." which was 31.25% strongly agreed and 47.5% agreed.

Table 6: Errors in word choice

Statements	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
24. You often repeat a word while you speak.	30%	47.5%	12.5%	10%	0%
25. You often get confused between synonyms.	27.5%	46.25%	20%	5%	1.25%
26. You often use words in the wrong context.	12.5%	53.75%	23.75%	8.75%	1.25%

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In table 6, repeating a word while speaking of sophomores was unavoidable. Evidence is 30% of students chose strongly agreed, and 47.5% chose agreed with statement 24 "You often repeat a word while you speak." Because English had so many synonyms, they were also common errors for sophomores while speaking. In statement 25, "You often get confused between synonyms." There were 27.5% strongly agreed, and 46.25% agreed. 12.5% of the students strongly agreed, and 53.75% agreed with statement 26, "You often use words in the wrong context."

Table 7: Errors in lack of vocabulary

Statements	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
27. You cannot show your ideas because of poor vocabulary.	32.5%	50%	10%	6.25%	1.25%
28. Lacking vocabulary makes you not communicate well.	37.5%	40%	15%	1.25%	1.25%
29. You often use academic words when speaking English.	0%	22.5%	32.5%	25%	20%

Table 7 showed another error, it was lack of vocabulary. Most students agreed with statement 27, "You cannot show your ideas because of poor vocabulary." (32.5% strongly agreed and 50% agreed). "Lacking vocabulary makes you not communicate well." there were 37.5% strongly agreed, and 40% agreed with this statement. The last one was statement 29, "You often use academic words when speaking English." about 25% chose agreed. No idea accounted for 32.5%. 45% of the remaining students who chose disagreed.

As the analyzed data, the biggest error was lack of vocabulary. This was the main reason why students did not feel confident when communicating with others in English. In short, wrong word order, wrong word choice, and lack of vocabulary can be confusing for listeners. So, students should try to learn more vocabulary and pay attention to word structures.

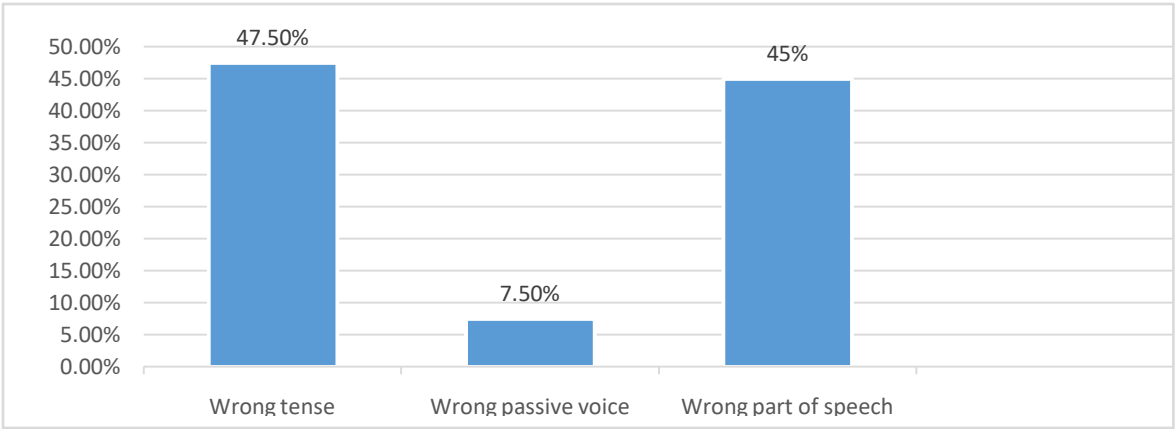


Figure 9: Grammar errors

From figure 6, grammar structure was also one of the common errors in speaking that rated up to 26.25%. Some errors in grammar that students made as wrong tense, wrong passive voice, and wrong part of speech.

Figure 9 showed that 47.5% of sophomores made errors with the tenses, 7.5% of them had difficulties with passive voice. Furthermore, students who made errors in part of speech were 45%. Let's see Table 8 below.

Table 8: Errors in wrong tense

Statements	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
30. Tense is essential when speaking English.	32.5%	41.25%	21.25%	5%	0%
31. You often forget appropriate tenses when you are speaking.	17.5%	33.75%	25%	23.75%	0%
32. You do not remember the structures of tenses.	21.25%	25%	26.25%	20%	7.5%

As can be seen from table 8, about 32.5% of students strongly agreed, and 41.25% agreed with statement 30, "Tense is essential when speaking English." 51.25% of students agreed that "You often forget appropriate tenses when you are speaking." (17.5% of students strongly agreed, and 33.75% agreed). Only a few students (about 23.75%) disagreed with this. With statement 32, "You do not remember the

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structures of tenses." 21.25% of students chose strongly agreed, and 25% chose agreed. Neutral accounted for 26.25%.

Table 9: Errors in wrong passive voice

Statements	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
33. Passive voice is a highly useful form in speaking English.	28.75%	58.75%	8.75%	2.5%	1.25%
34. You usually forget the structure changing from active to passive voice.	27.5%	36.25%	16.25%	18.75%	1.25%
35. You are usually confused about the use of tenses in the passive voice.	21.25%	47.5%	17.5%	12.5%	1.25%

Next, from table 9, another error in grammar was the passive voice; most of the students agreed with statement 33, "Passive voice is a highly useful form in speaking English." with 28.75% strongly agreed, and 58.75% agreed. Students agreed with statement 34, "You usually forget the structure changing from active to passive voice." with 27.5% strongly agreed and 36.25% agreed. In addition, there were 21.25% of the total sophomores strongly agreed, and 47.5% agreed with statement 35, "You are usually confused about the use of tenses in the passive voice."

Table 10: Errors in wrong part of speech

Statements	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
37. Part of speech is an important part in English.	31.25%	52.5%	16.25%	0%	0%
38. You usually say adjective after the noun.	7.5%	27.5%	22.5%	36.25%	6.25%
39. Using the wrong part of speech will cause others to underestimate your speaking level.	25%	50%	21.25%	2.5%	1.25%
40. You are often confused when defining the part of speech.	21.25%	52.5%	17.5%	7.5%	1.25%

From table 10, the last error was the wrong part of speech; more than half of the sophomores (83.75%) stated that "Part of speech is an important part in English." which was a very high percentage. Also, statement 37, "You usually say adjective after the noun." had 42.5% of the participants strongly disagreed and disagreed. Only about 35% of students agreed with this. In statement 38, "Using the wrong part of speech will cause others to underestimate your speaking level." 25% of students strongly agreed, and 50% agreed. No idea accounted for 21.25%. Moreover, "You are often confused when defining the part of speech." was a common error of sophomores. 21.25% of students chose strongly agreed, and 52.5% agreed with this.

According to the analyzed data from Figure 9, using the correct part of speech was the greatest challenge for students in grammar. When using the wrong part of speech, the listeners could not understand, and they estimated students' speaking skill was bad. To sum up, grammar is an important factor in speaking, so students should pay attention to grammar structures if they want to have good speaking skills.

b) Results from the interview

Ten students in a total of eighty sophomores were randomly selected to make interview questions. The paper interview consists of three questions: the first question is the attitude of students when speaking English, the next one is the errors that students make when speaking English and the last question is the ways to improve their speaking skills.

In question 1, "Do you like speaking English? Why or why not?" All students said that they liked speaking English. Specifically, three students said that "I like speaking because I can communicate with native speakers." Moreover, two students also shared that speaking English could help them to find a job with a high salary. Another opinion was, "I like speaking because I just love English. I love it".

In the second question, "Do you often make errors when speaking English?" All students stated that they often made errors when speaking English because of many reasons. For example, a student said that "Speaking is very difficult. I cannot have enough vocabulary to show my thought, and I do not pronounce well". Furthermore, students thought that speaking was the most difficult skill because they often made errors in pronunciation, vocabulary, and grammar.

The last question "What do you do to improve your speaking skill?" Students said that they should learn more new words to improve their vocabulary. Besides, they could read English books or newspapers to expand their knowledge. Practicing speaking English every day also helped students improve their speaking skills.

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To sum up, the English-majored sophomores in Tay Do University still have many problems with pronunciation, vocabulary, and grammar. They should practice speaking English more to have good speaking skills.

c) Discussion

After analyzing data from English-majored sophomores at Tay Do University, there was a lot of important information essential for the research. To begin with students' years of learning English, most of them studied English for a long time, ranging from 9 to 12 years, the remaining students studied more than 12 years. It could be said that their English was good, but not sure their speaking skill. Half of the students stated that speaking was the most difficult skill because it required many factors, and speaking was also an important skill in learning English. 75% of students rated that their speaking skills were average, only 20% believed their speaking skill was good. It was easy to see that they made some errors in speaking English. There were 68.75% of students influenced by their mother tongue. As in the results, three main causes, such as pronunciation, vocabulary, and grammar, made sophomores not communicate well.

Firstly, the pronunciation was an important factor when speaking. Students often did not pronounce the final sounds, which could lead the listeners to misunderstand. The word stress was also an error for students leading to their words misinterpreted. More than half of the sophomores (47.5%) thought that their intonation errors were caused by their mother tongue. Not using intonation in English could make listeners feel bored.

Secondly, vocabulary was another factor that students often made errors. Most students believed that word order was an important element to create meaningful sentences (83.75%). Saying out of word order would be easily misinterpreted. Choosing words in the wrong contents was also an error for students. Another error was lacking vocabulary. Students could not communicate well because of a lack of vocabulary; it was why they could not express their thoughts and feelings clearly. They would feel confused when communicating with others.

Finally, students also made grammar errors. Using wrong tenses in English could make listeners confused about the meaning. Most students remembered the tense structures, but they were confused when choosing the appropriate tense to use. In addition, more than half of students (87.5%) agreed that passive voice was a highly useful form in speaking English. However, the passive voice structure in Vietnamese was easier than in English. That was the reason why most of the students avoided using passive voice structures while speaking English. Some of them expressed that sometimes they could not speak fluently because of the passive voice structures. Furthermore, students often did not know the functions and rules of parts of speech, so they could use the wrong word that made the listeners not understand. The subject-verb arrangement was also an error for students leading to their ungrammatical sentences.

To sum up, English majored sophomores at Tay Do University faced many errors in speaking, such as pronunciation, vocabulary, and grammar. Students need to find out their errors and the ways how to improve their speaking skills. Besides, they also have to practice speaking English regularly and looking for foreigners to communicate with.

V. Conclusions, Implications, and Recommendations

a) Conclusions

The aim of this study was to find out some common errors in speaking of English-majored sophomores at Tay Do University. At the beginning, the main questions of this research were posed.

Half of sophomores thought that speaking was the most difficult and important skill. They evaluated their speaking as average because they made some common errors in their speaking process. Specifically, they included three main kinds of errors such as pronunciation, vocabulary, and grammar.

In terms of pronunciation, students made some errors about final sounds, word stress, and intonation. The first problem was the lack of the final sound and the mispronouncing of the final sounds. These errors caused the listeners to misinterpret the meaning that students wanted to express. Besides, students also stressed the wrong parts of words. Some of them said that they did not know clearly about the word stress rules in English. Last but not least, speaking English with a flat tone was another common error of students. This was the reason why students could not speak English fluently and naturally.

In terms of vocabulary, students said that they made some errors about word order, word choice, and lack of vocabulary. Firstly, students did not know how to put the words in the good rules, and saying out of word order made others misunderstand. In addition, students confessed that they usually put words in the wrong context and got confused between synonyms. Finally, lack of vocabulary made students could not communicate well. They could not show their ideas because of a poor vocabulary.

In terms of grammar, students confessed that they made some errors about tenses, passive voice structures, and parts of speech. Students expressed that they often forgot appropriate tenses while speaking and they did not remember the structures. Moreover, students were not able to speak fluently because of the passive voice structures. They usually avoided using it

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and felt confused about the use of tenses in the passive voice. Finally, English-majored sophomores said that they sometimes said adjectives after nouns and were confused when defining the part of speech.

b) Implications

First of all, the results of "Common Errors in Speaking of English-Majored Sophomores at Tay Do University, Vietnam." shows the importance of speaking skills in learning and in finding good jobs for the future. Students can recognize their errors and find out the way to improve their speaking skills while answering the questionnaire. Secondly, speaking teachers can base on the results of this research to figure out the problems of their students to give them the most suitable learning method. Moreover, other researchers may refer to this research to carry out another study that could not only help students learn English better but also improve their English speaking skills.

c) Recommendations

Basing on the results of the research, several recommendations are given for further researchers. Firstly, it is necessary to study more deeply about how to help students overcome errors in the English speaking process or find out some effective learning methods for students to improve their speaking skills. Furthermore, prospective researchers are encouraged to research other errors while speaking and correct them to help students reach higher levels of speaking skills.

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Nga H. T. Nguyen is a Professor at Tay Do University since 2008; she teaches English for a Bachelor of English, English for specific purposes for a Master of Business Administration and a Master of Banking and Finance. Nga is the main author of the articles and books such as Difficulties in studying TOEIC listening comprehension of non–English majored freshmen at Tay Do University, Vietnam; Difficulties in writing essays of English majored sophomores at Tay Do University, Vietnam; Difficulties in reading comprehension of English majored sophomores at Tay Do University, Can tho, Vietnam, and English for Pharmacy respectively.

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The Creation and Standardization of Information and Communication Technologies Terminology in Cameroonian Languages: The Case of Kom

By James N. Tasah
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Abstract- One of the main objections often advanced against the use of indigenous languages in the domain of Information and Communication Technology (Henceforth, ICTS) is the alleged absence of relevant terminology comparable to that available in exoglossic languages. This erroneous belief is often expressed as local languages cannot adequately express technological and scientific concepts. With increasing numbers of computers and penetration of the internet in different localities in Cameroon, some linguists are creating and standardizing ICTS terminology in different languages. Due to the scarcity and significant absence of most Cameroonian languages in cyberspace, this study examines the strategies used in creating some ICTS terms in the Kom language. The study advances some reasons for the digital divide in Cameroon and also looks at the importance of developing ICTS. It examines some challenges and principles of terminology creation in Kom. Based on data collected through a translation of a 45-word list on some parts of a computer from English to Kom, the study uses the International Organization for Standardization (ISO) is a framework that guides the creation of terms in different languages by Sager (1990:89).

Keywords: *computer, creation, standardization, translation, terminology.*

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THECREATIONANDSTANDARDIZATIONOFINFORMATIONANDCOMMUNICATIONTECHNOLOGIESTERMINOLOGYINCAMEROONIANLANGUAGESTHECASEOFKOM

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Abstract- One of the main objections often advanced against the use of indigenous languages in the domain of Information and Communication Technology (Henceforth, ICTS) is the alleged absence of relevant terminology comparable to that available in exoglossic languages. This erroneous belief is often expressed as local languages cannot adequately express technological and scientific concepts. With increasing numbers of computers and penetration of the internet in different localities in Cameroon, some linguists are creating and standardizing ICTS terminology in different languages. Due to the scarcity and significant absence of most Cameroonian languages in cyberspace, this study examines the strategies used in creating some ICTS terms in the Kom language. The study advances some reasons for the digital divide in Cameroon and also looks at the importance of developing ICTS. It examines some challenges and principles of terminology creation in Kom. Based on data collected through a translation of a 45-word list on some parts of a computer from English to Kom, the study uses the International Organization for Standardization (ISO) is a framework that guides the creation of terms in different languages by Sager (1990:89).

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Introduction

Owing to today's increasing use of Information and Communication Technology (mobile phones, computers, multimedia, and digital audio-visual aids, etc.), the world has become a global village courtesy of the easy and fast means of communication over vast geographical distances (Katembo 2005). However, not all the regions in the world are included in the 'global village.' Most developing countries like Cameroon are yet to make a mark in the ICTS domain. Due to this fact, there exists a digital divide between the developed and the developing nations of the world. African languages are considered suitable for low-status domains and are seldom associated with modern technology (Webb, 2002). English and other languages from the West are the languages through which people globally access ICTS resources. This is endorsed not only by speakers of such languages but also among Cameroonian language speakers. This position is supported by the misconception that African languages are underdeveloped and that their vocabulary cannot express the precise meaning of technical terms (Webb, 2002). This notion entrenches English even further as a dominant language of Science and Technology in Africa and undermines the richness of the African continent's linguistic and cultural diversity. The generally low levels of English proficiency in Africa pose a huge challenge for Africa's active participation in the production and sharing of knowledge through ICTS. Cameroonian languages are almost absent in that domain, contrary to those foreign languages with a high degree of digitalization. As pointed out by Amoussougbo (2015), less than one percent of African languages were digitalized and were present on the Internet in 2005. Osborn corroborates this point by stating that one of the problems of relying on European languages for wider communication is that the majority of the people on the continent either do not speak these exoglossic languages or do not speak them well. Even if they did have computer access and internet content in European languages, this would limit populations that also speak other languages (Osborn, 2010). According to Global Reach's statistics, 35.2% of all information on the World Wide Web is in English, 35.7% in numerous non-English European languages, and 32.3% in Asian languages. African languages cannot be mentioned here because they can hardly be "present" on the net at this stage. To bridge the extensive digital divide, efforts are being made to create an ICTS lexicon in Kom, one of the Cameroonian languages. This paper employs some ICTS terminology in Kom as data to show the strategies the language uses. It also provides some reasons for the digital divide in Cameroon, as well as the relevance of developing ICTS. It examines some challenges and principles of terminology creation in the language. The study uses the International Organization for Standardization (ISO) as a framework that provides guidelines for creating terms in different languages by Sager (1990:89).

I. Some Reasons for Digital Divide in Cameroon

Language acts as a gateway to information, education, healthcare, and other services which speakers of dominant languages may sometimes take for granted. However, there is substantial evidence to

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show that minority language speakers can be marginalized, for example, due to barriers to using technology, the absence of schools operating in a child's mother tongue, or access to civic amenities, particularly for migrant communities. According to Mohochi (2002), the spread and use of computer technology, the heart of ICTS, is language-dependent. This means that this technology reaches its consumers through the language medium. The current situation in most African countries is that ICTS is spread and consumed through the major world languages. This is because this technology originates from the developed world. Given this situation, most African countries acquire ICTS through foreign languages that are not understood by a large percentage of the population. Such people are thus automatically shut out of the ICTS domain. There is, therefore, a great need for Africa to start utilizing local languages in the spread and use of ICTS. This will ensure that people who do not understand foreign languages benefit from ICTS like their counterparts in the developed countries. This way, the digital divide will have been reduced considerably. It's against this background that efforts have started being made to bridge the digital divide in Cameroonian languages.

The relatively high cost of computers is one of the reasons why most people do not have access to personal computers and are thus excluded from ICTS both in the urban and particularly in rural areas. In addition, there is a lack of regular electric power supply, especially in rural communities, and therefore computers cannot be used effectively in such localities. In addition, a good percentage of Cameroonians do not know how to read and write, and therefore becoming computer-literate is a stumbling block to such people who are in the rural areas. Most parts of Cameroon, especially localities in the rural areas, are not covered by telephone networks, depriving people of access to the internet.

The increased dominance of imported official languages in learning and using ICTs hinders most Cameroonians from learning it. There is, therefore, an urgent need to translate and create ICTs terminology in Kom, amongst many other Cameroonian languages, so that the majority of Cameroonians can learn ICTs in their respective languages. This is one of the constraints to development in general and the development of a shared knowledge society. The languages spoken by the vast majority of Cameroonians need to play an active role in the production and consumption of knowledge.

But it can be argued that the extent to which a language can be used over ICTs or the internet not only affects a person's experience and choice of opportunities but also affects the language itself. In this connection, as citizens' lives make increasingly extensive use of digital devices, a language's digital presence is of utmost importance to be perceived as meeting the needs of the modern world. Eisenlohr (2004), for instance, argues that a language's presence in the world of ICTs better facilitates its appreciation through the establishment of a positive association with modernity and current lifestyles. It is only by using the languages through the Internet that the former can be successfully revitalized and kept healthy. This is possible if current technology embeds language technology for a larger number of languages than those for which they are currently possible. Since the future development of Africa, and particularly communities in Cameroon, depends increasingly on the appropriation and application of ICTs, it is necessary to look at the relevance of ICTs in Kom, and that is the concern of the following section.

II. The Relevance of Developing ICTS Terminology in Kom

The development of ICTs terminology in the Kom language is pedagogically relevant. The very fact of creating an ICTS lexicon in Kom to be used in education could raise both pupils' and students' loyalty to their language and increase the language's visibility beyond the community and nation. The use of ICT in educational institutions in Kom could help increase its access to information stored online for the speakers in Cameroon and those abroad. This could facilitate communication using the language both by those within the country and others living in other nations. For example, in combination with text-to-speech technology, Web resources in the Kom language could contribute to addressing the problem of illiteracy through this process. Illiterate people with a little assistance could have an automatic voice help that can enable them to navigate through the interfaces and read the content to them in their mother tongue. Thus, making materials available in electronic as opposed to print format in the language could contribute to increasing online use of Kom at all levels and also researchers who want to work on any of its aspects or just getting information on the language.

ICTS is central to every community's growth and development because exposure and use of ICTS-related concepts and information have a rippling effect in other aspects such as social media, education, commerce, etc. The field of education has been affected by ICTS (Yusuf, 2005). ICT has the potential to accelerate, enrich, and deepen skills, to motivate and engage students to help relate school experience to work practices, create economic viability for tomorrow's workers as well as to strengthen teaching and to help schools change (Davis and Tearle, 1999; Lemke and Coughlin, 1998; cited by Yusuf, 2005). In a rapidly changing world, basic education is essential for an individual to access and apply information. Such ability must include ICTS in the global village.

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Technology has become a pervasive and indispensable element in modern people's daily lives. Now the use of cellphones for social networks by the modern generation has become an everyday occurrence. In turn, such use has also been integrated into the classrooms for teaching. In the ICTS arena, many Cameroonian languages like Kom face the challenge of lack of terminology. That is, translators who translate from foreign languages into indigenous languages often lack adequate terminology in their efforts to communicate between languages. The ICTS sector seems particularly problematic since it involves a continuously evolving discipline that requires terminology creation in response to new inventions and discoveries.

One of the most vital contributions of ICTS in education is ease to access to learning. With the help of ICTS, pupils and students will be able to browse through e-books, carry out research or look for information on different topics, connect with new friends, etc., resource persons, mentors, experts, researchers, professionals, etc. all over the world. This flexibility will widen the learning opportunities not only for pupils and students but also for teachers at all levels and researchers in the language.

The modernization of Cameroonian languages deserves urgent attention. Otherwise, there is no gainsaying that young Cameroonians will show less and less interest in their mother tongues since they are not open up to modern knowledge in ICTS. A language community like Kom, whose language is still to be sufficiently developed and used effectively in ICTS, will unavoidably be forced to use English or French since they are sufficiently developed in all aspects of ICTS.

In the highly competitive world of today, it is necessary that youths acquire skills to compete with their counterparts wherever they may be found in the world. If 50 percent or more of the population in the rural areas is illiterate, the community or nation will not be able to compete in the global market. The fastest way to reach out to the illiterate population is through the use of their mother tongue. In this vein, the ICTS terminology should be created and standardized in the Kom language. Many of the speakers should be reached out with the largest ICTS related information since effective development cannot be discussed without eradicating illiteracy.

Creating some ICTS terminology in Kom could enhance pupils' and students' knowledge in ICTS and science subjects in general. Some of them may develop a growing passion and interest in ICTS in their language and could likely become passionate activists for the preservation and revitalization of their language.

The standardization of ICTS terminology in Kom could help expand its use in social media and explode the myth that the language, among others, cannot be utilized in the higher echelons of learning. It will also show the importance of translation in the terminological development of language in the ICTS technical domain.

When computer terminology is unavailable in a given indigenous language, the opportunity to produce and disseminate local content (educational, administrative, or tourism content) on the Internet is reduced. As a result, the chances that the culture conveyed by this language will be shared and made accessible to its speakers, researchers, and linguists who would like to study it are also decreased. Worse still, given the widespread use of ICTS, the continuous dominance of foreign languages imposed on users ends up gaining the upper hand and replacing the local language for ICTS and other purposes.

As far as globalization is concerned, the speakers from the different Cameroonian languages are currently on the receiving end and are simply being globalized, just as they have been over the years. Yet, there are areas in which they too can influence the world if they are serious enough through sufficient documentation and revitalization of their indigenous languages, particularly in the domain of ICT.

Given that Kom language was selected for the Kom Education Project (henceforth KEP) for experimentation from 2006 to 2012 in some selected primary schools and was also among other languages, following the Ministerial service letter N°234/12/MIN SEC/IGE/IP-LAL of 24 September 2012 that authorized the extension of the teaching of NLC in some secondary schools, it is critically important for ICTS terminology to be created and taught both at the primary and secondary levels in all the schools earmarked by the ministerial circular. Since colonialism and the growing embrace of the English-driven education system is highly cherished, and some of the Kom speakers, particularly the youths, seem to lack pride in their language, it is of critical importance to create and standardize ICTS terminology for the language.

Unarguably, ICTS assist and prepare learners to participate freely and develop their skills for the workplace when they begin to acquire the ICTS skills from primary or high school levels.

III. Challenges in the Standardization of ICTs Terminology in Kom

Bamgbose (2015:13) notes that the challenges usually encountered in the standardization of terminology may be traced to using different strategies in coining terms, loanwords versus internally generated terms, phonological/morphological integration of loan-words, divergent sources of loanwords, orthographic conventions, and sociopolitical considerations. It is well known that different strategies can be used in coining terminology for the same concept in different languages. For common objects of non-technical nature, which may

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be found in everyday language, it may be found that simple equivalence will suffice. Increasingly as concepts become more complex, other strategies such as composition or semantic extension may be adopted. Ironically, when the strategies used for coining a term exploit internal resources of the language, the more difficult standardization across languages becomes. That is why, for instance, the Kom ICTs terms such as

[1] Scaner- **ànku,**
[2] Battery- **ngò'**
[3] Web- **nsâŋ gv̀ɨgɨ́,**
[4] Format- **isû**
[5] File- **ɨ bò,** etc., are likely to have language-specific terms which may be very different from one another unless the languages concerned are closely related. A constant debate in terminology work is whether to derive terms through loanwords.

Acronyms: An acronym is a term formed by clipping or shortening the components of a longer-term. This conforms to the principle of brevity and makes remembering the term much easier. For example,

[6] CPU (Central Processing Unit) - **Sibiyu) atem a kòmbità**
[7] CD Rom - **Ndô àbà' (ghɨ n-wê abâ' a dɨmnɨ-a ateyn)**

IV. Theoretical Framework in Developing ICTS Terminology in a Language

Cameroon is one of the countries with the greatest linguistic diversity in Africa. However, she has not yet taken full advantage of ICTS, particularly with the use of Cameroonian languages, let alone shaping them to respond to the realities and aspirations of her rapidly growing population. The expanding multilingual potential of ICTs does not also seem to be encountering a language-policy and sociolinguistic environment that is well-positioned to take advantage of these advances. Lexical expansion in a strictly formal sense is based on and guided by a systematic theoretical model or framework.

In most cases, the underlying philosophy is based on the needs and dictates of the usage of the receptor language. The salient aspects regarding the process of technical vocabulary development, according to Sager and Johnson (1978), include the reasons or justification for the invention of new words, techniques of creating a new vocabulary, and the procedures followed in the process. The need to develop new technical vocabulary has grown tremendously in the post-world war era (Sager and Johnson 1978). This need arises from the discoveries and fast developments in the scientific, industrial socio-cultural, and educational fields. The magnificent revolution in ICTS has fueled the creation of the global village with highly sophisticated political and economic systems. This scenario has demanded fundamental and immediate development in language use in various fields such as technology, engineering, medicine, law, education, etc.

Generally, technical lexical expansion and development take place at two different but related levels: (a) the invention of a new technical lexicon to express emerging needs from discoveries, ideas, or concepts and (b) the creation of a large body of new vocabulary and modernization of the existing lexicon to cater for different new fields.

In addition, the International Organization for Standardization (ISO) has been concerned with providing guidelines for the creation of terms. Still, a major problem that ISO has to contend with is the diversity of structures and term formation techniques in different languages (Sager, 1990:89). The ISO guidelines on a broad and general level are as follows:

- Terms should be created systematically concerning their morphological, syntactic, semantic, and pragmatic characteristics;
- A term should conform to the morphology, spelling, and punctuation conventions of the languages for which it is intended;
- Once a term has gained general acceptance, it should not be changed without a compelling reason and strong certainty that the new term will be accepted as a full substitute;
- If a new term succeeds only partially in replacing an existing term, the confusion may become worse as this would amount to deliberate synonym creation.

V. Methodology

The data to be analyzed here was collected through a 45-word list on some computer parts that the researcher identified. To create the selected ICTs terminology in Kom, the identified lexical items were presented to two of the native speakers to translate, and both translations were cross-checked with the researcher, who is also a native speaker, before the final version was adopted (Appendix 1). The ICTs lexical terminology, therefore, constitutes part of the standardization of computer-related lexicon in Kom since two of the native knowledgeable speakers have worked together to create such words.

In the creation of ICTS terminology in the language, the same principles that are used in the lexical expansion of African languages were used. For instance, in coining new terms, Bamgbose (2015:8) maintains that the following principles must be observed:

- Transfer of Concept,
- Priority of Internal Resources,
- Brevity and Consistency.

Since most technical terms that are needed are brought in mainly from foreign languages such as English and French, care must be taken not to see the coining of new terms as mere translation. What is important is that the concepts represented must be faithfully transferred into the target language. For example, in a language in which the English term homework, the term coined to represent the concept is simply translated as

[8] "House of the book" **ŋwa'lɨ Ndo.**

From the above example, it can be noticed that the essence of the concept is lost because it does not faithfully reflect the fact that this is an assignment done from home. Coining through mere translation has often led to a distortion of meaning, such as when a featherweight boxer is presented as "someone weighting a feather."

Bamgbose (2015:10) also indicates that word coinage through mere translation has often led to a distortion of meaning, such as when a featherweight boxer is presented as "someone weighting a feather." To him, anyone engaged in terminology creation must start from the position that every language is endowed with vocabulary resources which may be further expanded by word-coining strategies. Hence, the principle of priority of internal resources dictates that all internal resources must first be exploited before resorting to borrowing from outside sources. This, of course, does not imply an endorsement of purism. One can argue that those who consider borrowing from one language to another as a kind of a corruption are certainly ignorant of the functioning of languages. For many technical terms, many local languages will find it more useful to borrow existing globally accepted terms, provided they are suitably adapted to the phonological and morphological structure of the language in question. This will most likely be true of the Kom language with such words as

[9] Phone - **Fûyn,**
[10] Radio - **Lidyò,**
[11] Phonetics - **Fonetiks,**
[12] Chemistry - **Kemistri,**
[13] Biology **Bălogi**

a) Terminology and Accommodation of ICTs Concepts

Lexical expansion in any domain is an aspect of language change and planning that is particularly relevant to language revitalization. One of the domains that are of relevance to terminology development is ICTS. There is some attention to computer and internet terminology in this field, although technical specialists rather than linguists are often left to find or develop the terms necessary for localization. There are several considerations related to how languages develop or borrow terminology for new and foreign concepts, a process that Coulmas (1992) refers to as 'language adaptation.' In some cases, terms arise from the community of speakers. Still, where most people are unfamiliar with the technology or its details, terms are borrowed from the target language or invented.

For terminology development to happen, it is crucial to understand the terminology and the theories that govern it. This provides clear guidance on how terminologists should go about creating new terms and assigning meaning to the concepts. This study is important to assess if the strategy followed in creating Kom ICTS terms informs all the guidelines of term creation and the linguistic aspects of the language intended for. The strategies for the creation of the selected terms are discussed below.

b) The Translation Strategies

In Kom, like other Cameroonian languages, the common techniques used in translation can range from borrowing, paraphrasing, compounding, coining, blending, compounding semantic transfer, derivation, etc. Terms have to be created in a language used in the new community if that knowledge has to be integrated, disseminated, shared, and acquired by people who do not understand the language of primary term-creation. The choice of linguistic strategies often depends on various extra-linguistic factors. For example, in a language in which the English term School is to be translated as in Kom, the term coined to represent the concept is simply written as "House of the book" and translated Ndô ŋwa'lɨ. By coining the concept as such, it loses its essence because it does not faithfully reflect the fact that a school is a place where teaching and learning are carried out.

VI. Techniques of Terminology Creation in Kom

As far as possible, common strategies should be adopted for coining new terms. For example, for common words such as names of household objects, parts of the body, the aim in standardization of terminology, according to Bamgbose (2015:16) is to achieve conceptual equivalence for terms derived from internal sources and transparent equivalence for loanwords. By conceptual equivalence, he indicates that even if the terms are not similar phonologically or morphologically, the meanings they express must be identical. Similarly, in the case of transparent equivalence, which applies to loanwords, the resulting terms must still be relatable to the original word in the source language. There is a consensus in terminology work that loanwords are best integrated into the phonological and morphological structure of the receiving language. Since languages differ in phonology and morphology, the resulting loanwords may pose a challenge for standardization across languages. Examples of some ICTS loanwords in Kom include

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[14] Computer **Kòmbita,**
[15] Toolbar **tulɨbâ,**
[16] Key board - **kibòd.**

a) Simple Equivalence

Basic vocabulary items exist in all languages of the world for which the creation of new terms is not required. This is true of numerals, body parts, animals, plants, etc.

Concerning the creation of simple equivalence terms, the following concepts were identified.

[17] Format **isû;**
[18] File **ɨ bò;**
[19] Save **bɨsɨ;**
[20] Virus **mɨngê';**
[21] Insert **wesɨ**
[22] CD Rom **àbà'**

Since every language is endowed with vocabulary resources which may be further expanded by word-coining strategies through borrowing, this strategy was also used. However, the principle of priority of internal resources dictates that all internal resources must first be exploited before resorting to borrowing from outside sources.

b) Borrowing

Borrowing includes words received from English where the terms do not exist in the target language (Kom). It is one of the strategies used to create specialized terms in the domain of the computer in the language. Borrowing or loaning also involves taking words from the source language and applying them in the target language. This means that when all other strategies have been exhausted, and there is a need to look for loanwords in other languages, the languages readily available are the imported languages: For example,

[23] Computer **Kòmbita**
[24] Cursor **kèsà**
[25] Toolbar **tulɨbâ**
[26] Keyboard **kibòd**

Some loan words were used, such as

[27] Keyboard (Azati & Equati keyboard) - **kibòd at**
[28] Machine **Mɨshĩɨyn**
[29] Alpha numerous keys **Kibòd alfa Desktop**
[30] Desk top **kòmbità abaŋ (ghɨ n-tom atû àbaŋ)**

c) Paraphrase

A paraphrase is a way of explaining or describing a concept by using a phrase or even a sentence. For example:

[31] ɨwuyn **kòmbità** for 'Hard wear' and
[32] **Kòmbità abaŋ (ghɨ n-tom atû àbaŋ)** for Desk top.

The main disadvantage of paraphrasing is that it is not economical when a phrase has to be used repeatedly.

From the strategies used in coming up with new terms in Kom, the following observations can be considered from the cognitive, linguistic, and communicative perspectives:

- Cognitive deals with accuracy, meaning, if one does not have a term for computer, the first thing to look at is the features or characteristics; what is it used for?
- The linguistic part looks at the correctness of the language if a certain term is agreed on. For instance, does everybody agree on the spelling and translation of the End key as kĩ ˈìmèsìˈ just as an example?
- Communicative perspectives look at the standardization of terms, the process of acceptance of terms by speech communities, it should give meaning to the speakers of the language.

VII. Some Challenges and Perspectives

Software localization also has a direct impact on speakers' perception of their language. Many of the Kom speakers' perceptions may change when they come across some computer parts in their MT. They could be motivated even to learn computer in Kom and use it in social media and education.

To indigenize ICTs- related concepts in the Kom language, just like Christian literature, Dlodlo (1999:321) speculates enigmatically that the success of the indigenization of Christianity in Africa as opposed to the failure of education, especially of Mathematical and Science education, probably relates to the fact that the Bible and other texts of the Christian faith were made available through translation in the languages of the people of Africa, whereas, with rare exceptions, most educational materials were available only in the European languages. It is believed that the African Academy of Languages (ALAN), including the translation program, is the requisite response to the implicit challenge in Kom.

To further pursue the objectives of creating and standardizing all ICTs-related terminology in the language, it will be necessary for Kom researchers to intensify current efforts and adequately develop all ICTs terminology in the language while making use of the available terminology that has been developed in this work among others and learn from experiences from other local communities. In particular, the following steps are suggested:

- Intensification of language development efforts and simplified computer-based strategies of production of language teaching materials;

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- Generalization and dissemination of results from existing ICTS projects in other languages and possible adaptation of what is appropriate in the context of Kom.

New words and expressions need to be urgently created in very large numbers for the speakers to use them with ease in teaching and learning more ICTS information.

Apart from the lack of political will by those in authority, perhaps the most important factor impeding the increased use of Cameroonian languages in general and Kom, in particular, is the lack of interest by elite members. They are the ones who may be quick to point out that the language is not yet well developed to be used in certain domains, particularly ICTS. Hence, a major part of the non-implementation of government policy with regards to Cameroonian languages can be traced to the negative attitude of those who stand to benefit from the maintenance of the status quo, and such judgments could be multiplied effortlessly even across Africa. It is in this vein that Marcel Diki-Kidiri (2008) argues that for a speech community to use its language as a means of communication in cyberspace, the language must have the necessary terms to express the realities of this new space. For example, terms such as *email, URL, certified copy, go online, connect* (machine), *download, post, networks, site, webpage, surf,* and so on will be found to be essential. The vocabulary needed for the computer hardware one uses is in and of itself a sizeable wordlist, which must be created from scratch, especially since, in most cases, such hardware is not part of traditional cultural objects, and hence is not known, and there are no words for it. This being the case, methods for developing terminology need to be used in the community to endow the language with culturally acceptable neologisms.

Terminological development is a continuous, permanent activity that will be increasingly practiced by the speech community itself as it develops its own growing cyberspace culture. This is not, therefore, merely a "stage" on the path to access to cyberspace, but rather an ongoing process of consolidation which needs to be launched at a given moment and pursued indefinitely.

Djomeni & Sadembouo (2016) think that normally each language committee shall have a website where they showcase the teaching in the language through the publication of common web contents and audio and video files with a teaching/learning purpose. In short, the websites shall be designed to revive the language and its culture through digital didactic materials, soft copies of local newspapers in African languages, and any other form of literature. Exposing these materials on the Internet, therefore, allows and favors large or universal access to the contents accessible both by people from home and abroad to the native and non-native speakers and learners of the language. Moreover, there is a need for linguists, researchers in the Kom community to:

- Develop new up-to-date teaching and reference materials, including online and electronic instructional materials to add to those that are available in the language to satisfy the instructional needs in different educational levels that have to be operational in the Division ;
- Develop the Kom language actively and quickly in the areas of science and technology;
- Develop new teaching and research programs that take into account the current global trends and needs, especially in the area of ICTS;
- Develop new up-to-date teaching and reference materials, including online and electronic instruction materials;
- Translate all relevant, up-to-date information in various fields available in foreign languages into Kom.
- There is also a need for human resources grounded in ICTS and Kom studies and training more young people. That is the best way to ensure sustainability. To succeed in this endeavor, Kom language committee members and promoters can create more comprehensive terminology in ICTS and other domains to further revitalize the language.

All technical words expressed in ICTS in the English Language should be used orally in the Kom language, and workshops, seminars, and in-service training should be organized regularly by the institutions in which ICTS is taught so that they can keep improving and developing other terminology in ICTS and related fields.

Just as terminology creation is a task that calls for a collaborative effort among linguists, subject specialists, teachers, translators, media practitioners, knowledgeable native speakers, etc., standardization should also involve the participation and views of more than just linguists. As aptly stated in the summary of a paper on guidelines on terminology policy (UNESCO 2005), there is a need to harness three types of expertise: domain knowledge, linguistic knowledge, and terminological knowledge.

It can be claimed that borrowing of major terms from the English into the Kom language may serve to perpetuate and affirm its superiority over minority languages. Hence, this may cause the target users of the Kom language to shun indigenous terms and prefer borrowed ones. Given the significant status of the ICTs compilers, the target users can be influenced by modernization or fashion to show their familiarity with English in terms of behavior and attitudes towards their indigenous language. It is important to note that while the borrowing of terms from other languages is unavoidable, particularly in the domain of ICTS, the

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extent to which it is done should be minimal if the Kom speakers, among others, are to be given a chance to grow in their era of globalization.

VIII. Conclusion

All modern information communication technologies should be usable in as many Cameroonian languages as possible. However, there is a significant development lag in many communities because they are still to create and standardize ICTS in their languages. This paper looked at the creation and standardization of ICTS terminology in Kom. The principles used in creating some of the computer lexica in the language is a clear demonstration that Kom, like all African languages, can adequately express any concept through lexical expansion strategies. As children and youths are increasingly exposed to ICTs nowadays, developing ICTs terminology in any language is critically important. The absence of ICTs greatly reduces that population's access to vital knowledge much needed in this era of increasingly computer-literate civilization.

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Appendix 1: Some Computer Terms in Kom

SOME PARTS OF A COMPUTER / ɨBYAʼS LI KÒMBITÀ ɨLWI

ENGLISH (ITAƉIKFAƉ)	ITAƉIKOM(KOM)
Computer	Kombita `
Cursor	kèsà
Screen	àŋki a kòmbità
CPU (Central Processing Unit)	Sibiju (atem a kòmbità)
Key board	kibòd
System unit	ndɔ̂ atem (afo kì-a atama nin ghɨ ateyn)
Soft wear	ngɔèsì (ɨfwo vzì a ghɨ nyàʼtì lèm a kòmbità)
Printer	àŋfvɨsì awo (awo kì-a ghɨ nyàʼtì akòmbità)
Tool bar	tulɨbaˆ
Hardware	ɨwuyn kòmbità
Programmes	ntusɨ (ɨfwo vzì a wu n-ghɨ a kòmbita)
Power button	àŋchoʼ adyaʼ
Key board (Azati & Equati keyboard)	kibòd azati
Home key	kîˆ ankasì
End key	kîˆ ìmèsì
Alpha numentous keys	**kibòd alfa**
Arrow keys	kîsɨ aghòŋ
Space bar	Àntsîyntì (yì n-fu aghaf sî ìfwo nyaʼnɨ)
Enter key	kîˆ àŋkaỳsì
Back space	aŋkòỳtì ibàm
Hard drive (stores programs)	ntòỳn kòmbità (ɨfwo vzì a wu n-ghɨ a kòmbità)
TYPES OF COMPUTERS	**TɨNKÌ Tɨ KÒMBITÀ**
Lab top	kòmbità ìbzì (ghɨ n-tom ɨ yi naˆ yèỳn ɨbzì)
Desk top	kòmbità abaŋ (ghɨ n-tom atuˆ àbaŋ)
MOUSE PARTS	**ɨBYAʼS ÀNSÒƉ**
Left hand key	àŋchoʼ ɨ kœ nî nkœ̀
Right hand key	àŋchoʼ ɨ kœ ɨ two
OTHER ATTACHMENTS	**ɨFWO ɨ KÒMBITÀ ɨ LWI**
C D Rom	Ndɔˆ àbàʼ (ghɨ n-weˆ abaˆ a dɨmnɨ-a ateyn)
Printer cable	nkfɨ anfvɨsì (yì n-yuŋ a kòmbita)
Scaner	àŋku (kɨ n-ku ɨfwo a kòmbità)
Plastification	àŋfàmà (toˆnì nì ìfvɨ ŋwàʼlì na ka yi n-bef)
battery	ngòʼ
web	nsaŋ gvɨgì
OTHER ITEMS OF A COMPUTER	**AWO A KÒMBITÀ ALI-A**
Format	isuˆ
Save	bɨsɨ
File	ɨ bò
Help	igaˆmtì
Insert	wesɨ
Memory	ifom atu
Menu	bò
Hibenation	iyvîtì
Virus	mɨngeˆ
Machine	Mìshîyn

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Exploring Strategic Opportunities for Better Learning. Student Concerns at a Private University

By Miguel Agustín Ortega Carrillo
De La Salle Bajío University

Abstract- This work documents the first actions that have been carried out to generate organizational strategies aimed at achieving a better learning experience among university students. As a result of the confinement conditions imposed by the pandemic since 2020, it is estimated that eventually a hybrid education system will be reached where remote and face-to-face formats are combined. Anticipating which are the best practices that can be developed in each modality, a study was carried out among several students of a Mexican Higher Education Institution where the concerns they have about their learning experience were explored. This is a mixed investigation, where, based on the results of a survey among a non-probabilistic population sample, a strategic analysis of organizational opportunities was carried out for its application in a specific university space. The discussion section offers some of the conclusions obtained, as well as concrete actions that are being evaluated in pilot tests with students from a private university.

Keywords: remote education, learning orientation, organizational strategies, organizational innovation.

GJHSS-G Classification: FOR Code: 930199p

EXPLORINGSTRATEGICOPPORTUNITIESFORBETTERLEARNINGSTUDENTCONCERNSATAPRIVATEUNIVERSITY

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I. Background

The pandemic caused by COVID-19, during 2020 and so far in 2021, caused education institutions to suddenly opt for an education modality based on ICTs. Since then, multiple studies have been carried out on the psychosocial risks that have originated since this change (Javier-Murillo & Duk, 2020). A less explored aspect is how study habits have been modified and how, from the forced change of teaching methods, some of the benefits that ICTs potentially offer, that have not been fully exploited in institutions, can be incorporated in combination with the traditional methods. From the organizational point of view, there is an opportunity for the lessons obtained about the teaching process in these conditions to be applied when there is an eventual return, be it sudden or gradual, to the classroom (Cabrera, 2020).

At De La Salle Bajío University, in its Business School, a project has been started to capitalize on this opportunity. The assumptions used for its development are the following:

- Eventually, the educational experience will be a combination of the face-to-face format and the remote format
- Face-to-face teaching will be well received in the short term, but will require creative efforts to keep students' attention in the medium and long term.
- Remote education is ideal for the teaching of specific content as long as it attends to the creation of content that takes better advantage of the facilities that ICTs allow.

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II. Theoretical Development

The relevant aspects of each of the assumptions on which this research is based are detailed below.

a) The hybrid model

The truth is that the change from the face-to-face model to the remote model was not something planned, but was a reaction to the circumstances imposed by the confinement. On some occasions improvisation and difficulties in adapting to the circumstances imposed by the use of ICTs for remote communication and the educational process predominated (García-Ruiz & Pérez-Escoda, 2020). There has been a lot of talk from institutional settings of a return to a "normality" or the emergence of a "new normality". With regard to higher education, both notions can be somewhat sketchy, with the disadvantage that opportunities are no longer taken for students to experience more enriching learning (Cervantes-Holguín & Gutiérrez-Sandoval, 2020).

An undesirable scenario is that everything experienced during confinement is left aside (Frank, 2020). That, as a reaction in the opposite direction to the compulsory use of technological devices for remote teaching, it is decided to use the classroom as the only learning space (Kim, 2020). At the other extreme, there is the idea that devices by themselves can be an instrument that allows self-taught learning in a personal and complete way. Although, in effect, technology has this potential, it is necessary to analyze which are the elements of face-to-face education that are irreplaceable.

This point is of special relevance for the continuity of Higher Education Institutions (Ken-Medkah, 2020). An obvious element that is offered as a service to enrolled students is the possibility of closer human contact and the possibility of interacting among peers, fostering emotional ties and collaboration that will be of great benefit in the professional development of graduates. The challenge is how to justify the role of teachers before the latent possibility for people of being able to learn in greater depth any subject with specific content through the use of the Internet and adequate

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access to sources of information. In any case, the strategic challenge that is presented in Higher Education Institutions has at least these two relevant aspects: how to best balance face-to-face and remote modalities as part of their education services and, second, which role will assume teachers to ensure their continuity in the teaching process, given the possibility that students could to learn with greater solvency various topics and specific content through technological means.

b) Learning practices in the face-to-face modality

According to the latest study presented by the World Economic Forum [WEF] on future prospects in the workplace, it is evident that work is increasingly immaterialized, that is, the resources through which it is executed are increasingly intangible. The development of advanced technologies point towards that trend. This requires greater specialization and rigorous technical knowledge in various fields. However, the same study indicates that the personal skills in the labor field necessary in this context are soft skills, such as the capacity for analytical thinking and innovation, solving complex problems, critical thinking and analysis, creativity, originality and initiative. These types of competences are often not explicitly indicated in the study plans. However, they are key in the student experience (WEF, 2020). The evolution that they make of their educational experience inseparably has an emotional and intuitive element, in addition to the rational element most evident during their training.

On the other hand, other key services that a University offers, in addition to education, are infrastructure, possibility of establishing fruitful connections and prestige. Although these can eventually be offered from platforms and digital media, we are still far from the point where they are as attractive as when they are experienced in person. Considering the above, the opportunity presented in the current context of gradual exit from confinement is to develop strategies thinking about the face-to-face space as an ideal setting for students to reinforce their soft skills and where attention is paid to how you are favoring learning effective content specific to each area and discipline.

c) Learning practices in remote mode

Before the pandemic, there were many successful cases of the use of technology for learning (Iglesias, González, Lalueza, & Esteban, 2020). For example, the work of Sugata Mitra, about groups of children who were allowed to organize themselves to learn on their own about the computer, become familiar with a foreign language, and learn about scientific subjects, has been replicated with good results in various countries. This offers empirical evidence that it is possible to take advantage of the benefits that the Internet offers for a quality education. It is worth noting that, in one of its stages, this project also included external support assistance to reinforce children's learning. Although this support was not provided by experts, it was found that the application of socialization skills provided by other people outside the groups of students does have a positive effect on learning (Majluf, 2013).

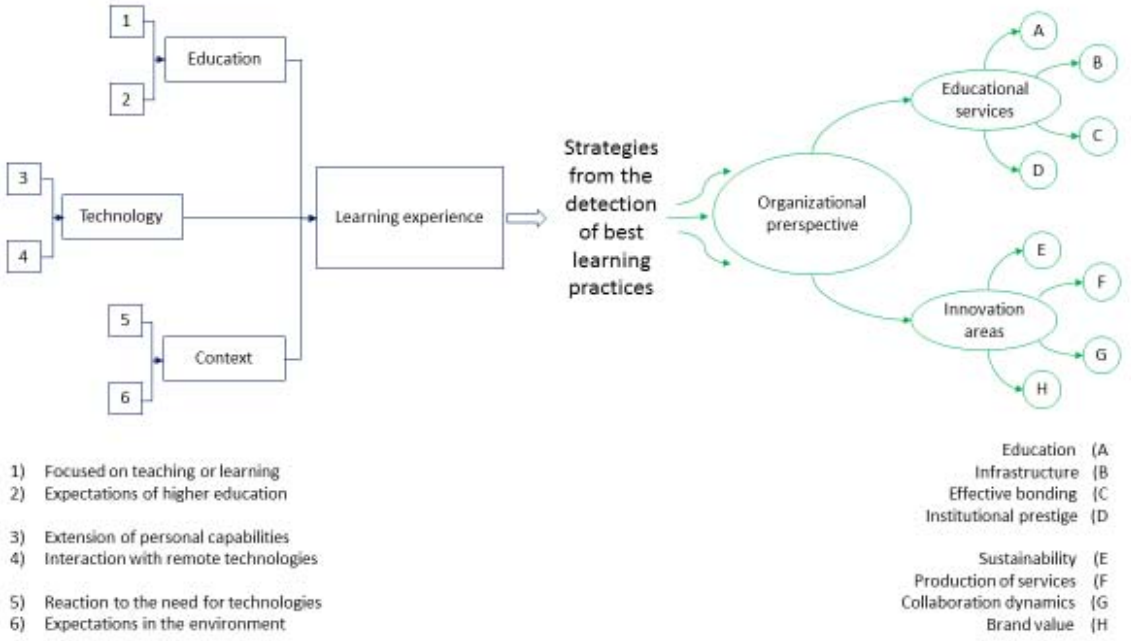
One case in which the potential of technologies has been systematized to the extent that a learning methodology has already been institutionalized through the use of digital content in learning, is that of the Khan Academy. At first, it was a family effort to help a young teenager learn math through videos. This allows to acquire an own rhythm of learning for each student. The value of this effort is that the importance of creating own content for a new communication medium and taking advantage of the facilities of the same medium was understood. The result is that, regardless of the context in which a student finds himself, if he has the technological means to access these contents, he can learn subjects not only in mathematics but also in other subjects quite efficiently (Oppenheimer, 2015). Here, personal accompaniment is exercised by experts, who no longer direct their efforts to the creation of the contents in classrooms, but to respond in a solvent way to the doubts that arise among students when they are already motivated in learning the subjects (Sánchez - Otero et al., 2019).

Thus, there is the possibility of creating impressive content prepared by multidisciplinary teams that integrate design, programming, narrative and specific knowledge of the topics that captivates and attracts the attention of students more effectively than can be done on average in a classroom. The possibilities offered by internet formats, such as videos, and social networks, is to combine elements of memory by association, alternate repetitions, effective recovery, and the use of multiple sensory stimuli in the topics (Roediger III et al., 2018). The challenge, from an organizational point of view, is how to generate this type of content and, at the same time, guarantee that students are attracted to them (Sánchez-Murgas, 2020).

d) Conceptual model

Based on the research assumptions, a project is being developed in which, based on the students' testimonies of what their learning experience has been, organizational strategies are developed to apply best practices in the educational process (Jaramillo-Morales et al., 2020). These strategies are intended to foresee both an impact on educational services and the identification of innovation opportunities. As part of this effort, the following project concept map shown in Figure 1 has been developed:

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Source: Ortega Carrillo & Caldera González, 2021

Figure 1: Conceptual model of the research project.

This document presents results that explore the learning experience of a specific group of students in the field. It quantitatively shows the perceptions that were collected among De La Salle Bajío University students regarding the first point, that is, if they experience an education that focuses mainly on learning. It also inquires about how since what they have lived in confinement, they can assess the advantages that there are in educating themselves both in a face-to-face mode and in a remote mode. Based on these results, work will be carried out at a later stage on a design of organizational strategies that take advantage of the knowledge acquired from these testimonies provided mainly by students interested in enriching their educational experience.

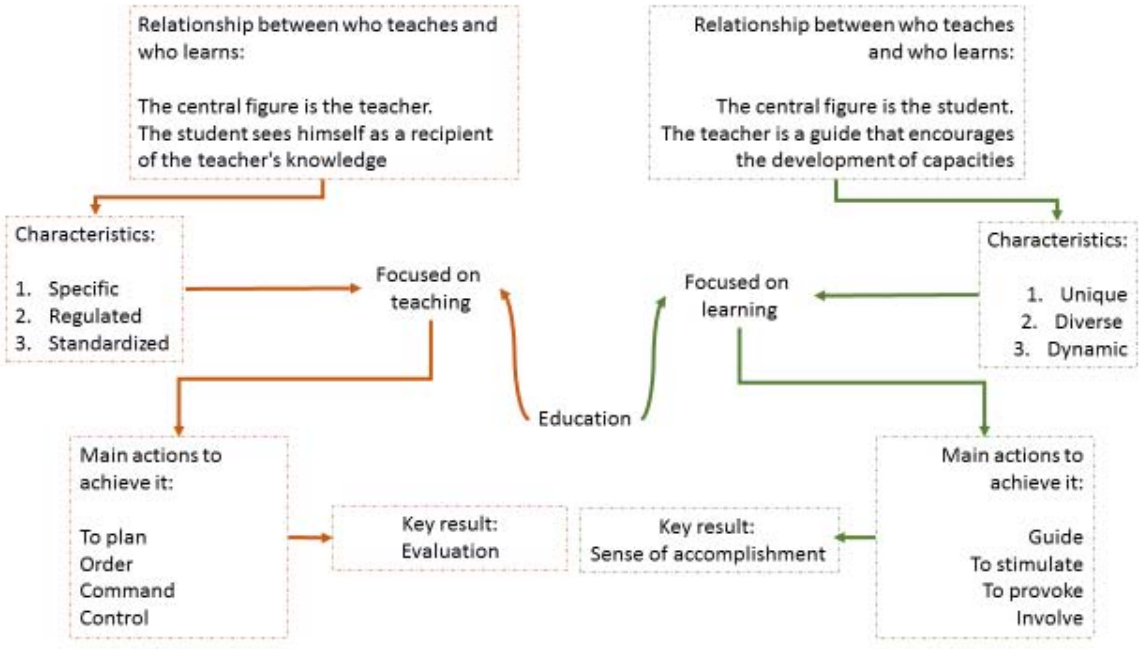
III. Method

The general objective of this work is to collect the concerns of students of the Faculty of Business of the De La Salle Bajío University, regarding their achievement of learning through the analysis of experiences in remote mode to generate organizational strategies to be applied in a hybrid format.

This research is of a mixed type. Its scope is descriptive, the approach is non-experimental and transversal. As part of its field design, a survey was developed and applied among a non-probabilistic population sample. Based on the obtained results, it was elaborated, semi-structured interviews were carried out among various students who expressed interest in the subject of study and whose contributions will be analyzed shortly. This document is part of a research project that explores the experience of students regarding their education, the use of technology and the social and economic context during 2020 and 2021. Based on the testimonies that have been collected among the students, discussion groups are being formed among some of them to delineate strategies that can be applied in an educational model that combines face-to-face and remoteness in education. Also, dynamics are being designed so that a pilot group of students propose the development of suitable content for learning in these new conditions.

Based on the experience of the students with respect to their education, a group of students was previously worked on in the elaboration of a conceptual map where the differences between the education that is more oriented to teaching were schematically identified (Edwards, 2018) and the one that is more oriented to learning (Robinson & Aronica, 2016). The result is shown in figure 2.

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Source: Ortega Carrillo & Caldera González, 2021

Figure 2: Differences between education focused on teaching or learning.

With this conceptual basis, a survey with 21 items that was published and applied from the QuestionPro platform. It was designed in collaboration with a team of six students from different educational institutions. Five of the items were used to identify demographic characteristics and the student situation of the respondents. Fifteen items were Likert-type, with scales that ranged from «very unsatisfied» to «very satisfied», where it was explored how close students perceive their situation to a learning-oriented education. The concepts that were emphasized were five: if the students felt well guided in their learning experiences, if they felt stimulated to continue learning, if they had been provoked in the sense of feeling invited to go further in the knowledge according to their own interests, if they felt really involved in their learning experience and, finally, if they recognized a sense of achievement in their learning (Robinson & Aronica, 2016). To streamline student participation, only three items were devoted respectively to the key ideas "guide", "stimulate", "provoke" and "involve" and four about "sense of achievement". A second purpose of the survey was to raise awareness among the students who conducted it about their situation as protagonists of their own learning.

On the other hand, to explore the testimonies of the students regarding their perception of the differences between the modalities of face-to-face and remote education, two questions were asked in search of open answers: «What are the advantages that you experience in the remote modality? », and «What are the advantages you experience in the face-to-face modality? ». A final question with a closed answer was aimed at detecting among the students who were interested in helping to create content on different topics for remote teaching and collaborating in interdisciplinary teams. The possible answers to this question were «Yes», «No», and «Maybe».

The survey was disseminated from the class spaces in the careers of the Faculty of Business of the De La Salle Bajío University where the students took research subjects — methodology and workshop — and the voluntary partition of the undergraduate students was requested from both that Faculty, as well as others where careers related to other disciplines are taught. The response obtained was 96 students who completed the survey. The results obtained are described below.

IV. Results

The survey was released among the community of undergraduate students at De La Salle Bajío University. There were 231 students who reviewed the instrument, of them 26 started it, but left it unfinished and only 70 answered their 23 questions complete, that is, 30.30%. Given that a non-probabilistic sample was chosen, this percentage of participants only offers a notion of how many of those who knew about the research topic were interested in voluntarily providing their answers. In any case, in a parallel exercise that was carried out among students from other higher education institutions in Mexico, 91 complete responses were obtained from the 223 students who reviewed the instrument, including 50 who began to answer it, but left

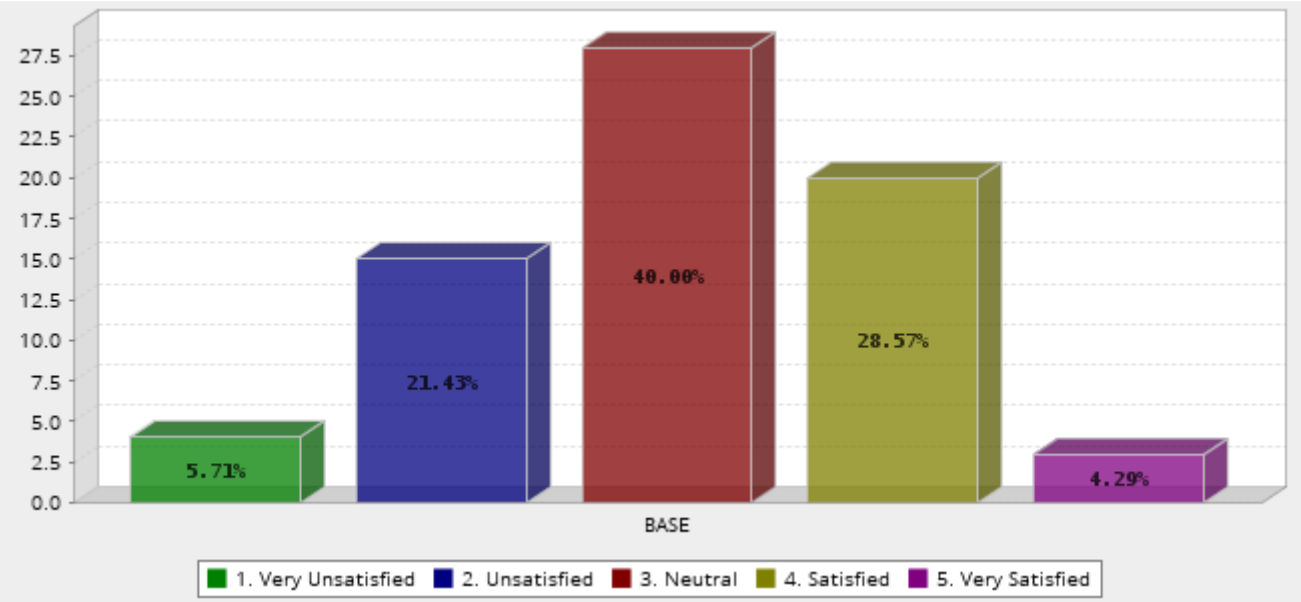
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it unfinished. The number of complete responses represents 40.80% of those who had knowledge of the instrument. Therefore, although there is a reasonable similarity between the reaction of De La Salle students and other Mexican institutions regarding the low interest in participating in this study, there are reasonable elements to think that this disinterest is more accentuated at the De La Salle Bajío University.

Of the 96 participants who contributed complete answers, 64.29% are female and 35.71%. The option «I prefer not to answer» was also offered as option to respond about the sex of the student, but none of these participants chose it. Although there is a slightly higher number of women in the enrollment, these percentages offer a clue that it will be appropriate to analyze later regarding why women are more enthusiastic about reflecting on their educational experience. At the time of the survey, a percentage of 66.67% of the respondents was in the age range of 18 to 22 years, and the rest were older than 23 years. Participants study careers taught in the faculties of Business, Information Technology, Social Sciences and Humanities, Dentistry, Communication and Marketing, and Design. Those surveyed are currently studying from the second to the eighth semester of their career — the study plans contemplate 8 semesters in the case of all the careers described—. Regarding the concepts explored, it is shown below what is the perception of the students, especially in the aspects that offer the greatest opportunity for improvement.

a) Properly guided learning

To explore if the students feel that is their learning experience is well guided, three questions were asked: «Do you think that the study program of your career makes it clear to you what is the purpose of your profession? », «Do you know and count with the necessary resources for your learning to be the best? » and «In the classes, in addition to covering the contents, did you feel accompanied to understand them? ». The first two questions generated mostly positive responses. However, given that the purpose of this diagnosis is to find areas of opportunity for the elaboration of strategies that make the student's experience more meaningful, we show here, in Figure 3, the result of the question in which the students were less satisfied.



Source: Own elaboration using Question Pro tools

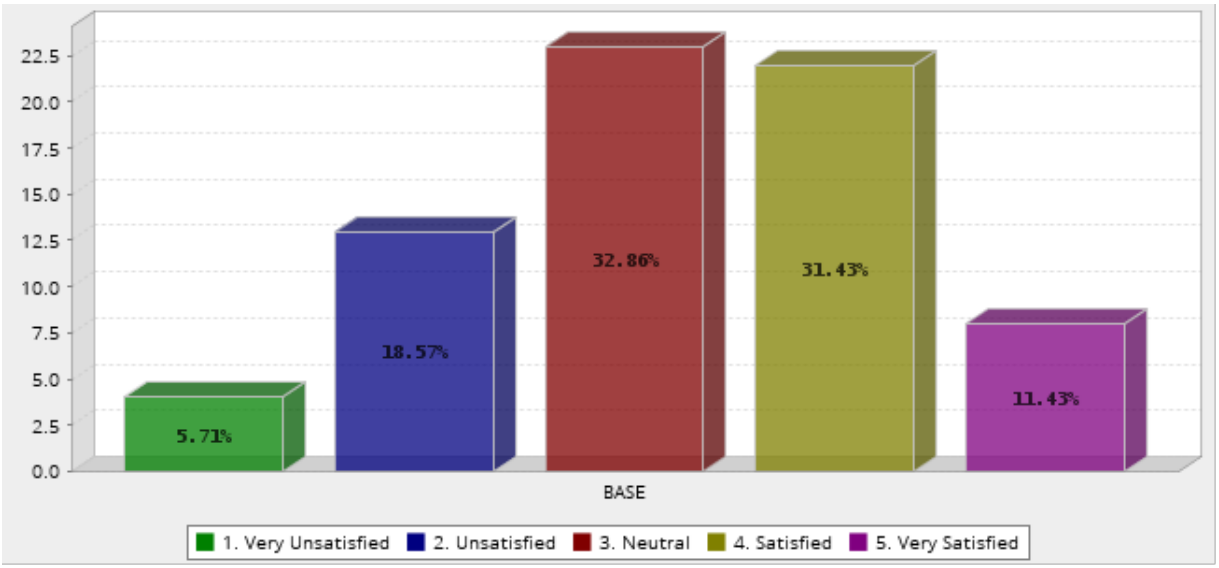
Figure 3: Answers to the question «In the classes, in addition to covering the contents, did you feel accompanied to understand them?».

The main finding of this item is that approximately two out of every three students surveyed do not perceive personal accompaniment during their knowledge acquisition process.

b) Stimulating learning processes

To assess whether students experienced their educational processes as stimulating and motivating, three questions were asked: «Do you consider that you received the necessary motivation from your teachers?», «Do you feel encouraged to learn more on your own?» and «Do you consider school as a space for discovering new things in your life?» Although this last item's response obtained a very positive percentage among the average of the respondents — 87.14% of them expressed themselves between satisfied and very satisfied in this regard—, we again show, in Figure 4 in which of the items there was a response that indicates opportunities for intervention to make the student experience more stimulating.

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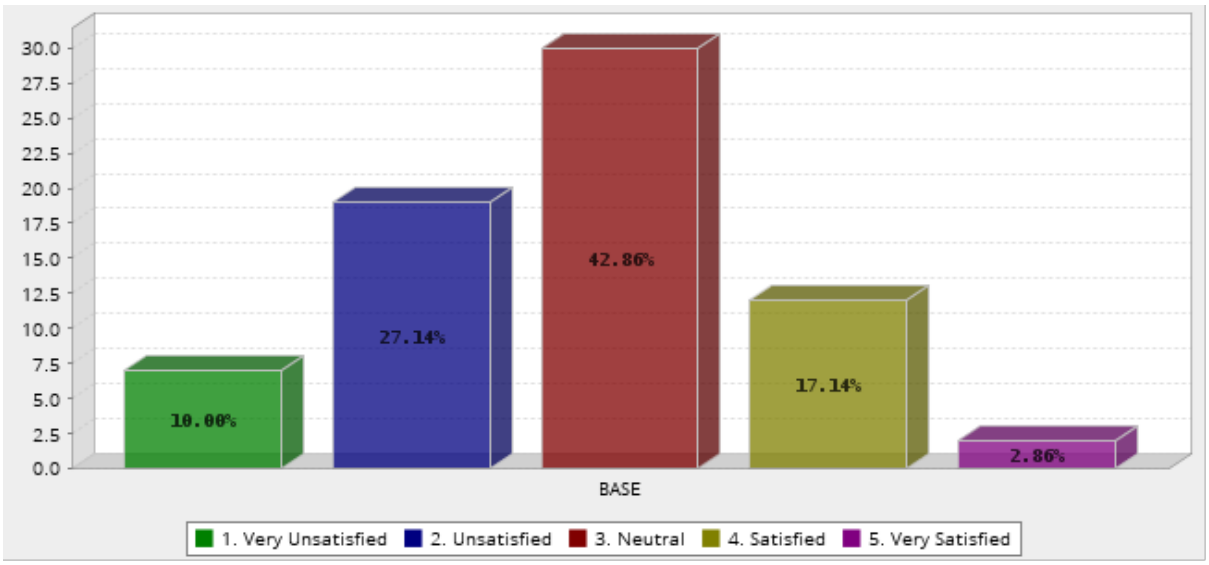
Source: Own elaboration using Question Pro tools

Figure 4: Answers to the question «Do you think you received the necessary motivation from your teachers?».

In this case, the perception among those surveyed is detected that teachers affect their motivation and that they do not necessarily do it for the better (Bozkurt & Sharma, 2020). Although this point may be debatable, the fact is that 57.14% of them value it. This is a valuable input to consider in the subsequent organizational proposals that are being worked on as part of this project.

c) *Feeling that the student is being provoked to go beyond the expected minimum*

In order to find out if students feel provoked in a noble sense of the word, that is, if they are invited to go further with the knowledge they are acquiring, the following questions were asked: «Do you consider that your own initiative is important to develop yourself?», « Do you consider that your full potential is being used to make the classes more effective?» and «Have you found teachers who make you want to learn more on your own?» As with the previous dimension, there was a very positive response from 84.28% of those surveyed regarding having identified at least one teacher who encouraged them to continue acquiring knowledge. Even better was their perception regarding whether they consider their self-initiative relevant, as 95.71% of them weighed it. However, we present in Figure 5 the result of the question that represents the greatest concern for this study.



Source: Own elaboration using Question Pro tools

Figure 5: Answers to the question: «Do you consider that your full potential is being used to make classes more effective?»

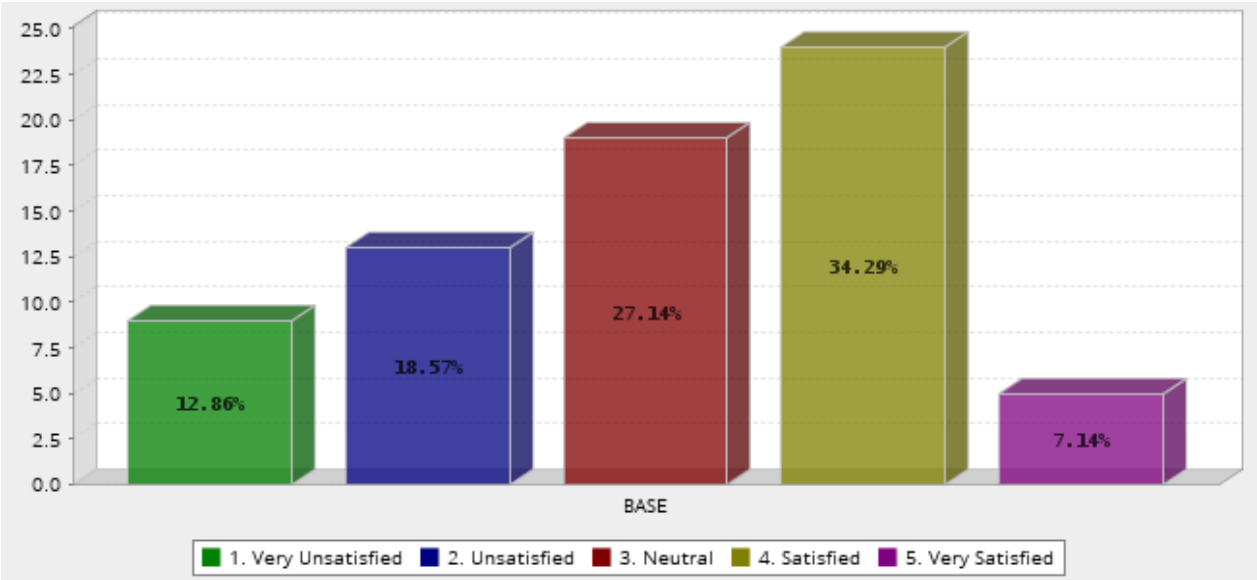
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What is disturbing about this response is that it contradicts the stated perception of respondents that they value their own initiative and that they have identified teachers who push them to go beyond the minimum expected. It turns out that only one in five of those students who participated in this study clearly believes that they are taking advantage of their potential to make classes successful as a learning experience.

d) Feeling of being really involved in your own education process

To find out if students really feel involved in their learning process, three questions were asked: «Do you think that remote technology allows you to integrate well with your group?», «Have you participated with pleasure or do you feel motivated to collaborate? in extracurricular activities?» and «Do you think your experience at the University has made you a better person?». This last question was the one that yielded the best results in this case; 74.28% of the participants do consider that the university has transformed them for the better. It is still worrying, however, that one in four of them do not perceive it that way. Regarding the motivation to participate in activities other than those required, just more than half of them, 52.85%, declare that it is part of their interests to carry out complementary activities.

This aspect is important because it speaks of an awareness, on the part of the students, of developing in a more comprehensive way according to their own personalities. Half of them who are not interested in doing more than standardized activities, shows that they probably do not find in the options offered by the institution, activities that are really related to them. Or worse still, that perhaps there is no conscious reflection on how to develop in different human dimensions and not only obey a defined professional profile. The result where there is more opportunity for strategic intervention is shown in Figure 6.



Source: Own elaboration using QuestionPro tools

Figure 6: Answers to the question: «Do you think that remote technology allows you to integrate well with your group?».

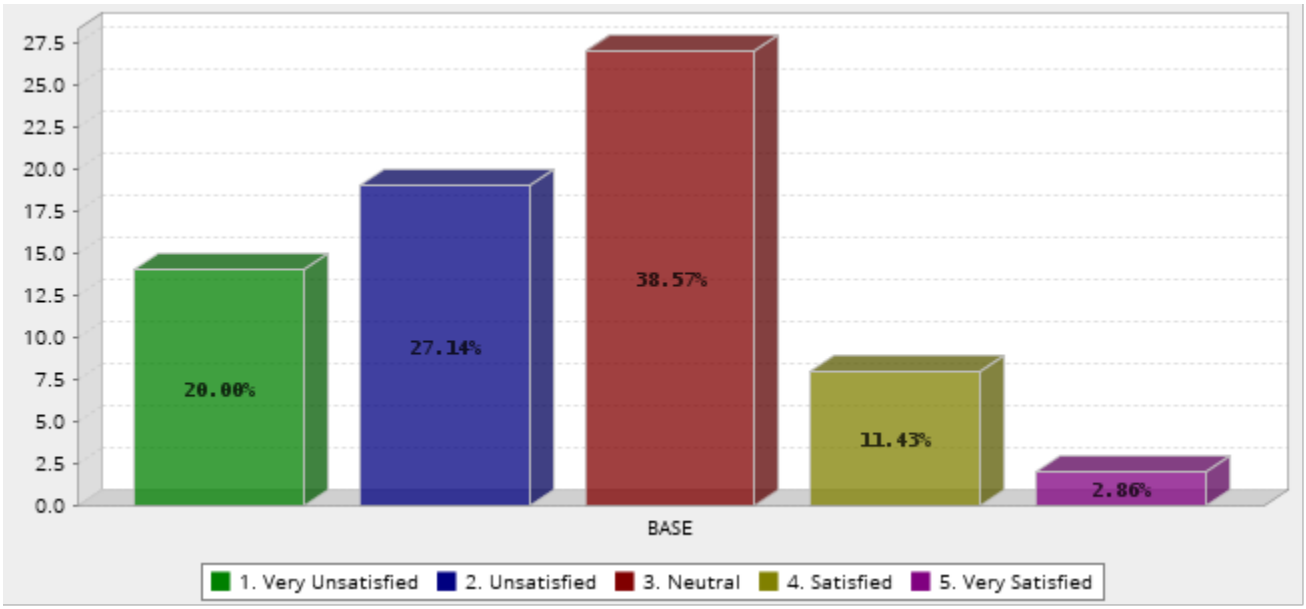
In this case, it is a question that is oriented, unlike the rest of those that were formulated, towards the specific experience in the remote mode. This exception was made given that the students have been immersed during this period in these conditions, they more frequently manifest in class the discomfort of not being able to have an effective coexistence with their classmates. Not only to establish affective and community relationships, but even to collaborate in school work (De-la-Hoz-Franco, et al., 2020). Although the result was not as serious as some of the spontaneous comments of the students would intuitively suggest, it was evidenced that at least 58.5% of them feel dissatisfied in this regard.

e) Sense of achievement in learning

To explore whether the students had obtained a sense of achievement with their learning, four questions were posed: "Do you consider the grades reflect what you have really learned?», «Do the conditions in which you study help you to perform well?", « Are you satisfied with what you have achieved and can you achieve with what you have learned in your career?» and «Has your university experience helped you to choose key aspects of your future?» The last two questions had mostly positive responses. The item that refers to whether the ideal conditions for better performance did not reach 50%. However, the question that attracts the most attention and that is significant to consider in the

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elaboration of strategies, is the one illustrated in Figure 7.



Source: Own elaboration using Question Pro tools

Figure 7: Answers to the question: «Do you consider the grades reflect what you have really learned?»

85.71% of the participating students do not state categorically in agreement with this aspect. It is recognized, as a limitation of this study, that the applied instrument does not shed clues about the nuance of this result. That is, it cannot be concluded if in all cases in which the grade is considered not to reflect what has been learned, it is because the participants consider that the grade obtained was below the real learning or if there are cases in which it is considered that a high score does not imply significant learning. It is also understood that the high percentage of ambiguous answers, of 38.57%, implies that for many of them there will be specific subjects in which they feel fairly evaluated and also some others in which they do not. What is relevant for the purposes of this research project is that — even when those who participated in this study already showed greater interest than the average in reflecting on their own experience — concern is detected on the part of the respondents because in addition to being evaluated, are accompanied in a learning process in a more comprehensive way.

V. Discussion and Lines of Action Generated

With the results obtained, we are working on the design of organizational strategies to provide the students of the Faculty of Business of the De La Salle University, a more enriching learning experience (Karpov, 2018). The reagents whose graph is shared in this document offer key elements to attend to in this process. According to the conceptual model illustrated in Figure 1, there are specific opportunities to take into account the issues in which students are dissatisfied to think about ways in which educational services are developed under the vision of significant improvement (Quiroz-Pacheco, 2017). This document shows five key aspects that have been detected and can be addressed. In terms of the strategic organizational thinking that is developed for this project, they can be expressed as follows:

1) Effective accompaniment in the student's learning process,
2) Attention to creating motivating atmospheres from the classroom,
3) Attentive listening to students to know their concerns regarding the development of their potential,
4) Search and design of dynamics that take advantage of the facilities of ICTs for sessions where there is greater integration between participants and
5) Offer added value to academic evaluation.

In the next stage of the development of this project, work is being done on analyzing how each of these aspects can be integrated or addressed through concrete actions that are reflected in the main four educational services offered by an educational institution of higher education. Those are: the education process, the infrastructure provided by the institution, the ability to effectively link students among peers and with actors from different social sectors, and institutional prestige. The vision of this organizational analysis also contemplates, as a next step, the development of

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proposals so that these services are not only improved, but are sustainable, have an organic and flexible process to propose themselves in specific spaces, generate collaborative learning and are meaningful and personalized to your beneficiaries.

Now, under the assumptions that guide this project, it is important to seek a balance between the face-to-face mode and the remote mode of education (Alves et al., 2020). The bet that arises from how progress has been made in research is to generate a conscious capacity to provide elements for students to strengthen and consider the importance of soft skills (Garrett, 2016). On the other hand, it is trusted that an effective way to compete in a digital environment where there will be an increasing number of powerful content for learning specific content available on the network, it is important to involve multidisciplinary teams of students for the creation of content from own learning (Dedós-Reyes, 2015). Both proposals are now explained in more detail.

Soft skills, as already mentioned, are considered essential for the workplace in the coming years. It is a trend that has been accentuating over time. In economic-administrative disciplines, where young people with skills to integrate teams with multiple spaces within organizations are trained, these competencies are key and despite them they are not always explicitly addressed within educational programs (Petersen et al., 2019). Well, the idea is to highlight its importance in the educational process of students. Given that this type of competences can be reinforced with practice as skills, the actions to be developed contemplate both the generation of spaces where they can be "tested" and their integration, even if it is partial in the interactions of the people who make up the institution with the students (Gutierrez-Moreno, 2020). Although all interaction of a group implies applying this type of competences with greater or lesser success, in this case what is emphasized is to call explicitly underlining its importance among those who make up the educational community.

On the other hand, the proposal to involve students in the creation of learning content has a strategic sense (Kristanto et al., 2017), especially from the perspective of their training in business careers. It is not proposed in the first instance that the contents that generate them compete with some of high quality that are elaborated by institutions that have a greater journey in this regard. But it is estimated that it is an excellent exercise for students to analyze a topic, synthesize it in a digital format, collaborate for its recording, editing, programming, narrative and sensory design. The benefits of learning projects have been explored in many studies. In this case, it is already part of a clear theme that will also bring benefits for other students who will be able to go to the collections that are generated with these contents (Esteban-Guitart et al., 2018).

Now, at this stage of the study, as mentioned, the feelings of the students regarding the advantages of the face-to-face and remote modes were also explored (González-Monfort, 2019), we decided to present the results of that part of the study in this discussion section because articulates very well with the strategic vision that inspires this project. Some of the following responses were detected among study participants when asked about the benefits they perceive in remote mode. The convenience of attending classes from anywhere was mainly pointed out. They talked about how comforting it is to avoid large transfers and save time: it was also indicated that it is pleasant to be close to loved ones, an issue that is highlighted when in the face-to-face format many of them had to come from foreign cities and remote places. Additionally, some considered that this format allowed them greater freedom and flexibility. These were the most recurrent responses. Note that there is not much emphasis on the thematic content and its quality (Pinker, 2017; Tarabini, 2020), however, there were among the 70 participating students, five of them who did point out positive aspects of the dynamics: more agile classes, without distractors and even recognition of teachers who used the format very well. In contrast, it is important to note that five other participants said that there was nothing positive in the remote mode. Two of them were even emphatic in their response that they did not find any positive aspect in the remote learning experience. Their short and blunt sentences with which they responded, respectively, were: "Absolutely nothing" and "NOTHING".

When they had the opportunity to express themselves about the advantages of the face-to-face modality, they said mainly, and quite extensively, how stimulating human coexistence is. Neither in this item were more than a few opinions expressed that underlined the quality of the teaching or of the course topics. On the other hand, some were specific in aspects related to coexistence, such as the opportunity to participate in sports activities and spaces to eat in a group. A response that has attracted attention to be considered in this research was one that pointed out that, in the face-to-face mode, teachers did not leave as many jobs as they did remotely. There are studies that explore in greater depth the psychosocial effects that the pandemic and distance education brought with it, but from the organizational point of view, we understand this response as a warning sign that in some cases has overreacted to the prejudice that students at home have more time, saturating them with homework.

The last item on which we leave a reflection in this work is whether the participants were willing to collaborate in the creation of the learning contents that have been previously mentioned. The expectation is that, since it is a non-probabilistic study, there would be a reasonable number of them who do express interest in this possibility, given that their willingness to answer the

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instrument already denotes a greater degree of interest in these tasks than an average student. The result was that, out of every four palpitations in the study, one declares that they are interested in creating content collaborating with other students, one declares that they are not and two say that maybe. These percentages, compared to a parallel study carried out among students from other institutions, is initially low. In fact, when students from other institutions were asked, 60% of them were enthusiastic about the possibility of collaborating in the content creation and only 30% rejected that possibility. From a strategic point of view, this gives us two readings that we find encouraging for the project. The first, that there are specific elements within De La Salle University that can be addressed so that the level of interest of these potential content creators is similar to what was detected in the other institutions. The other, closely related to the previous one, is that among the 50% who declared a "maybe" they represent a niche of students who can respond positively if they work well to provide them with better incentives.

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Research on the Application of PBL Teaching Method in Physics Experiment Teaching

By Qi Tian, Zhi-Xin Huang, Wei Li, Ming-Hai Wu & Yu-Jie Chen

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Abstract- Discuss the method and effect of problem-based teaching method (PBL) in the teaching of physics experiment in junior high school. Method: A total of 92 students in two junior high school classes were selected, and one of them was randomly set as the experimental group (46 students) and the other one was the control group (456 students). The experimental group added PBL teaching on the basis of traditional teaching methods. Methods, the control group was taught according to the traditional teaching method only, and finally the teaching effect of the two groups was compared. Results: The physics performance of the experimental group was significantly higher than that of the traditional teaching group ($P<0.05$). The students in the experimental group were better than traditional teaching in subjective evaluations such as learning initiative, learning interest, thinking ability training, practical ability, and innovation ability. Conclusion: The PBL teaching model is more adapted to the development of the times, and the effect is better than traditional teaching. It can combine the learning and practical skills of students, and the comprehensive ability can be greatly improved.

Keywords: *physics teaching, experiment course, PBL teaching method.*

GJHSS-G Classification: *FOR Code: 930299*

RESEARCHONTHEAPPLICATIONOFPBLTEACHINGMETHODINPHYSICSEXPERIMENTTEACHING

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Research on the Application of PBL Teaching Method in Physics Experiment Teaching

Qi Tian [α], Zhi-Xin Huang [σ], Wei Li [ρ], Ming-Hai Wu [ω] & Yu-Jie Chen[¥]

Abstract- Discuss the method and effect of problem-based teaching method (PBL) in the teaching of physics experiment in junior high school. Method: A total of 92 students in two junior high school classes were selected, and one of them was randomly set as the experimental group (46 students) and the other one was the control group (456 students). The experimental group added PBL teaching on the basis of traditional teaching methods. Methods, the control group was taught according to the traditional teaching method only, and finally the teaching effect of the two groups was compared. Results: The physics performance of the experimental group was significantly higher than that of the traditional teaching group (P<0.05). The students in the experimental group were better than traditional teaching in subjective evaluations such as learning initiative, learning interest, thinking ability training, practical ability, and innovation ability. Conclusion: The PBL teaching model is more adapted to the development of the times, and the effect is better than traditional teaching. It can combine the learning and practical skills of students, and the comprehensive ability can be greatly improved.

Keywords: physics teaching, experiment course, PBL teaching method.

I. Introduction

Physics experiment class is an important link for students from studying physics theory to sublimation to social life. Familiar with the purpose of experiment, experiment principle, mastering the experiment process, and understanding the physical methods used are the main content of physics experiment teaching. It is for students to master physics knowledge and deepen Physical knowledge, an effective means of using physical knowledge. In our physics experiment teaching, on the basis of the traditional teaching method, we also adopt the current internationally popular "problem based learning" (problem based learning, PBL) method, which emphasizes the active learning of students. , Teachers carry out targeted enlightenment and guidance education, stimulate students' interest in learning, cultivate and improve students' ability to analyze and solve physical problems, and improve students' practical ability and innovation ability.

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II. Method

a) Physics textbook of People's Education Press

I selected 92 junior high school students from 2 classes in the ninth grade of junior high school I teach, and randomly selected 1 class as the control group (46 students) and 1 class as the control group (46 students). The control group uses traditional teaching methods At the same time, the "problem-based teaching method" was adopted on the basis, and the control group was taught according to the traditional teaching method. Before the experiment, there was no significant difference between the two groups of students in terms of age, grades, gender, course progress, class hours, teaching materials and other basic conditions (P>0.05). In the textbook, I chose the ninth grade junior middle school physics textbook published by the People's Education Press as the textbook.

b) Teaching process and Methods used

Control group: The traditional teaching method is adopted, that is, the teacher's teaching is the center. The teacher leads the classroom throughout the whole process and explains the entire physics experiment. The students listen carefully and take notes. After class, I organize the students to review and consolidate. Experimental group: Based on the traditional teaching method, the PBL teaching method is also adopted. The instructor compares the requirements of the syllabus, carefully consults the materials related to the teaching content, and prepares the lessons carefully, and finally draws up a teaching plan. One PBL class hour is one Experimental topic. Specific implementation methods: ① Based on the problems encountered in life or study, a problem is proposed, and the teacher compiles a PBL lesson example (highly related to the experimental content of the textbook), and formulates the problems that students need to solve during the experiment, Provide cases to students, determine clear learning goals, teach students how to analyze scenarios and solve problems before the experiment, and provide students with various learning paths (tablets, teaching reference, computers, library materials, teachers, Companions, etc.). ②Form a PBL teaching group with 5-6 people in each group. A suitable group leader shall be established, and the group leader shall carry out division of labor and cooperation. Each member needs to undertake corresponding tasks. ③ In the self-study stage, leave 2-3 days for students to study

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independently, and finally write a good report and experience. ④In the communication and discussion stage, each group selects a representative to speak and explain the group's problem-solving plan; teachers participate in the discussion in a small amount, and guide and inspire students to analyze, think, and solve problems, aiming at the shortcomings of students in the process of problem-solving , Carry out a comprehensive and systematic explanation to each group, and fill in the knowledge loopholes. Finally, select the discovered problems again according to the needs, and once again combine the experimental requirements of the textbook with the reality of life, so that the students' knowledge can be consolidated.

c) Effect Evaluation

After the end of the semester, the relevant staff of the teaching and research team will design the test papers and analyze the test scores. After the end of the semester, the team will design the corresponding test papers and analyze the test results. Finally, we will distribute to the experimental group. The PBL teaching questionnaire and the students in the experimental group conducted an anonymous questionnaire survey. A total of 46 questionnaires were distributed, and 45 valid questionnaires were returned, with an effective recovery rate of 100%.

d) Statistical Methods Used

During the experiment, the author used SPSS22.0 statistical software to perform statistical analysis on the data. The measurement data is expressed by (x±s), and the analysis of variance is used. P<0.05 indicates that the difference is statistically significant.

III. Results

a) About the Comparison of Test Scores

There was no statistically significant difference in the scores of basic physics knowledge between the two groups of students (P>0.05), and the test scores of experimental questions in the experimental group were significantly higher than those in the traditional teaching group (P<0.05). It shows that the PBL teaching mode is significantly better than the traditional teaching mode in improving the ability of students to analyze, think and solve practical problems in physics in life, and it will not affect the students' mastery of the basic knowledge, key points and difficulties of physics. Results see Table 1

Table 1: Comparison of test scores between two groups of students (x±s)

Group	n	Basic knowledge questions	Experimental questions
Traditional teaching group	46	45.6±5.11	43.09±3.57★
PBL teaching group	46	46.4±6.06	46.78±3.51

Note: ★Comparison of the two groups P <0.05

b) Questionnaire Survey Content and Results

More than 87% of the students in the control group believe that the PBL teaching method can stimulate their interest in physics learning, improve learning motivation, cultivate the ability to find, think, and solve problems, and enhance the connection and application of physics knowledge and real life. See

Table 2: The evaluation of the control group students on the teaching effect of PBL teaching method [n(%)]

Survey Options	Significant	General	Invalid
Stimulate interest in physics learning	40 (87.0)	4 (8.7)	2 (4.3)
The ability to find physics-related problems in life	38 (82.6)	5 (10.9)	3 (6.5)
The ability to analyze physics-related issues in life	35 (76.1)	6 (13.0)	5 (10.9)
The ability to solve physics-related problems in life	42 (91.3)	3 (6.5)	1 (2.2)
Improve cooperation ability	43 (93.5)	2 (4.3)	1 (2.2)
Cultivate innovation	37 (80.5)	6 (13.0)	3 (6.5)
Improve knowledge transfer ability	38 (82.6)	4 (8.7)	4 (8.7)
The connection and application of physics knowledge and life	40 (87.0)	4 (8.7)	2 (4.3)

IV. Discussion

Traditional teaching pays more attention to the teaching of theory and the system of knowledge, and gradually forms a teaching model with teacher teaching as the main body, classroom professors as the center, and students' listening as the auxiliary. Teachers are responsible for teaching, while students passively participate in "cracking duck" teaching. This mode stifles students' interest in learning, hinders their motivation to learn, and is not conducive to cultivating students' innovative and practical abilities. In recent years, the use of PBL teaching mode has gradually become the trend of education and teaching reform in many disciplines in

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the world today, and more and more physics teachers and researchers have begun to accept and improve PBL teaching. Research shows that PBL can focus on students' learning, inspire the thinking of group members through group discussions, and put more emphasis on students' active learning and hands-on practice. Mainly, the teacher only guides and inspires at the critical moment, the whole learning activity becomes more interesting and vivid, and can easily grasp the key and difficult points of the experiment. Students have a deeper understanding of the experimental process, and their hands-on ability and ability to solve problems in real life have also been improved.

The practice of applying the PBL teaching method in physics experiment teaching at this stage shows that the PBL teaching method applied to junior high school physics experiment teaching has achieved relatively good teaching effects. The scores of the control group are significantly higher than those of the traditional teaching method. Research shows that PBL teaching It is significantly better than the traditional teaching mode in improving students' ability to discover physical problems in life, analyze problems and solve problems by hand, and PBL teaching does not affect students' mastery of basic physics knowledge and key points and difficulties. According to the questionnaire survey, more than 86% of the students in the control group felt that adopting the PBL teaching method could stimulate their interest in physics learning and enhance their motivation in physics learning. PBL teaching can train them to discover physics problems in life, analyze and solve problems, and enhance the connection and application of physics knowledge and real life. The investigation shows that PBL also has some advantages in transferring physics knowledge and cultivating innovation ability in physics experiment teaching.

From the perspective of teaching effect, PBL teaching method is superior to traditional teaching: First, PBL teaching adopts a student-centered discussion teaching model, students can devote themselves to learning in an environment where they want to be relaxed and autonomous, and can use the form Diversified resources (network, books, peers, teachers) to solve problems are conducive to the improvement of practical ability and coordination and cooperation ability. The second is to strengthen the connection between theoretical knowledge and real life, so that the physical theory and experiment are more closely connected with real life, and the form of learning is more interesting; the third is to enhance the initiative and enthusiasm of learning, and students will review related knowledge more actively. And to solve problems by consulting materials and the latest literature on the Internet and in the library; fourth is to strengthen students' understanding and operation of physics experiments, and to improve the learning effect; fifth, to improve their self-study ability, through independent learning and peer discussion, students The reliance on teachers has gradually weakened, and the ability of self-learning has been greatly improved. In the process of analyzing and solving problems, I learned to integrate physics experiments with real life, and cultivated hands-on ability, which is beneficial to the cultivation of creative ability and the development of cooperation ability. The sixth is to improve the comprehensive literacy of junior high school students, strengthen students' ability to look up information and document retrieval, summarize the laws of physics, comprehensively understand the experimental process, logical reasoning, language expression, independent learning, and cooperative learning. Ability, etc., lay a solid foundation for physics experiment learning in high schools and universities focusing on physics experiment problems.

The research at this stage also shows that there are deficiencies in PBL teaching, including the lack of depth and breadth of physics experiment problems; teachers are in the exploration stage and lack of experience; students need to completely change their original learning habits, and the need for coherence of knowledge Reconstruction; insufficient ability to analyze and solve problems, etc. In the physics experiment teaching, PBL also needs to improve more scientific consideration methods to comprehensively examine the teaching effect of PBL teaching. Finally, teachers need to guide students to take the student as the center, realize role switching, and transform from duck-filling learning to autonomous learning. In short, the introduction of PBL teaching into junior high school physics experiment teaching has obvious teaching effects. Teachers can integrate PBL teaching concepts, advantages, and essence into traditional teaching, overcome shortcomings, teach flexibly, and give full play to their advantages.

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The Economic Effect of the Covid-19 Epidemic on Nigeria Economy

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Keywords: nigeria, coronavirus, covid-19, sars-cov-2, pandemic, financial crisis, global recession, public health, spillovers, monetary policy, fiscal policy, liquidity provision, central banks, economy.

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The Economic Effect of the Covid-19 Epidemic on Nigeria Economy

Dr. Harrison Ataide [α] & Past. Prof. Abomaye-Nimenibo, Williams Aminadokiari Samuel [σ]

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I. Introduction

COVID-19 is a pandemic with potentially serious health implications. It is a health challenge for our modern societies and health systems. The consequences of a pandemic for our global economy and financial sector are unprecedented. The World was perplexed by the outbreak of the Coronavirus pandemic. The World Health Organization (WHO). However, this study will enable the Government and other pertinent health interventions to provide maintainable and trustworthy soothing procedures to bolster the socioeconomic impact of the COVID 19 pandemic on the citizens. A new coronavirus (SARS-CoV-2) was discovered at the beginning of 2020 (Adhikari et al., 2020; Congressional Research Service., 2020; Harapan, Itoh, Yufika, Winardi, Keam, Te, et al., 2020).

The covid-19 started in Wuhan, Hubei Province, China, and the residents who lived in Wuhan had some link to large seafood and live animal markets, implying that animals transmitted the disease to human beings. The virus, when first detected, was named "SARS-CoV-2" and later, "coronavirus disease of 2019" (abbreviated "Covid-19"). The first known case-patient of coronavirus started experiencing symptoms in Wuhan, China, in 2019, precisely, on the 1st December, and since then, there have been over 800,000 reported cases around the World.

According to WHO, the disease was reported first in the city of Wuhan, China, in December 2019 (Adhikari et al., 2020; Adnan, Khan, Kazmi, Bashir, & Siddique, 2020; Unhale, Ansar, Sanap, Thakhre, & Wadatkar, 2020) and has since then spread like wildfire to more than 190 countries (Congressional Research Service., 2020; Harapan, Itoh, Yufika, Winardi, Keam, Te, et al., 2020). In other words, the disease has become a global pandemic. The pandemic has caused massive economic disruptions across the globe. Monetary experts have predicted that the pandemic could plunge the World into a worldwide recession (Ozili, 2020). Also, the pandemic has claimed a significant number of lives across the globe.

Economists advocated that we are heading for a significant downturn in the economy; however, responses from the Government and regulators have been prompt and different measures have already been taken to sustain the economy. The situation is worsened by an oil price war and resultant low-price regime, which is likely to impact budgeted revenues by an estimated 90 per cent.

Although the Covid-19 disease broke out in China in December 2019, Nigeria recorded its first index case specifically on 27th February 2020 (Ohia, Bakarey, & Ahmad, 2020). Since then, this pandemic has spread to more than 30 countries, with the confirmed cases and death toll increasing daily, according to the Nigeria Centre for Disease Control (NCDC) (Nigeria Centre for Disease Control, 2020).

The sorrow and hardship the pandemic has brought upon Nigeria are indisputably incalculable. Many people have lost their jobs, lives, and businesses. Nigeria's economy has also been badly affected. The

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pandemic has negatively affected various sectors of the economy, such as education, banking, manufacturing, sports, agricultural, aviation, transportation, and hospitality. For example, in the aviation sector, the pandemic has led to massive cancellation of flights. The ban on international travel has prevented people from travelling abroad for business and personal purposes. The hospitality industry has also received its fair share of the effects of the pandemic. Many hotels have been closed down due to the lockdown policy, and their operations, sales, and profits would be affected negatively. Many hotel reservations were cancelled.

The overall influence of these conditions is on Public Health's wellbeing; hence the ban on social gathering and introducing a social distancing approach in human social interaction was strange in this part of the World. However, governments at the federal, state, and grassroots levels have not provided tangible palliatives to the masses to cushion the effects on the people, making most people who live from hand to mouth ignore the preventive measures to pursue food at the detriment of Public Health protection strategies.

a) Objectives of the Study

The objectives of this study are:

i. To ascertain the effect or impact of the Coronavirus COVID-19 pandemic on the Federal Government of Nigeria concerning the trend of governance.
ii. To analyse and evaluate the brunt of the COVID-19 pandemic on businesses in Nigeria.
iii. To analyse the effect of the COVID 19 pandemic on Nigerian citizens' socioeconomic activities, especially those on the daily salary earners, across the country.

b) Research questions

The research questions that arise in this study are; what is the impact of the coronavirus pandemic on Nigeria's economy is. It also examines the response or measures to reduce the effects of Covid-19 in Nigeria's economy. Other questions bolstered from the research problems include:

1) What impacts has COVID-19 had on Nigeria's economy?
2) What impacts does the COVID-19 pandemic have on businesses in Nigeria?
3) What does the Government adopt to amend the negative impacts of the pandemic in Nigeria?

c) Research hypotheses

i. COVID-19 does not significantly influence Nigeria's economy.
ii. Government policies do not significantly influence or impact Covid-19' on citizens.

d) Significance of the Study

It is believed that evidence produced from this study would help Government and other pertinent health works to plan towards providing workable and reliable comforting actions to ameliorate the socio-economic impact of the COVID 19 pandemic on Nigerian citizens and other nations.

II. Review of Related Literature

According to Moore (2020); Ohia et al. (2020), Coronavirus disease 2019 is an infectious disease popularly known as Covid-19. This Covid-19 pandemic disease was caused by severe acute respiratory syndrome coronavirus 2, otherwise known as CoV-2 (Adnan et al., 2020). Its symptoms include fever, cough, shortness of breath, sore throat, runny nose, sneezing, among others (Harapan, Itoh, Yufika, Winardi, Keam, & Mudatsir, 2020; Ohia et al., 2020; Unhale et al., 2020). The disease is highly communicable (Adnan et al., 2020), and its transmission mode is from person to person (Unhale et al., 2020). Transmission occurs among close contacts, typically through respiratory droplets released when the infected person sneezes or coughs (Harapan, Itoh, Yufika, Winardi, Keam, Te, et al., 2020). While measures such as lockdown, social distancing, self-isolation or self-quarantine, and observation of simple hygiene habits of regular washing of hands, wearing of facemasks and covering the mouth with a handkerchief when coughing or sneezing is recommended to contain the spread of the disease among people (Ohia et al., 2020). As of the present, there is no known cure or vaccine for the Covid-19 pandemic presently (Adnan et al., 2020). Nevertheless, different countries and international organisations like WHO are making efforts to develop vaccines or drugs for Covid-19.

Studies on COVID-19 in Nigeria is ongoing in recent times. Olapegba et al. (2020) evaluate the facts, statements, and observations of Nigerians regarding COVID-19. His findings revealed that there had been misconceptions about COVID-19 in Nigeria, as some people think that COVID-19 is the Chinese Government's abiotic weapon. These misconceptions prevented them from taking full preventive measures, such as carrying out evidence-based campaigns to remove fallacies and promote preventive measures. Ozili (2020) shows that Nigeria had the highest COVID-19 cases in West Africa and the third highest in Africa for March and April 2020. Ohia et al. (2020) predicted that the effect of COVID-19 in Africa would be rife as African countries in fragile in their health systems. He further argued that Nigeria's current national health systems vulnerability could not cope with the growing number of infected patients who require medical attention in their intensive care units. He suggested that Nigeria should explore available collective measures and intercessions to address the coronavirus COVID-19 pandemic.

Furthermore, Jacob et al. (2020) revealed that the COVID-19 pandemic affected higher institutions of

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learning in Nigeria because of lockdown of schools, reduction of international education, disruption of academic calendar of higher institutions, cancellation of local and international conferences, creation of teaching and learning gap, loss of human resources in the educational institutions, and cut in the budget of tertiary institution. Adegboye et al. (2020) studied the early transmission of COVID-19 in Nigeria, and his result revealed that the number of COVID-19 infested person in Nigeria were lower than exasperated. Between 2nd January 2020 to 16th April 2020, Adenomon and Maijamaa (2020) carried studies about the effect of COVID-19 on the Nigerian stock exchange. Their results revealed a loss in stock returns and high volatility in stock returns during the COVID-19 period in Nigeria.

Ozili (2020) shows that the COVID-19 pandemic and the lockdown restrictions negatively affected African countries. Despite these studies, we discovered that the literature had not analysed the impact or effect of a health crisis on the Nigerian economy. More so, the outcome of coronavirus, or COVID-19, on economic activities and performance in Nigeria is yet to be explored in the literature.

The literature also shows that monetary crises have high costs. Carneiro et al. (2014) opined that the Portugal economic crises gave rise to joblessness since the collapse of existing firms, which increases the unemployment rate and minimum wage freeze, leading to an increase in the number of temporary workers. In a similar vein, Cheong (2001) stated that there had been a similar increase in income inequality during the Korean economic crisis. While Giannakis and Bruggeman (2017) analysed the fiscal disaster in Greece, their findings revealed that rural regions are not susceptive resistant to declining shudders than urban areas. They went on to say that other consequences include high mortality rates from homicide, pneumonia, alcohol dependence during the economic crisis (Khang et al., 2005), and the collapse of many small and medium scale enterprises (Soininen et al., 2012). Ozili (2020) shows that the COVID-19 pandemic and the lockdown restrictions negatively affected African countries. So far, the literature has not analysed the consequence of a health crisis on the Nigerian economy. Specifically, the impact of coronavirus, or COVID-19, on economic activities and performance in Nigeria is yet to be studied.

a) COVID-19: The Nigerian experience

The pandemic covid-19 filtered into Nigeria through a disease-ridden Italian who infected him with the coronavirus on contact with a Nigerian citizen. According to Ozili (2000), there are five main ways through which the COVID-19 pandemic spilt over into Nigeria:

The COVID-19 pandemic had infested money borrowers' in the capacity to service their loans. Hence their contact gives rise to non-performing loans (NPLs) that depressed banks' earnings and, in the end, weakened banks' dependability and stability. Later, banks were reluctant to give further loans to borrowers following the surge as more borrowers try to repay the loans granted to them during the COVID-19 outbreak.

There was an oil demand shock which mirrored into a sharp decline in oil price. Also, oil spillover further caused the price drop of crude oil from US$60 per barrel to US$30 per barrel in March 2019. Throughout the pandemic, travelling activities were halted, leading to a sustained fall in demand for automobile and aviation fuels which caused a serious fall in Nigeria's net oil revenue and foreign reserve.

Furthermore, supply shocks were experienced in the global supply chain as both importers and exporter closed down their factories and national borders. These shutdowns affected Nigeria's export trade which severely affected her economy. Imported goods such as Spare parts, finished goods, pharmaceuticals, and food items like rice, etcetera.

The 2019 budget of Nigeria, which was planned on an oil price of US$57 per barrel, could not be sustained as a result of the fall in price to US$30 per barrel because of the pandemic, calling forth an adjusted budget.

The COVID-19 pandemic also affected the Nigerian stock exchange market as investors pulled out their investments and redirected them into US Treasury bonds considered safe-havens. As of 28th January 2020, barely three weeks into the coronavirus outbreak in Nigeria, the Nigerian Stock Exchange Market lost ₦2.3 trillion ($5.9bn).

The country is no longer perky with sports, orchestra, tourism, sacred festival, and other consoling actions. The Public Health measures aimed at limiting the spread of COVID-19 has principally influenced the various aspects of human social interaction, as well as all sectors of the economy such as the primary sectors (responsible for extracting raw materials), secondary sectors (responsible for the production of the finished product) and the tertiary sectors (all service providers) (Al Jabir 2020). It has also greatly affected social and familial interactions with reduced interactions among friends and social groups. However, more disturbing is the increasing reports of domestic and sexual abuse due to lockdown and quarantine (Morgan, 2020), with information of a 25% increase in calls to helplines on domestic abuse.

The most affected primary sectors of the COVID-19 pandemic are the Petroleum and oil industry and the agricultural industry. There has been an increased need for agricultural products due to increased panic buying and lower product yield (Lawler and Astokhora, 2020). The petroleum and oil industry also suffered some serious setbacks initially due to trade disagreements between Saudi Arabia and Russia,

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leading to countless fall in oil prices. The ban on movement and travelling also affected the consumption of petroleum products. Due to the drop in oil prices in Nigeria, the budget review proposal has been sent to the Senate for approval, with a 39% slash in the original budget.

The manufacturing sectors were worse affected in the pandemic; due to lockdown and quarantine rules, production staff would not be at the factories with no option of working from home, and importation from abroad was not feasible. A further reduction of 1.2% production is predicted in the global chemical industry, their worst growth since the financial crash of 2008 (Kingman, 2020).

The tertiary sector includes the education sectors, finance sectors, hospitality and tourism sectors, sports industry, media and information industry, real estate and housing industry, and continue to feel the brunt of the pandemic outbreak. Closure of all schools, not limited to Primary, secondary and tertiary institutions, is one of the key recommendations advised to limit the spread of COVID-19, as school gathering was the only means of disease spread during outbreaks. The United Kingdom was estimated to lose 3% of its gross domestic product due to school closure, which correlates with the model study that showed that closure of schools for four weeks would cost the state of New York in the United States 1.1 billion dollars and a nationwide school closure will cause a loss of 1% of the country's gross domestic product (Kong, 2020). While most advanced nations are developing new technology such as e-learning platforms, Nigeria could not develop one due to the divide in the educational system. People cannot access certain services in poor rural and urban settings.

COVID-19 outbreak has hurt businesses, the financial market, and the global financial economy due to uncoordinated international governmental responses causing disarray in the international supply chain (Morgan, 2020).

Lockdown and self-isolation significantly reduced the production, demand, and consumption of particular goods and services. According to Olisah et al. (2020), the Nigerian businesses affected most are the start-ups and small-scale enterprises, consultancy, hospitality, and aviation sectors. The tourism, hospital, and aviation sectors are arguably the biggest losers in the COVID-19 outbreak era.

Over one million jobs worldwide according to World Travel and Tourism Council has been lost to the COVID-19 pandemic, and the sector still faces a countless risk in that regard with severe consequences. The tourism sector contributes 10% of the World's gross domestic product (America Veterinary Medical Association, 2020). The aviation sector is struggling with overcoming unprecedented losses as various travel bans were imposed, with only highly essential travel. Some airlines to come out of the difficulties have asked for bailout funds for sustainability, with UK airlines to the tune of 7 billion Euros. The AMCON (Asset Management Corporation of Nigeria) cried out for bailout funds for Nigerian airlines to prevent a shutdown of the aviation sector (Morgan, 2020).

The sports industry saw a great halt in postponement and cancellation of major local and international sporting competitions due to the COVID-19 pandemic. Large gatherings of people in stadia and other sports facilities could be a potent means for spreading the virus. Also, the information and research industry has experienced an upsurge as various research bodies and institutions such as The Coalition for Epidemic Preparedness Innovations (CEPI), are leading several efforts to develop vaccines and treatment regimens against the COVID-19 pandemic, having been backed and sponsored by large companies and corporations such as the Gate's Foundation, Welcome and Master card. Several million dollars have been donated to carry out research work in that field (Kong et al., 2020).

While religious gatherings are not classified as a sector of the economy, religious activities play a significant role in the social, psychological, and spiritual well-being of those who partake in them. The COVID-19 pandemic has also had a significant impact on religious gatherings, even as the gathering of such magnitude tends to be a potent means of the viral spread. Thus, guidelines such as regulated numbers of worshippers have been placed on most religious institutions, while those unable to partake due to these regulations can worship online. While the economic impacts of the ban on religious gatherings are not determined, the negative social impact has been tremendously enormous on the overall livelihood of citizens across the globe.

However, a particular factor that is usually important in Public Health discourses, especially in light of the preventative measures and the socioeconomic impact of these measures, is the mental health of individuals involved. Public Health emergencies affect the people and might lead to fear, insecurity, stigma due to disease, loss of jobs, economic losses, etcetera, and may lead to certain psychiatric conditions such as depression. These findings agree with a study carried out by Brooks et al., which stated that people who have been in quarantine are likely to experience post quarantine stress syndrome. This result also agrees with the work carried out by Wu et al. after the SARS outbreak showed that patients and some hospital employees suffer from post quarantine stress, and some lasted for three years and above after the outbreak. Also, quarantine of health workers usually results in avoidance syndrome, thereby creating a phobia for approaching patients.

Some quarantine stressors were charted as long periods of quarantine, fears of cross-infection,

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frustration and boredom, shortage of supplies, and poor flow of information, while post quarantine stressors majorly involve lack or loss of finances stigma associated with quarantine. It is therefore pertinent to set up measures that will mitigate post quarantine stressors. Thus, these critical aspects of Public Health engagement are lacking in developing communities like Nigeria, and probably in other Sub-Sahara African countries, even as there is a visible lack of functioning health care facilities, especially in the rural communities, which has remained a vast source of concern in this period of frustration and a high wave of crime in our communities, due to hunger and potential poverty created by COVID 19 pandemic. There is the need to consciously work very hard and diligently as the Government and other notable stakeholders in health service delivery to correct the visible lack of clinical infrastructure in Nigeria, which will improve the general masses' overall Public Health wellbeing in the country.

III. Method of Study

a) Research Method, Design and data collection

The study investigates the diseconomies of the impacts of the coronavirus pandemic on Nigeria economy. The research uses field survey methodology by obtaining views and responses of the general public by examining the effects of the Covid-19 disease on Nigeria's economy. A field survey is nothing other than collecting and gathering information at the local level by conducting the primary survey. Field survey is an important constituent of geographic inquiry through interviews, observations, outlining, measurements and calculations, etcetera. (www.r2v.com/fsurveys.php, 2020). Our field survey in this research accommodated the various views and positions taken by respondents' and their reactions to the messages received on the covid-19 pandemic.

Our data for this research were obtained through primary and secondary sources by personal communication, telephone conversations, and online personal messages. The respondents freely expressed their opinions without coercion or harassment. The researchers and respondents maintained the 2-meter social distancing and wore nose masks as directed by WHO. A total of one hundred (100) participants were engaged and had valid responses.

The secondary data was collected from newspapers, journal articles, and online materials. This study analysed data using content and descriptive techniques such as frequencies and percentages using the Statistical Package for the Social Science (SPSS) tool. The research design used includes a case study derived through qualitative techniques of the independent variables.

IV. Presentations of Data Analysis

The research examines the economies and diseconomies of coronavirus on the economy. Two hypotheses were generated and tested for the validation of the findings in the research. The findings from the data were presented in a tabular form, showing the frequencies of occurrences of the 100 questionnaires obtained from different online platforms and personal contacts.

a) Results

Results of Table 1 revealed that the impact of the pandemic on Nigeria's economy is of a mean of 1.30 and a standard deviation of 1.292. Government policies in Nigeria are of a mean of 1.99 and a standard deviation of 1.307. However, the 100 participants were interviewed on the impact of coronavirus on Nigeria's economy. Nigeria obtained a mean of 1.50 and a standard deviation of 0.928. We accept the result from the initial analysis when it is 0.5 and above; and rejected the result as it is less than 0.5.

Table 2 comprises one dependent and three independent variables tested to get the significant relationship between government policies and coronavirus in Nigeria. The effect is further discussed below.

b) Findings

The rule of law states that reject the hypothesis if the table value is less than the calculated value, but accept when it is greater. Our findings revealed that the calculated value of the first hypothesis is more than the table value and is therefore rejected, while the second hypothesis is accepted, and the third hypothesis was rejected.

The first hypothesis, which states that "coronavirus does not significantly influence economic development in Nigeria," was rejected as the significant level was 0.031, which is less than 0.5 ($0.031 < 0.5$). The result displays that coronavirus in Nigeria does have a meaningfully impact on economic development in Nigeria.

The results of the second hypothesis, which states that 'government policies do not purposely affect Covid-19', revealed that the significant level was 0.125, which is not higher than 0.5 (i.e. $0.125 < 0.5$), meaning that the Government of Nigeria pays less attention to the welfare of the citizens.

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Table 1: Descriptive Statistics

	Mean Std.	Deviation	Statistics
Economy	1.30	1.292	100
Government	1.99	1.307	100

Table 2: Correlations

Economy	Pearson Correlation	1	.286**
	Sig. (two-tailed)		.010
	N	100	100
Government	Pearson Correlation	.286**	1
	Sig. (two-tailed)		
	N	100	100

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

We reject the hypothesis as the table value is a lesser figure of the calculated value in our statistical analysis, but the proposition is accepted when it is higher. The findings of this research work were upheld as the first was rejected, and the second hypothesis was accepted.

The first hypothesis, which states that "Coronavirus do not significantly influence economic development in Nigeria," was rejected as the results revealed that the significant level was 0.031, which is less than 0.5 (.031 < 0.5), indicating that Coronavirus in Nigeria significantly influences economic development.

The second hypothesis, which states that 'government policies do not significantly influence Covid-19' on citizens was taken because the result shows that the significant level was 0.125, which is less than 0.5 (.125 < .05), showing that the Government of Nigeria pays less attention to the impacts of Covid-19 on the citizens, who had no restrain in sending out covid-19 messages to their friends and loved ones.

c) Government Policies Mitigating the Spread of the Pandemic Movement Restriction

Containing to the spread of the epidemic, the State and Federal Governments restrict people's movement in the country.

i. *The Use of Fiscal and Monetary Policy Measures*

In order to cushion the adverse effects on the economy, the Central Bank of Nigeria propose to affected businesses, households, Government recognised financial institutions, and other stakeholders provided support in six ways as follows:

(i). It granted the loan moratorium an extension on principal repayments from 1st March 2020, indicating that any running loan repayment shall be extended by one year.

(ii). It offered interest rate reduction on all intervention loan facilities from 9% to 5% beginning from 1st March 2020.

(iii). It offered an NGN50bn (US$131.6m) targeted credit facility to hotels, airline service providers, health care merchants, among others.

(iv). It grants credit support to the healthcare services (pharmaceutical companies and hospitals) during the outbreak.

(v). It provided regulatory forbearance to banks, which allowed banks to temporarily restructure the tenor of existing loans within a specific period, particularly loans to the oil and gas, agricultural, and manufacturing sectors.

(vi). It strengthens the loan to deposit ratio (LDR) policy by allowing banks to extend more credit facilities to business outfits.

(vii). There was also a review and reversal of the 2020 national budget by the fiscal authorities is the 2020 national budget of N10.59 trillion (US$28 billion) to NGN1.5 trillion ($4.90 billion) as part of the response measures following the oil price crash by benchmark at US$30 per barrel of crude oil from US$57 per barrel.

d) Purchasing Managers Index

The Purchasing Managers Index (PMI) measures the economic trends in manufacturing industries. The PMI was carried out in 2020 on 19 industries in upstream and downstream activities.

The analysis reveals that the month-on-month PMI fell between January and June 2020; due to lockdown restriction, which prevented workers from working, lenders were unwilling to issue new loans. Similarly, the PMI percentage change is reflected from March to June 2020.

e) Inflation

The inflation rate increased from January to June 2020 because of the lockdown restrictions imposed, which did not allow free movement of consumer goods between states, leading to an increase in consumer goods, worsening the economic situation.

f) Health care infrastructure

An analysis of Nigeria's healthcare infrastructure before the COVID-19 pandemic indicates that the number of hospital beds per 1,000 people inadvertently increased, implying that healthcare facilities such as

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hospital beds are insufficient relative to the growing population in Nigeria.

g) Digital economy

An analysis of Nigeria's digital economy data before the COVID-19 pandemic displays that the proportion of individuals using the internet mobile calls increases, meaning enlarged bills payment, and sending digital money is growing. At the same time, the fixed broadband subscriptions per 100 people have decreased, meaning that the number of people who have access to a fixed broadband subscription is declining, possibly due to the high cost of a broadband subscription; implying that Nigeria has some digital economy infrastructure during the 2020 COVID-19 pandemic.

h) Social welfare infrastructure

An analysis of Nigeria's social welfare infrastructure before the COVID-19 pandemic shows that the suitability of social insurance programs in Nigeria increased between 2012 and 2015. Similarly, the need for social protection, and labour related programs, expressed as a percentage of total wellbeing of households in Nigeria, enlarged in 2012 and 2015 correspondingly. However, the surge revealed that Nigeria had a social safety net before the COVID-19 pandemic. Still, in reality, these safety nets were non-existent and dysfunctional during the 2020 COVID-19 pandemic.

i) Poor public health infrastructure

According to a 2015 BMI report, Nigeria had an estimated 3,534 hospitals in 2014, with an estimated 134,000 hospital beds in 2014, representing only 0.8 % of the population of Nigeria. The public sector owned 950 hospitals. There are about 9,000 private health facilities in Nigeria, far below the rate accorded the African region. The Nigerian public health sector is said to have one of the poorest infrastructures. They have poor emergency services, ineffective national health insurance systems, few ambulance services, and inadequate primary health care facilities. These problems have caused high maternal and infant mortality rates (Muhammad et al., 2017).

Currently, Nigeria operates a two-tiered healthcare system, a large public healthcare sector and a smaller private healthcare sector. The private healthcare sector in Nigeria is negligible and fragmented for want of limited funding and insurance. Nigeria's healthcare spending reveals the domination by out-of-pocket expenditure, accounting for 70% of total health expenditure, suggesting that most Nigerians do not rely upon or trust the health insurance system enshrined in the country. Despite the National Health Insurance Scheme (NHIS) institution in 2004, only 5 per cent of the total population are covered by health insurance.

The Nigerian pharmaceutical industry, which accounts for about 60% of the market share in West Africa, also has its problems. The vibrant pharmaceutical ingredients (API) used in Nigeria are mainly imported from China, and only 10% of the drugs are manufactured locally in Nigeria. The industry is faced with poor infrastructure, scarcity of skilled workers, unreliable utilities, lack of government incentives, policy incoherence by the Government, poor access to finance, low demand due to serious competition from Asian companies, expensive production inputs, regulatory problems, and importation barriers, etcetera.

Nigeria has an unregulated drug market as a greater per cent of the drugs are imported, inability in preventing the importation of illegal drugs, and strain in tracking unauthorised drug sellers license (Fatokun, 2016). Klantschnig and Huang (2019) stated that informal drug sellers account for about 70% of the pharmaceutical market, which imports substandard and fake drugs smuggled into the country. Research has confirmed that 78% of low-quality medicines came from private vendors who are unregulated. The unregistered drug sellers in Nigeria is the chief factor responsible for partying low-quality medicines in Nigeria.

Hence, it becomes difficult for Nigeria to contain the fast-spreading COVID-19 disease when it broke out in Nigeria. Local drug manufacturers are unable to manufacture drugs that could temporarily or permanently suppress coronavirus in infected patients. The APIs used in manufacturing clampdown drugs could not be imported from China, shut down completely with its factories and borders closed to the outside world to control its coronavirus. Also, there were insufficient isolation centres in many states, including Abuja and Lagos. The figure of infected patients in Lagos grew tremendously as the national stadium was converted to an isolation centre, overwhelming Nigeria's poor public health facilities.

j) The Underdeveloped digital economy

Nigeria before Covid-19 had a weak and underdeveloped digital economy. Nigeria is proud of eight (8) operational telecom service providers, namely, Globacom, Airtel, MTN Nigeria, M-Tel, VTelkom, Etisalat, and Vodacom. The telecommunication industry is imperative in the World, one with voice communications, data, graphics, and video at an ever-increasing speed (Abomaye-Nimenibo & Effiong, 2019).

The Nigerian Communications Commission (NCC) stated that mobile phone subscribers in Nigeria decreased by 49,060 in April 2020, i.e. from 173.43 million in March to 173.38 million in April 2020. The MTN, which is the largest telecom provider, had 64.73 million users in April, signifying a drop from 65.03 million in March 2020. Also, statistics report that there are 96 million internet users in Nigeria.

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However, during the COVID-19 pandemic, hardly any university or school offered a complete educational curriculum online from start to finish. Many businesses operated using the tradition of coming to office and work model instead of the 'working-from-home prototypical. The outbreak of the coronavirus challenged the business setting in Nigeria. The industries, businesses and markets in Nigeria are adversely affected in their operations as they have the digital infrastructure. The only digital services available during the COVID-19 were telecommunication services, internet services, and digital bank transfers, as Nigeria's digital economy was not vigorous and sophisticated. So, Nigerian schools could not put coursework online for pupils and students were quarantined in their homes. Also, the E-commerce apps that enables online buying and selling were not effective for people on quarantine to buy and sell online. Similarly, telehealth apps were not available for people to have health and wellness checks of their vital signs to lessen their risk of infection. Online delivery businesses were forestalled, video conferencing technologies between clients and prospective clients were also stiffened as there was no digital economy in Nigeria in contrast with the advanced World, especially during the pandemic.

We hope that in the future, a well-developed digital economy will spring forth in Nigeria, which will reduce the consequence of recessions in the country while supporting economic, social, and welfare activities.

k) Nonexistence of communal welfare program

Before the outbreak of COVID-19, there were no communal or social welfare packages to take care of homelessness, armed robbery, child abandonment, mental health problems, problems of single parenting and divorce, which needed serious communal welfare policies and programs. However, currently, social welfare activities in Nigeria are underdeveloped, poorly funded, and unavailable to the common people (Ahmed et al., 2017). The Nigerian Government announced the establishment of the 'N-Power' social welfare package to address poverty among the unemployed youths, but the good purpose of the program is to provide skills and job training to young educated Nigerians at a monthly stipend of ₦30,000 (USD 83.33), was truncated; and the programme isolated the needy children, the uneducated people, and older adults. There is no social welfare programme in Nigeria to offer support to families in dire need of health care assistance, food for the poor, disaster relief, educational assistance, and unemployment compensation.

During the 2020 coronavirus outbreak in Nigeria, people had non-relief to rely on coping with the economic hardship. There were no subsidies to individuals to pay for housing accommodation, energy consumption, and utility subsidies as the pandemic became serious. There were debates over using community welfare programs to alleviate the poverty trend citizens suffer due to the disasters (Abramovitz, 2001; Dolgoff et al., 1980; and Luenberger, 1996). Fleurbaey and Maniquet, 2011; Arrow et al., 2010; and Andersen, 2012 have stated how social welfare packages could meet the citizenry's needs. Ewalt and Jennings Jr, 2014 have stated that the provision of welfare services is of great relief to the vulnerable citizens, and such is a more proven way to alleviate them from economic hardship in deprived times.

The populace in Nigeria suffered greatly for the lack of such welfare services during the coronavirus outbreak, as the people suffered unadorned pain and economic hardship. The multiple sufferings are a lesson for the Nigerian Government to learn and institute social welfare programmes.

V. Conclusions and Recommendations

There are numerous economic effects of Covid-19 on the Nigerian economy, as enumerated below.

a) The Effects of the Covid-19 Pandemic on Nigeria Economy

Generally, the Covid-19 pandemic has social, religious, political, and economic effects on the economy. Assessing the impact of the plague in Nigeria, many people argued that it is early to discuss the evils of the pandemic. However, the pertinent question is, when likely will the pandemic be over? According to experts, the Covid-19 pandemic may not go away anytime soon or completely273 (Brito, 2020). Besides, there is no cure for it now. Therefore, it is vital to discuss the effects now so that actions are put in place to cushion the consequences of the pandemic. With that said, the following are the effects of the Covid-19 pandemic in Nigeria.

i. *Drop-in Nigeria's GDP Growth*

The effect of the coronavirus pandemic on Africa's largest economy is devastating as it slight to 6.1% in the second quarter of the year. The latest reports from Nigeria's statistics bureau showed a depression that follows thirteen quarters of steady slow growth rates, and the 6.1% decline is the steepest in the past ten years.

Nigeria's GDP growth is slowed like other economies globally due to the go-slow in economic activity due to lockdown in 2019 and 2020 to restrain the spread of the disease. In the stir of the plague, the World Bank predicts a decline of 3.2% for 2020, a five-percentage point drop from its previous projections.

External factors have crippled the Nigerian economy, especially the coronavirus pandemic. The accompanying downturn in oil prices in the global market has left Nigeria to fall in its foreign earnings since oil is its major source of revenue. The United States reduced its Nigerian crude oil imports by 11.67 million

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barrels during the covid-19 worst-hit period in the first five months of 2020 compared to the same period of 2019. During the second quarter of 2020. In 2016 when Nigerian endured a full year of negative growth.

ii. *Job Losses*

The Covid-19 pandemic has caused several people to lose their jobs, and many jobs are in jeopardy shortly. The pandemic has worsened the unemployment situation in Nigeria. For instance, the unemployment rate in Nigeria before the pandemic stood at 23.1 per cent (CSEA, 2019; National Bureau of Statistics, 2018; NSEG, 2019). However, due to the pandemic, the unemployment rate is estimated to rise to about 33 per cent by the end of 2020 (Obiezu, 2020). An upsurge in unemployment has adverse effects on the economy. For example, when unemployment increases, there is the likelihood that social vices or criminal activities would increase, and this portends grave danger for the country. Also, an upsurge in unemployment could lead to more hunger and poverty in the country.

iii. *A Sharp Drop in Income of the Informal Workers and the Poor*

The Covid-19 pandemic the hardest hits the informal workers and the poor because they live daily. This category includes street vendors or hawkers, petty traders, taxi drivers, motorcycle (i.e., "Okada") riders, artisans, hairdressers and garbage collectors, etcetera. They engage in daily trading activities for their daily bread. The lockdown and other containment measures have threatened their means of livelihood and subjected them further to poverty and hunger. Casual workers constitute about 60 per cent of the global labour force (International Labour Organization, 2020), and they live on less than $2 per day.

iv. *Business Closures*

Several businesses, predominantly minor and intermediate enterprises, have been closed down due to the Covid-19 pandemic. These business outfits were hit by the outbreak of the pandemic due to their vulnerability and limited resources. Measures such as self-isolation or quarantine, social distancing, a ban on social gatherings, and closure of markets to contain the spread of the disease have negatively impacted their operations, sales, and profits. Many SMEs have experienced demand and supply chains shocks during this pandemic. Demands for goods have reduced drastically due to lockdown and restrictions of movement.

Additionally, the supply chains have been badly affected. For example, business organisations in Nigeria import their goods from China (Ozili, 2020). With the ban on foreign travel during this pandemic, the supply of such goods and the continuity of such businesses would be negatively affected. Border closures have negative impacts on import and export businesses.

v. *Agriculture and Food Insecurity*

The Covid-19 pandemic has affected the production and marketing of agricultural products. No doubt, the pandemic has worsened the food insecurity situation in the country. The demand and supply chains of agricultural products and foods internally and externally have been affected due to the measures adopted to contain the spread of the disease. Farmers find it difficult to obtain seedlings, fertilisers, pesticides, and farm implements. Moreover, labour-intensive agricultural production processes have been affected due to labour shortages and logistical constraints.

Additionally, the timing of the outbreak of the Covid-19 pandemic in Nigeria disrupts farming activities. For some farmers, the disease outbreak coincides with the planting season, whereas, for others, the timing of the outbreak of the pandemic coincides with the period of harvest. These disruptions, no doubt, have devastating effects on the production and marketing of agricultural products.

vi. *A Steep Decline in Oil Revenues*

Nigeria is a mono-product economy (Agbaeze & Ukoha, 2018; National Bureau of Statistics, 2019). It depends heavily on the export of crude oil for economic growth and development. The outbreak of the Covid-19 pandemic has affected the price of crude oil in the international market negatively. For example, the worth of crude oil dropped from about $60 per barrel to less than $30 per barrel (Ozili, 2020), which has affected the revenues from the sales of crude oil for Nigeria negatively. The demand and patronage of Nigeria's crude oil have reduced drastically due to the pandemic. The drop in the cost or value of crude oil has far-reaching effects on Nigeria's economy. Specifically, it affects Nigeria's 2020 budget. The steep decline in oil revenues has led to the review of the budget. Nigeria's 2020 budget was firstly N10.594 trillion. It was reduced to N10.276 trillion.

Likewise, the oil benchmark initially pegged at $57 per barrel has been reduced to $30 per barrel (Ozili, 2020). It is important to note that revenues from crude oil sales form the major part of the money expected to fund Nigeria's 2020 budget (Budgl, 2020; PWC, 2020).

vii. *School Closures*

The Covid-19 pandemic has caused a tremendous challenge to education systems. Many schools (Primary, secondary and tertiary) have been closed down with the ban on social gatherings and the social distancing measure adopted to contain the spread of the disease; many schools (Primary, secondary and tertiary) have been closed down. Academic activities were suspended, and many academic calendars were disrupted. The implication is that students would not graduate at the expected time.

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viii. *Death Toll*

The coronavirus has caused many deaths across the country. The statistics released by the NCDC as of 23rd May 2020 show that 221 deaths have occurred and are recorded since the disease outbreak. The number of active cases as of 23rd May 2020 stands at 5,123 (NCDC, 2020), which is a serious cause for concern considering the poor state of the health facilities in the country.

ix. *Economic Uncertainties*

Nigeria's economy is bleak, sliding towards a recession or an economic contraction due to the Covid-19 pandemic. Indices of economic recession abound. Prices of goods and services have skyrocketed during this pandemic. Unemployment has increased, and the exchange rate has become volatile. Moreover, economic activities are most disrupted, and the Covid-19 pandemic has no cure for now. This situation makes the economy unpredictable. Additionally, production and job losses and changes in buying habits have strained the economy. Besides, the steep decline in oil revenues occasioned by the sharp fall in crude oil price is likely to deplete Nigeria's external reserves, thereby making the future unpredictable.

x. *Provision of Social Welfare Programmes*

During the 2020 coronavirus outbreak in Nigeria, people had non-relief to rely on coping with the economic hardship. There were no subsidies to individuals to pay for housing accommodation, energy consumption, and utility subsidies as the pandemic became serious. The populace in Nigeria suffered greatly for the lack of such welfare services during the coronavirus outbreak, as the people suffered unadorned pain and economic hardship. The multiple sufferings are a lesson for the Nigerian Government to learn and institute social welfare programmes.

b) Conclusions

This article identifies and discusses the effects of the Covid-19 pandemic on Nigeria's economy and possible coping strategies. Generally, the Covid-19 pandemic has a social, religious, political, and economic impact on Nigeria's economy. Specifically, the consequence of the Covid-19 pandemic in Nigeria includes a sharp drop in income of workers, jobs losses, food insecurity, business failures, school closures, a steep decline in oil revenues, an increase in death tolls, and economic qualms.

c) Recommendations

The following are the strategies that can help Nigerians and the Nigerian Government cope with the devastating effects of the Covid-19 pandemic:

i. *Monetary Policy Measures*

The Nigerian Government has announced some monetary policy measures through the Central Bank of Nigeria (CBN) to lessen the consequences of the Covid-19 epidemic on Nigeria's economy. For example, the CBN has announced a stimulus package of N3.5 trillion for economic recovery (PKF, 2020). Also, the CBN has approved the sum of N50 billion ($138.89 million) as a credit facility for households and SMEs that have been badly affected by the pandemic. Another N100 billion ($277.78 million) was earmarked for the health sector. Additionally, N1 trillion ($2.78 billion) was also approved as a credit facility for the manufacturing division. Furthermore, the CBN interventions' interest rates were reduced from 9 to 5 per cent, and a one-year moratorium on all the CBN interventions was introduced.

ii. *Interest Rate*

While the above monetary policy measures were taken, there is still more to be done. For instance, the interest rate at which commercial banks lend to SMEs is high and needed reduction. The official interest rate stands at 13.5 per cent (United Capital, 2020). This recommendation is crucial because not all SMEs are qualified to access the credit facility approved by the CBN for SMEs. The Government should also improve the supply of foreign exchange to facilitate import and export trades. All these measures would help to stimulate economic activities in the country and boost the economy.

iii. *Fiscal Policy Measures*

The Nigerian Government should also implement some fiscal policy measures to mitigate the effects of the pandemic on the economy. For example, the Government should reduce the current tax rate or give tax breaks to some SMEs, which would free some money for business expansion. Moreover, the Government should increase its spending on the provision of basic infrastructures. For example, the Government should invest in electricity. Many SMEs have been generating their electricity, which has increased the cost of doing business in Nigeria. No doubt, a constant supply of electricity would reduce the cost of doing business in Nigeria significantly.

Additionally, the Nigerian Government should invest heavily in the health sector. The Covid-19 pandemic has exposed the poor state of the health facilities in the country. Investing in the health sector would position the country to cope with similar pandemics in the future since Covid-19 might not be the last pandemic. Furthermore, the Government should consider the option of direct cash transfers to those who have lost their jobs as a safety net programme in addition to the existing conditional cash transfers to the poor.

iv. *Diversification of the Economy through Agriculture*

With the steep decline in oil revenues due to the Covid-19 pandemic, Nigeria must diversify its economy. The diversification of Nigeria's economy is long overdue. The sudden and steep fall in crude oil price suggests

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that Nigeria should consider other options of sustaining its economy apart from the oil sector. One of the best options available to Nigeria in its diversification drive is to prioritise agriculture.

There is a need to focus on agriculture and invest massively in the agricultural sector to maximise the gains fully. Agriculture can contribute to the country's economic development (Praburaj, Design, & Nadu, 2018; Sertoğlu, Ugural, & Bekun, 2017; Tahamipour & Mahmoudi, 2018). Literature review reveals that agriculture provides jobs, income, and food (Otache, 2017). Specifically, it provides food for the farmers and ensures food security for the country. Similarly, agricultural produce serves as a source of income to the farmers and a source of revenue to the Government. Also, agriculture provides jobs opportunities for the teeming youths. To maximise the potentials of the agricultural sector, the Government should make agriculture attractive and profitable by formulating agronomic policies that would encourage people to go into agriculture and agribusiness. For example, the Government could give the existing and potential farmers financial assistance in soft loans at a reduced interest rate. Alternatively, the Government could buy seedlings, fertilisers, pesticides, and farm implements and sell them to farmers at a subsidised rate or distribute those items to farmers free of charge to motivate them. Additionally, mechanised and irrigation farming systems be adopted.

More importantly, the Nigerian youths, including young graduates, should embrace agriculture and agribusiness. Nigerian youths should take advantage of vast agricultural land and agribusiness opportunities in Nigeria (Otache, 2017). They could go into farming crops such as maise and millets or go into poultry and fish farming.

v. *Revamping of the Manufacturing Sector*

The manufacturing sector is the hub of the economy (Uma et al., 2019). However, for many years, the Nigerian Government has not accorded the manufacturing sector its rightful place in the development and sustenance of the economy, which is attributable to the oil boom of the 1970s. Thus, Nigeria has become a consuming nation (Bamiro, 2012). Nigeria relies heavily on imports for economic sustenance (Kemi, 2019; Orji, Ogbuabor, Okeke, & Anthony-Orji, 2018; Uma et al., 2019). Overdependence on imported goods explains why Nigeria's economy is usually gravely affected during global crises. No doubt, the Covid-19 pandemic has taken its toll on Nigeria's economy. For example, Nigeria imports mainly from China (Ozili, 2020), and with the lockdown and ban on foreign travel during this pandemic, importing goods from China becomes difficult. Moreover, the plunge in oil revenues in the wake of the Covid-19 pandemic has shown that relying on the oil sector alone as the backbone of the economy can be disastrous. So, diversification of the economy is a necessity.

In addition to the agricultural sector, the Nigerian Government should focus on the manufacturing subdivision in its economic diversification drive (EDD). The input of the manufacturing segment to the Gross Domestic Product (GDP) is low. For example, available statistics show that the sector contributed only 9.20 per cent to the GDP in 2018 (National Bureau of Statistics (2019). This statistic suggests that there is room for improved performance in the sector. In this regard, the Government should invest massively in this area.

vi. *Invest in Infrastructures*

Apart from assisting the manufacturers financially, the Government needs to invest in electricity and road construction infrastructures. Addressing the challenges of electricity and roads in Nigeria would improve the performance of the sector significantly. Also, the Government could give tax incentives to manufacturers. It would motivate them and also encourage more people to go into manufacturing. Once the sector is revamped, it will drive the country's economic sustainability, creating job opportunities. In the end, the problem of unemployment that is facing Nigeria will be fixed significantly.

vii. *Adoption of E-Business Model*

Lessons from the Covid-19 pandemic has made business organisations need to come to terms with the new order of doing business, which is e-business. Business organisations must go online if they must remain in business and be competitive. Due to lockdown and restrictions of movement during this pandemic, many customers have adopted online shopping. Interestingly, online shopping allows goods delivered to the buyer right at the comfort of their home as today's World is digital. Thus, business organisations must digitalise their operations. They must adopt emerging automation technologies such as robotics and artificial intelligence in the performance of their activities. Additionally, business organisations must ensure that their employees are equipped with relevant ICT or digital skills to adjust to the new order of doing business.

viii. *Adoption of E-Learning*

The outbreak of the Covid-19 pandemic has made virtual classrooms or online education systems (i.e., e-learning) indispensable. The online education system enables students to learn from home. With the lockdown policy and other containment measures enforced during this pandemic, many schools have adopted an online education system not to disrupt academic activities. Interestingly, some schools, particularly in developed countries, had adopted an online education system even before the outbreak of the Covid-19 pandemic. Nigeria must embrace an online education system in addition to the existing traditional

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classroom system. To do this, the Nigerian Government should provide online learning environments and resources. In this regard, the Government should make laptops available to students and teachers at a subsidised rate.

Also, Government should provide internet services in schools to facilitate online teaching and learning. In addition, constant electricity is supplied. More importantly, training Programmes be organised for teachers to acquire digital or e-learning skills for effective online teaching. Likewise, students must obtain basic ICT skills for effective online learning.

ix. *Acquisition of Relevant ICT Skills*

The shutdown of businesses, government offices, and other organisations has made ICT skills indispensable during this pandemic. Remarkably, many employees work from home (i.e., teleworking) during this pandemic. Also, many business and government meetings are held online via video conferencing platforms such as Zoom, Skype, and WhatsApp video during this pandemic. Therefore, employees must acquire relevant ICT skills for their services engaged. Possession of ICT skills is imperative because telecommuting or teleworking (also known as working from home [WFH]) is the new norm in aftermath pandemic. Also, job-seekers should acquire relevant ICT or digital and e-marketing skills to increase their employability. Possession of ICT skills would be an added advantage for job-seekers.

Examples of ICT skills include rudimentary operation of ICT hardware such as printers, scanners, projectors, photocopiers, laptops, smartphones, and tablets; Internet usage such as using search engines to search for information; typing, which has to do with the ability to use word processing program to create letters or agenda; email setup and management; social media usage (Twitter, LinkedIn, Instagram, Facebook, etcetera); and ability to use collaboration tools such as Zoom, G-suite, Slack, Zoom, Office 365, WebEx and Skype, etcetera in communication.

x. *The Need for Multiple Sources of Income*

The outbreak of this pandemic has underscored the need for multiple sources of income. Many people lost their jobs to the pandemic, and some people who depend on one business as a source of livelihood have lost their business. An interesting lesson learned from this pandemic is that relying on one source of income is like putting all of one's eggs in a single basket, and it could be disastrous when that source of income is lost. Having numerous sources of income is imperative as when one source of income is affected, there would be further avenues to fall back on. For paid employees, it is advisable to build other sources of income that are combinable with their core jobs. For example, paid employees could go into businesses like blogging, rentals, online advertisement or business, investment in stocks with high returns, writing e-books, investment in real estate, website or application design, virtual assistant, small-scale poultry, or fish farming, etcetera.

xi. The populace in Nigeria suffered greatly for the lack of such welfare services during the coronavirus outbreak, as the people suffered unadorned pain and economic hardship. The multiple sufferings are a lesson for the Nigerian Government to learn and institute social welfare programmes. Nigerian Government to learn and institute social welfare programmes.

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Undesirable Consequences of Practicing Corporal Punishment to Discipline Misbehaving Students in Schools

By Zecarias Zemichael

Abstract- Despite corporal punishment is officially banned, it is common practice in the Eritrean school system. However, there is an acute absence of empirical information about the impact of harsh disciplining techniques used by teachers and school leaders in Eritrea. The paper mainly focuses on the consequences of the existing school based disciplining techniques on students' educational, behavioral, psychological, emotional and relationships mosaics in the secondary schools. Qualitative and quantitative data were collected from 526 participants of different groups of school community and stakeholders in Asmara. Specifically 67 school teachers and 403 secondary school students involved through self-administered questionnaire and 43 key informants took part in FGDs. The study also used school based field observations to gather relevant data. Corporal punishment is most commonly used students' disciplining technique in the schools. The finding revealed that punishment decreases students' motivation and interests in learning by associating subject areas with the punishing teachers.

Keywords: corporal punishment, physical harm, psychosocial complications, relationship problems and academic problems.

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Undesirable Consequences of Practicing Corporal Punishment to Discipline Misbehaving Students in Schools

Zecarias Zemichael

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Keywords: corporal punishment, physical harm, psychosocial complications, relationship problems and academic problems.

I. Introduction

In the Eritrean education system, disciplining misbehaving students is understood as interchangeable with punishment. Student discipline refers to a decent and well-mannered conduct of learners that stimulates peaceful coexistence, core values, respect, "orderliness, eagerness to discharge duties with regularity and efficiency to high sense of responsibility that develops a sense of social conscience" (Mumthas, Munavvir and Abdul, 2014, p.301). On the contrary, punishment is an act of intimidating students through several means including unpleasant verbal insults and corporal punishments. Straus and Donnelly (in Naz, Khan, Daraz, Hussain, & Khan, 2011) define corporal punishment as "the use of physical force intended to cause pain, but not injury, for the purpose of correcting or controlling a child's behavior" (p. 130). However, the current study realized a distorted understanding of student discipline of students almost synonymous to sheer obedience to school authorities and teachers. In the Eritrean school system, punishment is used to discipline students in the aforementioned tone.

The way teachers interact with students directly or indirectly impact the emotional intelligence, academic performance and related facets of the learner's life (Rahimi and Karkami, 2012). The practice of students' corporal punishment in schools negatively affects the academic involvement and the social interactions of the students. This paper mainly focuses on the consequences of the existing school based disciplining techniques on students' behavioral, psychosocial, socio-emotional, academic performance and relationships mosaics in Eritrean secondary schools. The study further examines the fact that teachers use corporal punishment not only to correct misbehavior but also to vent one's aggression. The paper addresses the implications of the consequences of corporal punishment as a disciplinary practice on the different aspects of the students' lives.

II. Literature Review

Students' reactions and consequences of using corporal punishments in schools receive extensive scientific research coverage. However, the effort to halt the practice of corporal punishment in schools still remains a challenge. Greydanus et al. (2003) estimate the yearly number of student cases of physical punishment in schools to about 1.5 million. The researchers noted that the actual number is equal to 2 to 3 million cases annually. The findings by the researchers further indicate that about 10,000 to 20,000 students seek "subsequent medical treatment each year" (p. 386).

Often unwise student disciplining techniques in schools elicit confrontations from students. Corporal punishment of students is positively correlated with students' aggression and misbehaviors in classrooms and negatively correlated with students' responsibility and promotion of desired behaviors (Elgar et al., 2018; Lewis, 2001). Student victims of serious corporal punishment exhibit detrimental psychosocial consequences (Elgar et al., 2018). Educational researches confirm that exposing students to corporal punishment provokes neurotic reactions (Gudyanga,

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Mbengo and Wadesango, 2014). According to Mumthas et al. (2017), students noted that corporal punishment exposes learners to "shame, anger, sadness, fear, pain, tension, feeling hate to teachers, low self-esteem, mental fatigue and hate to the subject" (p.306).

Paradoxically, adults (parents and teachers) who were physically punished as children are more supportive of corporal punishment than those who were not. Some cultures and beliefs about punishment have high influence on how one should behave after being punished and accept punishment as part of their culture in the society (UNESCO, 2006). Teachers and school principals still believe that the practice does not yield long-term negative effects. A report by Save the Children – Swaziland (December 2008) disclosed that in the study conducted (in Swaziland) 60% of the student participants rated corporal punishment as "good" practice and 94.2% of the teacher participants noted that the practice of corporal punishment in schools "is aimed at developing a child's own self-discipline" (p. 5). From the researchers' observation and personal experiences, the Eritrean situation with regard to the practice of corporal punishment at home and at school belongs to the above context.

The most useful techniques for generating positive reactions are recognition and reward for responsible behavior and discussions with students where a negotiated outcome is achieved (Lewis, Romi, Katz, and Qui, 2008). When students lose motivation to learn in class, a number of reasons converge to the problem including the way they are treated in school. Students' treatment determines their vision and motivation to learn. Students interested in learning and high achievers rarely misbehave in school or classroom (Lopes and Oliveira, 2017). Lewi, Romi and Katz (in Rahimi and Karkami, 2012) noted positive interaction of teachers and school principals with students as "a potent force to promote students' sense of responsibility in the classroom" (p. 58). Students claim that their misbehaviors are reactions to their experiences of school based discriminatory behaviors and unfair treatments.

Corporal punishment leaves short-term and long-term undesirable consequences on students ranging from emotional stress like humiliation accompanying corporal punishment to inability of solving problems rationally. Thus, corporal punishment affects students mentally and physically. The phenomenon severely affects the learners' human dignity and personality development by inflicting feelings of helplessness, hopelessness and worthlessness. Corporal punishment reduces self-esteem and self-confidence of students. Corporal punishment turns students vulnerable to distrust, sense of guilt, outbursts of aggression, dissilience, revengefulness and weakening of learning interest (Smith, 2006). Researches reveal that corporal punishment in schools interrupts the normal sensory and emotional development of learners (Kambuga, Manyengo and Mbalamula, 2018). Students develop personality problems and dropout of school to escape the situation of corporal punishment (Mumthas, Munavvir and Abdul, 2014).

III. Research Method

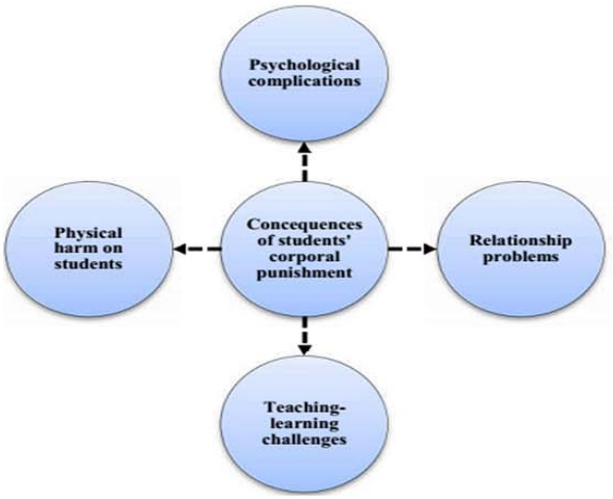
The study explored the students' reactions and potential consequences of practicing corporal punishment by teachers and principals in the pretext of disciplining misbehaving students in schools. The qualitative and quantitative data were collected from five secondary schools in Asmara involving different groups of school community and stakeholders. Specifically 67 school teachers and 403 secondary school students took part through self-administered questionnaire. On the other hand, 56 key informants from school leadership, members of parent-student-teacher association, the discipline committees of the selected schools and educational psychology students from the College of Education participated in the study through FGD. All the FGDs conducted were audio taped, carefully transcribed and thematically organized. The study also used school based field observations to gather relevant data. The quantitative data of the study were analyzed using descriptive data analysis techniques.

IV. Results

This section represents the thematic categories and the connections of the qualitative data as well as the descriptive analysis of the quantitative data associated with the consequences of disciplinary measures being practiced in the schools by teachers and principals. Fig.1 summarizes the views of students and teachers from the qualitative data with respect to the adverse and unwanted consequences of corporal punishment as a disciplining technique in the schools.

The major concepts of the findings displayed in the fig.1 below are highly interconnected and influence one another in determining students' behaviors. Corporal punishment is most commonly used students' disciplining technique in the schools. Physical harms, psychosocial complications, relationship problems and decreasing academic interest of students are among the major consequences of corporal punishment in schools. These are highly interrelated issues in affecting the learners' schooling.

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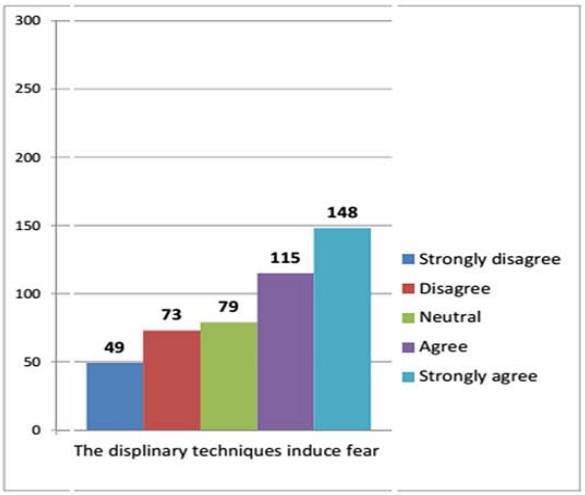


Fig. 1: Consequences of corporal punishment *Fig. 2:* Fear as negative consequence of corporal punishment

The bar graphs in Fig. 2 portray the descriptive results representing the views of teacher and student participants about the adverse consequence corporal punishment as a source of fear in students. The figure summarizes the collective responses to one of the major questions representing the research questions of the paper. Thus, the bars indicate the responses to the question about the negative consequences induced by the disciplining techniques of corporal punishment of students.

V. Discussion

There is an acute absence of empirical information in literature about the impact of harsh disciplining techniques used by teachers and school leaders in Eritrea. However, in the Eritrean schools, a teacher rarely goes to class or approaches students without a stick in hand. Hitting the students on the hand or other parts of their bodies is a common disciplining practice in the schools. Though school based disciplining students is part of the teaching-learning process, unwise disciplining consumes considerable amount of the instructional time. Furthermore, if students' disciplining is not handled appropriately, it leads to confrontations between students and teachers/school leadership and counterproductive behaviors of students.

Empirical literature about the negative impacts of corporal punishment on children shows that it affects especially young students in a number of dimensions (Kambuga, Manyengo and Mbalamula, 2018). It was clear during the school based observation that the confidence of students, the relationships and communication styles between the teachers and the students are hampered. The practice of corporal punishment in schools "rarely produces the desired result," i.e., it fails to positively and permanently change the misbehavior of students. On the contrary, the practice "can have very dire negative consequences" for the learner and the punisher (UNESCO, 2006, p. 19). The practice corporal punishment in schools induces negative consequences of physical harms, psychological scar and behavioral impacts on students. Research findings reveal that students with experiences of corporal punishment mock aggressive behaviors, face mental health problems, experience academic challenges and become victims of cognitive deficits (Elgar et al., 2018; Naz et al., 2011).

Physical Harms: Exercising corporal punishment as a disciplining strategy "can easily slip into physical abuse" (Gudyanga, Mbengo and Wadesango, 2014, p. 500). Physical harm and emotional effect in a sense include inflicting injures and pain as the result of corporal punishment. Studies reveal that corporal punishment practices induce negative consequences of physical harms and somatic complaints following punishment (Asare, Ousu-Mensah, Prince and Gyamera, 2015; Rahimi and Karkami, 2012; Greydanus et al., 2003).

Practicing corporal punishment to discipline students at home and school is known for its adverse behavioral and somatic impacts on the students' lives. Disciplining techniques of corporal punishment are "ineffective and harmful" (Gudyanga, Mbengo and Wadesango, 2014). Thus, participants reiterated physical harm on students is often observed as consequence of the corporal punishment. Children with the experience of harsh corporal punishment can "turn violent and physical at the slightest provocation" (Obiero, Kalai and Okoth, 2018, p. 41). According to Greydanus et al. (2003), though rare, there are serious physical injuries and student death incidents as a result of harsh corporal punishments.

Psychosocial complications: Corporally punished students are exposed to accompanying psychological

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frustrations as the result of the punishment itself and inflicted problems connected to the physical harms. Researches indicate multifaceted psychological effects of corporal punishments on students (Obiero, Kalai and Okoth, 2018; Makhasane and Chikoko, 2016; Marciniak, 2015; Rimal and Pokharel, 2013). The effects are linked to pushing students to lying, induced fear, anxiety, low self-confidence to express themselves, hatred and revenge mentality among the students (Obiero, Kalai and Okoth, 2018; Gudyanga, Mbengo and Wadesango, 2014). Students' lives become precarious and the situations thrust the students to mental harassment especially when parents fail to empathically understand and unconditionally accept them.

The negative psychological effects of students' punishment are related to the loss of trust in the teachers and development of feelings of resentments and revenge mentality. The revenge mentality itself has its own effect of hatred and desire to retaliate for the punishing teachers and school authorities associated with the pain and harm. Psychological complaints that lead to neurotic reactions such as fear, anxiety, withdrawal, tension, depression, stress, timidity and submissiveness are often reported by students (Rimal and Pokharel, 2013; Rahimi and Karkami, 2012). Punishment teaches students fear and inability to express their ideas and opinions. Students develop low confidence and low self-esteem that deter their involvement in classroom participation and academic presentations. Students punished at school loss courage and learn lying behavior being unable to boldly tell the truth both at home and school to avoid punishment (Obiero, Kalai and Okoth, 2018; Gyan et al. 2015).

Students do not confidently express their dissatisfactions individually and through meaningful arguments. Rather student murmur and use other mechanisms of disapproval and dissatisfaction that negatively affects classroom activities and later lives. Students utter bad words in the classroom when a teacher comes to classroom to teach them. Teachers punish the whole class or refuse to enter the class for days. Therefore, teachers attempt to discipline the whole class by using force and threatening. In the current study, only 26% of the participants disagreed disciplinary practices of corporal punishment in the schools induces fear in the students as a negative consequence in the learners (see Fig. 2).

Using empowering approaches to discipline misbehaving students "would build an effective teacher-student relationships" in schools (Asare, Ousu-Mensah, Prince and Gyamera, 2015, p. 8). The use of recognition and discussions with students are related to less distraction, greater liking of teachers and enhancement of relationships (Lewis, Romi, Katz and Qui, 2008). Students' readiness to keep school rules and eagerness to behave accordingly is a desirable behavior valued by teachers and school leaders. The appreciation of students' desired behavior by teachers and principals in school stimulates students' responsibility, self-learning, self-control, problem solving, decision making and relational communication skills (Kirera, 2015; Lewis, 2001). Therefore, teachers and school principals need to recognize students' behavioral challenges in order to minimize potential adverse consequences in the students' lives. But teachers need to communicate clear expectations from students in orders to develop their sense of responsibility (Lewis, Romi, Katz, and Qui, 2008).

Relationship and Behavioral Problems: Corporal punishment hinders the personal development and social relationships of learners (Lopes and Oliveira 2017; Naz et al., 2011). Practices of physical and psychological punishments have adverse consequences on the students' lives and interpersonal networks (Save the Children-Swaziland, December 2008). Corporal punishment gives teachers and school principals a wrong and misleading impression about the students' behaviors because the students seem to temporarily obey as the consequence of the punishment. The obedience observed for a while following corporal punishment encourages teachers to punish. However, the students do not change their misbehavior permanently (UNESCO, 2006). On the contrary, there is a tendency for the students to develop tolerance to punishment and repeat the undesirable behaviors in the absence of the punisher. Thus, corporal punishment is a mechanism that can temporarily halt a learner's undesired behavior (Save the Children – Swaziland, December 2008). The phenomenon of corporal punishment makes students become unconditionally obedient in school and in their lives beyond the school context. Being challenged at school, students continue to conflict and fight with their parents/guardian at home. Furthermore, the disciplining techniques being used in schools mainly focus on controlling than disciplining the students and the practice makes them wilds rather than wises.

Valuing and respecting teachers as equal as one's parents is a well-established culture in Eritrean community that contributed a lot to promoting education in the society. Nowadays this noble culture and tradition is being eroded in the student community. The act of corporal punishment in schools is complicating the teacher-student relationships in the schools (Rahimi and Karkami, 2012). Unnecessary confrontations between teachers and students in schools are among the effects of corporal punishment practices. Corporal punishment in schools negatively affects the relationship between teachers and parents and their partnership to support students' learning. Corporal punishment of students increases confrontation and fighting with teachers. Incidents of students' aggressive behaviors, tensions

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and teacher-student confrontations are becoming common. Teachers' and school leadership's ineffective dealing with students' misbehaviors encourages students to further misbehave (Marciniak, 2015). As the result of the punishing measures of disciplining students used in schools, students develop negative attitudes towards the punishing teachers and ruffled emotional intelligence. Thus, corporal punishment is aggravating the students' misbehaviors instead of improving.

Maltreatment of students in school results in deteriorating peer relationships, augmentation of suicidal thoughts, juvenile delinquency, antisocial behaviors, intense dislike of authority and passive disobedience to parents and authorities (Obiero, Kalai and Okoth, 2018; Rimal and Pokharel, 2013; Greydanus et al., 2003). The negative consequences of corporal punishment as a disciplinary practice might not be immediately observed. Learners who are subjected to corporal punishment are often prone to use violence as a way of dealing with age mates, teachers and develop the character beyond adolescence in their romantic relationships and parenting styles. On the contrary, teachers claim that corporal punishment does not yield long-term negative effects on learners' later life (Save the Children-Swaziland, December 2008).

Academic Challenges: Punishment decreases students' motivation to learn and weakens their academic performances. Authoritarian classroom environment contributes very little to boost students' achievement motivation or set long-term personal goals (UNESCO, 2006). Students lose interest in learning in general and learning certain subject areas in particular associating subjects with the teachers teaching the subjects. Disliking the subject the punishing teacher teachers, students feel uncomfortable in the classroom of a punishing teacher and consequently get poor score in the subject he/she teaches. Whenever students come late and notice the usual practice that someone is punishing late comers at the gate of the school, they decide to miss classes (Kambuga, Manyengo and Mbalamula, 2018). Punishment in schools simply contributes to the distraction of the teaching learning process and decreased engagement of students in learning (Kambuga, Manyengo and Mbalamula, 2018). However, lack of students' learning motivation was found to be both as the complicated cause and effect of students' misbehaviors and the consequences of mistreatments.

Teacher's disciplinary techniques influence adolescents in their short-term and long-term educational plans (Lewis, 2001). Punishment adversely affects academic performance and long-term career orientation of learners (Lopes and Oliveira 2017; Naz et al., 2011). Students frequently fight with parents and such disagreements lead to students' difficulty with classroom concentration, lowered school achievement (Obiero, Kalai and Okoth, 2018) Mistreatment of students at school promotes students' negative attitudes towards schooling. Corporally punished students develop a tendency for school avoidance and school dropout (Greydanus et al., 2003). Students develop stress to the extent of dropping out of school to avoid the punishment and the teachers associated with the punishment. The participants of the study indicated that punishment makes students wild to spend their time out of school and aggravates the already worsening dropout rates in the schools. Therefore, using corporal punishment as a disciplining measure has undesirable effects on students' learning orientation.

In Eritrea, a donkey plays a great role in transporting goods in the rural areas. The villagers are known to drive out donkeys by beating a lot with a stick, sometimes bitterly. Thus, the donkey is presumed the most bitten animal in serving human beings. Observing the beating of students with a stick in schools, students mock writing on the walls of their school compounds "had it been by a stick, a donkey would have been a professor [perceived as the most educated one]." The students know the fact that beating doesn't make any positive difference in the academic life of the misbehaving students. The overall consequence of practicing corporal punishment as a technique of disciplining misbehaving students is blamed for its adverse effect on the teaching learning process. Students' disturbances triggered by corporal punishment not only hamper the classroom teaching-learning process but also undesirably affect the learning interest of students. The study found that corporal punishment decreases students' learning motivation and academic performances. Therefore, researches indicate that promoting an appropriate measure of disciplining misbehaving students "devoid of physical pain creates a harmonious teaching-learning environment" (Asare, Ousu-Mensah, Prince and Gyamera, 2015, p. 10).

VI. Recommendations

The study forwarded the following recommendations:

- The MoE needs to develop up-to-date and inclusive nationwide working rules and regulation about student disciplines and ensure their implementation.
- The curriculum should be revised at national level in a way to engage students in learning.
- The MoE should reconsider motivating and encouraging teachers to be committed in cultivating disciplined students and increasing students' learning motivation.
- Teacher training colleges in the country should train teachers on student discipline management using positive disciplining strategies.

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- Schools should practice positive strategies of shaping undesirable behaviors and avoid corporal punishment of students.
- MoE needs arrange workshops for teachers, principals and other members of school leadership on using alternative strategies of dealing with misbehaving students and raising teachers' awareness about the negative impacts of corporal punishment on students.
- Schools are required to empower the triangular relationship of parents, school and students to nurture desired behavior.
- Schools should be equipped with well-trained counselors to deal with students' misbehaviors.

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TVET for Job Creation: Needs, Problems and Opportunities Provided by National Directorate of Employment Skills Acquisition Programmes in Adamawa State of Nigeria

By Dr. Hassan, Abdulkarim Abdulhakim

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Keywords: *technical and education and training, skills acquisition and opportunities.*

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I. Introduction

Technical and vocational education and training (TVET) is the comprehensive term used to describe the integration of the formal and non-formal sectors of vocational education. The non-formal, as well as the formal sectors has specific skills, attitudes and knowledge that the learners should acquire in order to survive the occupational trend in the society. According to Ogwo and Oranu (2006), the general skill training given in the study of vocational subjects enhances occupational mobility. Thus, training obtained from TVET qualifies one to change from one occupation to another in order to face and withstand the existing unemployment situation in the Nigerian society.

United Nations Educational Scientific and Cultural Organization (UNESCO), (2011) defined technical and vocational education (TVE) as the education and training geared towards the acquisition of practical skills, knowledge and understanding necessary for employment in particular occupation. It occurs in a variety of learning contexts- formal, informal and it takes place in educational institution or at work place.

Technical and Vocational educational training is designed for the acquisition of occupational skills. It gives individuals the skills to live, learn and work as a productive citizen in a global society (Dike, 2009). Afeti (2009) enumerated three major objectives of technical and vocational educational training as:

1. The acquisition of relevant knowledge, practical skills and attitudes for gainful employment in a particular trade or occupational area.
2. Flexibility, adaptability and life-long learning, and
3. Developing technical and vocational education as a vehicle for rapid industrialization, as well as economic empowerment and social mobility of the individual.

Unemployment and poverty, especially among school leavers and graduates of tertiary institutions, has remained one of the fundamental challenges threatening the economic development of Nigeria. These problems started assuming an alarming rate during the economic recession of the 1980s and had continued to worsen with the implementation of some economic reform policies of currency devaluation, deregulation, trade liberalization and the enthronement of market forces. All which resulted in the lowering of capacity utilization in industries, the collapse of various businesses, and massive staff rationalization in both government and private agencies (National Directorate of Employment, (NDE), 2016). The situation of unemployment in Nigeria is on the increase such that many youths remained unemployed after graduation (Industrial Training Fund [ITF], 2007).

In order to curb the problem of unemployment in Nigeria, the Federal Government of Nigeria made several attempts, with the introduction of some intervention programmes to help youths both graduates and non-graduates to acquire necessary skills for survival. One of such programmes established by the government is the NDE. The NDE is a federal government agency established to curb or reduce the problem of unemployment. According to the NDE (2016) Annual report, NDE was established through a Committee, which was under the auspices of the

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Federal Ministry of Labour and Productivity, on 26th March, 1986. The recommendations of the committee led to the establishment of NDE on 22nd November, 1986. The scheme was officially launched on 30th January, 1987.

The objectives of the NDE include the following: -

1. To design and implement programmes to combat mass unemployment.
2. To articulate policies aimed at developing work programmes with labour intensive potentials.
3. To obtain and maintain a data bank on vacancies and employment agencies; and
4. To implement any other policies as may be laid down from time to time, by the Directorate.

Unemployment is on increase upon all the effort made by Government to curb this menace. This is worrisome, coupled with the fact that NDE skill acquisition programmes in some part of the country is fast declining, especially in the area of training facilities required for Skills Acquisition training. According to Omofonmwan & Chukuedu (2013) one of the major problems facing NDE skill acquisition programme in Edo state is that most of their training facilities are inadequate, obsolete and some are not even provided by Government.

II. National Directorate of Employment

Acquisition of special and relevant skills and creation of jobs have remained a focal point in the Nigerian Government policy overtime, at least on paper, hence between 1986 and now, various programmes such NDE, Operation feed the nation, Poverty Eradication Programmes, N-Power build etc has been established by Government to promote self-dependence and self-reliance in the generation of gainful self-employment. It is believed that the education system operated since the post-independence placed emphasis on academic excellence rather than skill acquisition which can prepare the individual for a more useful and fulfilling life within the society (Adebisi & Oni, 2012). Vocational skills acquisition programmes is believed would be more relevant to the development of any nation. Hence, a new national policy on education was developed in 1977, introducing vocational courses in the educational curriculum, (Chinedum, 2006).

The ineffectiveness of the vocational courses in the school curriculum to address youth unemployment which assumed alarming proportion, prompted the Federal Government to set up the Chukwuma Committee on 26 March, 1986 (NDE, 2014) Annual Report. The report of the Committee led to the creation of the National Directorate of Employment (NDE) in November 1986 and charged with the responsibility of promoting skills acquisition, which facilitate the spirit of creativity, self-reliance and independence. To this day, vocational skills' training is receiving good attention as many centres have been established by NDE across the nation.

According to Chinedum, (2006), one of the fundamental steps taken by the Nigerian government to reduce the problem of unemployment in Nigeria was the establishment of the National Directorate of Employment (NDE), which was established on November 22, 1986 with the general objective of promptly and effectively fighting unemployment by designing and implementing innovative programmes, which are directed towards the provision of training opportunities through the guidance and management support services to graduate farmers and small scale entrepreneurs. The programmes of NDE spanned across the following: - Agricultural development programme, Youth employment and vocational skills development programme, Special public works, and Small scale industries and graduate employment programmes, (Hassan, 2015).

III. Vocational Skills Acquisition Training Programmes of National Directorate of Employment

Training is very germane to the acquisition of technical/vocational skills. Dike, (2009) observed that vocational education and job training programmes has been an integral part of national development strategies in many societies, because of its impact on human resource development, productivity and economic growth. Vocational education is designed to offer training to improve individual general proficiency, especially in relation to their present or future occupations (Dike, 2009). Training is to educate, teach, change the behaviour and make people acquire new knowledge and new skills (NDE, 2016).

Training also teach people to change their attitudes, training in the deepest sense is to teach thinking, creating and learning to learner. Training is generally through practical exposure, either in-formally by practical exposure to job, or in formal institutions established for the purpose of providing exposure to required skills (Ogbimi, 2006). Training imparts an individual with skills required to function profitably in a particular job. A skill could be said to be an action required in order to perform a task that involves coordination of body movements.

Training according to Neitzel (2007), training has to do with the application of knowledge, and knowledge is an understanding of facts, principles, or concepts, including the cognitive process necessary to process information. The emphasis in training is on practical work and demonstration. That is, what the individuals can do with their hands applying vocational or technical skills. While education prepares the individual for eventual skills acquisition, the attainment of skill or expertise is provided by training.

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According to Lawan (2011), training prepares people for work and life. Skills are largely developed in a working situation; competence develops through the improvement of awareness, knowledge and skills. Any gap between a person's education and the skills needed for a job is bridged by training (Ogbimi, 2006). A training objective is the specific knowledge, skills, or attitudes that the trainees are to gain as a result of the training activity.

The following are some of vocational skills acquisition programmes operated by NDE in Nigeria for training unemployed youth: Electrical installation, Computer operation, Auto-Electrical, Catering, Plumbing, GSM repairs, Welding, Interior Decoration, Hair-Dressing, Motor-cycle Repairs, Knitting, Shoe making and Dish installation (Hassan, 2016).

IV. Objectives of Vocational Skills Acquisition Programmes of NDE

The skill acquisition-training concept introduced by the NDE to combat mass unemployment has remained a veritable tool which the directorate has adopted since its inception (Ogunlela, 2012). This development made it possible for the directorate to design and implement vocational and technical skills acquisition schemes. This has no doubt, assisted in addressing the problem of unemployment, resulting from the lack of productive and marketable skills, among the unemployed youths (Adebisi and Oni, 2012). It is on this premise, that the vocational skills development (VSD) programme was designed to achieve the following according to NDE (2013):

1. To provide technical and vocational training for school leavers, school dropouts and unemployed graduate.
2. To equip the youths with skills that will enable them become self-employed or gain wage-employment.
3. To provide alternative employment opportunities for youths and to enable them form cooperatives and start their own business.

In ensuring that the above stated objectives were achieved, the following schemes were design, adapted and implemented by the VSD department: -

1. National open apprenticeship schemes (NOAS) which operates two sub schemes namely:
   a) Basic-National open apprenticeship scheme (B-NOAS)
   b) Advance-National open apprenticeship scheme (A-NOAS)
2. School-on-wheels schemes (SOW)
3. Resettlement loan schemes (RLS).

V. Needs of Skills Acquisition Programmes of National Directorate of Employment

Technical colleges and vocational institution in Nigeria have been training people to become artisan, craftsmen and technicians. Training qualifies them for jobs in both public and private sectors of the economy. Both sectors, according to Ndomi (2005), require well-trained and competent technicians or technologist who can operates and maintain the available technical equipment. Therefore, there is needs of standard skills acquisition centres and adequate training facilities to produce graduates that can perform competently in their chosen vocation without a need for pre-employment training. The major goal of NDE Vocational skills acquisition programmes is to prepare trainees for successful employment in the labour market (Medugu and Hassan, 2016).

Many people lack skills, or have skills that are outdated or of little relevance to present conditions (Lawan, 2011). Furthermore, they have little to depend on other than their own physical strength. Thus, Ogbimi (2006) believed that training and capacity building for both men and women is key priority for poverty reduction, in order to address lack of appropriate skills and capacity both within the private and public sectors. The bane of unemployment has been due to lack of technical/vocational skills that are relevant to the modern and technological advanced world by most Nigerian graduates and school leavers. Dike, (2009) lamented that Nigeria is lagging behind in preparing her workforce for the challenges of the rapidly changing global economy. To curb this menace, vocational/ technical education must be reprioritized in the country's educational system (Umar and Ma`aji 2010). Base on the above issues we can see that before NDE can achieve its objectives, there is need of standard training centres, adequate facilities and proper training in all aspect of its vocational training programmes, (Omofonmwan and Chukuedo, 2013).

Regrettably, training systems in developing countries generally and in Nigeria in particular, are inadequate for supporting those seeking work or self-employment, and need to improve their relevance in the emerging competitive world (Hassan, 2016). People are unemployed either as a result of lack of employment or lack of employable skills. The latter is the need that must be met, if individuals must be employed. Provision of relevant job skill training is very essential to meet employable skills that might be lacking in the unemployed. There will always be job opportunities but people remain unemployed as long as they lack employable skills. According to Marjor-Ritta (2009), the core issue in providing relevant training is to identify what the real training needs are. Marjor-Ritta believes

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that a related issue is the gap between perceived and real needs. To make training count, it must be matched directly to the needs of the people (Rosner, 2009).

VI. Problems of Vocational Skills Acquisition Programmes of NDE

NDE vocational skills acquisition programmes aims at equipping individuals with knowledge and skills that will make them self-reliant or functional member of society. However, Shittu (2014) argue that in Technical school skill are not acquire in a vacuum or without training facilities. Bello and Shuaibu (2013) stressed that tools and equipment and other facilities make up the learning environment conducive for skill acquisition. Effective use of those facilities according to them is of paramount importance, consequently available training facilities must be functional and adequate to be effectively put to use. The inadequacy of tools and equipment in training centres, workshops and laboratories of schools in Nigeria are the reasons why TVET programme suffers.

Omofonmwan and Chukwuedo, (2013), find out that tools and equipment for NDE vocational skills acqusition programmes are not sufficient as required, and some are not provided at all by government in Edo state, also Hassan, (2016) found that the required training facilities are not available at NDE skills acquisition centres in Adamawa state. Hassan also found that, the available training facilities at NDE skills acquisition centres in Adamawa state are not adequate as required by the directorate. Therefore, these are some of problems faced by NDE vocational skills acquisition programmes.

VII. Employment Opportunities Provided by NDE Vocational Skills Acquisition Programmes

Knowing the employment opportunities that are available on any technical and vocational trade especially NDE skills acquisition programmes, such can stimulate the interest of unemployed youth either graduate or non-graduate to enrol in to skills acquisition programmes to acquire the required skills for wage or self-employment and National Development.

Technical and Vocational Educational Training (TVET) is one of the manpower development programmes of study that is attracting the attention of various countries around the world. This quality equally qualifies it to be seen as the only programme that tackles the menace of unemployment and create employment opportunities in society,

The National Directorate of Employment (NDE) emphasizes on self-employment in preference to wage employment. The activities of NDE were structured into four main programme areas which entail job creation as well as productivity and income generating enhancement for the youths and other beneficiaries. The four-programme areas are: the Vocational Skill Development (VSD), the Small Scale Enterprise Programme(SSE), the Special Public Works (SPW) and the Rural Empowerment Programme (REP). The VSD programme is a skills acquisition programme which Since its establishment, many youths either graduates or non-graduates are trained in various technical and vocational trades (Amire and Justice 2015). According to Amire and Justice (2015) NDE and its programmes are not popular to the public, most unemployed youths and school levers are not aware of NDE programmes, there is disconnection between NDE and mass unemployed youth. They suggested that NDE need to advertise its programmes especially in higher institution through the use of mass media.

Vocational skills acquisition programmes of NDE consist of various vocational trades where one can earn a living after completion of the training. Ogbuanya, Abdullahi and Ado (2013) observed that skilled job opportunities are not filled up, skill acquisition graduates are not competent enough to take up the available job opportunities. They further stated that, Electrical installation graduates are weak in practice of their trade. Furthermore, the standard of performance of Nigerian technicians in general is at the moment very low there by retarding the overall productivity of the Nigeria economy.

Adebisi and Oni (2012) found that there are many employment opportunities for the graduates of NDE programmes in south west Nigeria for self-employment, the employment opportunities are available in Electrical installation, catering, plumbing, Garri processing, tailoring etc. Also, Igwe and Oragwu (2014) found out the employment opportunities for graduates of skills acquisition centers in Rivers state are to secure employment in Agriculture establishment, Electrical installation etc as well as set up their own bossiness. Similarly, Hassan, (2016) confirmed that there is employment opportunities for graduates of electrical installation trade of NDE skills acquisition centres in Adamawa State.

Inadequate awareness of the employment opportunities available through NDE programmes particularly creation of wealth and self- reliant could lead to poor enrolment in to the NDE skills acquisition programme, since unemployed youth can only benefitted from NDE programme when they enroll into the programmes.

VIII. Conclusion

The desire to create employment opportunities for National development through NDE vocational skills acquisition programmes can be achieved when the skills acquisition centres and training facilities are

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provided and are well utilized, for the programme to succeed as demanded by the Directorate. Some of the needs and the problems of NDE skills acquisition programmes that were identified needs to be addressed. It is certain that, for NDE to achieve its goals of creating Jobs and reducing unemployment through its vocational training programmes, training facilities should be available, adequate, used and public should be made to be aware of the available employment opportunities for the graduates of NDE skills acquisition programmes. The non-implementation of the recommendations made will have far reaching implications especially on achieving the objectives of NDE, which include job creation and reducing the rate of unemployment through its vocational skills acquisition programmes.

IX. Recommendations

The following recommendations are made:

1. Federal, state and local government should ensure prompt provision of adequate training facilities to match the needs of trainees at NDE skills acquisition centres.
2. All the NDE skills acquisition centres in the country should be adequately equipped with the needed training facilities. These facilities should be up-to-date in both quantity and quality for effective training to take place.
3. Awareness should made to public on the activities of NDE, the job opportunities that are available for vocational skills acquisition graduates of NDE and the recruitment exercise should be publicized so that, interested candidates can be enrolled in to the training programmes.

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Fellows/Associates of Social Science Research Council

FSSRC/ASSRC Memberships



Introduction

FSSRC/ASSRC is the most prestigious membership of Global Journals accredited by Open Association of Research Society, U.S.A (OARS). The credentials of Fellow and Associate designations signify that the researcher has gained the knowledge of the fundamental and high-level concepts, and is a subject matter expert, proficient in an expertise course covering the professional code of conduct, and follows recognized standards of practice. The credentials are designated only to the researchers, scientists, and professionals that have been selected by a rigorous process by our Editorial Board and Management Board.

Associates of FSSRC/ASSRC are scientists and researchers from around the world are working on projects/researches that have huge potentials. Members support Global Journals' mission to advance technology for humanity and the profession.

FSSRC

Fellow of Social Science Research Council

FELLOW OF SOCIAL SCIENCE RESEARCH COUNCIL is the most prestigious membership of Global Journals. It is an award and membership granted to individuals that the Open Association of Research Society judges to have made a 'substantial contribution to the improvement of computer science, technology, and electronics engineering.

The primary objective is to recognize the leaders in research and scientific fields of the current era with a global perspective and to create a channel between them and other researchers for better exposure and knowledge sharing. Members are most eminent scientists, engineers, and technologists from all across the world. Fellows are elected for life through a peer review process on the basis of excellence in the respective domain. There is no limit on the number of new nominations made in any year. Each year, the Open Association of Research Society elect up to 12 new Fellow Members.

Benefit

To the institution

Get letter of appreciation

Global Journals sends a letter of appreciation of author to the Dean or CEO of the University or Company of which author is a part, signed by editor in chief or chief author.



Exclusive Network

Get access to a closed network

A FSSRC member gets access to a closed network of Tier 1 researchers and scientists with direct communication channel through our website. Fellows can reach out to other members or researchers directly. They should also be open to reaching out by other.

Career | Credibility | Exclusive | Reputation



Certificate

Certificate, LOR and Laser-Momento

Fellows receive a printed copy of a certificate signed by our Chief Author that may be used for academic purposes and a personal recommendation letter to the dean of member's university.

Career | Credibility | Exclusive | Reputation



Designation

Get honored title of membership

Fellows can use the honored title of membership. The “FSSRC” is an honored title which is accorded to a person’s name viz. Dr. John E. Hall, Ph.D., FSSRC or William Walldroff, M.S., FSSRC.

Career | Credibility | Exclusive | Reputation

Recognition on the Platform

Better visibility and citation

All the Fellow members of FSSRC get a badge of "Leading Member of Global Journals" on the Research Community that distinguishes them from others. Additionally, the profile is also partially maintained by our team for better visibility and citation. All fellows get a dedicated page on the website with their biography.

Career | Credibility | Reputation

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Future Work

Get discounts on the future publications

Fellows receive discounts on future publications with Global Journals up to 60%. Through our recommendation programs, members also receive discounts on publications made with OARS affiliated organizations.

Career | Financial



GJ Account

Unlimited forward of Emails

Fellows get secure and fast GJ work emails with unlimited forward of emails that they may use them as their primary email. For example,
john [AT] globaljournals [DOT] org.

Career | Credibility | Reputation



Premium Tools

Access to all the premium tools

To take future researches to the zenith, fellows receive access to all the premium tools that Global Journals have to offer along with the partnership with some of the best marketing leading tools out there.

Financial

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Organize seminar/conference

Fellows are authorized to organize symposium/seminar/conference on behalf of Global Journal Incorporation (USA). They can also participate in the same organized by another institution as representative of Global Journal. In both the cases, it is mandatory for him to discuss with us and obtain our consent. Additionally, they get free research conferences (and others) alerts.

Career | Credibility | Financial

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Early invitations to all the symposiums, seminars, conferences

All fellows receive the early invitations to all the symposiums, seminars, conferences and webinars hosted by Global Journals in their subject.

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Get a remuneration of 15% of author fees

Fellow members are eligible to join as a paid peer reviewer at Global Journals Incorporation (USA) and can get a remuneration of 15% of author fees, taken from the author of a respective paper.

Financial

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Become a member of the Editorial Board

Fellows may join as a member of the Editorial Board of Global Journals Incorporation (USA) after successful completion of three years as Fellow and as Peer Reviewer. Additionally, Fellows get a chance to nominate other members for Editorial Board.

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And Much More

Get access to scientific museums and observatories across the globe

All members get access to 5 selected scientific museums and observatories across the globe. All researches published with Global Journals will be kept under deep archival facilities across regions for future protections and disaster recovery. They get 10 GB free secure cloud access for storing research files.

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ASSRC

ASSOCIATE OF SOCIAL SCIENCE RESEARCH COUNCIL

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Exclusive



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Earn 60% of sales proceeds

Associates can publish articles (limited) without any fees. Also, they can earn up to 30-40% of sales proceeds from the sale of reference/review books/literature/publishing of research paper.

Exclusive | Financial

Reviewers

Get a remuneration of 15% of author fees

Associate members are eligible to join as a paid peer reviewer at Global Journals Incorporation (USA) and can get a remuneration of 15% of author fees, taken from the author of a respective paper.

Financial

And Much More

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All members get access to 2 selected scientific museums and observatories across the globe. All researches published with Global Journals will be kept under deep archival facilities across regions for future protections and disaster recovery. They get 5 GB free secure cloud access for storing research files.

Associate	Fellow	Research Group	Basic
$4800 **lifetime designation**	$6800 **lifetime designation**	$12500.00 **organizational**	APC **per article**
Certificate, LoR and Momento **2** discounted publishing/year **Gradation** of Research **10** research contacts/day **1 GB** Cloud Storage **GJ** Community Access	**Certificate,** LoR and Momento **Unlimited** discounted publishing/year **Gradation** of Research **Unlimited** research contacts/day **5 GB** Cloud Storage **Online Presense** Assistance **GJ** Community Access	**Certificates,** LoRs and Momentos **Unlimited** free publishing/year **Gradation** of Research **Unlimited** research contacts/day **Unlimited** Cloud Storage **Online Presense** Assistance **GJ** Community Access	**GJ** Community Access

Preferred Author Guidelines

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

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

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

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

Before and during Submission

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

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

Declaration of Conflicts of Interest

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

Policy on Plagiarism

Plagiarism is not acceptable in Global Journals submissions at all.

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

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

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

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

Authorship Policies

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

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

Changes in Authorship

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

Copyright

During submission of the manuscript, the author is confirming an exclusive license agreement with Global Journals which gives Global Journals the authority to reproduce, reuse, and republish authors' research. We also believe in flexible copyright terms where copyright may remain with authors/employers/institutions as well. Contact your editor after acceptance to choose your copyright policy. You may follow this form for copyright transfers.

Appealing Decisions

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

Acknowledgments

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

Declaration of funding sources

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

Preparing your Manuscript

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

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

Manuscript Style Instruction (Optional)

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

Structure and Format of Manuscript

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

A research paper must include:

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

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

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

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

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

Format Structure

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

All manuscripts submitted to Global Journals should include:

Title

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

Author details

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

Abstract

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

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

Keywords

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

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

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

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

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

Numerical Methods

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

Abbreviations

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

Formulas and equations

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

Tables, Figures, and Figure Legends

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

Figures

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

Preparation of Eletronic Figures for Publication

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

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

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

Tips for writing a good quality Social Science Research Paper

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

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

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

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

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

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



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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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Informal Guidelines of Research Paper Writing

Key points to remember:

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

Final points:

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

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

The discussion section:

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

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

General style:

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

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



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Mistakes to avoid:

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

Title page:

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

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

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

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

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

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

Approach:

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

Introduction:

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

The following approach can create a valuable beginning:

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

Approach:

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

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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:

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

What to keep away from:

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- 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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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.
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- 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.
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- Do not discuss or infer your outcome, report surrounding information, or try to explain anything.
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- Do not present similar data more than once.
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Approach:

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- Give details of all of your remarks as much as possible, focusing on mechanisms.
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- Recommendations for detailed papers will offer supplementary suggestions.

Approach:

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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

INDEX

A

Arguably · 60

C

Cognate · 39
Conducive · 54, 55, 80
Consecutive · 6
Consensus · 22
Consonant · 3
Consumption · 18, 60, 64, 66, 69

D

Desirable · 74
Devastating · 64, 65, 66
Drastically · 65

E

Emphasized · 2, 29, 35
Endorsement · 21
Endowed · 21, 22
Enthusiastic · 30, 36
Eradicating · 19
Erroneous · 17
Exuberant · 42

G

Glance · 50

I

Imperative · 64, 68
Implying · 57, 63
Incompetent · 2
Infested · 59
Intangible · 27
IIrritable · 3

L

Lacking · 14, 61, 79
Laudable · 43

M

Massively · 67

P

Prevents · 5
Provoked · 29, 32

R

Relatively · 5, 18, 41, 55
Reluctant · 59
Retrospective · 39
Revamped · 67
Revitalization · 19, 21, 24
Rippling · 18

S

Schematically · 29
Solvent · 28
Spontaneous · 2, 33
Substantial · 18

T

Traductory · 38

U

Unpredictable · 66

V

Vigorous · 64

W

Worsening · 63, 75



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