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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. Re-Semantization and Empowerment of Female Spaces in *Como Agua Para Chocolate* and *Comment Cuisiner Son Mari À L'africaine*. *1-4*
2. Neuroeducation: A Transdisciplinary Approach from the Prism of Cognitive Processes and Learning Styles in University Students. *5-28*
3. Implementation of Moral Education in Kenyan Schools: A Possibility or an Illusion? Some Critical Reflections. *29-40*
4. 'Participatory' Pedagogical Approach in Teaching and Learning for Sustainable Educational Goals. *41-45*
5. Effect of Physics Practicals on Students' Academic Performance in Public Secondary Schools in Matayos Sub-County, Busia County, Kenya. *47-55*
6. Journal Usage among Aesthetic Studies Undergraduates during the Preparation of Projects Reports. *57-61*
7. Mediação da Leitura Através da Literatura Infantil: O Conhecimento do Vocabulário. *63-65*

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

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Re-Semantization and Empowerment of Female Spaces in *Como Agua Para Chocolate* and *Comment Cuisiner Son Mari À L'africaine*

By Eveng Cécile Carolline
University of Maroua

Abstract- In recent years, feminist literature has promoted a redefinition of the spaces once attributed to women by patriarchal society. Mexican and Cameroonian writers give new meaning to feminine spaces in their novels. Laura Esquivel and Calixthe Beyala through their female characters reclaim certain spaces. In concert with the thought of Virginia Woolf (1992), these writers transform the spaces to make them « a room of their own » for female empowerment. In this Work, we demonstrate how the protagonists of Como agua para chocolate and Comment cuisine son mari à l'africaine, resemantize their spaces thus upsetting the socio-cultural establishment by conceding a new sense of freedom, intimacy, self-determination and empowerment to female spaces.

Keywords: *feminine spaces, feminism, empowerment, patriarchy, woman.*

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Re-Semantization and Empowerment of Female Spaces in *Como Agua Para Chocolate* and *Comment Cuisiner Son Mari À L'africaine*

Re-Sémantisation et Empowerment Des Espaces Féminins Dans *Como Agua Para Chocolate* de Laura Esquivel et *Comment Cuisiner Son Mari À L'africaine* de Calixthe Beyala

Eveng Cécile Carolline

Résumé- Ces dernières années, la littérature féministe favorise une redéfinition des espaces jadis attribués aux femmes par la société patriarcale. Les écrivaines hispano-américaines et africaines (Mexicaine et camerounaise) to octroient dans leurs romans de nouvelles significations aux espaces féminins. Laura Esquivel et Calixthe Beyala, à travers leurs personnages féminins, se réapproprient certains espaces. De concert avec la pensée de Virginia Woolf (1992), ces écrivaines les transforment pour en faire « une chambre à soi » d'empowerment féminin. Dans cet article, nous démontrons comment les protagonistes des œuvres *Como agua para chocolate* et *Comment cuisiner son mari a l'africaine*, re-sémantisent leurs espaces, bouleversant ainsi l'establishment socioculturel en concédant un nouveau sens de liberté, d'intimité, d'autodétermination et d'empowerment aux espaces féminins.

Mots-clé: espaces féminins, féminisme, empowerment, patriarcat, femme.

Abstract- In recent years, feminist literature has promoted a redefinition of the spaces once attributed to women by patriarchal society. Mexican and Cameroonian writers give new meaning to feminine spaces in their novels. Laura Esquivel and Calixthe Beyala through their female characters reclaim certain spaces. In concert with the thought of Virginia Woolf (1992), these writers transform the spaces to make them « a room of their own » for female empowerment. In this Work, we demonstrate how the protagonists of *Como agua para chocolate* and *Comment cuisine son mari à l'africaine*, re-semantize their spaces thus upsetting the socio-cultural establishment by conceding a new sense of freedom, intimacy, self-determination and empowerment to female spaces.

Keywords: feminine spaces, feminism, empowerment, patriarchy, woman.

Introduction

Dans les sociétés hispano-américaine et africaine la femme a connu une marginalisation socioculturelle séculaire, avec pour conséquence son invisibilité En effet, la société patriarcale l'a exclue et réduite en figurante car, selon Freud, cité par Steinem, la femme est « comme un homme incomplet» (1974 :49), donc dépourvue de toute intelligence. Perçue juste comme un utérus, la femme fut cet être invisible qui n'avait que trois rôles sociaux. Pour Baranda Leturio (2003), «la función socialmente atribuida a las mujeres, el cuidado del hogar y la crianza de los hijos, eran tareas para las cuales resultaba innecesario saber leer o escribir y, por lo tanto, inútil gastar recursos en su adquisición» (34). De ce fait, la femme mexicaine tout comme la camerounaise, en se réappropriant ces espaces sibyllins légués par « le sexe fort » se libèrent des clichés, des stéréotypes socio - patriarcaux en faisant de leurs espaces féminins de nouveaux espaces d'émancipation, de pouvoir, de liberté, d'affirmation, de déconstruction des barrières d'assujettissement et de construction de nouvelles identités féminines. Corroborant avec ce qui précède, Gloria Steinem déclare que « la lutte pour l'émancipation et la libération féminine nait toujours de la conscience de cette situation d'infériorité et elle aspire à abattre les barrières qui font de la femme un être social et personnellement inférieur à l'homme » (1973 : 9).

Dans leurs œuvres, Laura Esquivel et Calixthe Beyala mettent la femme en exergue, montrant comment elle transforme certains espaces traditionnels dépourvus d'importance en espaces de pouvoir socioéconomiques, en espaces atypiques d'intimité et de confidences, etc. Dans cet article, nous analysons donc *Como agua para chocolate* (1989) et *Comment cuisiner son mari à l'africaine* (2000) en nous appuyant sur la méthode sociocritique d'Edmond Cros ; méthode dont l'objectif est « d'analyser la structure profonde des textes par rapport aux structures de sociétés (socioéconomiques, socio culturelles, structures mentales) qui la déterminent » (1982 : 9).

I. Les Espaces Traditionnels Féminins

L'espace se définit comme un seuil commun de la réalité environnante. Il est considéré comme l'un des éléments narratologiques qui permet de ressortir les significations profondes d'un texte tout en montrant le rôle social du personnage car, comme le stipule si bien Natalia Álvarez Méndez « el espacio no solo desempeña una función semántica puesto que igual relevancia tiene su funcionalidad sintáctica y

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constructiva » (2000: 36). En euphorie avec ce qui précède, Onomo Abena affirme que

> Si l'on se réfère à tous les effets de sens qu'il peut produire. L'espace en dehors de la fonctionnalité structurale de la narration, est l'une des catégories textuelles qui permet le plus facilement de mettre en relation les structures discursives et la réalité socio-économique. Il peut permettre cette mise en relation des structures textuelles et des structures de société (1999 :250).

Ainsi, sachant l'importance qu'à l'espace dans la structure socioéconomique, la société patriarcale céda des espaces de moindre solennité à la femme. Des espaces fermés tels que :

a) La cuisine

La cuisine que ce soit au Mexique ou au Cameroun apparaît comme un recoin fermé de la maison où la femme prépare les repas de la famille. Dans *Como agua para chocolate*, Laura Esquivel décrit la cuisine comme le centre de toutes les actions de la famille De La Garza. Etant veuve, Mamá Elena était toujours dans sa cuisine, de sorte qu'elle donna naissance dans cet espace: « Tita arribó en este mundo prematuradamente, sobre la mesa de la cocina entre los olores de una sopa de fideos » (Esquivel, 1989: 11). De prime abord, Laura Esquivel montre que la cuisine était un espace réservé à la femme car dans cet espace, elle pouvait établir ses règles, apprendre le rangement puisque « cada olla tiene un sitio preciso » (1989 :138) et, naturellement éduquer sa progéniture.

Dans *Comment cuisiner son mari à l'africaine*, Beyala présente la cuisine comme ce lieu qui depuis la nuit des temps est un espace féminin. Allant dans le même sillage, Rosario Castellanos, parlant de la cuisine comme espace séculairement réservé à la femme, affirme dans une réflexion[1] : « mon endroit est ici. Depuis le commencement des temps ça été ici » (2010). La cuisine en Afrique et particulièrement au Cameroun est le sanctuaire de la femme comme le stipule Beyala à travers sa protagoniste Aïssatou : « interdiction d'entrer [...] C'est mon royaume privé » (2000: 119). En effet, peu importe son aspect rustique, dans la mesure où il était le seul endroit qui échappait au control patriarcal, la femme a fait de la cuisine son endroit préféré. Elle y passe la majeure partie de son temps et ce, peu importe le climat : « par cette canicule, maman serait resté à la maison plantée devant un fourneau » (Beyala, 2000 : 20).

b) La chambre

Comme nous l'avons souligné plus haut, la femme n'avait que trois rôles sociaux qui se limitaient selon Bridenthal a: « Kinder, Küche, Kirche[2] » (1999: 346). Parmi ceux-ci, deux se déroulaient dans la chambre, donner du plaisir à l'homme et lui faire des enfants pour pérenniser son nom. La chambre n'était que ce lieu de rencontre de satisfaction sexuelle, étant dans la logique du « sois belle et tais-toi », l'homme n'attendait aucune remarque pertinente de la femme car, elle était considérée, d'après Antonia Miguela Domínguez, comme une « empleada doméstica » (2001: 83). La chambre apparaît donc comme un espace de reproduction avec pour objet sexuel, la femme.

II. Re-Sémantisation des Espaces Féminins Dans les Œuvres

Dans *Como agua para chocolate* et *Comment cuisiner son mari à l'africaine*, les protagonistes féminins donnent un nouveau sens à l'espace cuisine en lui octroyant du pouvoir, et faisant de l'insignifiante cuisine un lieu de liberté et d'intimité. En effet, ce petit espace sibyllin que concéda le patriarcat à la femme a été sublimé par celle-ci, devenant la pierre angulaire de la famille au Mexique comme au Cameroun.

a) La cuisine comme lieu de liberté

Laura Esquivel et Calixthe Beyala dans leurs œuvres respectives montrent comment la femme réussit l'exploit de faire de sa cuisine un espace de liberté. Comme le préconisaient Sor Juana Inés de la Cruz (1978) et Virginia Woolf (1992), la femme a besoin d'un espace qui lui appartienne et qui échappe au control patriarcal afin qu'elle soit libre d'apprendre, libre de lire, d'écrire et de créer. La cuisine étant le seul espace féminin qui échappait au patriarcat, cet espace devient un lieu de liberté et de bonheur : « Tita cantaba y sacudía rítmicamente sus manos mojadas » (1989: 13). Dans *Comment cuisiner son mari à l'africaine,* Aïssatou « entreprend de faire la vaisselle en sifflotant » (2000: 106). La femme va apprendre alors à être libre dans sa cuisine. Elle fera de sa cuisine un espace de possibilités et de liberté. Cette liberté même qui lui était interdite par la société patriarcotraditionnel et machiste (qui la voulait totalement effacée, recluse, marginalisée) mais, la femme réussira subtilement à faire de son espace privé un espace de liberté ce, malgré les desseins d'infantilisation de l'homme.

b) La cuisine comme lieu d'intimité

En outre, la cuisine apparaît aussi comme un lieu d'intimité dans *Como agua para chocolate* et *Comment cuisiner son mari à l'africaine*. La femme réussit à faire de sa cuisine un lieu de rencontre et d'intimité. C'est dans la cuisine que Pedro fit sa déclaration d'amour a Tita: «Tita caminaba apresuradamente hacia la cocina sin pronunciar una sola palabra. La cercanía de Pedro la ponía muy nerviosa [...] Fue entonces cuando Pedro le confesó su amor» (Esquivel, 1989: 22-23). En effet, Tita passait la plus grande partie de son temps à la cuisine. Par conséquent, Pedro n'eut autre alternative que de la

[1] Htpp//:WWW2.esmas.com/mujer/cocina
[2] Maternité, Cuisine, sexe.

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suivre dans son espace pour pouvoir lui voler un baiser et faire d'elle une femme. Et le sort voulu que Tita naquit et perdit sa virginité dans la cuisine : « Pedro, se acercó a ella, apagó la luz [...] la hizo perder su virginidad y conocer el verdadero amor » (1989 :139). De même, dans *Comment cuisiner son Mari a l'africaine*, la cuisine se transforma en lieu d'intimité entre Aissatou et Mr Bolobolo : « dans l'encadrement de la porte de la cuisine [...] Nos lèvres s'enfourchent. Nos corps s'affrontent et une recette jaillit de nos soupirs » (2000 :107-108). La cuisine comme espace d'intimité est aussi entendue ici comme ce lieu de privauté qui permet la confidence et la complicité entre les femmes.

c) La cuisine comme lieu d'empowerment féminin

La transformation de la cuisine comme lieu de partage, lieu d'intimité, lieu de liberté, de réflexion, de création, d'apprentissage et d'autodétermination féminine débouche à la mise en œuvre d'un nouveau type de femme. La femme mexicaine dans *Como agua para chocolate* et la camerounaise dans *Comment cuisiner son mari à l'africaine* qui déstabilisent l'establishment social en faisant de la cuisine une pierre angulaire au sein même de la maison familiale. La cuisine, jadis un espace dénué de sens et d'importance, est exaltée par les deux écrivaines qui, de concert, avec Garrido Dominguez (2007) font que cet espace: « se semiotiza y se convierte en un exponente de relaciones de índole idéologica o psicológica » (2007: 216). Beyala et Esquivel font de la cuisine un espace féminin de sublimation où la femme fomente des plans de séduction : « j'en ferai un amant, à défaut d'un mari je vais le cuisiner dans une daurade aux piments rouges jusqu'à ce qu'il devienne de là-dedans, moelleux et fondant comme un chocolat au soleil. Qu'il perde le sens ! Qu'il éjacule ! » (2000: 64). Dans la même lancée, Laura Esquivel montre que c'est dans la cuisine que Tita confectionne des plats spéciaux pour captiver Pedro et l'arracher des bras de sa sœur comme il en ressort dans cet extrait: « los platillos de Tita hicieron de Pedro un hombre tan enamorado que se moría de amor por Tita » (1989: 165). La cuisine devient pour Laura Esquivel et Calixthe Beyala le centre du monde que les deux écrivaines féminisent.

Ainsi, la cuisine ressort dans les deux œuvres comme espace de complicité féminine: «así abrazadas, permanecieron llorando hasta que a Tita no le quedaron más lágrimas en los ojos» (1989: 31). Cette complicité rend les femmes plus fortes afin de faire face à l'adversité et le projet d'invisibilité instauré par la société patriarcale. L'empowerment qui se dégage de cet espace féminin est dû au fait que la femme mexicaine tout comme la camerounaise ont su faire de la cuisine un espace d'expression féminine, un lieu de combat, de réclamation identitaire subtile à travers la seule arme qu'elles détenaient dans cet espace privé à savoir la pratique de la cuisine.

D'autre part, nous devons spécifier que Tita et Aïssatou, protagonistes de Laura Esquivel et de Calixthe Beyala, rescpectivement, mettent sur pied des stratégies culinaires de communication afin de passer des messages de colère et d'auto-affirmation. Alors, pour se faire entendre et s'affirmer comme des êtres pourvu d'intelligence, elles font de la cuisine un lieu de transmission : « desde la época prehispánica se habían transmitido los secretos de la cocina de generación en generación » (1989: 45). De même, la cuisine est un espace d'expression et un moyen de lutte : « J'épice. Je sale. Je poivre [...] mes seins exaltent les senteurs de côtelettes d'agneau aux cèpes [...] Quel est l'homme aux sens ordonnés qui peut résister a l'envie de ce magnifique dessert ?» (2000: 72). En somme, la femme a tiré profit de cet espace de réclusion social où elle avait été reléguée pour en faire un espace d'empowerment féminin.

III. Conclusion

Après des décennies de silence et de marginalisation qui firent de la femme un être invisible dans la société, la femme a entrepris de s'exprimer de diverses manières. La cuisine plus que tout autre espace où elle avait accès est le lieu requis pour passer des messages à la société patriarcale qui la condamna à avoir un seul véritable rôle social, celui de procréatrice. Laura Esquivel et Calixthe Beyala protagonisent des femmes qui, à partir de leur espace de vie de tous les jours clament de concert avec Simone de Beauvoir qu'elles sont plus qu'un « deuxième sexe » (1976). Tita et Aïssatou font de la cuisine leur espace d'intimité, de séduction, de combat existentiel et ce, dans le but d'acquérir un empowerment féminin qui mette en branle l'establishment socio-politique et économique. *Como agua para chocolate* (1989) et *Comment cuisiner son mari à l'africaine* (2000) sont, en définitive, des œuvres féministes qui mettent en exergue le combat pour la visibilité de la femme et la lutte qu'elle mène afin d'abattre les stéréotypes marginaux instaurés par l'ordre patriarcal.

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Neuroeducation: A Transdisciplinary Approach from the Prism of Cognitive Processes and Learning Styles in University Students

Peñaloza Acosta [α] & Mónica Elizabeth [σ]

Abstract- **The study addresses neuroeducation in the context of higher education to consolidate a scientific basis in the teaching and learning processes, whose purpose was to generate a theoretical approach to neuroeducation: a transdisciplinary approach from the perspective of cognitive processes and learning styles. in the undergraduate students in Bilingual Intercultural Education of the El Mácaro Rural Pedagogical Institute "Luis Fermín, Venezuelan Guajira territorial classroom. Methodologically, it was framed in the postpositivist paradigm with a qualitative approach, phenomenological-hermeneutical method, it had 8 key informants and the findings, evaluated by categorization, structuring, triangulation and theorizing techniques. Resulting in the need to improve teachers' knowledge management based on neuroeducation, their contributions, strategies and methodologies to optimize academic development, teachers and students must work in transdisciplinary teams, devising creative methods, from popular pedagogical traditions, that enhance motivation for scientific research and innovation.**

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I. Introduction

La educación en estos tiempos postmodernos está sugiriendo hacer una ruptura a todo reglamento académico, establecido que delinee de manera apriorística como propiciar el proceso de aprendizaje en los estudiantes. Estamos ante una nueva era que reclama una educación con base a las virtudes biológicas, científicas y psicológicas del cerebro humano, para consolidar un conjunto de conocimientos basados en la función de éste, para lograr una educación de calidad. En este contexto, uno de los elementos fundamentales del razonamiento viene dado por las emociones, todo lo que el ser humano es, hace, cree y piensa; es producto de cómo funciona el cerebro, lo que permite un ser crítico y razonable.

Es por ello, que son muchas las universidades a nivel latinoamericano que están adoptando estudios sobre el cómo funciona el cerebro humano, ante una situación de aprendizaje, sea teórico o praxiológico, para asumir las acciones didácticas más adecuadas en el proceso formativo y evaluativo. Ante esta realidad emergente, la neuroeducación, viene a ofrecer una contundente alternativa a la educación universitaria; un enfoque que toma en consideración aspectos como: la emoción, el deporte, la música, la cultura, el ambiente, la sorpresa y la experimentación, para generar las condiciones deseables en la apropiación de los conocimientos. Dichos aspectos permite que el ser humano pueda conocerse a sí mismo, fomentando la curiosidad y la emoción.

No obstante, los procesos formativos deberían aprovechar de manera imperativa el funcionamiento del cerebro humano para enseñar de manera más efectiva y significativa a los estudiantes en cuanto a: La Psicología del Aprendizaje Intercultural, Teoría y Práctica de la Enseñanza Bilingüe, Legislación relacionada con las etnias, Cooperativismo y Empresas Indígenas, Historia de las Etnias, Lengua Autóctona, entre otras unidades curriculares que forman parte del pensum de la especialidad de Intercultural Bilingüe.

Sin embargo, muchas veces se forma a los estudiantes para que sean grandes profesionales, pero olvidamos de que antes tienen que ser personas que requieren aprender a disfrutar de su vida; en este sentido, la educación universitaria debe incorporar las herramientas didácticas con base a los entornos sensoriales y afectivos que configuran los circuitos neuronales de sus estudiantes. Es decir, el docente está llamado a desarrollar su praxis educativa con base a optimizar el conjunto de conexiones sinópticas ordenadas que se produce como resultado de la unión de las neuronas a otras en sus regiones del cerebro humano. Por consiguiente, Mora (2018, p.1), Doctor en Medicina y Neurociencias, catedrático de Fisiología Humana, afirma que, la neurología aporta luces a todos los niveles de la vida humana, por lo que estamos entrando en una nueva era, la "neurocultura", que en palabras del experto, es una "reevaluación de las humanidades en función del conocimiento actual de cómo funciona el cerebro.

De acuerdo a este autor, es imprescindible considerar un binomio indisoluble entramado en el funcionamiento del cerebro; emoción-cognición, un dueto necesario en los procesos de aprendizaje, que sólo es posible mediante la neuroeducación. De acuerdo a esta postura, emerge la necesidad de que

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los docentes universitarios incorporen los principios filosóficos, psicológicos y educativos de la neuroeducación a los procesos formativos universitarios, para propiciar un cambio de paradigma a los esquemas tradicionales rígidos que se han instaurado en la concepción educativa de muchas Instituciones de Educación Superior (IES).

Pues, es imperativo que los docentes universitarios tengan conocimiento de cómo es el cerebro, cómo este aprende, procesa, registra, almacena y recuerda la información, para así poder adaptar un estilo de enseñanza pertinente que optimice el proceso de aprendizaje de los estudiantes. Además, debe concebir su praxis en función de las actitudes, palabras y emociones que influyen directamente en el desarrollo del cerebro de sus estudiantes y la manera en la que estos aprenden.

En este contexto, la neuroeducación o neurodidáctica según los criterios referidos por García (2017), es:

> Una nueva visión de la enseñanza que se basa en aportar estrategias y tecnologías educativas centradas en el funcionamiento del cerebro. Esta nueva disciplina educativa fusiona los conocimientos sobre neurociencia, psicología y educación, con el objetivo de optimizar el proceso de enseñanza y aprendizaje. (p. 2)

En este ámbito, vale destacar los aportes de las neurociencias, en cuanto a las investigaciones sobre el cerebro, han dado una mayor comprensión de cómo funciona y cómo repercute en el mejoramiento de la habilidad del docente para enseñar, así como también en la habilidad del estudiante para aprender. No obstante, el acelerado desarrollo de las neurociencias sugiere que los diversos resultados de las investigaciones sobre el cerebro, permiten mayor comprensión de su funcionamiento y ello debe, necesariamente, ser incorporado, a los estudios sobre, el mejoramiento de la habilidad del docente para enseñar y la habilidad del estudiante para aprender, y consecuentemente sus resultados y estilos de aprendizaje.

En este orden de ideas, al igual que las nuevas metodologías educativas centradas en la inteligencia emocional, la neuroeducación entrama diversas disciplinas como: la neurología, neurociencia, psicología, ciencia cognitiva y la educación como un estamento transdicisplinario que permite un interdiálogo que trasciende el lienzo al modo disciplinar en los procesos de aprendizaje. La idea es que el docente pueda sacar provecho de cómo el cerebro aprende y qué cosas estimulan el desarrollo cerebral al ámbito educativo. Vale seguir a García, (ob. cit.), quien hace referencia a diversos factores que intervienen en la neuroeducación, tales como:

> La plasticidad cerebral y neurogénesis. El cerebro es "plástico", es decir, tiene una gran capacidad de adaptación durante toda la vida. Las neuronas espejo, las cuales son un grupo de células cerebrales que se activan tanto cuando realizamos una acción como cuando observamos a alguien realizarla.
>
> Las Emociones y aprendizaje. Las emociones interactúan con los procesos cognitivos, por ello una parte clave de la neuroeducación se refiere a manejar las emociones para que no solo no interfieran, sino que beneficien el proceso de aprendizaje. (p.1)

En atención a ello, que los factores antes mencionados, juegan un papel determinante en la neuroeducación, ya que estos aportan información relevante para remantizar la acción pedagógica del docente para identificar las debilidades y fortalezas cognitivas, implicadas en el aprendizaje de los estudiantes con base a la atención, memoria, percepción y razonamiento. En este sentido, la neuroeducación viene a ofrecer al docente universitario, la posibilidad de conocer acerca de qué sucede en el cerebro de los estudiantes, determinando los factores que ejercen influencia en su crecimiento, desarrollo y funcionalidad.

Ante estos hallazgos científicos, no es posible ignorar los enormes beneficios que pueden representar para el estudiante la implementación de estrategias educacionales, que incluyan la activación neuronal de ambos hemisferios, fomentando la estimulación del cerebro de manera global, posibilitando una mayor y mejor asimilación de los contenidos curriculares a aprender.

La docencia universitaria en Venezuela, está influenciada por diversas categorías que se relacionan de manera compleja. Uno de ellas son las estrategias cognitivas que aplican los docentes al ejercer la tarea de formar al estudiante en determinado programa académico, como lo señala Orozco (2017), quien considera que "no es aconsejable ceñirse en el empleo de una sola estrategia, sino promover la combinación y diversificación de ellas" (p.12). De allí, lo imperativo de entramar diversas estrategias didácticas que conjuguen diversas disciplinas entorno a una situación de aprendizaje determinada.

Por consiguiente, es necesario que la educación venezolana pueda replantear algunas estrategias o directrices para consolidar una educación que no permita la atomización del saber. Conociendo de antemano que se han realizado algunos intentos, pero algo aislado un tanto a ciegas, sin la operatividad de los mismos.

Sólo se le presta atención a los procesos cognitivos y afectivos de los estudiantes, cuando éstos presentan alguna dificultad en el proceso de adquisición de los contenidos curriculares programados, nunca se cuestiona el sistema, a veces se llega al nivel de la didáctica haciendo de esto un maquillaje; en la mayoría de los casos pedagógicos se cambia la estrategia o incluso al docente, pero el

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sistema educativo y los contenidos curriculares permanecen intactos.

Ante esta realidad, es evidente que la neuroeducación representa una ventana muy pertinente para enfrentar los desafíos y retos que la educación universitaria venezolana reclama en la actualidad; es a través de un tejido de carácter transdicisplinario como la neuroeducación, que se puede remantizar la praxis docente con miras a producir los cambios necesarios en los estilos de aprendizaje en los estudiantes, conjugando las múltiples disciplinas que dialogan e interactúan para conocer las mejores situaciones de aprendizaje de acuerdo al funcionamiento del cerebro humano.

Entendiendo a su vez que el enfoque transdicisplinario como lo plantea García (2006), quien expresa que se:

> Trata de romper fronteras disciplinarias y articular ciencias y conocimientos en pos de resolver los problemas de la sociedad de una manera más integral y participativa. El enfoque transdicisplinario es complementario al enfoque interdisciplinario, ya que hace emerger de la confrontación de las disciplinas nuevos datos que los articulan entre sí, y ofrece una visión de la investigación más ligada a la realidad socio-cultural de las personas. La transdicisplinariedad busca la apertura de todas las disciplinas a aquellos que las atraviesan y las trascienden. (p. 2)

Se puede decir, entonces que el enfoque transdicisplinario transciende el campo disciplinar, y se ubica entre y más allá de las disciplinas. La finalidad de este enfoque está enmarcada en una interpretación que busca comprender el mundo educativo en el imperativo de la unidad del conocimiento. Una unidad que permite a los actores educativos emerger nuevos niveles de realidad, según las diversas situaciones que se presenten y la forma como se asuma su nivel de complejidad.

Ahora bien, desde una perspectiva educativa se puede entender la relación que hay entre el sistema nervioso, la conducta y el aprendizaje, esto permite ampliar el entendimiento del desarrollo cognitivo que viven los estudiantes, por lo cual es de suma importancia que los docentes conozcan los hallazgos de la neurociencia, con el fin de realizar prácticas pedagógicas de calidad y, en concordancia con el desarrollo de cada uno de los estudiantes, puesto que los conocimientos que aporta la neurociencia deben ser clave a la hora de enseñar a los estudiantes y al docente conocer la forma en que funciona el cerebro.

Asimismo, en cuanto a los procesos cognitivos que debe considerar los actores educativos universitarios para optimizar los procesos de enseñanza y aprendizaje, es necesario adoptar las estrategias pertinentes que permitan fortalecer las habilidades de los estudiantes para aprender. Al respecto, Reed (2007), afirma que: "las habilidades cognitivas son las destrezas y procesos de la mente necesarios para realizar una tarea, además son las trabajadoras de la mente y facilitadoras del conocimiento siendo las responsables de adquirir y recuperarlo para utilizarlo posteriormente". (p. 8)

Es decir, que el docente está obligado a cultivar las habilidades cognitivas en función de que este pueda dar soluciones a determinados problemas educativos de aprendizaje, fomentando la toma de decisiones, para fortalecer el pensamiento crítico y creativo en el proceso de enseñanza aprendizaje de sus estudiantes.

Para consolidar los procesos cognitivos en función a cualquier tipo de aprendizaje, es necesario que se tome en consideración la metacognición de cada estudiante para conocer las capacidades de autorregulación de su proceso de aprendizaje. Es imperativo que el docente tenga noción o conocimiento sobre el conjunto de operaciones intelectuales asociadas al conocimiento, control y regulación de los mecanismos cognitivos que intervienen en los estudiantes al momento de que estos recaban, evalúan y producen nueva información. En este sentido, el docente está llamado a comprobar si las estrategias elegidas para propiciar el aprendizaje son las adecuadas o pertinente para dicho proceso.

En este hilvanar discursivo se incorpora lo referente a los estilos de aprendizaje para los estudiantes, los cuales, bajo la concepción de la neuroeducación, implica activar las redes neuronales que alimentan el pensamiento divergente, que da cuenta de la interacción sujeto-objeto, sistema, medio ambiente, pensamiento y realidad. Esto traduce aprender a aprender, por tanto los docentes deben entender el funcionamiento del cerebro para descubrir nuevas maneras de hacer más significativo el proceso enseñanza y aprendizaje, logrando que los estudiantes desarrollen un verdadero meta aprendizaje.

Tal como se plantea, el proceso de aprendizaje permite al sujeto su adaptación al entorno cultural. Este proceso requiere de cambios en el sistema nervioso, de ahí la necesidad de la plasticidad del cerebro para poder tener capacidad de aprendizaje y de adaptarse a nuevas situaciones. La capacidad de aprender también está mediada por la memoria que posibilita el aprendizaje por la experiencia. Aunque se ha querido homologar este proceso con el procesamiento de información de las computadoras, nuevas aportaciones de la neurociencia, la psicología cognitiva y la psicología evolutiva han demostrado que no se puede reducir la capacidad cerebral a la metáfora de la computación.

Es necesario destacar, la importancia de los estilos de aprendizaje en los estudiantes derivados de las concepciones educativas imbricadas en la neuroeducación. Al respecto, Alonso, Gallego y Honey (1995), autores del libro: Los estilos de aprendizaje

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procedimientos de aprendizaje y mejora, afirman que los estilos de aprendizaje:

> Son la forma consistente en la que los estudiantes responden o utilizan los estímulos en el entorno del aprendizaje, es decir, las condiciones educativas bajo las cuales un estudiante es más probable que aprenda. Los estilos de aprendizaje son una mezcla de factores cognitivos, afectivos y fisiológicos característicos que sirven como indicadores relativamente estables de cómo el alumno percibe, interactúa y responde al entorno de aprendizaje. (p. 3)

De acuerdo a lo anterior, el docente puede atender, asistir y enseñar a sus estudiantes, intentando fomentar en cada uno de ellos sus potencialidades con un carácter individual y personalizado, con la finalidad de incrementar el rendimiento académico, según el estilo de aprendizaje que predomine a cada situación de enseñanza. No obstante, el docente está llamado a entramar diversos estilos de aprendizaje para propiciar una ruptura a la monotonía y postura tradicionales pedagógicas.

Es imperativo conjugar el proceso de aprendizaje desde diversas disciplinas entramado en varios estilos de aprendizaje para generar una experiencia significativa. Aquí el docente puede considerar cualquiera de los estilos de aprendizaje que sugiere Alonso, Gallego y Honey (Ob. cit.):

> *Visual:* Los lóbulos occipitales en la parte posterior del cerebro controlan el sentido visual. *Aural:* Los lóbulos temporales manejan contenido auditivo. El lóbulo temporal derecho es especialmente importante para la música. *Verbal:* En este estilo de aprendizaje intervienen los lóbulos temporal y frontal, especialmente dos áreas especializadas denominadas áreas de Broca y Wernicke. *Kinestésico:* El cerebelo y la corteza motora en la parte posterior del lóbulo frontal, manejan gran parte de nuestro movimiento físico. *Lógico:* Los lóbulos parietales, especialmente el lado izquierdo, impulsan nuestro pensamiento lógico. *Social:* Los lóbulos frontal y temporal manejan gran parte de nuestras actividades sociales. El sistema límbico también influye tanto en el estilo social como en el individual. *Individual:* Los lóbulos frontal y parietal, y el sistema límbico, también intervienen en este estilo de aprendizaje. (p. 4)

Según los estilos de aprendizaje antes mencionados se debe considerar en la praxis docente todos aquellos rasgos cognitivos y fisiológicos por los que los estudiantes perciben e interactúan dentro de los procesos de aprendizaje. Es por ello, que el docente debe saber que cada estudiante metafóricamente representa un mundo, y que cada situación de aprendizaje requiere de un distinto enfoque a la hora de plasmar los conocimientos. Asimismo, durante el proceso de aprendizaje, los estudiantes, además de utilizar sus habilidades cognitivas y metacognitivas, deben de ser capaces también de saber jerarquizar, organizar y priorizar su aprendizaje.

Es evidente, que esta propuesta bio-psico-social de Gardner ha fortalecido la forma de establecer los estilos de aprendizaje relacionado en un tipo de inteligencia específica, para sacar el mejor provecho o producto a los hemisferios del cerebro humano. Sin embargo, al realizar algunas tareas cognitivas se activan unas regiones más concretas del cerebro que otras, pero para los procesos cognitivos se necesitan el funcionamiento de todas las partes cerebrales.

Según los planteamientos antes mencionados y de acuerdo a la inquietud que motiva a la investigadora para llevar a cabo este estudio, la misma fue ubicada en el contexto geográfico del aula territorial de la Guajira venezolana perteneciente al Instituto Pedagógico Rural El Mácaro “Luis Fermín”. Una investigación que se lleva a cabo con docentes y estudiantes de la especialidad de pregrado de Educación Intercultural Bilingüe.

Aquí la investigadora con base a sus experiencias académicas en el contexto formativo de los estudiantes de esta especialidad, aborda la situación desde los eventos introspectivos vivenciales y su interpretación intersubjetivas de las situaciones de aprendizaje que viven los actores educativos universitarios de la mencionada aula territorial.

El estudio tiene su génesis a partir de las vivencias que ha experimentado la investigadora con algunos docentes y estudiantes del aula territorial de la Guajira venezolana, donde la autora en su transitar académico universitario viene observando y experimentado situaciones que tiene que ver con las ciencias cognitivas que se vinculan con el quehacer pedagógico del docente universitario; es aquí donde se vislumbran los ejes problemáticos de la investigación desde diversas perspectiva del saber, enmarcadas en: Lo Ontológico, Axiológico, Teleológico, Epistemológico y Metodológico.

Desde la Perspectiva Ontológica: se borda el fenómeno a partir de las causas, efectos y consecuencias que tiene el uso del cerebro en los procesos formativos de los estudiantes. Entendiendo que una de las causas presentadas en los estudiantes como en algunos docentes tiene que ver con las emociones, las cuales interactúan con los procesos cognitivos y de alguna manera u otra puede afectar de manera negativa la adquisición y enseñanza de nuevos conocimientos pertinentes.

Aquí hay que destacar, que el docente debe tener lucidez sobre el funcionamiento del cerebro humano para entender la dinámica continua que se deviene a diario en cada situación de aprendizaje de los estudiantes; reconociendo que el cerebro no es estático, sino un macro sistema que siempre esta reconfigurándose. De allí, que la investigadora busca comprender la esencia de aquello que existe en la realidad objeto de estudio, la cual está representada por la praxis docente desde una dimensión neuro científica que devela el estatus que presenta cada situación de aprendizaje de acuerdo a los estilos de

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aprendizaje de cada estudiante en función de sus procesos cognitivos.

Por consiguiente, la tarea del docente no es suficiente con dominar una unidad curricular o disciplina, es necesario que el docente universitario sea capaz de ayudar prepositivamente a los estudiantes a aprender, pensar, sentir, actuar y desarrollarse como persona, capaces de generar alternativas de mejora o solución de problemas en el contexto universitario.

Desde la Perspectiva Axiológica, se pudo detectar situaciones en los procesos de enseñanza y aprendizaje que desbordan los valores éticos que deben predominar en la educación universitaria, donde la creatividad se ve diezmada por lineamientos verticales que en algunos casos ponderan la actuación del docente limitando la libertad de pensamiento de los estudiantes, afectando su autoestima; lo que devela eventos caracterizados por la desigualdad, carencia de respeto y la deficiente responsabilidad con el cato formativo dentro de la universidad.

Es decir, que la educación universitaria debe entramarse dentro de los valores científicos, con una marcada ética profesional y de ética cívica que identifiquen los diversos actores universitarios, para establecer relaciones pertinentes entre el trabajo académico y ético, que se realiza en la institución. Para darle direccionalidad a la Modalidad de Educación Intercultural Bilingüe tal como lo establece la Ley Orgánica de Educación (2009), artículos 26 y 27, en la nueva estructura del Sistema Educativo Venezolano enmarcada en una exigencia formal universitaria, que tanto los profesores ordinarios de la Universidad como los contratados, exhiban una sólida formación, a fin de fortalecer los esfuerzos individuales y colectivos que diversos profesionales han emprendido como en este caso particular por la investigadora de este estudio.

En este contexto, desde la perspectiva teleológica, implica estudiar o reflexionar sobre el fin último de la investigación, lo que lleva a la investigadora a plantear una serie de propósitos con la finalidad de buscar las respuestas de diversas concepciones que se imbrican en el fenómeno que se estudia, asumiendo lo referente a la neuroeducación, estilos de aprendizaje y procesos cognitivos.

En este devenir, se vislumbran ciertas debilidades en las metas o propósitos preestablecidos en la planificación curricular para incorporar e implementar acciones pedagógicas con base a las orientaciones que ofrece la neuroeducación, y que estilo de aprendizaje son los adecuados para optimizar los procesos cognitivos en los estudiantes universitarios.

Asimismo, desde la perspectiva epistemológica, se presentan situaciones discrepantes en cuanto al estudio y validación de los fundamentos en los que se apoya la creación de conocimiento en el contexto de la especialidad de Intercultural Bilingüe. Para ello es necesario que los docentes perfeccionen su andamiaje intelectual en función de la neuroeducación para poder ayudar sustancialmente en la eficacia de los procesos de enseñanza y aprendizaje desde la pedagogía, basándose en los paradigmas que sugiere la neurociencia.

Todo ello enmarcado, de acuerdo con los contenidos curriculares, para regenerar nuevos modelos pedagógicos basados en la experiencia, dado que esta modifica el cerebro; lo fortalece o lo debilita dependiendo de la sinapsis que acoplan a las neuronas en una determinada actividad o situación de aprendizaje.

En este contexto, hay que destacar que muchos estudiantes como algunos docentes se resisten a ciertos cambios que la dinámica educativa, recursiva y dialógica, te exhorta a considerar para desmontar ciertas costumbres o practicas pedagógicas que ya no tiene ningún sentido seguir utilizando. Esto conlleva desaprender algo que se haya aprendido erróneamente que aprender algunos postulados pedagógicos que replanteen el trabajo académico, es decir, adquirir un nuevo conocimiento por el camino adecuado.

Cabe destacar, que la organización, secuenciación y repetición de los procesos de aprendizaje son básicos para desarrollar y mantener circuitos neuronales mientras que la aleatoriedad conlleva siempre un mal aprendizaje. Asimismo, la planificación, pertenecía, secuencia, repetición, curiosidad y práctica consiguen una mayor precisión, rapidez y velocidad en las conexiones neuronales.

En ese mismo orden de ideas, también, se develan los ejes problemas desde la Perspectiva Metodológica, donde se aprecian procedimientos carentes de sistematicidad apoyados en métodos que en algunos casos difieren de las estrategias empleadas por el docente para desarrollar ciertos contenidos curriculares. No obstante, se vislumbra una praxis docente con escasos conocimientos sobre los principios neurobiológicos que son imperativos para diseñar una praxis docente exitosa.

Por consiguiente, es pertinente motivar o propiciar situaciones de actualización y perfeccionamiento dirigido al docente para entender mejor cómo funciona el cerebro, y en función de ello plantear los métodos, técnicas con estrategias adecuada para el proceso de enseñanza - aprendizaje. Asimismo, existen docentes que todavía ignoran el desarrollo de estrategias y métodos que beneficien a la neurodiversidad, donde se promueva un aprendizaje significativo en los estudiantes.

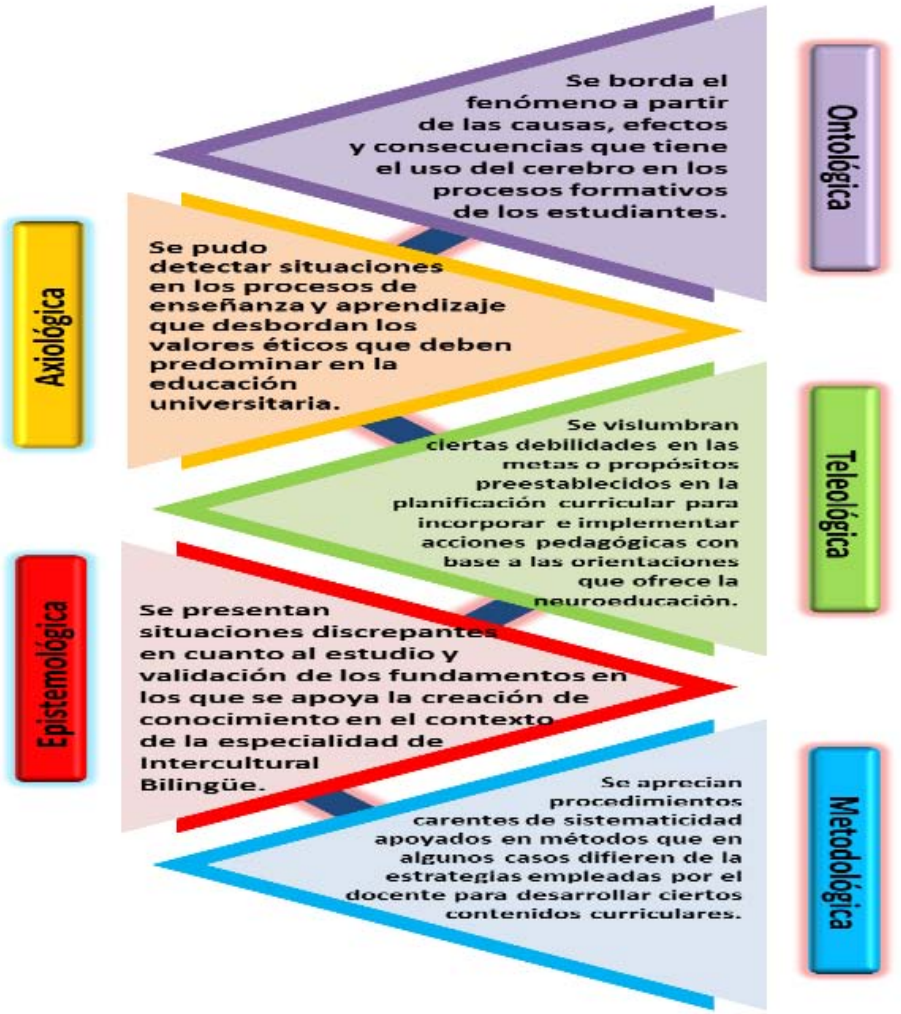
Vale destacar, que la universidad cuenta con algunos docentes que conocen de los aportes de la neuroeducación y muestra la disposición para que en el futuro inmediato ir incorporando las estrategias o acciones pedagógicas imperativas para mejorar

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significativamente los procesos de enseñanza y aprendizaje.

Asimismo, hay que propiciar acciones de alfabetización científica con base a la neurociencia cognitiva, ante la carencia de estos postulados emergentes en la formación de algunos docentes y por ende en la mayoría de los estudiantes. Se requieren cursos especialmente diseñados para una dialéctica reflexiva sobre cómo unir e integrar la investigación con la educación. Apuntando a comprender el desarrollo de las mentes y los cerebros de los estudiantes; descubriendo cómo las conceptualizaciones del desarrollo, ofrecidas por la neurociencia cognitiva, pueden brindarle información que los lleve a participar y reflexionar acerca de sus propias prácticas como docentes.

Se hace necesario destacar, las debilidades en los procesos cognitivos de los estudiantes, dado que estos no establecen criterios propios para apropiarse del conocimiento, lo que afecta los ámbitos emocionales y sociales; además, los estudiantes conjuntamente con el docente no se establecen un aprendizaje que genere experiencias significativas lo que lleva a un proceso de enseñanza debilitado. Todo esto, aunado a la pasividad que presentan los estudiantes en la construcción de saberes de acuerdos a sus vivencias, emociones y motivación. A continuación en el grafico 1, se aprecian Ejes problemáticos más resaltantes en función a las perspectivas: ontológica, axiológica, teleológica, epistemológica, y metodológica.



Fuente: Peñaloza (2020)

Gráfico 1: Ejes problemáticos con base a las perspectivas: Ontológica, Axiológica, Teleológica, Epistemológica, y Metodológica.

De acuerdo a la situación que presenta el fenómeno objeto de estudio, emergen los siguientes propósitos de la investigación:

a) *Research Purposes*

i. *General Purpose*

Generar una aproximación teórica de la neuroeducación: un enfoque transdicisplinario desde el

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prisma de los procesos cognitivos y los estilos de aprendizaje en estudiantes de pregrado en Educación Intercultural Bilingüe del Instituto Pedagógico Rural El Mácaro "Luis Fermín", aula territorial Guajira venezolana.

ii. *Specific Purposes*

Indagar sobre los aportes de la neuroeducación para la incorporación de nuevos estilos de aprendizaje en los estudiantes universitarios.

Interpretar los procesos cognitivos involucrados en las diversas situaciones de aprendizaje de los estudiantes de pregrado en Educación Intercultural Bilingüe en el Instituto Pedagógico Rural El Mácaro "Luis Fermín".

Develar los estilos de aprendizaje que propicia el docente hacia los estudiantes de pregrado en Educación Intercultural Bilingüe en el Instituto Pedagógico Rural El Mácaro "Luis Fermín" de acuerdo a sus capacidades cognitivas.

II. Theoretical References

Este apartado presenta una serie de conceptos o categorías descriptivas que permite a la investigadora organizar las experiencias y los datos de la realidad proveniente de la comunidad científica.

a) Neuroeducation

La educación se puede asumir como un proceso de socialización que deben experimentarlos estudiantes para asimilar y aprender nuevos conocimientos; lo cual ha llevado a la ciencia a buscar las mejores situaciones de aprendizaje, tomado en consideración los elementos psicológicos, neuronales y biológicos del cerebro humano. Para ello, un conjunto de ciencias o disciplinas se han encargado de estudiar el sistema nervioso de los seres vivos, con un interés particular en explicar cómo la actividad del cerebro se relaciona con la conducta y el aprendizaje de las personas.

El acelerado desarrollo de la neurociencia, así como las tecnologías de escáner cerebral, permiten ahora una mayor comprensión del cerebro y de sus funciones cognitivas y emocionales que tienen consecuencias directas para la educación. En ese sentido, emerge una disciplina que según Sánchez (2008), "…Es producto de una trilogía disciplinar conformada por: la neurociencia, pedagogía y la psicología, las cuales se entraman para configurar la Neuroeducación" (p.6). En esta primera instancia, se puede apreciar que la neuroeducación tiene sus cimientos con base a tres disciplinas fundamentales como: neurociencia, pedagogía y la psicología. A continuación en el gráfico 2, se aprecia la descripción:



Fuente: Tomado de Sánchez (2008). Adaptado por la autora (2020)

Gráfico 2: Disciplinas que configuran la neuroeducación.

En este contexto, y tomando como referencia las afirmaciones de Sánchez (Ob. cit.), se puede decir que cada disciplina que configura la neuroeducación juega un papel fundamental que suma una serie de virtudes y aspectos que de manera holística le da significado a la misión de la neuroeducación la cual estaría imbricada en primer lugar en la Neurociencia encargada de develar las estructuras, conexiones y funcionamiento del cerebro para su aprovechamiento para el aprendizaje.

En segundo lugar, se tiene la Psicología, la cual se encargaría de estudiar la conducta y los procesos mentales de los estudiantes para que el docente pueda concebir las mejores estrategias para los procesos de enseñanza y aprendizaje, y finalmente, está la Pedagogía, la cual delinea de manera específica las estrategias y acciones académicas que debe emprender el docente para propiciar un aprendizaje significativo.

Con antelación se ha mostrado la simbiosis disciplinar que deriva los postulados de la neuroeducación de acuerdo a lo dicho por Sánchez (2008), que entrama tres disciplinas como: la neurociencia, pedagogía y la psicología, para conjugar una sola ciencia holística denominada neuroeducación.

Sin embargo, Salas (2003), señala que: "Esta definición de neuroeducación queda incompleta en un ámbito que no recoge: el aspecto social y la influencia

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del entorno en el proceso educativo" (p. 5). Es decir, se deja de lado lo sociológico que va en función de las condiciones sociales que influyen en los estudiantes, como el entorno en el que se desarrolla su cerebro o el efecto de las relaciones sociales que se establecen, interactúa y matiza las aportaciones del resto de disciplinas para propiciar un aprendizaje socioemocional.

b) Transdisciplinary Approach

La palabra Transdicisplinariedad fue usada por primera vez por Jean Piaget. La misma, se puede asumir como una epistemología que está a la vez entre las disciplinas, a través de las disciplinas y más allá de toda disciplina. A través de esta se expresa que la naturaleza no puede ser conocida fuera de sus relaciones con el hombre. Una postura que asume una dinámica engendrada por la acción de muchos niveles de realidad de forma simultánea mediante un proceso dialógico y recursivo donde convergen diversas dimensiones del saber. Al respecto, Nicolescu (1996):

> Como el prefijo trans lo indica, ella tiene que ver con lo que está, al mismo tiempo entre las disciplinas, a través de las diferentes disciplinas y más allá de cualquier disciplina. Su objetivo es la comprensión del mundo presente, para el cual uno de los imperativos es la unidad del conocimiento. (p.38).

Es decir, que la transdicisplinariedad representa una visión emergente para comprender la realidad desde sus diversas dimensiones que la conforman de manera integral, sin necesidad de delimitar barreras demarcatorias de las disciplinas. La transdicisplinariedad es un nuevo enfoque científico, cultural, social y espiritual que viene a conjugar la realidad en su unidad y diversidad. La misma es actualmente considerada como una respuesta a la crisis de fragmentación que asola a la epistemología, con consecuencias reparadoras a los daños y amenazas a la vida de este planeta.

En este contexto, Martínez (2013), habla del enfoque transdicisplinario como: "Un proceso que busca como tendencia a reunir las disciplinas en una totalidad para poder comprender e integral los saberes creando puentes entre las disciplinas, un terreno común de diálogo, intercambio e integración" (p.23). La transdicisplinariedad se caracteriza, sobre todo por su amplitud irrestricta. O sea, en principio, todo tipo de disciplina puede participar en el emprendimiento. Y ese "todo tipo" incluye arte, filosofía, ética, afectividad y espiritualidad. Por lo tanto, la transdicisplinariedad se procesa a través del sistema total.

c) Cognitive Processes

Los procesos cognitivos se pueden tomar como toda acción que realiza el estudiante para la adquisición de nuevos conocimientos. La palabra cognición, según la Real Academia Española RAE (2014) es de origen latino (cognitivo = conocimiento, acción de conocer), denota el proceso por el que las personas alcanzan conocimientos. Sin embargo, Rivas (2008), señala: "los procesos cognitivos son el canal a través del cual se adquiere, almacena, recupera y se usa el conocimiento" (p. 87). Es decir, los procesos cognitivos son un canal mediante el cual se adquiere el conocimiento, y el ser humano lo desarrolla al momento de realizar cualquier actividad.

En este sentido, los procesos cognitivos van en función de las habilidades cognitivas que posee cada individuo de acuerdo a sus capacidades, destrezas y procesos de la mente necesarios para realizar una tarea. Reed, (ob. cit.), dice: "Las habilidades cognitivas son las trabajadoras de la mente y facilitadoras del conocimiento al ser las responsables de adquirirlo y recuperarlo para utilizarlo posteriormente" (p.34). Por consiguiente, las mencionadas habilidades se entraman de acuerdo al tipo de proceso cognitivo. En esta trama discursiva, Ríos (2004) señala que:

> Es necesario promover el desarrollo del pensamiento como objetivo fundamental del sistema educativo a través de programas libres de contenido, como aprender a pensar, desarrollo de inteligencia y enriquecimiento instrumental, y la denominada didáctica cognitiva, que ejercitan operaciones mentales; también por medio de los contenidos académicos del currículo. (p.51)

Es decir, es imperativo enseñar a pensar a los estudiantes a través de una didáctica emergente que pueda optimizar el desarrollo de la inteligencia y los procesos de aprendizaje. Agrega, Ríos (ob. cit.)

> La educación ha estado centrada en la transmisión de información, con énfasis en la memorización y la reproducción de contenidos; sin embargo, en la actualidad los conocimientos aumentan y cambian con tal celeridad que se requiere complementar la transmisión de información con el desarrollo de procesos cognitivos que permitan a los estudiantes seleccionar, organizar, criticar, producir y aplicar la información pertinente para la solución de los problemas que enfrente (p. 53).

De acuerdo a lo anterior, se hace necesario que el sistema educativo considere la aplicación de planes y estrategias con base a un pensamiento crítico que permita configurar nuevos postulados teóricos que lleven al estudiante a producir y aplicar decisiones imperativas para brindar solución a determinados problemas. No obstante, Ríos (ob.cit.) clasifica los procesos cognitivos en dos dimensiones: procesos cognitivos básicos y procesos cognitivos superiores.

d) Learning styles

El aprendizaje hace referencia a la adquisición de nuevos conocimientos o saberes de acuerdo a la necesidad del individuo de conocer su mundo exterior. Al respecto, Feldman, (2005), señala que el aprendizaje "es un proceso de cambio relativamente permanente en el comportamiento de una persona generado por la experiencia" (p. 2). Es decir, que de acuerdo a las situaciones cotidianas que vive la persona, este va

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incorporando nueva información que le puede servir a futuro para la toma de decisiones. El aprendizaje supone un cambio conductual o un cambio en la capacidad conductual.

En este sentido, en el campo educativo se vislumbran diversos estilos de aprendizaje, que son requeridos por el docente para configurar las estrategias de enseñanza más adecuada para que los estudiantes aprendan los contenidos curriculares o cualquier información pertinente a su crecimiento intelectual. Dado a los nuevos retos y desafíos que la ciencia y la educación viene incorporando a la praxis docente, este se ve en la necesidad de adecuar sus estrategias pedagógicas a nuevas concepciones científicas para que los estudiantes puedan adquirir, procesar y comprender nueva información para poder adaptarse a las exigencias que los contextos les demandan.

Según Alonso (2016), Neurobiólogo. Catedrático de la Universidad de Salamanca, dice que: el término, estilos de aprendizaje, "hace referencia a que las personas difieren en la forma de aprender y que hay un manera de estudiar basada en esas diferencias que es más eficaz para cada persona, desde sus particularidades" (p.3). Es decir, que los distintos estilos de aprendizaje parecen algo evidente, dado que cada estudiante es diferente y a unos les gusta dibujar y a otros no, a unos les gusta la música y a otros no, unos son hábiles con su cuerpo demostrando agilidad y flexibilidad y otros no. Esto lleva al docente a tomar la decisión del estilo de aprendizaje más adecuado para los estudiantes en función del diagnóstico de las capacidades cognitiva de cada uno de ellos.

En este marco, Guillén (2014), destaca 3 estilos o modelos para el aprendizaje: aprendizaje visual, auditivo y kinestésico. Cada estudiante posee una modalidad sensorial preferida y que puede mejorar el aprendizaje si el docente desarrolla su proceso de enseñanza atendiendo a estas preferencias sensoriales.



Fuente: Hawk & Shah (2007).

Gráfico 3: Características de cada estilo de aprendizaje de VARK.

De acuerdo al grafico anterior, se puede decir, que muchos individuos van a tener un sistema de representación dominante o en algunos casos llegar a combinar dos sistemas. Entonces, estando formado un ambiente de aprendizaje por un grupo de estudiantes con características similares y cada uno de ellos con un distinto sistema de representación sensorial dominante, Varela, (2006), afirma que: "el docente deberá incorporar estrategias metodologías que beneficien a todos los estilos de aprendizaje, desde el momento de la motivación hasta la parte de evaluación de los saberes aprendidos" (p.6).

En este sentido, se presenta los diversos estilos de aprendizaje de VARK, según Pedraza (ob. cit.), tales como:

1. *Estudiantes Visuales:* Estos prefieren el uso de imágenes, cuadros, diagramas, círculos, flechas y láminas al momento de estudiar o de aprender conceptos nuevos. Prefieren tener un ambiente ordenado dentro del salón de clases. Tienen preferencias por las ilustraciones, los diagramas y las gráficas que les ayuden a recordar información.
2. *Estudiantes Auditivos:* Se inclinan por las exposiciones orales, las conferencias, discusiones y todo lo que involucre el escuchar. Utilizan sus voces y sus oídos como la modalidad principal para aprender. Recuerdan con facilidad lo que escuchan y lo que expresan verbalmente. Si algo se les hace difícil de comprender prefieren que se les explique verbalmente. Si están emocionados por algo lo expresan con una respuesta verbal.
3. *Estudiantes lector/escritor:* Los estudiantes de este estilo prefieren todo lo que se relacione con leer y escribir. Cuando leen vocalizan las palabras, algunas veces sólo moviendo los labios y otras diciendo las palabras con voz audible. Repiten las cosas en voz alta cuando quieren recordarlas, ya que la repetición oral se queda grabada muy bien en su memoria.
4. *Estudiantes Quinésicos o Kinestésicos:* Los estudiantes en este estilo de aprendizaje prefieren todo lo que involucre la experiencia y la práctica, ya sea simulada o real. Les gusta actuar o hacer con sus manos un proyecto y estar físicamente ocupados en el aprendizaje. Aprenden a utilizar las cosas y los aparatos experimentando, simulando experiencias en el salón de clases. Les gusta representar físicamente lo que expresan con palabras. La mayoría de estos estudiantes quieren estar lo más activos posible durante la experiencia de aprendizaje.

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e) Bilingual Intercultural Education

El programa de Educación Intercultural Bilingüe, que desarrolla el Ministerio del Poder Popular para la Educación (MPPE), impulsa la reivindicación del idioma y cultura de 44 pueblos originarios de Venezuela, ubicados en 8 estados del país, de acuerdo con el capítulo 8 de Constitución venezolana, que garantiza los derechos de los pueblos indígenas.

El Proyecto de Educación Intercultural Bilingüe (1979), tenía como objetivo civilizar a los pueblos originarios, pero este concepto cambio y actualmente el programa tiene como propósito preservar el idioma originario o materno y reivindicar la cultura o costumbres ancestrales de los pueblos indígenas de Venezuela.

El Instituto Pedagógico Rural El Mácaro "Luis Fermín" concibe el programa de Educación Intercultural Bilingüe con la finalidad de desarrollar una educación plurinacional, pluricultural, plurilingüe, acorde a las necesidades y potencialidades socioculturales; así como mantener los valores y contenidos interculturales de la EIB, para no producir nuevos mestizos culturales o folklorización de los bienes culturales originarios.

Dicho programa viene a fortalecer la integración, congruencia y complementariedad de la formación docente inicial, asegurando niveles y resultados equivalentes en las distintas extensiones y centros de atención adscritos a la UPEL, responsable de administrar el Programa de Educación Intercultural Bilingüe para la Educación Primeria. (a) Así como incluye el tratamiento de la diversidad cultural y lingüística, como aspectos definitorios de la Educación Intercultural Bilingüe, con el reconocimiento de la interculturalidad como eje transversal del Sistema Educativo Venezolano, sustentado en la Constitución de la República Bolivariana de Venezuela (1999), Ley Orgánica de Culturas y Pueblos Indígenas (2005), Ley Orgánica de Educación (2009) y la Ley de Idiomas Indígenas (2008).

III. Methodological Foundation

Para darle una secuencia lógica y consistente a la investigación, la misma se fundamenta en el enfoque cualitativo, dado que esta considera diferentes niveles como complemento, como contraparte, delimitación y acentuación de diversos métodos y procedimiento intersubjetivos para conocer.

Al respecto, Watson-Gegeo (2008), afirma que: "la investigación cualitativa consiste en descripciones detalladas de situaciones, eventos, personas, interacciones y comportamientos, que son observables y vividos en un determinado tiempo histórico" (p.23). Es decir, que este enfoque incorpora a los participantes a partir de sus experiencias, actitudes, creencias, pensamientos y reflexiones, tal y como son expresadas por ellos mismos.

No obstante, la investigación cualitativa subraya el procedimiento hermenéutico y la comprensión de los procesos desde un enfoque naturalista, el cual ayuda a situarnos en el contexto en el que ocurre el acontecimiento y permite registrar las situaciones, marcos de referencia, y aquellos eventos sin desgajarlos de la realidad en la que tienen lugar.

Según los parámetros que ha delinea la investigadora y los requerimientos que sugiere el fenómeno para su estudio, la investigación toma como referencia el camino investigativo el giro hermenéutico de la fenomenológica en Martín Heidegger que consolida el Método Fenomenológico Hermenéutico. De la fenomenología husserliana se mantiene el impulso, es decir su radicalismo. La necesidad de partir de lo inmediato; pero Heidegger sustituye "conciencia trascendental" por "vida en su factualidad", lo que supone un descenso al mundo de la existencia.

En este sentido, Heidegger (2006), define el concepto de fenomenología en Ser y Tiempo como: "lo que se muestra, sacar a la luz, hacer que algo se visible en sí mismo, poner a la luz" (p. 3) Asimismo, destaca Heidegger (Ibídem), El sentido metódico de la investigación de la descripción fenomenológica "es una interpretación (...) La fenomenología del Dasein es hermenéutica en la importancia originaria de la palabra, significación en la que designa el quehacer de la interpretación". (p.38)

La investigación tomó como escenario el municipio Indígena Bolivariano Guajira del estado Zulia, en Venezuela. Ubicado al norte del estado, donde se ubica el Aula territorial de la Guajira venezolana perteneciente al Instituto Pedagógico Rural El Mácaro "Luis Fermín". Para efecto de este estudio la investigadora consideró como informantes clave a dos estratos conformado por 5 docentes y 3 estudiantes de la Especialidad de Educación Intercultural Bilingüe perteneciente a pregrado.

Para la selección de los informantes, la investigadora estableció los siguientes criterios: Docentes activos que estén trabajando con alguna unidad curricular perteneciente a Educación Intercultural Bilingüe, con disposición a tomar parte de la investigación, conocedor de la realidad educativa de los estudiantes de la Guajira venezolana, tener un conocimiento básico sobre las virtudes que ofrece la neuroeducación a la praxis docente universitaria. De igual forma, se requieren de estudiantes activos, dispuesto a colaborar con la investigadora y tener la motivación para hacer los aportes necesarios de sus experiencias de aprendizajes.

En relación a las técnicas de recolección de la información, Martínez (2013.), señala: "comprende los procedimientos y actividades que le permite al investigador obtener la información necesaria para dar respuesta a su pregunta de investigación". (p. 437), según, los propósitos de la investigación, una de las

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técnica empleadas, es la observación Participante; esta técnica se toma en consideración de acuerdo a los eventos y situaciones observadas con antelación por medio de la cual la investigadora en un momento determinado, donde esta pudo apreciar los datos de forma directa, participando en el hacer cotidiano de la realidad que se estudia e implica que la investigadora se involucre directamente de manera consciente y planificada con la actividad objeto de la observación.

Asimismo, se utilizó la entrevista en profundidad; según Rusque (2001), "es una técnica interactiva mediante la cual el entrevistador sugiere al entrevistado unos temas sobre el que es estimulado para que exprese sus pensamientos de forma libre, conversacional y poco formal, sin tener en cuenta lo correcto del material recogido". (p.17). Ello significa, que una vez seleccionados los informantes clave, serán entrevistados reiterativamente, en una interacción sincrónica o asincrónica mediada por las tecnologías de la información y comunicación, a fin de recabar la información pertinente para erigir el corpus teórico.

Para las entrevista se empleó un guión, el cual constituye un instrumento flexible, con preguntas abiertas que orientan a la investigadora en el proceso de la entrevista en profundidad hasta lograr de acuerdo con Thonson (2005), "la saturación de los datos" (p.37). En esta fase la investigadora puede ayudar su memoria cognitiva, apoyándose en recursos tecnológicos como video grabadoras, cámaras fotográficas, para reproducir los acontecimientos sucedidos.

IV. Results

El principio de la comprensión integrativo que en esta investigación manejo la investigadora desde un criterio holístico del fenómeno estudiado, según Hurtado (2012), se refieren a las maneras de conocer de manera sintagmática, esto es mediante desarrollos integrativo en los cuales el conocimiento que antecede es contenidos por el saber que prosigue a partir de comprensiones novedosas. Los eventos y situaciones que expresan la realidad se perciben y se atienden según las variadas maneras como ocurren, a fin de generar una dinámica comprensiva que establezca relaciones y propicie descubrir el sentido integral de las cosas.

En este orden de ideas, se asume en esta investigación en función del fenómeno estudiado abordando la holística como un llamado a desarrollar en la especialidad de intercultural bilingüe nociones integradoras, participativas, acerca de la educación, la psicología, la neurociencia y en general sobre cualquier aspecto donde el ser humano este presente. Para constituir la condición mediante el cual suceden los hechos, las circunstancias y las condiciones a raíz de la convergencia multicausal y multidimensional de variados efectos, condición esta capaz de generar variadas resultantes.

Desde esta perspectiva, la investigadora asume en este estudio la capacidad relacional y efecto creativo que da al proporcionar el surgimiento de nuevos efectos, llámense nueva ciencia, innovaciones o creación de espacios abiertos hacia interacciones permanentes en la educación superior de la especialidad de intercultural bilingüe de carácter novedoso, que exige apertura y comprensión, pero permite al investigador percibir la complejidad y proveerse de recurso novedoso para la generación de un mayor conocimiento.

Mediante los datos informaciones de los informantes clave se constituye una vinculación creativa de experiencias y saberes, los cuales mediante la condición relacional impulsa una comprensión integrativo, importante y compleja sujeta a su vez al contexto y a las relaciones de las dimensiones en este caso particular objeto de investigación.

Para lo cual se realizó la estructuración mediante la organización de ideas, de desatollar el conocimiento de forma coherente, estructurada y científica, es una etapa utilizable, para la conexión sistémica de la teoría, asociada al pensamiento científico de la investigadora, la interpretación y teorización a través de la lectura comprensiva, pausada de la información trascrita, categorizándola con expresiones puntuales en atención a los datos aportados por los informantes claves, sobre la categorías apriorísticas, dimensiones e interrogantes de la investigación.

Los cuales destacan el esclarecimiento, la predicción y la proyección de acuerdo a las consideraciones manifestadas en la misma, a través de las matrices con sus referidas interpretaciones detalladas a continuación, en la etapa estructural de la entrevista. En este orden de ideas, los informantes clave respecto a *la Unidad temática 1: ¿Qué significado tiene la neuroeducación?* para el binomio docente estudiante proporcionan información relevante para este estudio.

Los informantes clave refieren en sus razonamientos expresados en ideas que: la neuroeducación constituye una herramienta de valor para optimizar los procesos de enseñanza aprendizaje y desarrollo de la inteligencia base al uso óptimo del cerebro. El aprendizaje, además de ser cognitivo es emocional, de carácter límbico. Uso la provocación de oxitócicas y endorfinas, para generar emociones en el participante. Hemos venido usando mucho la neo corteza e ignorando el cerebro límbico. O ignorando el cerebro derecho. Que tiene que ver directamente con el aprendizaje, que son los cambios duraderos en el potencial conductual del individuo como resultado de la experiencia, mediante estrategias, didácticas donde se involucra el cómo funciona el cerebro.

En este estudio al contemplar la investigadora los desafíos complejos y globales, impulsa desde aproximaciones teóricas a la academia UPEL a

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encontrar nuevas vías para la producción de conocimientos orientados a problemas y soluciones. Apremia comprender e incluir diversas áreas del conocimiento, la especialidad de intercultural bilingüe. Modificando el modelo didáctico tradicional basado en la transmisión de conocimientos aún está vigente en la educación universitaria y requiere procesos de innovación didáctica y educativa. Superando la dependencia entre lo que ensena el profesor en la exposición y lo que el estudiante aprende con carácter memorístico.

Esto le admite desde esta realidad educativa universitaria un axioma al repensar de acuerdo a los criterios de Estrada y Estrada (2020), en otros métodos y técnicas que se utilizan para la enseñanza tranversalizada y holística, el camino es pensar desde un enfoque integrador, que fusione y combine los conocimientos científicos con los no científicos (espirituales, ancestrales, artísticos, ideas, emociones, experiencias, entre otros de acuerdo a su contexto situacional). Es decir, consciente de la fragmentación de la especialización ahora requieren integración de conocimientos múltiples.

En este sentido, la esencia de la universidad es promover elementos de pensamiento y despertar la capacidad imaginativa, lúdica; de pensar de manera profunda, abierta, dinámica, creativa e innovadora. Pero, tenemos que preguntarnos qué significa pensar en la universidad y de qué manera se relaciona la forma de pensar no solo con la epistemología de los problemas sino también con aspectos metodológicos y ontológicos, y aún más con las dimensiones sociales y políticas educativas para desarrollar formulaciones en torno a conceptos provenientes de la transdicisplinariedad como metodología para pensar e interpretar los procesos de construcción del conocimiento universitario.

Se tiene entonces que, la Neuroeducación según Battro y Cardinali, (2006), "es una nueva interdisciplina y transdisciplina que promueve una mayor integración de las ciencias de la educación con aquellas que se ocupan del desarrollo neurocognitivo de la persona humana" (p. 7). Es decir, emerge una nueva concepción educativa donde se integran nuevas categorías conceptuales y prácticas basada en el funcionamiento del cerebro humano.

Desde esta perspectiva, la neuroeducación es un marco en el que se colocan los conocimientos sobre el cerebro y la manera como éste interactúa con el medio que le rodea en la vertiente específica de la enseñanza y el aprendizaje. Esto representa una estrategia muy efectiva para el desarrollo de los procesos de enseñanza y aprendizaje. En cuanto al proceso de enseñanza permite al docente centrar el interés en el estudiante en los contenidos y competencias de mayor importancia por medio de la programación neurolingüística, evitándose de esta forma la dispersión de los educandos. Con respecto a la neuroeducación desencadena, al recibir un mensaje que estimula claramente las áreas del cerebro deseadas, la creatividad lógica y memoria.

En consecuencia, en este estudio la investigadora asume los criterios de Vidal (2019), cuando expone que la innovación en educación ha de parecerse más a un proceso de capacitación y potenciación de instituciones educativas, de implantación de nuevos programas, nuevas tecnologías, o inculcación de nuevos términos, concepciones y aproximaciones teóricas. Esta idea pretende destacar cómo, hoy por hoy, goza de mayor credibilidad y validez educativa una visión de la innovación como proceso de construcción institucional y personal que la correspondiente, ya superada, del cambio como tecnología del diseño y difusión de programas educativos.

Razonados dichos programas a la luz de criterios de eficacia, funcionalidad, calidad y justicia y libertad social; he llamado la atención sobre la innovación en tanto que potenciación de aprendizajes en todo el sistema educativo y como proceso en el que deben participar diversas instancias y sujeto en una adecuada red de roles y relaciones.

Referente a la Unidad Temática 2: Opinión de la psicología, neurociencia y la pedagogía como triada que configura la Neuroeducación. En palabras de los informantes clave, estos tres elementos hoy día se consideran esenciales para un proceso de enseñanza aprendizaje óptimo porque en la neurociencia utiliza las funciones cerebrales para emocionar al estudiante. Además de ello, expresan que la psicología es fundamental para comprender el comportamiento individual de los estudiantes. Dentro de la psicología la rama de la neurociencia explica la forma cómo funciona el cerebro en la generación de las emociones y procesos cognitivos.

Sin embargo, Salas (2003), señala que: "la neuroeducación queda incompleta en un ámbito que no recoge: el aspecto social y la influencia del entorno en el proceso educativo" (p.5). Es decir, se deja de lado lo sociológico que va en función de las condiciones sociales que influyen en los estudiantes, como el entorno en el que se desarrolla su cerebro o el efecto de las relaciones sociales que se establecen, interactúa y matiza las aportaciones del resto de disciplinas para propiciar un aprendizaje socioemocional.

Por su parte, la pedagogía es la ciencia encargada de estudia el proceso de transmisión de conocimiento. De esta triada en lo que actualmente se conoce como neuroeducación significa una nueva pedagogía en la cual la transmisión de los conocimientos se hace de la manera lo mas asertiva posible de acuerdo al funcionamiento del cerebro. Es decir, prepara el cerebro para que este logre un

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aprendizaje significativo y la psicología se preocupa por la conducta, comportamiento y personalidad del individuo dando diagnósticos de situaciones y soluciones para encaminar los procesos educativos. Pues las estrategias pedagógicas deben ser compatibles con el funcionamiento cerebro y deben contribuir por tanto a estimular la creación de nuevas redes y circuitos de comunicación en el aprendizaje.

Sin embargo, se observa en este estudio de acuerdo a las disertaciones de los informantes clave, que existe una praxis docente en la especialidad de interculturalidad bilingüe con escasos conocimientos sobre el proceso neurobiológico que son imperativos para diseñar una praxis docente exitosa, cuyo juicio de valor revela que es algo más que la suma de dos métodos, es una relación de saberes, un todo articulado, donde los actores educativos aprovechan sus fortalezas y minimizan sus debilidades.

Tal como lo revela, Collado (2019), en su discernimiento desde una interdependencia recíproca. Coordinación basada en objetivos individuales y sistémicos en diálogo. Inmersión en la incertidumbre por la interdependencia combinada y secuencial. Homeostasis.

Unidad temática 3: Qué opinas de diseñar estrategias de enseñanza tomando en consideración el funcionamiento del cerebro humano de los estudiantes?. Es evidente, que algunos docentes y estudiantes se resisten a ciertos cambios que la dinámica educativa actual, recursiva y del dialogo les solicita trastornar costumbres y practicas pedagógicas que ya no tienen oportunidad real de acción en el ámbito educativo por su normativa rígida, para desarrollar contenidos curriculares, basados estrategias pedagógicas innovadoras, basada en la experiencia dado que estas vivencias son las que modifican el cerebro.

Por consiguiente, dichas estrategias experienciales desde la neurodidáctica fortalecen o debilitan el aprendizaje del estudiante dependiendo de la sinapsis que acoplen a las neuronas en una determinada actividad o situación de aprendizaje significativo desde una comprensión holística que comprende e interpreta las necesidades e interese de los estudiante con los contenidos a desarrollarse en el aula de manera vivencial e interactiva.

Desde esta perspectiva, la investigadora interpreta que para enseñar y aprender en una época llena de emergencia, como la actual ante circunstancia ajenas y adversas a la Universidad, el mundo y la humanidad, es urgente crear estrategias que promuevan el aprendizaje activo, colaborativo, cooperativo y poético.

Este último es considerado, según Heidegger (2006) y Gibbs (2017), como una evolución constante que se genera en interacción tríadica entre docente, estudiante y aquello que llama a ser aprendido (contenidos-contexto). Aunado ello, proclama la necesidad de promocionar el saber mediante la investigación en todos los ámbitos de las ciencias, pero también el arte y las humanidades, fomentando y reforzando la innovación, la transdicisplinariedad.

En este orden de ideas, Sánchez (2018), concibe la neuroeducación como un puente entre la neurociencia básica y sus aplicaciones en educación, dirigida a la construcción de estrategias didácticas para armonizar las metodologías de enseñanza de profesores con las técnicas de aprendizaje de los alumnos, buscando cerrar el abismo entre los conocimientos neurocientíficos y sus posibilidades en un sistema educativo real que solo bien conoce el profesor que día a día permanece en contacto directo con los alumnos en su aula, con la figura de un mediador entre el mundo profesional de la neurociencia y los profesionales de la educación. Esta figura es el "neuroeducador", que rompa con el modelo tradicional.

Se revela entonces que la tarea del docente no es suficiente con dominar una unidad curricular o disciplina, puesto que al actor interviniente como lo es el estudiante requieren de la acción educativo un acercamiento a su realidad personal y emocional como vía de acceso comunicacional para lograr capturar su atención que le permita perfeccionar los procesos cognitivos de sus estudiantes, fin último del proceso de enseñanza aprendizaje, con un interés particular en explicar cómo la actividad del cerebro se relaciona con la conducta y el aprendizaje de las personas, ente caso particular de los estudiantes de pregrado de la especialidad de Educación Intercultural Bilingüe.

A tal efecto, el espacio universitario educativo apoyado en la neurodidáctica, que provee al profesional de la docencia los conocimientos científicos de la neurociencia y respalda la forma en que aprende el cerebro humano según los fundamentos del neuro aprendizaje, que busca facilitar el proceso de enseñanza-aprendizaje. Tal como lo expone, Morales, & Burgos (2015), la neurodidáctica es la ciencia que fusiona, por una parte la didáctica y por la otra la neurociencia.

Unidad temática 4: ¿Qué papel debe jugar el docente ante los grandes retos y desafíos de la Neuroeducación?. En la actualidad existen docentes que todavía ignoran el desarrollo de estrategias y métodos que beneficien a la neurodiversidad de los participantes del aula (los estudiantes como grupo focal heterogéneo), que promueva un aprendizaje significativo. Con un grupo de estudiantes pasivos, normativos y repetidores sin involucrarse en la construcción de saberes anulando así su ser en cuanto a la vivencia, emociones y motivación.

Tal como lo refieren los informantes clave, los docentes deben generar el contacto directo con el alumno dentro de un ambiente empático y positivo, fortaleciendo la convivencia en el entorno educativo. Cabe destacar, que la neurociencia va de la mano con

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la emoción, los recuerdos, memoria y conocimientos, y que al experimentar todos estos factores en la enseñanza-aprendizaje, los docentes estarían labrando el terreno de la práctica profesional en su forma de enseñar: alumnos cooperativos, libres, autónomos, artísticos y más sensibles.

Es decir, convertirse en un neuroeducador capaz en la construcción de conexiones neuronales que faciliten los procesos de formación y aprendizaje, en el uso de estrategias que coadyuven a obtener buenos resultados en la adquisición, retención y aplicación del conocimiento en el estudiante. Al respecto, De la Barrera y Donolo (2009), afirman: se requiere un tinte de mayor creatividad en la educación: alumnos y docentes deben ser hábiles y creativos en sus maneras de resolver problemas, en su toma de decisiones, auto-generadas y producto de las demandas educativas modernas.

Por ello, se considera que la creatividad puede favorecer y se cree esencial que se haga, más aún desde ámbitos universitarios, a los que día a día se debe entender como sedes propicias de construcción de conocimientos innovadores y no puros reproductores de saberes (sin olvidar que las dos cuestiones son importantes). Se necesitan entonces docentes universitarios interesados en la construcción del conocimiento por parte de los alumnos y con su ayuda, lograr el significado y la comprensión de los contenidos que están aprendiendo.

En ese sentido, emerge una disciplina que según Sánchez (2008), "…Es producto de una trilogía disciplinar conformada por: la neurociencia, pedagogía y la psicología, las cuales se entraman para configurar la Neuroeducación" (p.6). En orden de ideas, se puede apreciar que la neuroeducación tiene sus cimientos con base a tres disciplinas fundamentales como: neurociencia, pedagogía y la psicología.

De allí, la importancia de la neuroeducación, en esta investigación pues la misma juega un papel fundamental que suma una serie de virtudes y aspectos que de manera holística le da significado a la misión de la neuroeducación la cual estaría imbricada en primer lugar en la neurociencia encargada de develar las estructuras, conexiones y funcionamiento del cerebro para su aprovechamiento para el aprendizaje.

En segundo lugar, se tiene la psicología, la cual se encargaría de estudiar la conducta y los procesos mentales de los estudiantes para que el docente pueda concebir las mejores estrategias para los procesos de enseñanza y aprendizaje, y finalmente, está la pedagogía, la cual delinea de manera específica las estrategias y acciones académicas que debe emprender el docente para propiciar un aprendizaje significativo.

Debido, a que el rol del dicente requerido en la actualidad en la UPEL, es un neuroeducador que tiene grabado en sí un sello propio, no se puede establecer con claridad cuáles son sus capacidades y características, ya que la riqueza nace del potencial de sí mismo, es un profesional cualificado capaz de entablar un diálogo interdisciplinar entre los avances en neurociencia aplicada y la experiencia práctica del profesor que día a día pone a prueba sus metodologías en el aula.

Unidad temática 5 ¿De qué forma te orienta el docente para realizar sus operaciones, actividades y funciones cognoscitivas?. En referencia a las diversas opiniones de los docentes informantes clave, refiere que en primer lugar: asumen los criterios según el contenido por los cuales serán evaluados los estudiantes, los que implican siempre el desarrollo de competencias y funciones cognitivas, de igual forma explico claramente todo el proceso de elaboración de actividades, pues dicho proceso de elaboración de actividades también se corresponden con el desarrollo cognitivo. Es decir, de manera rutinaria, rígida y normativa.

Ante esta situación planteada, la investigadora comprende e interpreta la necesidad urge de propiciar situaciones de actualización y perfeccionamiento dirigido a los docentes universitarios para entender mejor cómo funciona el cerebro y en función de ello plantear métodos, técnicas y estrategias neuroeducativas adecuadas para el proceso de enseñanza aprendizaje de los estudiante de pregrado participantes del programa de la especialidad de intercultural bilingüe.

Pues, otras de las debilidades encontradas en esta investigación está enmarcada en la planificación curricular para agregar, adaptar, integrar e implementar acciones pedagógicas con base a las orientaciones pedagógicas que ofrece la neuroeducación, y que estilos de aprendizajes son los adecuados para optimizar los procesos cognitivos en los estudiantes pregrado de la especialidad EIB.

De allí, que la educación actual y particularmente en el aula territorial de la Guajira perteneciente a la UPEL Instituto Pedagógico Rural El Mácaro Luis Fermín, tal como lo señala Vargas (2018), está siendo desafiada a responder con innovación en la formación docente, tanto en su capacitación inicial como en su actualización profesional de mano de la ciencia. Ante un nuevo paradigma educativo que está evolucionando y tomando distancia de las tradiciones educativas profundamente enraizadas en la enseñanza normativa y rígida, que tienen lamentables influencias negativas en el aprendizaje, con metodologías de enseñanza-aprendizaje adoptadas habitualmente en los diferentes niveles de la educación y en particular la educación superior, están llamadas en efecto, a sufrir cambios profundos de las prácticas docentes, gracias a las investigaciones y el diálogo interdisciplinario entre las ciencias cognitivas y las neurociencias.

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De allí, que la razón por la cual, la educación universitaria de la Especialidad de Educación Interculturalidad Bilingüe está gestando desde este estudio un verdadero cambio, sobre las informaciones y resultados obtenidos por las investigaciones de la psicología cognitiva y de la pedagogía como ciencia de la educación, han instituido y conformado una nueva disciplina llamada "neuroeducación", cuya tarea esencial es saber cómo el cerebro aprende y de qué manera se estimula su desarrollo en el ámbito escolar por medio de la enseñanza.

Por lo tanto, estas temáticas neuroeducativas necesitan ser incorporadas a los programas de formación docente, lo que facilitará que la enseñanza y el aprendizaje se conviertan en procesos innovadores, creativos, críticos y propositivos (Gil, 2015). Para lograr este propósito se necesita que los docentes puedan conocer más sobre el órgano responsable del aprendizaje (saber cómo funciona y aprende el cerebro). y reflexionar sobre todo en aquellos aspectos que influyen en el proceso de aprendizaje, con el fin de hacer del estudiante un ser autónomo, independiente y autor regulado, y que responda al perfil que forma.

En palabra de Ortiz (2009), la sociedad solicita "profesionales líderes, proactivo, que no sea un receptor pasivo sino un participante activo, lo cual exige que los docentes desarrollen clases de calidad y excelencia que utilicen estrategias pedagógicas desarrolladoras de la inteligencia, la creatividad, el pensamiento crítico que la nueva tendencia rompe el modelo de educador tradicional, transformándolo en un neuroeducador capaz en la construcción de conexiones neuronales que faciliten los procesos de formación y aprendizaje, en el uso de estrategias que coadyuven a obtener buenos resultados en la adquisición, retención y aplicación del conocimiento en el estudiante.

Sin embargo, algunos docentes y estudiantes se resisten a ciertos cambios que la dinámica educativa de la UPEL, que de manera recursiva y dialógica para desmontar ciertas prácticas pedagógicas que ya no tienen ningún sentido utilizarla pues carecen de descubrimiento, experiencias vivenciales y de recursos tecnológicos necesarios para logara capturar el interés de los estudiantes y por ende inducir un proceso de aprendizaje efectivo.

El aprendizaje hace referencia a la adquisición de nuevos conocimientos o saberes de acuerdo a la necesidad del individuo de conocer su mundo exterior. Al respecto, Feldman, (2005), señala que el aprendizaje "es un proceso de cambio relativamente permanente en el comportamiento de una persona generado por la experiencia" (p. 2). Es decir, que de acuerdo a las situaciones cotidianas que vive la persona, este va incorporando nueva información que le puede servir a futuro para la toma de decisiones. El aprendizaje supone un cambio conductual o un cambio en la capacidad conductual.

En este orden, la neuroeducación en la actualidad, según Vargas (2018), es más que un híbrido de las Ciencias de la Educación y de la Neurociencia, enseña, pues, una nueva mirada sobre el proceso de enseñanza-aprendizaje desde los conocimientos de la neurociencia aplicada. De allí, que la mirada de la neuroeducación de acuerdo a Mora (2013), se dirige a la construcción de puentes entre la neurociencia básica y sus aplicaciones en educación para armonizar las metodologías de enseñanza de profesores con las técnicas de aprendizaje de los alumnos.

En tal sentido, el conocimiento sobre la neuroeducación conlleva comprender que el neuro-aprendizaje es una disciplina que combina la psicología, la pedagogía y la neurociencia para explicar cómo funciona el cerebro en los procesos de aprendizaje, ya que el cerebro humano es un cerebro social: el cual se entrama entre la relación con el entorno y con el otro. Esto indica que el aprendizaje va a depender fundamentalmente del entorno social en que se ubique el estudiante.

Aspecto este que se enmarca en otra de las debilidades encontradas en el estudio es la necesidad urgente de perfeccionar la gestión del conocimiento de los docentes de la UPEL en función de la Neuroeducación, sus aportes, estrategias y metodologías para optimizar el desarrollo académico de la universidad, en la especialidad de intercultural bilingüe.

Para ello, los docentes y estudiantes deben trabajar en equipos transdisciplinares ideándose métodos creativos, de las ricas tradiciones pedagógicas populares (técnicas participativas, actividades lúdicas, etc.), que potencien la motivación por la investigación científica innovadora y responsable, indispensable para que se apropien de los valores que van construyendo en el proceso de aprendizaje con la orientación docente.

Según Salas (ob. cit.), "Se produce una adaptación específica de la estructura cerebral en función del entorno, el cual puede variar en gran medida según el contexto social" (p.7), es decir, que el escenario y las condiciones ambientales donde se desarrolle el proceso de aprendizaje va afectar o favorecer a los estudiantes de acuerdo a su ambientación y conformidad con su entorno, como ha pasado en este caso objeto de investigación.

Es evidente, el crucial papel que juega el cerebro en el aprendizaje y la enseñanza. Hay que tener presente que el cerebro siempre se encuentra activo en toda tarea humana y es evidente que se lo tome en cuenta en la educación, pero no basta hacerlo en forma implícita, como es lo habitual, es preciso explicitar las funciones neurocognitivas propias de la educación, tanto en el aprendizaje como en la enseñanza, con el mayor detalle posible para hacer del proceso formativo,

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una travesía agradable y reconfortante para el estudiante.

De igual modo, uno de los factores que exhorta este cambio de paradigma, es la atención e imperativo que tiene las emociones en el proceso de aprender. Según Mora, (2013); Timoneda y Pérez, (1999), dicen que: "La emoción es un factor determinante para la adquisición de cualquier aprendizaje, es la puerta y la conexión directa al aprendizaje" (p. 89).

Las emociones sirven de plataforma para darle significados a las cosas: el estado emoción al proporcionar información para la formación de significados, es la relación inseparable entre la cognición y la emoción. Y, por tanto, la necesidad de cuidar la parte emocional es indispensable para el aprendizaje, en tanto la base afectiva emocional es necesaria para que la motivación y el aprendizaje puedan suceder.

En atención a ello, el cerebro humano entrama un sistema comunicacional entre las neuronas, denominados sinapsis que son las que permiten que el cerebro aprenda en cada momento. Cada cerebro humano es único, irrepetible, aunque su anatomía y funcionalidad sean particularmente de la raza humana. El cerebro es como una computadora que controla las funciones del organismo y el sistema nervioso es como una red que envía mensajes a las partes del cuerpo.

Por lo tanto, el cerebro puede captar el aprendizaje de diferentes maneras, por diferentes vías o formas, el mismo está concebido para aprender. Si el docente conoce cómo aprende el cerebro de sus estudiantes, y cuáles son las influencias del entorno, es evidente que el docente tiene la oportunidad valiosa para concebir las estrategias o estilos de aprendizajes más adecuados para que los estudiantes puedan aprender de una manera natural y con todo el potencial que tiene el cerebro para de cada uno de ellos.

Unidad temática 6: ¿Cómo implicas en las estrategias pedagógicas los procesos cognitivos basados en: la percepción, atención memoria y sensación?. Al respecto, los informantes clave revelan que primero recurren a la lectura de textos y presentaciones en videos sobre los diversos contenidos para que los estudiantes puedan ejercitar la interpretación a través de la comprensión lectora y auditiva, posteriormente desarrollo experiencias vivenciales con los actores sociales involucrados en la temática que pretendo ensenar en las que promuevo conversatorios donde participan los educandos, y finalmente solicito a los estudiantes que realicen una producción escrita propia sobre lo aprendido, la cual deberán sustentarla oralmente.

Las estrategias pedagógicas son todas las acciones realizadas por el docente, con el fin de facilitar la formación y el aprendizaje de los estudiantes, es decir, la forma o manera como se ofrecen los contenidos para asegurar el logro de los propósitos establecidos. Ella obedece a una lógica psicológica, en cuanto a la manera como aprenden los estudiantes, y a una lógica práctica, en relación con la forma como se organizan los estudiantes para el aprendizaje, como se disponen los muebles, los recursos y los espacios, para responder con las características, motivaciones, estilos y ritmos de los estudiantes.

En este caso, las estrategias serían procedimientos de nivel superior que incluyen diferentes tácticas o técnicas de aprendizaje; entonces las estrategias de aprendizaje son una guía flexible y consciente para alcanzar el logro de objetivos, propuestos para el proceso de aprendizaje. Como guía debe contar con unas acciones definidas teniendo en cuenta la naturaleza de la estrategia, es decir, es imperativo enseñar a pensar a los estudiantes a través de una didáctica emergente que pueda optimizar el desarrollo de la inteligencia y los procesos de aprendizaje.

En este sentido, en el campo educativo se vislumbran diversos estilos de aprendizaje que son requeridos por el docente de acuerdo a los criterios de Vidal (2019), para configurar las estrategias de enseñanza más adecuada para que los estudiantes aprendan los contenidos curriculares o cualquier información pertinente a su crecimiento intelectual. Dado a los nuevos retos y desafíos que la ciencia y la educación viene incorporando a la praxis docente, este se ve en la necesidad de adecuar sus estrategias pedagógicas a nuevas concepciones científicas para que los estudiantes puedan adquirir, procesar y comprender nueva información para poder adaptarse a las exigencias que los contextos les demandan.

Tal como lo señala, Alonso (2016), referente "al término «estilos de aprendizaje» expresa que las personas difieren en la forma de aprender y que hay un manera de estudiar basada en esas diferencias que es más eficaz para cada persona", desde sus particularidades (p.3), es decir, que los distintos estilos de aprendizaje parecen algo evidente, dado que cada estudiante es diferente y a unos les gusta dibujar y a otros no, a unos les gusta la música y a otros no, unos son hábiles con su cuerpo demostrando agilidad y flexibilidad y otros no. Esto lleva al docente a tomar la decisión del estilo de aprendizaje más adecuado para los estudiantes en función del diagnóstico de las capacidades cognitiva de cada uno de ellos.

En este marco de ideas, Guillén (2014), destaca tres estilos o modelos para el aprendizaje. Aprendizaje visual, auditivo y kinestésico. Cada estudiante posee una modalidad sensorial preferida y que puede mejorar el aprendizaje si el docente desarrolla su proceso de enseñanza atendiendo a estas preferencias sensoriales. Por ello, Varela, (2006), afirma que: "el docente deberá incorporar estrategias metodologías que beneficien a todos los estilos de aprendizaje, desde el momento de

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la motivación hasta la parte de evaluación de los saberes aprendidos" (p. 6).

Al respecto, el estilo de aprendizaje VAK, utiliza los tres principales receptores sensoriales: visual, auditivo y kinestésico (movimiento), para determinar el estilo dominante de aprendizaje de una persona. Según estos autores, los canales sensoriales son una combinación entre el proceso de percepción y el proceso de memoria

A tal efecto, el docente universitario debe tomar en cuenta que los estudiantes auditivos suelen hablar de manera muy armónica y monótona. Se centran muchísimo en sus palabras, siendo muy pausado; aprenden escuchando, hablando y repitiéndose a sí mismos los conceptos que quieren comprender. Piensan y memorizan en pasos, procedimientos y secuencia.

Sin embargo, en este estudio producto de la especialidad intercultural bilingüe es necesario ahondar en el bilingüismo de los estudiantes, dado que la lengua materna es instrumento de aprendizaje y medio de comunicación, es imperativo parar o revertir la situación si se quiere que en la UPEL esté en condiciones de hacerle frente al reto educativo del siglo XXI.

Por ello, deben tomarse medidas en función de las estrategias y los estilos de aprendizaje para mejorar esta situación. Algunas sugerencias para los profesores serían las siguientes: a)prestar atención a los distintos procesos de comprensión auditiva de los estudiantes y decidir cuáles se desean fortalecer; b) elegir contenidos disciplinares fundamentales; c) determinar las tareas (en el amplio sentido del término) con las que se aprenderán estos contenidos; d) obtener capacitación actitudinal y pedagógica sobre el tema a corto y largo plazo; e) realizar investigación interdisciplinaria sobre la comprensión auditiva en su campo de estudio; f) organizar momentos de reflexión institucional y de cátedras para determinar de forma conjunta.

Por una parte, qué medidas concretas vinculadas con la producción oral y escrita podría haber para evaluarla y reforzar su aprendizaje y, por otra, de qué manera los docentes de la especialidad de intercultural bilingüe podrían fomentarla en la UPEL de acuerdo a dicho perfil. Y por otra esa comprensión auditiva que por generación y cultura familiar es parte del acervo de la cultura indígena detallada por sus antepasados de un modo específico con relatos e instrucciones orales, es decir habrá que producir adaptaciones de estrategias neurodidáctica ajustadas a dicho perfil.

Referente a los estudiantes con aprendizaje kinestésico necesitan moverse y sobre todo estudiar mediante medios que les permitan mantenerse activos. Es un aprendizaje más lento, pero a la vez más profundo. Parece que el movimiento y la disertación pueden ir de la mano, es decir, tiene que ver con las sensaciones y emociones. Por ello, los estudiantes kinestésicos aprenden con lo que tocan, lo que hacen y con sus sensaciones, sus recuerdos son generales, almacena información mediante la memoria muscular. Por lo tanto, debe ser vivencial y experiencial. Es un método de enseñanza centrado en las experiencias del propio cuerpo, en sus sensaciones y sus movimientos.

De allí, la necesidad de establecer estrategias de aprendizaje neurodidáctica dirigidas a la construcción de simulaciones y la realización de experimentos o vivencias entre estas la gimnasia cerebral (para activar el cerebro la atención, concentración entre múltiples neurotransmisores del conocimiento), como algunas de las formas de aprendizaje kinestésico, también llamado aprendizaje táctil o aprendizaje físico. Particularmente en este caso se debe incluir los aspectos de la programación neurolingüística, hasta ahora poco utilizados, aprovechando es habilidad mental de imaginación de imágenes, colores y formas de la cultura étnica que participa en esta especialidad como estudiantes.

Las estrategias no solamente constituyen un medio, también dentro de ellas se puede destacar la, adquisición de la información que facilita el trabajo de elaboración y organización de una determinada información, dado que así generen nuevos significados y además promover otros modelos mentales, que se identifican por integrar las experiencias significativas, que se presentan como las actividades o situaciones de aprendizaje, que el docente selecciona, plantea, programa, promueve, emplea y utiliza, según, los intereses y necesidades de los estudiantes, como parte primordial de su didáctica.

En cuanto a las estrategias visuales en este estudio solo los informantes clave se refieren a presentaciones con imágenes en power point y mapas conceptuales. Razón por la cual deben asumirse, diseñarse estrategias visuales neuroeducativas ajustadas al contexto de la especialidad de EIB, como al infografía entre otros.

Unidad Temática 7 ¿De qué manera integras el pensamiento y lenguaje en el proceso de enseñanza aprendizaje de los contenidos curriculares?, según informantes clave es importante destacar, que todo docente ha de tener conocimiento previos de su grupo de estudiantes, para reconocer el pensamiento y lenguaje de sus alumnos piezas claves para el desarrollo de la enseñanza-aprendizaje. De allí, que las con estrategias metodológicas se busca implementar con los alumnos el pensamiento y lenguaje, usando para ello la creatividad memorística y perceptiva de manera entendible, para determinar cuan auditivo o visual puede ser el alumno y su desarrollo en el pensamiento y el lenguaje.

En esta investigación debido a su población estudiantil que posee características heterogéneas, es clave porque es el vínculo y vehículo de los procesos de aprendizaje, mayor aún en el contexto indígena porque

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tanto la lengua materna como la segunda lengua juega un papel crucial en la comunicación y las relaciones simétricas entre docente, currículo y estudiante, por su puesto la comunidad educativa en general, a través de la lengua se configura el pensamiento de los pueblos, el desarrollo cultural se expresa a través de la lengua.

La teoría cognoscitiva social del aprendizaje según Bandura argumenta que la gente aprende de su entorno social. El aprendizaje es un acto ocurre que mediante ejecuciones reales y en forma vicaria al observar modelos en vivo, simbólicos o por medios electrónicos al escuchar instrucciones o estudiar materiales impresos. Tal como lo norma la Ley Orgánica de Pueblos y Comunidades Indígenas (2005), al determinar que la Educación propia de los pueblos y comunidades indígenas en sus diferentes articulados.

A tal efecto, en el artículo 75. Se garantiza: "La educación propia de los pueblos y comunidades indígenas está basada en los sistemas de socialización de cada pueblo y comunidad indígena, mediante los cuales se transmiten y renuevan los elementos constitutivos de su cultura" (p. 17). Esto implica que el proceso formativo debe considerar la interrelación social de los miembros de las comunidades indígenas con la finalidad de proveer conocimientos pertinentes, la educación enriquece la cultura, el espíritu, los valores y todo aquello que caracteriza a los seres humanos desde su multiculturalidad.

De allí, que la praxis pedagógica intercultural bilingüe está llamada a ser transformadora, transdisciplinar y realizada como un sistema sintagmático socializado dinámico y experiencial. Enseñar desde este enfoque, guía a que los estudiantes aprendan a convivir, a ser conscientes de la necesidad de un desarrollo razonable, a respetar a la pachamama, a superar las barreras disciplinarias, a promover una emancipación del conocimiento y, a valorar su propia cultura.

En consecuencia, al integrar las características personales, contextuales y motivacionales del sujeto en el proceso de aprendizaje estamos más próximos a concebir el desarrollo de las estrategias de aprendizaje como un modo de "aprender a aprender". Según los defensores de esta corriente, el estudiante busca el significado y la comprensión de lo que aprende siendo consciente de sus posibilidades y limitaciones, y tratando de desarrollar sus propias habilidades de aprendizaje.

De esta manera, según la Universidad Pedagógica Experimental Libertador (UPEL, 2015), los educadores en la modalidad de Educación Intercultural Bilingüe pueden contextualizar el trabajo pedagógico de acuerdo con la situación sociolingüística particular en la que tenga que desempeñarse. Igualmente, estarán especialmente formados para asumir la nueva visión de la mencionada modalidad, en correspondencia con las cosmovisiones, pautas de crianza, lenguas, actividades económicas, manifestaciones artísticas y literarias propias de cada pueblo y comunidad. (p.16).

Unidad temática 8: De qué manera propicias el aprendizaje en los estudiantes mediante estrategias visuales, auditivas o kinestesicas?. Los docentes refieren que luego de definir qué tanto saben del tema los estudiantes, partiendo de sus experiencias y contacto con el entorno, mi fuerte es "mente propositiva para ganar la atención de los participantes. Refuerzo con audiovisuales (videos, imágenes en power point, conversatorios, dibujos, el arte, relatos y trabajo de campo) y a nivel Kinestesicas (bailes y ejercicio físico). Esta estrategia incluye su participación activa para involucrarlos en el proceso de aprendizaje. Luego, constato lo aprendido con preguntas y respuestas y si los procesos de sinapsis se dieron como esperaba.

Descontextualizado, de las competencias genéricas normalizadas por la UPEL (2015), cuando determina que el docente debe producir materiales de enseñanza, centrados en el aprendizaje, con énfasis en procesos. Por ello cada docente debe aprender a detectar qué estilos de aprendizaje predominan en sus alumnos. Pues conociendo la predominancia de esos estilos podrá utilizar las estrategias, los medios y los recursos a su alcance para favorecer y fomentar la mejora de los estilos de aprendizaje en que sus estudiantes tengan preferencias más bajas y desarrollar en ellos la adaptabilidad y flexibilidad en el aprendizaje.

De cara a un mundo laboral próximo al que tendrán que amoldarse continuamente en su futuro laboral. Y debemos trabajar para que todos los estudiantes, conscientes de sus preferencias en estilos de aprendizaje logren esforzarse en mejorar y optimizar aquellos otros estilos de aprendizaje en que esa preferencia sea baja. Entonces, estando formando un ambiente de aprendizaje por un grupo de estudiantes con características heterogéneas y cada uno de ellos con un distinto sistema de representación sensorial dominante, Varela, (2006), afirma que: "el docente deberá incorporar estrategias metodologías que beneficien a todos los estilos de aprendizaje, desde el momento de la motivación hasta la parte de evaluación de los saberes aprendidos" (p. 6).

Es por ello, la importancia de la neuroeducación en la especialidad en Educación Intercultural Bilingüe (EIB), consiste pues en aprovechar los conocimientos sobre el funcionamiento cerebral para enseñar y aprender mejor. Dando respuesta las competencias a la unidad curricular Literatura indígena en el área auditiva.

Al potenciar esta área se ratifica la importancia de la misma en el proceso intercultural bilingüe de acuerdo a la UPEL (2015), cuando: valora la lengua como derecho humano que fortalece los lazos de convivencialidad, enriquece la cultura y favorece la calidad de vida, usando el lenguaje oral y escrito en la construcción de discursos, los cuales se desarrollan

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como estrategia didáctica para la comunicación efectiva, orientada a la construcción de saberes.

En este sentido, las estrategias neurodidáctica proponen responder al interés del estudiantado, considerar sus características cognitivas y afectivas, establecer vínculos socio-emocionales y, como afirma Paniagua (2013), brinda una experiencia de aprendizaje novedosa e interesante.

En atención a ello, la neurociencia ha demostrado que las emociones mantienen la curiosidad, nos sirven para comunicarnos y son imprescindibles en los procesos de razonamiento y toma de decisiones, es decir, los procesos emocionales y los cognitivos son inseparables. En cuanto a las estrategias visuales la neurociencia está demostrando que las actividades artísticas (involucran a diferentes regiones cerebrales), en particular la musical, promueven el desarrollo de procesos cognitivo.

En cuanto a las estrategias visuales, algunos especialistas en neurociencia resaltan que las infografías facilitan la transmisión de la información, porque activan ambos lados del cerebro: el izquierdo responsable del razonamiento lógico y también el derecho encargado de la visualización e interpretación de imágenes, porque las infografías bien diseñadas, son capaces de reflejar un contenido mucho más interesante. Por lo que aumenta la probabilidad de memorizar el contenido, su estructura es tan versátil que puede aprovecharse para narrar historias, explicar acontecimientos, describir situaciones, mostrar procesos.

En el campo educativo la infografía está en auge, las razones no se le atribuyen a la moda tecnológica, sino a la forma en el cual es posible organizar la información, ya que su estructura puede generar contenidos: Más interpretativos, que en un simple esquema. Mayor poder de analizar a detalle, que en tablas de datos. Más interesante para explorar, que en los textos escritos y las presentaciones. Y mucho más breve, que un vídeo.

Gracias a su poder comunicativo e interactivo la infografía puede convertirse en un recurso didáctico al incorporarse en el proceso de enseñanza-aprendizaje, ya que pueden brindar beneficios significativos como: fuente de información para facilitar la comprensión de contenidos, así como un medio para incentivar la creatividad y forma de expresión de los estudiantes.

Desde este contexto, las infografías pueden adaptarse a las necesidades pedagógicas y de aprendizaje, organizando la información de acuerdo a características del estudiante, edad, etapa del desarrollo cognitivo y a partir de allí estructurar los contenidos, teniendo claro el conocimiento que se quiere alcanzar y el contexto donde se va a utilizar, sea en un libro, folleto, afiche, diapositivas, internet, entre otros. Cuando invitamos a nuestros estudiantes a crear infografías, lo incentivamos a concentrarse no solo en aprender el contenido, sino a pensar, imaginar, analizar en cómo vamos a reflejar lo aprendido y cómo se organizará el contenido en la infografía, a fin de alcanzar los objetivos didácticos.

Para ello, el estudiante deberá revisar las referencias bibliográficas con información actual y relevante, buscando enfocarse en curiosidades que capturen la atención, y para ello creará estrategias visuales a fin de transmitir toda la información de manera gráfica. Al ser capaz de sintetizar y explicar todo el contenido en una infografía, estamos consolidando conocimiento.

En este orden de ideas, dentro de la neuroeducación se pueden activar las estrategias kinestesicas mediante la gimnasia cerebral como una gran oportunidad de potenciar el aprendizaje de acuerdo a Briceño (2010), es un conjunto de ejercicios coordinados y combinados que propician y aceleran el aprendizaje, con lo que se obtiene resultados muy eficientes y de gran impacto en quienes los practican.

En tal sentido, para entender cómo funciona en el cerebro, la gimnasia cerebral trabaja la teoría del cerebro triuno, que se basa en el desarrollo evolutivo del cerebro. Además, es un procedimiento simple y eficaz, dirigido tanto a niños como adultos aplicables a todos los ámbitos educativos, deportivos o cotidianos.

En consecuencia, la práctica regular de la actividad física (principalmente el ejercicio aeróbico) promueve la neuroplasticidad y la neurogénesis en el hipocampo, facilitando la memoria de largo plazo y un aprendizaje más eficiente. Además, no sólo aporta oxígeno al cerebro optimizando su funcionamiento, sino que genera una respuesta de los neurotransmisores neuroadrenalina y dopamina que intervienen en los procesos atencionales.

En otras palabras, los ejercicios de colateralidad persiguen obtener coordinación de la lateralidad con respecto a los hemisferios, activando el contacto neuronal de ambos hemisferios cerebrales (izquierdo – derecho) dando origen a la estimulación de las inteligencias contenidas en cada una.

Por su parte, la dimensión de enfoque, se logra al realizar ejercicios donde se cruzan algunas partes del cuerpo siguiendo una línea central, que separa el lóbulo posterior y el lóbulo anterior, lo cual potencia las habilidades de anticipación, que permite asumir los riesgos necesarios para expresarse y participar activamente en el proceso de aprendizaje.

Aunado a ello, la dimensión de concentración se logra al cruzar la línea divisoria entre el componente emocional y el pensamiento abstracto, fundamental ya que nada puede aprenderse realmente sin sentimiento y sin un sentido de la comprensión; estos movimientos relajan el sistema y nos preparan para aprender y procesar información sin carga emocional negativa. Por otra parte, el teatro o el baile desarrollan habilidades

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socioemocionales como la empatía y son beneficiosos para la memoria semántica.

En consecuencia, el docente universitario en el programa de interculturalidad bilingüe debe facilitar que los estudiantes trabajen transdiciplinariamente al mismo tiempo aptitudes de todo tipo: desde las habilidades sociales, el oído musical o la creatividad hasta las destrezas motrices, la toma de decisiones, la lógica o la resolución de problemas. Todo ello mediante sus preferencias por las ilustraciones, los diagramas y las gráficas que les ayuden a recordar información.

Otros se inclinan por las exposiciones orales, las conferencias, discusiones y todo lo que involucre el escuchar. Utilizan sus voces y sus oídos como la modalidad principal para aprender. Recuerdan con facilidad lo que escuchan y lo que expresan verbalmente. Si algo se les hace difícil de comprender prefieren que se les explique verbalmente.

Unidad Temática 9: ¿Qué opinas sobre el enseñar con base a: la experiencia, observación reflexiva o la experimentación?. De acuerdo los criterios de los informantes clave: Para aplicar este estilo de enseñanza lo primero que hay que hacer es darle un nuevo giro a la educación venezolana desde sus bases filosóficas y una nueva formación al docente que no quiere entender que no debe ser solo trasmisor de conocimiento sino provocar en el estudiante expresión de sus propios conocimientos y la búsqueda de los mismos para incorporar nuevos esquemas mentales de acuerdo a sus interés y estos que giren en tornos a las nuevas tendencias globales del desarrollo tecnológico.

Además vaya de enmarcado al contexto social y a los intereses futuros de los estudiantes. Pero lamentablemente la mayoría de los docentes no conocen la neuroeducación ni la PNL, de allí para empezar a educar haciendo uso del cerebro exige desarrollar en el estudiante las actitudes y habilidades necesarias para la generación de conocimiento, el ejercicio de su capacidad crítica. Juicios de valor que le dan pertinencia a esta investigación, pues detalla la debilidad reinante en el contexto educativo de la UPE L, en la especialidad de EIB.

Enmarcada en la necesidad planteada con anterioridad algunas investigaciones neurocientíficas determinan que el cerebro debe ser estimulado de una manera integral. Además ayudan a comprender qué áreas se desarrollan y mediante qué tipo de intervenciones. Manifiestan por ejemplo que el área frontal, el área específicamente humana, puede regular las conductas ayudando a crear un escenario futuro y también a inhibir el impulso inmediato.

En el mismo orden de ideas, de acuerdo a Vidal (2019), las experiencias nuevas y llenas de exploración sensitiva enriquecen su mundo interno y la fantasía que va a dar lugar a su creatividad e intuición. Mediante el aprendizaje del comportamiento cooperativo se da conviviendo en una comunidad en la que impera la comunicación y en la que la persona vive interacciona y debe actuar. De acuerdo a Vidal (ob. cit.), cuando se colabora se libera más dopamina, y ya se sabe que este neurotransmisor facilita la transmisión de información entre el sistema límbico y el lóbulo frontal, favoreciendo la memoria a largo plazo y reduciendo la ansiedad.

A tal efecto, la colaboración efectiva en el aula requiere algo más que sentar juntos a unos compañeros de clase. Los estudiantes han de adquirir una serie de competencias básicas imprescindibles en la comunicación social como el saber escuchar o respetar la opinión divergente. Además, han de tener claro los beneficios de trabajar en grupo y saber cuáles son sus roles en el mismo.

Los nuevos tiempos requieren nuevas estrategias y los últimos descubrimientos que aportan la neurociencia cognitiva desvelan que la educación actual requiere una profunda reestructuración que no le impida quedarse desfasada ante la reciente avalancha tecnológica. Aunque al asumir que la educación no se restringe al entorno escolar, la escuela y los docentes es vital preparar a los futuros ciudadanos de un mundo cambiante.

Para ello, es necesario en la especialidad de intercultural bilingüe erradicar la enseñanza centrada en la transmisión de una serie de conceptos abstractos y descontextualizados que no tienen ninguna aplicación práctica. Nuestros alumnos han de aprender a aprender y la Universidad, ha de facilitar la adquisición de una serie de habilidades útiles que permitan resolver los problemas que se le plantee como persona, profesional, o en la vida cotidiana: un aprendizaje para la vida. Y para ello se requiere inteligencia principalmente socioemocional.

Desde esta perspectiva, Mora (2013), manifiesta que el aprendizaje se optimiza cuando el estudiante es un protagonista activo del mismo, es decir, se aprende actuando. Y esto se facilita cuando es una actividad placentera y se da en un clima emocional positivo. El cerebro le permite mejorar y aprender a ser creativos y es por todo ello que la neuroeducación resulta imprescindible.

A tal efecto, la escuela ha de fomentar también la colaboración entre alumnos de distintos niveles y la compartición de conocimientos (por ejemplo, mediante presentaciones de trabajos de investigación de los alumnos), sin olvidar la realización de actividades interdisciplinares. Y no hemos de olvidar que la escuela ha de abrirse a toda la comunidad desde sus particularidades y necesidades, de su contexto cultural, social y educativo.

Unidad Temática (10) ¿Crees que es necesario crear un dialogo entre las disciplinas que conforman la Neuroeducación; por qué?. En atención a los informantes clave, todo proceso de aprendizaje debe ser interdisciplinario. La disciplinariedad fragmento la

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manera de pensar y de ver el conocimiento y al mundo. Es reduccionismo neuronal, de la capacidad cerebral. El cerebro es de carácter global, interdisciplinario por eso el conocimiento y la estructura cognitiva del ser humano puede ser integral y es una sola. Es capaz de aprender el todo y las partes. Pero al final las une. Se conforma así el pensamiento global y complejo.

Enmarcado estos criterios en lo referido por la UPEL (2015), cuya base orienta dicho proceso disciplinar, de manera armónica, en una universidad tan heterogénea como la UPEL; la asunción del currículo como espacio público y su construcción colectiva, han constituido grandes aciertos en la transformación curricular, respondiendo a las particularidades de cada diseño curricular (p.12).

Al respecto, según Martínez (2013), con el diálogo como instrumento operativo, se pretende asimilar, o al menos comprender, las perspectivas y el conocimiento de los otros, sus enfoques y sus puntos de vista, y también desarrollar, en un esfuerzo conjunto, los métodos, las técnicas y los instrumentos conceptuales que faciliten o permitan la construcción de un nuevo espacio intelectual y de una plataforma mental y vivencial compartida.

De allí, que las ideas anteriores, permiten y admiten según la normativa universitaria la construcción de un pensamiento transdisciplinar, que por naturaleza es complejo, desde la visión de Estrada y Estrada (2020), y se convierte en un componente para la búsqueda de conocimiento, desde una perspectiva relacional y dialógica, basándose en la ética, la vida, en el compromiso social y redirigiéndonos hacia el estudio de lo universal.

Para crear este tipo de conocimiento y aproximaciones teóricas en la universidad, es esencial una educación que comprenda la diversidad, que integre el conocimiento, que busque lo oculto, lo incierto, lo emergente, que reconcilie las disciplinas y sobre todo que contribuya a la descolonización del saber; lo que se necesita es una educación transdisciplinar. Conforme a los criterios de la UPEL (2015), en el primer objetivo operativo del Eje de Formación: "Transformar el currículo de acuerdo a las nuevas tendencias educativas para que el estudiante de pregrado y posgrado comprenda y participe en el quehacer socioeducativo".

En este sentido, incrementar el número de conexiones, es lo que se produce a través de las experiencias diarias, incluidos los procesos educativos, sí proporciona una mayor plasticidad neuronal y reserva cognitiva. Tal complejidad hace que cada cerebro sea único e irrepetible, y por consiguiente que cada mente sea un universo en sí misma. Esto implica que cualquier experiencia y todo proceso educativo influyan o puedan influir de manera ligeramente distinta en cada persona, según sea su cerebro. En un proceso retroalimentado, puesto que estas mismas experiencias también contribuyen a que cada cerebro sea único.

Desde esta perspectiva, el cerebro, cambia sin cesar. Sus conexiones van cambiando, influenciadas por las experiencias diarias, por todo aquello que se aprende y por el simple contacto con el entorno, especialmente con el entorno social. Como ya se ha dicho, la función cerebral dirige y armoniza todas las actividades corporales, y genera una actividad mental.

Esta actividad incluye, por supuesto, todos los aspectos relativos al comportamiento. Pues bien, el cerebro es el órgano que permite que se adapten y readapte el comportamiento al ambiente social, cultural y educativo, en el cual la persona forma parte e interviene.

V. Final Reflections

La neuroeducación es una nueva visión de la enseñanza basada en el cerebro. Es una visión que ha nacido al amparo de esa revolución cultural que ha venido en llamarse neurocultura. En consecuencia saber que ella tiene su enfoque en la mejora de las estrategias del desarrollo educativo y los procesos de enseñanza estableciendo, se convierten en un puente entre la neurología y las disciplinas que engloban a la educación. Es importante reflexionar con los docentes universitarios sobre como la neuroeducación desde un enfoque interdisciplinario en el aula de clase potenciará las conexiones neuronales a través de los estilos de aprendizaje.

En este sentido, en el propósito 1: Indagar sobre los aportes de la neuroeducación para la incorporación de nuevos estilos de aprendizaje en los estudiantes universitarios. Permitió definir el significado tiene la neuroeducación para el binomio docente estudiante y que apremia comprender e incluir diversas áreas del conocimiento, la especialidad de intercultural bilingüe. Modificando el modelo didáctico tradicional basado en la transmisión de conocimientos aún está vigente en la educación universitaria y requiere procesos de innovación didáctica y educativa. Superando la dependencia entre lo que ensena el profesor en la exposición y lo que el estudiante aprende con carácter memorístico.

En este sentido, la esencia de la universidad es promover elementos de pensamiento y despertar la capacidad imaginativa, lúdica; de pensar de manera profunda, abierta, dinámica, creativa e innovadora. Pero, tenemos que preguntarnos qué significa pensar en la universidad y de qué manera se relaciona la forma de pensar no solo con la epistemología de los problemas sino también con aspectos metodológicos y ontológicos, y aún más con las dimensiones sociales y políticas educativas para desarrollar formulaciones en torno a conceptos provenientes de la transdicisplinariedad como metodología para pensar e

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interpretar los procesos de construcción del conocimiento universitario.

Desde esta perspectiva, la neuroeducación es un marco en el que se colocan los conocimientos sobre el cerebro y la manera como éste interactúa con el medio que le rodea en la vertiente específica de la enseñanza y el aprendizaje. Representa una estrategia muy efectiva para el desarrollo de los procesos de enseñanza y aprendizaje. En cuanto al proceso de enseñanza permite al docente centrar el interés en el estudiante en los contenidos y competencias de mayor importancia por medio de la programación neurolingüística, evitándose de esta forma la dispersión de los educandos. Con respecto a la neuroeducación desencadena, al recibir un mensaje que estimula claramente las áreas del cerebro deseadas, la creatividad lógica y memoria.

En cuanto al Propósito 2: Interpretar los procesos cognitivos involucrados en las diversas situaciones de aprendizaje de los estudiantes de pregrado en Educación Intercultural Bilingüe en el Instituto Pedagógico Rural El Mácaro "Luis Fermín". En tal sentido, para que el cerebro logre un aprendizaje significativo y la psicología se ocupe por la conducta, el comportamiento y la personalidad del individuo para encaminar los procesos educativos. Es necesario que las estrategias pedagógicas deban ser compatibles con el funcionamiento cerebro y deben contribuir por tanto a estimular la creación de nuevas redes y circuitos de comunicación en el aprendizaje.

Pues se observa en este estudio de acuerdo a las disertaciones de los informantes clave, que existe una praxis docente en la especialidad de interculturalidad bilingüe con escasos conocimientos sobre el proceso neurobiológico que son imperativos para diseñar una praxis docente exitosa, cuyo juicio de valor revela que es algo más que la suma de dos métodos, es una relación de saberes, un todo articulado, donde los actores educativos aprovechan sus fortalezas y minimizan sus debilidades.

De allí, la urgente necesidad de mostrar una actitud transdisciplinar, que acepte todo conocimiento como provisional y abierto a cualquier cuestionamiento, de ahí nace el desafío de la universidad del siglo XXI, pensar la incertidumbre y ambigüedad como fuentes de inspiración y creatividad, donde nazcan las respuestas a los problemas del mundo y de la sociedad actual, en este caso en el área educativa intercultural bilingüe de la UPEL.

Referente al Propósito 3: Develar los estilos de aprendizaje que propicia el docente hacia los estudiantes de pregrado en Educación Intercultural Bilingüe en el Instituto Pedagógico Rural El Mácaro "Luis Fermín" de acuerdo a sus capacidades cognitivas. Es evidente que algunos docentes y estudiantes se resisten a ciertos cambios que la dinámica educativa actual, recursiva y del dialogo les solicita trastornar costumbres y practicas pedagógicas que ya no tienen oportunidad real de acción en el ámbito educativo por su normativa rígida, para desarrollar contenidos curriculares, basados estrategias pedagógicas innovadoras. Basada en la experiencia dado que estas vivencias son las que modifican el cerebro.

Se revela entonces que la tarea del docente no es suficiente con dominar una unidad curricular o disciplina, puesto que al actor interviniente como lo es el estudiante requieren de la acción educativo un acercamiento a su realidad personal y emocional como vía de acceso comunicacional para lograr capturar su atención que le permita perfeccionar los procesos cognitivos de sus estudiantes, fin último del proceso de enseñanza aprendizaje, con un interés particular en explicar cómo la actividad del cerebro se relaciona con la conducta y el aprendizaje de las personas, ente caso particular de los estudiantes de pregrado de la especialidad intercultural bilingüe.

A tal efecto, el espacio universitario educativo apoyado en la neurodidáctica, que provee al profesional de la docencia los conocimientos científicos de la neurociencia y respalda la forma en que aprende el cerebro humano según los fundamentos del neuroaprendizaje, que busca facilitar el proceso de enseñanza-aprendizaje. Aunando a ello, el propósito 4: Comprender los aportes psicológicos, axiológicos, epistémicos y filosóficos imbricados en la neuroeducación como enfoque transdicisplinario para la educación universitaria. Ante esta situación planteada, la investigadora comprende e interpreta la necesidad urgente de propiciar situaciones de actualización y perfeccionamiento dirigido a los docentes universitarios para entender mejor cómo funciona el cerebro y en función de ello plantear métodos, técnicas y estrategias neuroeducativas adecuadas para el proceso de enseñanza aprendizaje de los estudiante de pregrado participantes del programa de la especialidad de intercultural bilingüe.

Pues, otras de las debilidades encontradas en esta investigación está enmarcada en la planificación curricular para agregar, adaptar, integrar e implementar acciones pedagógicas con base a las orientaciones pedagógicas que ofrece la neuroeducación, y que estilos de aprendizajes son los adecuados para optimizar los procesos cognitivos en los estudiantes pregrado de la especialidad intercultural bilingüe.

Razón por la cual, la educación universitaria de la especialidad de interculturalidad bilingüe está gestando desde este estudio un verdadero cambio, sobre las informaciones y resultados obtenidos por las investigaciones de la psicología cognitiva y de la pedagogía como ciencia de la educación, han instituido y conformado una nueva disciplina llamada "neuroeducación", cuya tarea esencial es saber cómo el cerebro aprende y de qué manera se estimula su

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desarrollo en el ámbito escolar por medio de la enseñanza.

Para lograr este propósito se necesita que los docentes puedan conocer más sobre el órgano responsable del aprendizaje (saber cómo funciona y aprende el cerebro). y reflexionar sobre todo en aquellos aspectos que influyen en el proceso de aprendizaje, con el fin de hacer del estudiante un ser autónomo, independiente y autor regulado, y que responda al perfil que forma.

Aunado ello en el propósito 5: Generar una aproximación teórica de la neuroeducación: un enfoque transdicisplinario desde el prisma de los procesos cognitivos y los estilos de aprendizaje en estudiantes de pregrado en Educación Intercultural Bilingüe del Instituto Pedagógico Rural El Mácaro "Luis Fermín", aula territorial Guajira venezolana.

En tal sentido, el conocimiento sobre la neuroeducación conlleva comprender que el neuro-aprendizaje es una disciplina que combina la psicología, la pedagogía y la neurociencia para explicar cómo funciona el cerebro en los procesos de aprendizaje. Ya que el cerebro humano es un cerebro social: el cual se entrama entre la relación con el entorno y con el otro; esto indica que el aprendizaje va a depender fundamentalmente del entorno social en que se ubique el estudiante.

Aspecto este que se enmarca en otra de las debilidades encontradas en el estudio es la necesidad urgente de perfeccionar la gestión del conocimiento de los docentes de la UPEL en función de la neuroeducación, sus aportes, estrategias y metodologías para optimizar el desarrollo académico de la universidad, en la especialidad de Educación Intercultural Bilingüe.

Para ello, los docentes y estudiantes deben trabajar en equipos transdisciplinares ideándose métodos creativos, de las ricas tradiciones pedagógicas populares (técnicas participativas, actividades lúdicas, etc.), que potencien la motivación por la investigación científica innovadora y responsable, indispensable para que se apropien de los valores que van construyendo en el proceso de aprendizaje con la orientación docente.

La importancia de la neuroeducación en la especialidad Intercultural Bilingüe, consiste en aprovechar los conocimientos sobre el funcionamiento cerebral para enseñar y aprender mejor. Dando respuesta las competencias a la unidad curricular Literatura indígena en el área auditiva, entre otras de acuerdo a los estilos de aprendizaje de los estudiantes de pregrado.

Para crear este tipo de conocimiento y aproximaciones teóricas en la universidad, es esencial una educación que comprenda la diversidad, que integre el conocimiento, que busque lo oculto, lo incierto, lo emergente, que reconcilie las disciplinas y sobre todo que contribuya a la descolonización del saber; lo que se necesita es una educación transdisciplinar.

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Implementation of Moral Education in Kenyan Schools: A Possibility or an Illusion? Some Critical Reflections

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Abstract- There is no doubt that morality is a fundamental tenet of any form of education. Any system of education that fails to pursue moral development of learners as one of the aims of education fails on a critical aspect of society. The assumption behind these observations is that morality, by and large, shapes people's behavior in a positive direction thus making society peaceful, harmonious and develop faster. Whenever immorality reigns supreme, society is in chaos, brutish and incapable of prosperity. The Kenyan government has rolled out a new system of education dubbed competence based curriculum (CBC), currently in grade 5. This paper critically analyses how the CBC is prepared to implement moral education (ME) in Kenyan school. In its reflection, the paper tries to find out whether the approaches used within the CBC curriculum are different from the 8.4.4, and thus speculate the chances of success and failure. Core in this reflection is the notion of criteria for a successful implementation of a ME curricula. The paper employs the critical method of philosophy and the prescriptive method, though other philosophical methods are alluded to.

Keywords: *competence based curriculum, morality, moral education.*

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Dr. Makoyo Monanda Stephen

Abstract- There is no doubt that morality is a fundamental tenet of any form of education. Any system of education that fails to pursue moral development of learners as one of the aims of education fails on a critical aspect of society. The assumption behind these observations is that morality, by and large, shapes people's behavior in a positive direction thus making society peaceful, harmonious and develop faster. Whenever immorality reigns supreme, society is in chaos, brutish and incapable of prosperity. The Kenyan government has rolled out a new system of education dubbed competence based curriculum (CBC), currently in grade 5. This paper critically analyses how the CBC is prepared to implement moral education (ME) in Kenyan school. In its reflection, the paper tries to find out whether the approaches used within the CBC curriculum are different from the 8.4.4, and thus speculate the chances of success and failure. Core in this reflection is the notion of criteria for a successful implementation of a ME curricula. The paper employs the critical method of philosophy and the prescriptive method, though other philosophical methods are alluded to. It is established that the CBC is ill-prepared to implement moral aims of education. It is recommended that the Kenya Institute of Curriculum Development (KICD) in conjunction with the ministry of education develops a moral education curriculum for Kenyan schools.

Keywords: competence based curriculum, morality, moral education.

I. Introduction

There is no doubt that morality and moral education (ME) are important aspects of any education system in the world. Several scholars have echoed this assertion. Bogonko (1992) has argued that education has a role in producing 'good' citizens. The terms ' good citizens' imply those citizens that are morally of good standing, capable of being selfless, responsible and of good character. Indeed Bogonko's claim is supported by Chukwu (2002) when he observes:

> Education has a vital role to fill in character building. It is of fundamental importance in the process of individuals' becoming 'persons'. Every educational system prevailing in our time has to integrate in its curriculum from primary, secondary and university levels specific moral values… Without morality, society is bound to degenerate. A high wave of crime, corruption and various forms of anti-social activities will prevail. As a result, no society or nation in contemporary Africa can make genuine and stable progress... (2002, pp. 286-287).

From the above quotation, it is apparent that education should implement moral education in xdschools. Moral education has a purpose of influencing worth whileness of people's conduct as they interact with their fellow human beings. Such, moral characters as kindness, love, generosity, peace and love have been identified as worth of inculcation by the school (Bansikiza (2001).

The 8-4-4 system of education in Kenya that is being phased out attempted to implement ME in Kenyan schools as depicted in the goal of *'imparting sound moral and religious values'*. This goal of ME is borrowed from the Ominde Commission Report of 1964 that identified moral development as an important aspect of education.

However, it must be noted that irrespective of the several policy documents in education that have echoed the need to implement ME in school, morality in Kenya has sunk to a record low. Daily occurrences in Kenya are sufficient evidence. Cases of rape, corruption, irresponsible sexual behavior, teenage pregnancy, alcoholism, murder, police brutality and embezzlement of public resources all point to a country in moral limbo. The implication of this observation is that the schools may have not being successful in implementing ME. These claims have being echoed by such policy documents as the Gachathi Commision Report of 1976 (GoK, 1976), the Mackay Commision Report of 1981 (GoK, 1981), the Kamunge Commission Report of 1988 (GoK, 1988) and The Professor Douglass Odhiambo Task Force Report of 2010 (GoK, 2010), to mention just but a few. This raises the question: how is the CBC prepared to mitigate this challenge?

II. Research Methodology: The Critical Method

This paper used the critical method as the main study method. The critical method is also referred to as the Socratic Method. It is an important method in philosophy that evaluates doubt, beliefs, opinions, assumptions and customs with a view to establishing

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the truth in them. It is characterised by reflective thinking. It engages the mind in finding sufficient reasons for believing in one thing instead of another, while taking nothing for granted. It is a method nourished by scepticism and curiosity; purposely to clear confusion (Monanda, 2015).

This method proceeds by raising questions using the Socratic approach, with an open mind that pays no attention to ones' prejudices and biases. It is also guided by the rules of logical reasoning (Krishnananda, 1992). The critical method in philosophy of education involves problem solving. It makes educational stakeholders be aware of the existence of the problem, then look for a variety of solutions that are explored with the sole aim of arriving at the best of the solutions. This method is used in this study to inquire on how CBC is prepared to implement ME in Kenya, in the context of sprouting immorality.

a) Prescriptive Method

This method in philosophy attempted to establish criteria for assessment of values, norms, judging conduct and appraising art. It is a common method in ethics where a critical examination of such terms as good or bad, right or wrong are analyzed. In giving the meaning and usage of a concept, the prescriptive method examines whether the concept has been defined subjectively or objectively. This way, clarity is brought in specifying the ends that an activity ought to achieve, and the means of achieving it (Adelstein, 1971).

Moreover, the prescriptive methodology is a philosophical reflection on values especially when human beings are 'no longer certain about important, worthwhile or valuable for their lives. For instance in cases where there are existing conflicting moral standards or opposed ideologies (Oduor, 2010). Thus, the prescriptive method involves the use of reflection to recommend on how people ought to conduct certain aspect of their life, such as the problem of implementing MGE in this case.

This method was important in this paper in explaining reality in implementation of ME in totality; holistically, comprehensibly and coherently in the realm of thought and experience. This way, the method offered better alternatives to problems and challenges that have bedeviled implementation of ME in Kenya. This method was important in proposing possible Criteria *necessary* and *sufficient* in implementation of moral education in Kenya.

III. The Notion of Morality and Moral Education

The word 'morality' is traced from a Latin word '*mores'* meaning customs or ways of conduct in a society. Originally, the concept connotes manners that can endure the test for acceptability in any society. Furthermore, the term morality could also mean 'moral goodness' as opposed to immorality that can loosely means 'moral badness' (Bansikiza, 2001). In the former case, the concept of morality is associated with purification of human beings in their conduct, while in the latter case, the concept of immorality connotes the sense of corruption with the activities that make human conduct barbaric. The concept of morality has come, therefore, to entail specific beliefs human beings have concerning the notions of 'right and wrong', 'good and bad' culminating in the beliefs which often include human judgments on acceptable human behaviour, values, principles and theories about such judgments (Ross, 1930/2002; Vaughn , 2008).

The notion of morality and its cognate expression like 'moral conduct' rest on the assumption that free will exists in human attitudes and actions. In the course of interaction, human beings do accustom themselves with human activities that result in the creation of human values. Some of these values are what constitute what is called morals that are responsible for the appropriate and acceptable human relationships.

The term 'morality' is at times confused with the term Ethics though the two terms are actually distinct. In essence, Ethics is a branch of philosophy that systematically analyses and distinguishes the notions of 'right' and 'wrong', 'good' and 'bad' and 'admirable' and 'deplorable' in as much as they relate to the well-being of sentient beings (Pence, 2000). Furthermore, the term *Ethics* is derived from the Greek word ethos or *ethikos* which means character. Its Latin equivalent is *mores* which means *customs* or *habits of a person*. Thus Ethics is a concern for continuous process of examining theories, approaches and codes of conduct with the purpose of finding reasons advanced in support of such theories or approaches. The task of Ethics also involves a critical examination of theories thereby evaluates the weaknesses in them for their continuous reconstruction. Ethics in this case is closer to moral philosophy rather than to morality (Ross, 1930/2002).

From the concept of morality, six fundamental tenets can be identified. They include: (i) moral decisions and the subsequent actions affect other people's lives, (ii) morality is a public affair (there is no such thing as private morality) since other people get involved with one's moral decisions, (iii) moral debates are unending discourse since moral issues and problems are dynamic and evolutionary,(iv) moral reasoning are necessity for moral judgments, (v) morality is an existent entity in the presence of freedom of choice and conscience, and (vi) moral decisions are obligatory undertaking since human beings can never live in solitude but rather in social connections with others (Billington, 2003).

The tenets identified above serve three functions in this article. One, the arguments that moral decisions affect other people and that morality is a

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public affair supports the implementation of ME especially in the public school. If morality were a private affair and moral decisions were to affect only 'the doer' of the act, then implementing ME in public education would be an absurdity. Two, in teaching ME, teachers are bound to encounter moral dilemmas. This calls for a thorough understanding of the evolutionary nature of morality and the broad spectrum of moral concepts so that moral decisions that are arrived at may be dependable and authentic since they are propounded on the best moral considerations. This is likely to guard against shallow ethical considerations (subjectivism). Three, the tenets place moral decisions as an individual responsibility. To habituate children toward moral values is to train their individual appetites. It must be understood that moral training targets the affective domain of the students.

IV. Moral Training in a School Setup, Some Philosophical Reflections

It has ben observed in the preceding paragraph that moral education should entail moral habituation in some sense. This should entail trainini the appetites of children. What does training appetite imply and how does it influence moral development? To explain the concept of 'training one's appetite' albeit briefly, Aristotle's notion of *pathe* is in handy. The Greek term *pathe* was used by Aristotle to refer to appetite. Appetites are actions that have psychological effects (affect the mind) and can be described by such words as anger, fear, confidence, joy, love, hatred, and the like. Accordingly, to train a person in morality will mean to train his/her *pathe* towards self-control. To train one in *pathos* is to guide them to control their *pathe* beyond mere emotions and feeling of the moment such as pleasure and pain in the physical sense. The *pathos* of Aristotle is thus being able to listen and being guided by reason. Accordingly, ME would imply training the *pathe* of learners to listen and be guided by reason. Training in this instance implies that *pathe* should take both the affective and the cognitive domain. Indeed, Aristotle demonstrated that moral excellence is a *hexis* of *pathe* (Dow, 1998).

It should be understood that Aristotle had early on argued that moral development is preceded by the development of intellectual virtues. In particular, he had observed that morality is not taught or given by way of verbal instruction. Moral training entails the training of the intellect (mind) into understanding the real nature of the universe and the purpose of human life. He argued that the purpose of life is to have a good life. The Greek word for a good life is *eudaimonia* meaning happiness.

A further reflection on ME reveals that moral decision making process is a human condition. This condition is nourished the presence of free will. The expression 'free will' refers to informed consent in respect of human action or inaction. In the educational context, ME is traceable from the concept of morality itself. As such, moral education is seen as the object for which education is deliberately intended to assist in bringing about. These goals are intended to lead to the desired qualities of acceptable humanity in society. In other words, ME is intended to bring about moral 'goodness' as opposed to 'immorality' (moral badness) as already expressed. Bansikiza (2001) observes that morality is a path that is travelled for the purpose of purifying and refining human beings in their operations so that they may live a good life. On the contrary, immorality is a path that if travelled would corrupt, debase, and barbarize human beings in their conduct, thus leading to a life of misery and suffering.

The notion of ME rests on the assumption that morals can be acquired through education; they are not genetically determined. Human experiences seem to support this assumption. It is a known fact that sons of clergy never automatically become clergy themselves, if they are not brought up through teaching and training to travel in that path. That is why effective development of good morals in the youth requires careful implementation of ME. Besides, it would be prudent to consider whether the morals that are intended to be imparted among the youth require well-articulated ME with clearly spelt out morals that are compelling and appealing sense of morality from the point of view of the society. Thus, the term compelling insinuates a set of moral standards that are bound to be followed as a duty, that is, legislated and by-laws, while the term appealing touches on one's interpretation and beliefs regarding the socially set standards that a person judges as reasonable, justifiable and worth of observing. The appealing criterion plays a central role in moral development of the youth. Unless the youth believe that the societal norms are worthy of following; unless they are convinced that the societal moral standards and customs are justifiable and reasonable, an attempt by educational institutions to teach and habituate learners on societal norms may not be successful.

For effective moral development of the youth, it is imperative that they be active participants in the process of formulating ME curriculum. Their active participation enables them feel part and parcel of the process; that is, they begin by examining the societal morals as their own and not as something being imposed upon them from without. This is why the appealing criterion in the formulation of ME is significant in that it assists learners to internalize moral norms and values, making them intrinsically motivated to conform to the social demands.

Studies by psychologists such as Piaget and Kohlberg have demonstrated that human beings are not born morally mature but rather gradually develop morally, through teaching and habituation. Aristotelian theory of moral excellence and *eudaimonia* similarly

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point to the argument that moral excellence as a necessary condition for a good life is acquired habitually. In order to have acceptable moral standards, teachers ought to carefully examine the unique nature of the learners so that the standards set to be taught and habituated on are within the criteria of compelling and appealing. In the Kenyan education system, there are expressions that are intended for moral development. They constitute what has been outlined as the Moral goal of education (MGE) in Kenya, namely; that education in Kenya should instil in the learners sound moral and religious values. It is apparent that morality as the basis of MGE should serve as a central goal in the educational process.

V. The Competency based Curriculum and Moral Education in Kenya

The government task force led by Professor Odhiambo entitled: *Report of the Task Force on Re-Alignment of the Education Sector to the Kenya Vision 2030 and the Constitution 2010* (GoK, 2012) and Sessional Paper No. 2 of 2015: *Reforming Education and Training in Kenya the restructuring of education in Kenya* necessitated the change in structure of the system of education in Kenya from 8-4-4 to 2-6-3-3-3 system of education, commonly known as Competence Based Curriculum (CBC). Essentially, the 8-4-4 is being faced out gradually and by 2028, it is expected that the system of education in Kenya shall have completely changed to CBC.

One critical comment that has been made repeatedly against 8-4-4 is that its curriculum content and implementation is academic and examination oriented. Similarly, lack of enough teaching and learning resources, inadequately prepared teachers, and emergence of social vices such as drug and substance abuse, antisocial behaviour and corruption have persistently bedevilled 8-4-4, thus the need for a complete overhaul of the curriculum (GoK, 2017).

In the moral sphere, the CBC envisions the production of ethical citizens. It is observed that the youth are growing up without the desired moral values required of them as responsible citizens. Whereas the responsibility of moral development is a function of many other institutions such as family, society and religious organisations, CBC recognises that the school play a pivotal role in character formation amongst the youth. The constitution of Kenya 2010 had already highlighted some moral values for inculcation such as honesty, trustworthiness, respect, compassion, tolerance and understanding. Other moral values for inculcation envisioned within CBC include: empathy, generosity, love and care, kindness and sharing.

In this article, four questions were of interest in relation to how ME would be implemented within the CBC system. One, what would be the pedagogical approaches for the teaching of ME? Two, in which content areas (subject) will moral values be taught? Three, how will the implementation of ME be evaluated? And finally, what would be the philosophy guiding the implementation of ME within CBC?

In response to question one, CBC envisions an integrated approach to teaching moral values in all the three forms of education, namely; formal, informal and non-formal education. Similarly, the teaching approaches are expected to be modelled within the psychological developmental theories, namely; Instrumental Design Theory, Visible Learning Theory and Constructivism Theories (Dewey's social constructivism, Vygotsky's social-cultural development theory, Gardner's Multiple intelligence theory, Piaget's cognitive development theory, Bruner's cognitive development theory and Erik Erikson's theory of psychological development) (GoK, 2017). To underscore the importance of formal education in acquisition of key competencies envisioned in the CBC, the report notes:

> A competency based approach enables meaningful connections within and between subject areas through a focus on competencies. Subjects and Subjects will continue to be taught and will be the vehicles through which the core competencies are developed over time (GoK, 2017, p. 21).

The above quotation seems to respond to question two that was raised above. Indeed, it is insinuated that the teaching of moral values will be conducted within the content in subject areas. One of the learning outcomes for CBC across all the levels of education is to demonstrate acquisition of moral values. An examination of the content areas of CBC indicates that the teaching of moral aspects of education will be handled majorly within RE subjects, namely; Religious Activities (Pre-Primary), Religious Education Activities (Lower Primary), Religious Education-CRE/IRE/HRE (Upper primary- Upper Secondary). The teaching of these moral values will be modelled under the guidelines of the psychological theories of constructivism.

The above summary of how CBC intends to achieve moral values among the learners raises a few important questions. In the first instance, morality and spiritual growth have been treated in the same vein as though they mean one and the same thing. The following quotations may serve sufficient grounds to demonstrate this contention, 'emphasis should be on aspects of religion that help learners appreciate their own and other's religious beliefs and values (GoK, 2017: 39)'.

The implication of the above quotation is that moral values are given more of a metaphysical approach within the dictates of religion. When moral values are taught within the religious dimension, they are examined within the perspectives of the particular religious orientation under consideration. In this regard,

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acting against one's religion would mean being immoral and the converse may be implied true. But is this what CBC intends to achieve in moral development of learners? Obvious not.

Furthermore, numerous religions and denominations among the same religion may not necessarily hold the same opinion on moral values. How would such a contradiction be solved within the CBC? Accordingly, the moral values that have been identified elsewhere in this thesis such as honesty, love and care would be impossible to teach from a universal perspective since different religions may hold divergent opinions on these matters. This kind of contradiction is plausibly cured by Kantian Categorical Imperatives which are devoid of any religious undertones.

Besides the above critical comments, it is unthinkable that Religious Education in the conception of CBC is dictated by only three religions, namely; Christianity, Islam and Hinduism. Did the curriculum developers of CBC ignore the fact that there are many more religious orientations in Kenya beyond these three? Even if one were to imagine of the three religions as being the dominant ones in Kenya, does that guarantee the negation of the many other minor religions that exist in Kenya? Moreover, since independence, moral education has been taught using the same religious subjects (CRE, IRE, and HRE) without much success, what guarantee does CBC have that MGE would be successfully implemented using the same subjects?

An analysis of moral values as opposed to religious values reveals that it is possible to be morally developed without the religious component. Human reason has the capacity to discern what may constitute bad behaviour as opposed to good behaviour. This essentially means that human action, which is under the dictates of free will, proceeds from knowledge for the acquisition of moral values. The sources of human knowledge are known and religion is only a part of the whole. Thus limiting moral values to religious knowledge as envisioned in CBC is a misnomer.

Morality examined from a religious perspective reveals the presence of moral codes that are followed ritualistically. In this case, moral values are practiced by a community of believers based on faith, and not necessarily through reason. Immoral behaviour examined from a religious perspective is viewed as evil. Sometimes, the reasons averred for errant behaviour are bewildering. For example, in Christianity and most Abrahamic Religions, Satan has always been portrayed as a universal liar (deceiver) capable of all manner deceptions to human beings. This is somewhat the kind of meditations provided by Rene Descartes in his First Meditation (Ariew, 2000). To be morally good is thus a war between two metaphysical forces of good and evil, each determined to win. This kind of religious dimensions would imply that teaching MGE is an exercise in futility unless God wills that human beings act morally right. Further, contemplation of such sort in time and space is beyond human realities as conceived in our three-dimensional (3-D) world. The realities of any other existent morality in any other worlds beyond this 3-D world can only be imagined and any conclusions arrived at are imaginary and contemplative.

Competency Based Curriculum has identified seven competencies that learners should achieve, namely, (i) Communication and Collaboration (ii) Self-efficacy (iii) Critical and Problem Solving (iv) Creativity and Imagination (v) Citizenship (vi) Digital Literacy and (vii) Learning to learn. An observation on these competencies indicates that morality is given a wide berth. Since moral development is not an anticipated competency within the framework of CBC, will teachers find a reason to labour in teaching MGE?

Concerning the evaluation mechanism of level of achieved competencies in MGE, CBC has suggested two modes of evaluation mechanism, namely; formative evaluation and summative evaluation. The importance of assessment is underscored under the CBC thus; the extent the competencies have been achieved, a means of diagnosing any difficulties in achievement of pre-set objectives, and guidance for educational and career advancement (GoK, 2017). The formative assessment proposed by CBC is expected to provide for immediate feedback. Regarding the summative evaluation, CBC has recommended a competency based summative evaluation at the end each learning cycle.

Analysing the mode of assessment proposed by CBC in regard to the achievement of MGE, this study made several observations. To start with, the MGE have not been given the attention they deserve in terms of assessment. It appears that moral values are to be inculcated at each level are not candidly explained. This thesis has provided a plausible evaluation criterion in the next chapter. Secondly, learning is a step by step process as demonstrated Piaget and Kohlberg. It would have been incumbent upon CBC to identify the moral values for inculcation at each level of the curriculum.

In regard to the philosophy underpinning CBC, this study observed that CBC does not seem to be grounded on a clear philosophical ideology. Whereas the important concepts envisioned in the CBC such as moral values, attitudes and competencies require a thorough understanding for effective implementation, the role of philosophy in this respect cannot be overemphasised. Philosophical principles play a pivotal role in evaluation of ideals, clarification of concepts, interrogations of assumptions, and interpretation of policies for effective implementation. In the educational context, philosophy plays a role in interrogation of the effectiveness of pedagogical approaches to teaching, analysis of educational aims, objectives and goals, and evaluation of the curriculum content to find out its suitability in terms of the age/maturity of the targeted

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groups. Moreover, philosophical analysis assesses criteria in order to understand its effectiveness and propose any needed adjustments. There is an apparent lack of philosophical ideologies that underpin the main areas of the CBC, right from its aims and goals, content, pedagogical approaches and assessment criterion. The above observations have been supported by other scholars such as Murira (2019).

VI. How can Moral Education in Kenya be Implemented?

For any educational system to effectively implement its goals of any kind, a clear guideline (criteria) has to be articulated. In this paper, fourfold Criteria are suggested that are thought *necessary* and *sufficient* for effective implementation of ME in Kenya, namely; E*udamotive* criterion, the *Normative* criterion, the *Evaluative* criterion and the *Pedagogical* Criterion. Before an explication of these four criteria, it is imperative to illuminate what is meant by *necessary* and *sufficient* conditions, and provide reasons why the suggested criteria are reflected as necessary and sufficient in implementation of ME in Kenya.

The concept '*necessary condition'* has been defined by Swartz (1997) as that condition that makes an event possible, that is, a condition A is necessary iff (if and only if) it makes another event B possible. For instance, 'Air is necessary for human life' (Swartz, 1997). This statement means that human being need air if they have to survive or without air human beings would die. Necessary conditions are by themselves not sufficient conditions, that is, do not -*suffice for*- or *guarantee*, other conditions (Stanford Encyclopedia of philosophy, 2017).

On the other hand, a *sufficient condition* is that that which guarantees the occurrence of an event, call it B. For example, while having four sides is a *necessary* condition for a square, it is not a *sufficient* condition alone for '*squareness'.* Other than the four sides, a square must have other (*sufficient* conditions) including, the sides being straight, the sides (line) must be equal and joined in a closed manner at right angles in a plane (Swartz, 1997).

There are challenges to the application of the concepts *necessary* and *sufficient* conditions. Shaffer (2015) posits that these terms are used in as far as philosophical analysis is concerned to clarify the meaning of concepts and provide some given *definitions.* In essence the *definitions* used to provide meaning to concepts should themselves be clarified (Stanford Encyclopedia of philosophy, 2015). Shaffer (2015) notes that conceptual analysis is the operation of analyzing concepts through proposing definitions while recognizing that definitions involved have 'meaning analysis'. Setting a criteria in most instances involve providing meanings of concepts by the application of either *stipulative*, *lexical*, *explicative*, or *descriptive* definitions (dictionary) (Stanford Encyclopedia of philosophy, 2015).

In setting a criteria for ME in the Kenyan context, this article proposes to apply the stipulative definitions because they involve no commitment that the meanings provided by no means would agree with prior uses of the terms involved. In reality, the stipulative manner in which the criteria of ME were arrived at were epistemologically special in that they yielded judgments with epistemological characteristics in response to how best ME would be implemented in light of the concerns of immorality that has been a puzzle for a long time.

The setting of a criteria for ME is in itself a prescription. In prescribing criteria, an explication is inevitable, and thus the need to use *explicative definitions* in the process. Explicative definitions are applicable to not only explicate the concepts of criteria of ME but also offer an improvement of what has already been existing in the implementation process, though in an imperfect manner. Similarly, explication is used to provide what is reflected as the best approach to implement ME in the Kenyan context.

Moreover, some of the approaches suggested in the criteria are merely descriptive, so that the meaning are made clearer. This is what is referred to as the *descriptive definitions*. In describing the criteria of ME, this paper seeks to explain the terms so that they are made extensionally, intentionally and sensibly adequate so that the epistemic condition of description is attained. The four criteria are explicated below by way of expressing what each entails in terms of it being individually *necessary* and jointly *sufficient* for the implementation of ME in Kenya.

a) Eudamotive Criterion

Before reflections on the how *eudaimonia* would be a criterion for implementation of ME in Kenya, it was important to revisit this concept and purse it further to underpin its tenets. Analyzing Aristotelian concept of happiness reveals that it implies the expression 'good life'. It is apparent that when someone talks of a 'good life', they intuitively imply a life of happiness. Life as human beings know it is not an instantaneous occurrence, but an event determined by time and space. Life means occupancy and duration. When someone asks what the life of person Y been like; usually, an appropriate response should include the milestone events of person Y's journey in this world up to the time the question is posed. From this understanding, it must be refuted that happiness is a momentous event such as an emotional feeling of joy; pleasure and laughter, for these emotions are just passing cloud lasting only for a moment. Aristotle deduced that a proper understanding of happiness should include criteria for what is being sought, identifying the correct field for such a search, examining the field and then applying the criteria (Pakaluk, 2005).

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Applying the aforementioned steps, Aristotle postulated that happiness was an activity in the human mind that is able to excel over others in goodness. Such an activity aims at nothing other than itself, a concept he labeled 'self-sufficiency and freedom from necessity'. In defining happiness as an activity of the soul in accordance to virtue, Aristotle implied that happiness was not the sort of activity that could be obtained as a commodity through commerce, nor was it a skill or body of knowledge that could be learned or taught. To pursue happiness is to contemplate the meanings of pursuits that people engage in life as response to the purpose of life itself (Pakaluk, 2005).

Finally, Aristotle deduced from the above premises that the highest good, equivalent to a good life or a life of happiness is a virtuous life of service to humanity. He asserted those human activities worth of contemplation are *kalon;* a Greek word connoting beautiful, noble, admirable, and attractive as opposed to *aischron* meaning shameful, disgusting, offensive, disgracing, or repulsive. It is from these descriptions that such virtues as courage, generosity, magnificence, amiability, justice, temperance, friendshipness, truthfulness and wittiness are identified as satisfying *kalon* (Ross, 1908).

The *eudamotive* criterion is suggested as a necessary *condition* for effective implementation of ME. The explanation sought in this criterion is a reflection on the concept *eudaimonia* as may be applied as a condition for moral development in general, and a case for Kenyan educational institutions in particular to assist in implementation of ME.

It is apparent that the morals that are taught in schools in Kenya are fundamental part of the Kenyan society, and in them, it is assumed presumably the content of moral values that are necessary in enhancing societal flourishing. Society is viewed as an amalgam of the whole, that is, it is the individual persons that constitute it. When the individual members of society are habituated in good morals, it implies that society is grounded on a solid moral foundation. Moreover, a society that is morally sound is likely to be a happy society.

As students get enrolled into the formal school system, they have certain expectation in regard to what they want to achieve from the schooling process. Similarly, society as a socializing agent expects that the school should assist in the transmission of knowledge, skills, values, norms and customs required of the learner as they take up adult responsibilities in it. For this reasons, the education system carefully designs and develops a curriculum with clear goals, some of which are MGE with the hope that if implemented, the learners will progressively develop their various abilities, knowledge, skills, attitudes, norms and morals required of them in their adult life; more importantly are the moral characters implied in the MGE. The *eudemotive* criterion suggested supports this undertaking. A refection on this criterion reveals that it best flourishes under the influence of four main concepts, namely; Tranquility, Intrinsic Moral Values, Contentment, and Contemplation

b) Normative Criterion

The adjective normative is derived from the noun norm meaning a 'social rule, standard, or pattern of behavior against which conduct' is approved, disapproved or measured to determine its excellence or fault (Chambliss, 1996). From this definition, one visualizes the normative criterion not as a statistical tool but a shared and acceptable form of desired behavior in a society.

The normative criterion is considered a necessary condition in implementing ME since socially accepted behavior is the foundation upon which moral growth is sought. In instances where there is blatant and frequent violation of social norms, there is likely to be found widespread guilty, since the 'violators' of such norms would wish to conceal their unacceptable actions, a condition associated with guilty. Concealing a normative violation is associated with secrecy; a desire associated with a deliberate attempt to avoid public disapproval, ridicule or punishment (Chamblis, 1996).

Moral goals of education are aimed at helping in inculcating acceptable behavior, attitudes and good morals among the learners. Since MGE are stated merely as general statements of purpose in government policy documents and reports, it is important that they are elaborated in the official curriculum and syllabi to indicate the various virtues that are intended to be inculcated in learners at every stage of the learners' moral development. Each learner should be made to understand that good character contributes to a great extent towards the achievement of their individual goals. Happiness being argued for is neither pleasure nor amusements. It is not the instantaneous feelings of pleasure or passions that one develops out of emotional excitements triggered by emotional cues or appetites, such as friendly feelings, joy, anger and general feelings that are accompanied with pleasure and pain. It is happiness that is enjoyed in pleasure and pain alike. It is somewhat like contentment.

The virtues being suggested necessary for happiness are not passions nor feeling, but states of character. To label a person to be of a given character is to suggest consistence in portraying the same sort of thing over a long period of time. For example, we do not refer to someone honest for only telling the truth on a given occasion, but rather a person is labeled honest if he/she has consistently demonstrated the same state of character over long period of time. The sort of consistence argued for may best be illustrated in the story of the biblical Job in which irrespective of Job's suffering over a long period of time, he maintained his

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integrity and never spoke wickedness or deceit or any other abomination of his time (Job 1:1-5; 27:1-23).

This paper posits that rarely do people become vicious out of ignorance. Those who steal are already aware that theft is immoral. In the same vein, when one becomes dishonest, they are aware that dishonesty in vicious. Wherever students act immoral they are in most cases vividly aware that such actions are wrong. Moreover, they may be even aware of the consequences of their immoral actions and some may be prepared to face it. In case such are the prevailing circumstances, implementation MGE in terms of mere teaching of moral values as routinely done in Kenyan schools is exercise in futility. Several studies have supportive this assertion that mere teaching of moral values by way of discourses is ineffective in moral formation, for example (Osabwa, 2016; Ngaroga, 1996; Freire, 1970).

The normative criterion suggested is thus a call to reflect deeply into a list of morals to be taught to learners prior to its implementation through mere teaching. It is a concern to all those teaching to find out why some learners deliberately get involved in immoral behaviors irrespective of having sufficient propositional knowledge that their behaviors are unacceptable and the consequences therein. In this respect, reasons behind this 'deliberate immorality' became handy. In knowing the reasons, remedial strategies can be sought. For instance, when one has a headache, giving them painkillers is not a real solution but a short term remedy. To solve the problem will involve finding out the cause of the headache and giving appropriate prescriptions. In a move to understand why people act immorally despite being aware that such acts are immoral, Aristotle discussed the concept of *akrasia.*

The term *akrasia* is a Greek word meaning the weakness of the will. This implies that one has sufficient knowledge on what the right thing is but goes ahead to act to the contrary (Mateiescu, 2011). The opposite of *akrasia* is a Greek word *enkrateia* implying strength of the will or self-control (Ross, 1908). That is to say, if one acts irrationally and act under the influence of their emotions rather than their reason, then the concept of *akrasia* is implied. However, if one's action is where reason overpowers emotions, the appropriate concept implied is is *enkrateia* (Pakaluk, 2005). In respect to *akrasia*, one succumbs to pleasure, pain or emotions rather than reason thus making such a person act against their better judgement. Mele (2009) argues that when one is exposed to a temptation, they are likely to intentionally behave or act against their best or better judgement if they are *akratic*.

Aristotle was of the opinion that an *akratic* person has some innate knowledge of what is good universally but this knowledge in the moment of the weak-willed is not enough to stop a wrong action. It is a result of some sort of weakness that one acts against their best judgement (Clanton, 2015). Aristotle argued that *akratic* persons are fully knowledgeable but act against their better judgement knowingly without undue pressure or compulsion. A fundamental question in respect to *akrasia* was: how can *akratic* students be trained to be morally upright since they have already *necessary* and *sufficient* propositional knowledge in matters morality?

Several scholars have attempted to provide a solution to the problem of *akrasia.* Socrates dealt with this problem by denying its existence in his famous maxim: *no one errs wittingly.* This argument is well documented in one of Plato's Dialogues, *Protagoras (*Turnar, 1891). This kind of position is not pursued in this thesis. The study was of the view that *akrasia* is a real problem and needs to be tackled in a school setup.

Aristotle's own solution to the problem of *akrasia* as demonstrated by Berkich (2006) is grounded on the notion of rationality. Aristotle avers that *akrasia* is a struggle within the individual between his/her 'passions' and his/her 'reasons'. If passion outweighs, reason, then an *akratic* decision or choice is undertaken. In this case, desire distorts practical reason such that the *akratic* person in unable to make a fully informed judgment that his/her action is not the best Berkich (2006). The lack desire that distorts practical reason is associated with the fact that as of the time the person makes an *akratic* decision, Aristotle opines that such an individual suffers from a temporary mental blockage (becomes unconscious) in respect to the knowledge of the better alternative, that is, the power of rationality is overshadowed, in the same manner in which a drunk person may be having knowledge of a particular sort, which disappears in his drunkenness (Aristotle, nd).

Aristotle's solution is disputed by the American Philosopher Donald Davidson (1917-2003) who attempted to provide a solution to the problem of *akrasia* by pointing out that *akrasia* arises out of the nature of practical reasoning employed on the part of the *akratic* person. He posits that the solution to *akrasia* could be located on examining an action as either a *prima facie* right, that is, better than the alternative or judging it to be right absolutely, that is, *sans phrase* (right without any consideration) (Heather & Segal, 2013; 2015). Donald concludes by averring that either of the alternatives taken by *akratic* persons are arrived at logically, but the *akratic* person behaves so due to irrationality. The term irrational as used here is not to say that the person has no reasons why they do what they do not want, rather, what Donald propounds is that the *akratic* person does not have sufficient reasons to act as they do. In conclusion, he sees *akratic* persons as suffering from a psychological disorder called obsessive compulsive disorder. The solution to psychological disorders may be provided by clinical psychologist or therapist as discussed later in this subjection (Heather & Segal, 2013; 2015).

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The other approach to the problem of *akrasia* considered in this study is a religious a metaphysical one. Some religionists propound the argument that *akrasia* is a spiritual warfare between the powers of darkness, and those one of light. St. Paul expressed *akrasia* in the book of Romans as follows:

> For that which I do I allow not; for what I would, that do I not; but what I hate, that I do. If then I do that which I would not, I consent to the law that it is good. Now then it is no more I that do it, but sin that dwells in me…for the good that I would I do not: but the evil which I would not, that I do…O wretched man that I am! Who shall deliver me from the body of this death? (Roman: 7: 15-24, KJV).

Then solution for *akrasia* such an argument would best be derived from supernatural powers, in other words, human reason has no capacity whatsoever to solve the problem of *Akrasia*.

In conclusion, having considered several versions on the solutions to the problem of *akrasia,* this study opines that the solutions provided by Aristotle and religious paradigm are unsatisfactory, within the purview of human knowledge. In essence, their explanations leave the problem to fate. This study supports the approach adopted by Davidson that *akrasia* is psychological disorder and clinical therapy may be appropriate in the Kenyan case.

Besides *akrasia*, the second reason that could account for immorality is society. When there is a rise in immorality, a society has a share of the blame for the pervasive immoral behaviours being witnessed by students, especially in respect of role modelling. The notion of role modelling and the influence it has on the development of character of students cannot be overemphasized. Students tend to do what is displayed in the general practice of a society including what is practised by their parents, leaders and the significant others. When a society is made up of members who engage in immoral behaviours knowingly and willingly; worst is when such immoral acts are glorified, the influence of the acts on the youth who are in the struggle to meet their own desires is exemplified .

The school as a social institution exists within a socio-political environment that has influence on the students' in the direction the societal norms are portrayed (Itedjere, 2006). Whenever students observe that immoral activities in the society are actually rewarded, they start forming a belief that 'success' and subsequent happiness are derived from immoral acts. Such are the bases for wrong influence towards vicious character development.

Itedjere (2006) explains that when government officials, teachers, the political elites and parents engage in actions of corruption and immorality, then the school finds itself in an awkward position in trying to impact morality among the students. This trend is manifest in academic dishonesty as epitomised in cheating in examinations.

Within the school context, there is a plethora of strategies that may be appropriate to mitigate on these negative social influence. To start with, there is need to link theory and practice in teaching MGE in Kenyan schools. This may be achieved by providing real examples of in the Kenyan context of exemplary persons who are worthy of emulation in respect to character. Besides, teachers are expected to be role models in terms of good character. Though this is the expected case, the study observes that it is not always the case. There are quite a number of studies that support the opinion that role modelling is one of the most suitable strategy to character formation, for example Noddings (1984) and Gilligan (1977), who hold the view that a teacher teaches care by demonstrating it.

The third factor that was considered in respect to the possible causes of deliberate immoral behaviour in Kenyan schools is Psychological Disorders. Psychological disorders are defined by Wade, Tavris, Saucier and Elias (2013) as those behaviours that cause a person to suffer or be self-destructive and thus impair their ability to work or get along well with others. Whereas there are a variety of psychological disorders, the study identified the following as major mental disorders that may account for immoral behaviour in learners: anxiety disorders, post-traumatic stress disorder, fears and phobias, obsessions and compulsions, depression, Bipolar Disorder, Narcissistic personality disorder, borderline personality disorder, Clinical and Psychopaths (antisocial personality disorders), drug abuse and addiction, dissociate identity disorder and Schizophrenia (Wade, *et al*., 2013).

The moral duty and responsibility of the school is to be able to identify any of the students that may have symptoms of one or more of these psychological disorders. Wherever such students are identified, appropriate intervening measures should be sought to assure treatment. Students who get involved in immoral activities under the influence of mental disorders do not really require moral teaching and habituation or punishment. They, rather, need clinical therapy (psychotherapy) and biological treatment that may involve administration of drugs.

c) Evaluative Criterion

The term evaluation refers to the process of attaching value to performance (Ngaroga, 1996). In an educational context, the concept evaluation is used to determine how effective a learning progarmme has been (Onsabwa, 2016). The process of evaluation should applied periodically (formative) to provide necessary feedback which is essential for appropriate action in terms of modifying a programme or prescribing an alternative so that the programme is a success (Ngaroga, 1996).

The evaluative criterion in this consideration is refers to the way implementation of MGE are assessed.

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The notion of evaluation, both summative and formative, unfortunately has been used in Kenya significantly in assessing the cognitive domain of learning. Even test items in KCPE and KCSE in religious subjects indicate that they merely test the cognitive domain, of the religious content. Thus, a child who scores highly in these subjects does not necessarily designate that he/she is morally upright and of good character. The evaluative criterion requires that for effective implementation of MGE in Kenya, non-moral and the moral attributes should be evaluated using test items that actually measure such learning outcomes. Thus the need to put in place a method of measuring MGE qualitatively rather than the quantitative approach of evaluation.

The criterion may need incorporation of formative evaluation in the name of Continuous Moral Evaluation (CME) as a model that would rely heavily on observation of the behavior of learners. This can be completed by introspection in which the learners are given opportunity to engage in self-evaluation call it metacognition. All these should have well worked out matrix or schedules for observations and reports.

This is why the study proposes for an evaluation strategy that seeks to cover all these aspects. In other words, the overall measure of success (performance) at the end of any learning cycle is thus the mean achievement of both non-moral and moral aspects of education as illustrated below:

$$\text{General Success Measure} = \frac{\text{Mean score of Cognitive domain} + \text{Mean score of affective domain}}{2}$$

$$\text{Mean Grade} = \frac{\text{Mean Grade in Summative Evaluation} + \text{Mean Grade in CME}}{2}$$

The general success measure is what was denoted as μ of implemented Aims of Edu. in chapter one in the conceptual framework (section 1.8). Consider a hypothetical case where a student Y scored an A plain in KCSE in summative evaluation at the end of a four year course. However, the same student scored a C (Plain) in CME evaluation after four years; the mean grade of such a student will be calculated thus:

$$\text{Mean Grade} = \frac{12+5}{2} = 8.5;\ \text{B (plain)}$$

Thus a learners' educational achievement should not only be evaluated through summative evaluation that measure non-moral goals of education especially intellectual abilities but also formative evaluation of MGE. Accordingly, in the suggested evaluation criterion, learners are awarded a mean score (grade) at the end of the learning cycle that reflects their true educational achievement in terms of the quality of character traits that become manifested.

What value will such a grading system have as opposed to the current one in Kenya? The response to this question rests on the observation that students will care to have high scores in CME suggested since this will affect their overall performance. Definitely, irrespective of sterling performances in intellectual abilities (summative evaluation), a poor score will have a big impact on one's final mean grade which will ultimately affect their career choices. Besides, no student will wish to have a 'terrible ME scores' indicated in their certificate. This approach is akin to consequentialism in terms of education. The fact that the *CME* proposed is a continuous process provides opportunities for learners to improve on those aspects of behavior that have been observed inadequate and as such, no student is condemned ultimately. Each is given an opportunity all year round to improve. Besides, the practice of continuous evaluation supports Aristotelian concept of habituation in character formation (Ross, 1908).

d) The Pedagogical Criterion

The meaning of the term pedagogy is explained in chapter two (section 2.3.4) as methods of teaching. In chapter, several methods of teaching are identified. However for the pedagogical criterion only a few may be successful in the implementation of MGE in Kenya. White (1998) argues that the methods of teaching as well as the content are very important aspects of the implementation of MGE. This study suggests three methods as the most appropriate in handling the implementation of MGE, namely; role modeling, discussion and observation. These methods have been identified as most appropriate with the support studies done by Osabwa (2016), Noddings, (1984), Gilligan (1977), Freire (1970) and Dewey (1916). All these studies have indicated that the above approaches are best suited in implementing MGE. Moreover, it was pointed out in chapter four (section 4.3) that whatever approach that the Kenyan government has previous employed to implement MGE, any that lacked dialogue and role modelling were doomed to fail. Below is a brief discussion of each of these suggested methods.

VII. Conclusion

There is no refutation on the fact that human beings ought to live purposely in the universe in order to make meaning of human existence. One such purpose that had been identified by Aristotle and supported in

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this study is the search for happiness and a good life. It has been demonstrated that the tenets of a good life constitute service to humanity, living virtuously and development of human potential to the fullest (Kariuki, 2004). The process of schooling (education) was conceptualized as the main pathway that human potentialities may be developed, and therefore happiness attained.

To effectively implement a curriculum for ME in any system of education, it is important that moral ideals are identified under which such a curriculum can flourish. The paper proposed fourfold criteria, that can possibly enable ME be successfully implemented in Kenya, namely; *Eudamotive*, normative, evaluative and pedagogical. The fourfold criteria were considered individually as necessary, and collectively as sufficient in implementing ME in Kenya in order to tackle the problem of moral decadence.

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'Participatory' Pedagogical Approach in Teaching and Learning for Sustainable Educational Goals

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Abstract- Effective Teaching and Learning largely depends on the pedagogical approaches that one used in the classrooms. The pedagogical approach to be used often depends on the teachers' mastery over the contents, knowledge and skills. To understand the diverse needs of different learners, in the classroom the diversification is required. In general, the best teachers believe in the capacity of their students to learn, and carefully utilize a range of pedagogical approaches to ensure this learning occurs as per their needs. The need to design, develop and implement kind of pedagogical approach to encompass better instruction is absolutely basic need. The present study is an attempt to bring into lime light of one such approach which will truly help in building constructive, creative ideas and connect the education acquired for sustainable educational goals. Participative pedagogical approach in teaching is such approaches that are informative and helps focused on encouraging students to become actively involved in learning process, raise students' awareness and sense of responsibility about their educational experience. This paper is articulated in theoretical perspectives taking into account secondary sources like articles, periodicals, books, journals.

Keywords: *participatory, pedagogy, teaching and learning, sustainable goals.*

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I. Introduction

Gayford(2003)in one of his research reveals that this approaches have been used to enable teachers to establish their practice needs in relation to education for sustainability (EfS) and also maintain the integrity of their subject disciplines.

It is a shift from a belief that learners are empty plate who are supposed to be imparted with knowledge (teach concept) to a belief that learners can construct knowledge and learn on their own if properly guided (learn concept) (Kafyulilo). Participatory teaching approach is a form of a reflective teaching approach which stresses the subjectivity of learners assisting in the self construction of knowledge. According to McLoughlin and Lee (2007) in participatory learning "learners are active participants or co-producers rather than passive consumers of content, and so learning is a participatory, social process supporting personal life goals and needs." From Shen *et al.* (2004) participatory learning approach engages "students as active participants in the full life cycle of homework, projects, and examination." From the two definitions, it could be seen that students are basically active learners in participatory learning environment (Kucharcikova and Tokarcikova, 2016; Ciobanu, 2018). This is partly because students have opportunity to negotiate for the objectives, knowledge, skills, attitudes, or the teaching and learning methods of a lesson and that every student in a class has a peculiar learning style where teaching should be organised in such a way to engage him or her actively in the teaching and learning process (UNESCO, 2001).

Participatory is an approach that involves an active learning style and the integration of learning programs according to the pupil's own learning rhythm. The student here are accountable for the progress they made in terms their own education. Among the teaching-learning methods are those through which students work productively with each other, develop collaborative skills and mutual help. Here, Teachers students communicate with each other and listen to the opinions of others. As it is well known fact that interactivity is an important component of the teaching and learning process, and it assumes learning through communication, collaboration, generating a rain of ideas, opinions and arguments with a high degree of activity and personal involvement . They are designed only for smaller groups of participants, to encourage better retention of what they have learned. This implies not only to engage students' interest in theoretical lessons, encouraging group discussions and critical reflections, but also to involve them in more practical activities, to connect academic achievement with real-life issues and to understand the impact of the individual actions on the community. In order to develop critical thinking in pupils, a teacher must use the above approach which includes some active-participative strategies and creativity.

II. Participatory Approach a New Way Forward for Sustainable Educational Goals

Today's generations are learning in 21st century. And their needs are not stick to the watertight compartments curriculum syllabus and also most importantly pedagogical approach. This is the need of an hour and reform is absolutely. Using old traditional method may be proving to be absurd. Teachers at this point need to be vigilant in their teaching aspects. So, the participatory approach is the modern and latest approach teaching methods and need strengthened. In

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participatory teaching methods learners create meaning of what they learn through active participation in the teaching and learning process (Emsheimer & Mtana, 2004). This thinking is based on the constructivist learning theories developed by Piaget (1970), Vygotsky (1978) and Bruner (1996). Since constructivism implies that knowledge is constructed by the individual, it has prompted the development of teaching/learning situations which stress and encourage participation of learners in the teaching and learning process. In Participatory approach, students are encouraged to work together with fellow student either in pairs, small groups, or in whole groups for collective participation. Participatory such as role play, rhyming together, expressiveness of words or sentences, singing together, fantasy release and other functional exponent using.

The primary requirement of progressive education, as Jean Piaget says, is to ensure a diversified methodology based on combining independent learning and work with cooperative, group and interdependent work. At the same time, didactic methods are action plans with a (self) regulating function (a set of operations that are carried out in order to achieve a goal) and ways of acting (action strategies through which the student reveals the essence of phenomena, processes, events). To achieve higher efficiency of education is necessary to use a combination of several methods. They should also include participative methods. Participative methods assume a high degree of student activities. Their advantage is that they support better remember learned. Lecture prefer the content of learning, participative methods prefer the procedural aspect. Students can be activated using a combination of various participative methods such as group work, brainstorming, case studies, role playing, management games, and so on. An important part of this method of teaching is to provide feedback and evaluation of activities. In participatory approach, the role of a facilitator is one of importance; and to make the approach collaborative enough, the role of a facilitator should be rotated. However, the facilitator's role should be moderated in such way that the facilitator will not dominate group meetings when he/she is of some expertise in the area being discussed. The elements of creativity must always be present. Disputes are important aspect of participatory teaching and learning processes. Shen *et al.* (2004) therefore emphasized that teachers should carefully review students‟ solutions presented to the class ahead of scoring to avoid disputes. The opportunities given to students such as disputing solutions and reading or observing colleagues solutions in a participatory lesson provide them with opportunities to view subjects or course from more than one perspective of importance (Shen *et al.*, 2004). Participatory learning is not like seeking an expert view but it is an evolving process that makes use of more than one instructional approach (Landcare Research, 2002). There are many different views about the nature and purpose of education for sustainability and many of the issues that threaten sustainability are controversial (see, for example, Jickling & Spork, 1998). As Payne (1999) explains, the implications of post-modern thinking for the sort of debate that surrounds the controversies of sustainability are important for formal education. The methodology described here provides a realistic alternative to universalist world-views and helps to relate to pluralist ideas where knowledge and the solution of problems is considered to be influenced by culture and context, arguing against the notion that every genuine question has only one true answer (see, for example, Berlin, 1969).

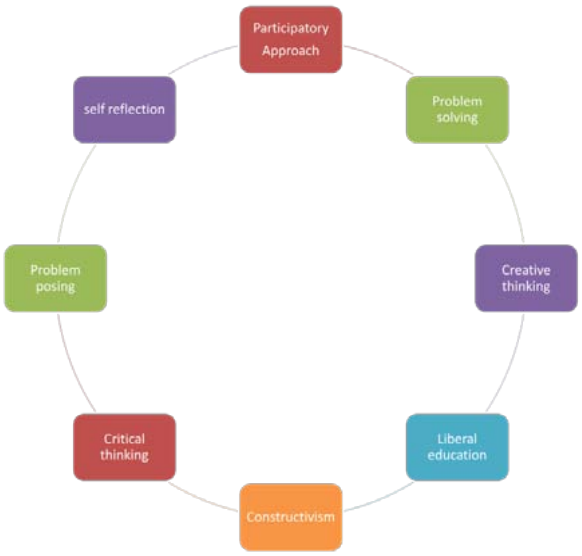


Figure 1: Showing the Participatory approach will lead to Constructivism in relation to various (cognitive domains; Problem posing-self reflection- problem solving-critical thinking- creative thinking)

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III. Educational Implication of Participatory Approach

Gaining Knowledge by doing: Su *et al.* (2010) stated that the participatory approach to learning considers knowledge by doing which is typical for active practice, experience and direction to the learning of "learning by doing". They are thus based on the fact that people will learn more if you try to do something, than if they just read or listen to the new information, such as a lecture.

Peer exchange: Shön (1995) considers that the isolated position of individual teachers within the classroom is a problem that works against the reflective process and that peer exchanges can help to overcome the difficulty.

Encourages Sharing of Experiences: Land care Research (2002) found that since individual as well as group experiences the world in different ways, it is important to involve people on a subject or topic in order to share their respective experiences, activities, and understanding on the subject or topic (Liu *et al.*, 2013). Liu *et al.* (2013) stated that many educators are calling for the teaching and learning students to share their respective experiences with other students (UNESCO, 2001). This *Value the real life experiences* on the experience of participants as practitioners. Participatory instruction takes advantage of the students‟ existing experiences (Omollo *et al.*, 2017) and encourages students to share their respective experiences with other students (UNESCO, 2001).

Ensures better implementation of knowledge, skills and abilities: This, students in another study perceived, places huge burden on their shoulders (Gal *et al.*, 2018). By active-participatory methods, we can ensure better implementation of knowledge, skills and abilities. This enables the students to understand all the situations in which they are placed and who take them out of the subject of the object of training and turn them into active subjects, co-participants in their own training, not only the active methods themselves. Participative teaching includes a set of didactic strategies and techniques that aim to promote a more active role of students in the learning process (acquiring skills and abilities) to develop knowledge and action that can be shown to be directly useful and reflective (Fals-Borda, 1988).

Promote cooperative/Collaborative learning among children: Participatory approach is collaborative in learning as students create and solve problems as well as evaluate and settle disputes with respect to colleagues‟ solutions (Shen *et al.*, 2004). This makes the participatory approach characteristically collaborative (Foster *et al.*, 2008; Su *et al.*, 2010; Trauth-Nare and Buck, 2011; Ciobanu, 2018) considering the views of all participants and is collaborative and not leaving at the door steps of only the developers to plan and develop the instruction (Foster *et al.*, 2008).

Empowered and Encouraged group discussion: Of this type encouraged to learn from each other and to continue the process by understanding that thinking to move on to establishing an approach to practice. UNESCO (2001) explained that group discussion is a useful participatory instructional tool as through group discussion students learn to agree, disagree, and have mutual respect for the views of other students in a more relax manner (Ciobanu, 2018). To work collaboratively with colleagues make them feel empowered by the process.

Provide Opportunities: Participatory oriented offers students more opportunities than just consuming knowledge given by teachers or textbooks such as the opportunity to design questions or projects, execute them, and then assess and grade their peers. In the participatory approach everybody within the group should be given the opportunity to make contributions (Pain *et al.*, 2011) and there is the need for a continuous follow-up to ensure that the participants are well informed for effective participatory approach. In that, students are given the opportunity to read their colleagues solutions to problems and therefore could argue on the correctness of some solutions.

IV. Drawbacks of the Participatory Approach

Though it has been found that students need to be interactive, learn collaboratively. Making teaching learning student-centered and not teacher-centered applying participatory approach seems to be a democratic, non-linguistic, honest strategy from the point of view of education for all. Still there are objective factors that impede education by focusing on the students need. Every time Participatory methods are not so functional. Sometimes this approach leads to more tiring for the learners, unlike the classical ones that are more passive and relaxing. That is why the teacher needs to have several alternatives to approach the lesson. The discontinuous nature of the type of invasion arises because the type of participative learning at school is different from the home one, which is individual and reflexive. One of the research studies found that, in participatory approach translating content into games and interactive approaches can emphasize information that is not very important, but information may be lost because of the inability to integrate into the lesson. Another reason for impede is that, the teachers' time of thinking when working in teams is 3-4 minutes for each task, which will never be respected by students and will almost always result in incomplete or superficial task. Therefore, active-participatory methods imply prudence in use. But methods should not be ignored because it enhances the teaching-learning process and motivates students. It is good for a teacher to know and

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apply as many teaching methods as possible to avoid devaluing the method by repetition.

V. Conclusion

In Participatory approach, participant reactions in the participatory environment create avenues for personal learning; and apart from the possibility of creating personal learning avenues, new ideas evolve for improvement of instruction. The numbers of approaches used in participatory approach have always resulted in an increased level of satisfaction. Shen *et al.* (2004) concluded their work by saying the student-centered nature of participatory approach enables students to appreciate and develop interest (Gal *et al.*, 2018) in topical issues in class. Chuen*et al.* (2008) added that success is collaborative which is achieved through the contribution of each student from the groups in a collaborative lesson. UNESCO (2001) emphasized that students achieve more and become more satisfied when they are actively involved in the teaching and learning process; and that students" active participation in lessons is an effective part of their learning of concepts (McLoughlin and Lee, 2007; Liu *et al.*, 2013). Participation is an essential part of the empowerment of any group, including teachers. It recognizes and allows there to be a variety of ways in which approaches to education for sustainability can be developed amongst practitioners.

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Effect of Physics Practicals on Students' Academic Performance in Public Secondary Schools in Matayos Sub-County, Busia County, Kenya

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Keywords: *frequency,; practicals,; performance,; quality,; chemistry.*

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Effect of Physics Practicals on Students' Academic Performance in Public Secondary Schools in Matayos Sub-County, Busia County, Kenya

Hezekiah Adwar Othoo [α] & Chrispin Masake Omunyin [σ]

Abstract- Teaching of Physics in secondary schools has not yielded desired results in the Kenya Certificate of Secondary Education examinations generally in Kenya and especially in Matayos Sub-county, Busia County. The purpose of this study was to investigate the effect of physics practicals on students' performance in Matayos sub-county Busia County. Existing studies indicated that increasing effectiveness in teaching and learning positively influence performance not only in Physics but other subjects also. The objectives of this study were; to determine the effects of physics practical on performance; to find out the nature of physics practical and to determine how frequency of physics practical influence performance. A descriptive correlation study was carried out in selected secondary schools in Matayos Sub- County, Busia County. The target populations for this study included 15 physics teachers and 180 students totalling to 195 respondents. 65 of the population will be sampled using random sampling technique. Questionnaire was used to collect data. Data collected quantitatively and quantitatively were analyzed using descriptive statistics such as means, mode, median, frequency and percentages. The findings will be presented in tables, graphs, charts. The findings may be of help to educational practitioners, policy makers, curriculum planners in addressing performance of Physics in secondary schools.

Keywords: frequency,; practicals,; performance,; quality,; chemistry.

I. Introduction

a) Background of the study

Education around the world has developed from a teacher-centered learning transforming into a student- centered learning that teaches students how to take responsibility for their own learning and become more independent. Many teachers still follow traditional practices such as direct lecturing, strict use of textbook as the only reference, and rarely extend their teaching to make it relevant to real-life scenarios. As stated by Yore (2018), this does not place any importance on the development of critical thinking skills and whole concepts that are important to science literacy. On the other hand, Cobb, McClain, de Silva Lamberg and Dean (2018) state that: "Design experiments have both a pragmatic bent and a theoretical orientation developing domain-specific theories by systematically studying those forms of learning and the means of supporting them.

Physics education is in crisis. Enrolment in Physics courses at all levels is low. Reasons for this range from inadequate learner preparation, weak mathematics background, inadequate teacher qualifications as well as possession of below standard pedagogical and content knowledge on the part of the teacher (Semela, 2017). Many students regard Physics as difficult, and they therefore find the subject boring and non-enjoyable (Hirschfeld, 2018). Enrolment in Physics is decreasing, learning motivation is declining, and the examination results are getting worse (Garwin et al., 2020). In many school settings, little time is allocated to the discipline as compared to the time allocated to the languages and mathematics, which are the other important and core subjects. Worse still, this subject is made an elective at Form Three level which makes its attractiveness less to the learners many of whom opt out as early as at Form Two level. Training in conducting school type science experiments to a large extent is completely ignored in many universities' teacher-training curricula. Many, if not all, Kenyan university-trained Bachelor of Education (Science) graduates lack the skills of handling high school type practical work. There are no school-type laboratories set aside for this exercise in the various universities that train teachers (Masingila & Gathumbi, 2020). Being a science subject, effectiveness of teaching Physics should be judged by the kind of practical activities that teachers and students engage in (Oyoo, 2018). The consequence is that Physics teachers lack the skills for effectively guiding learners in conducting laboratory work; and therefore, the attendant advantages of performing practical work are lost on the learners. The goals of practical work are to improve students' understanding, develop their skills in solving problems and understanding the nature of science, by replicating the actions of scientists. Sotiriou, Bybee and Bogner (2017) state that: While solving a scientific problem, students should act like a scientist and follow scientific processes. According to Hodson (2019), practical work can motivate students, stimulate their interest in teaching and learning, enhance the learning of scientific knowledge, give them experience in using scientific knowledge and widen their way of thinking.

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Science practicals are a vital part of science education. They help students to develop their understanding of science, appreciate that science is based on evidence and acquire hands-on skills that are essential if students are to improve in science performance and progress in science. Knowledge of how teaching methods affect students "learning may help educators to select methods that improve the teaching and learning quality and effectiveness (Babikian, 2020). An appraisal of the role of physics practicals as an approach or method in the learning and teaching of physics is necessary. This can be done by conducting related classroom-based relevant research on central issues like the effectiveness of the method, which can shape and improve chemistry learning consequently improving performance. Hence, the study intended to find out the effects of physics practicals on learners" performance in physics in Kenyan secondary schools.

b) Statement of the problem

In the Kenyan system of education, students may choose to pursue Physics in their last two years of secondary education or opt out of it (Wambugu & Changeywo, 2018). In, however, very few students study Physics in Form Three as compared to those choosing to study either Physics or CRE; Physics or (Biology or Chemistry) although these too, are optional science subjects. In addition to the low enrolment, the performance of those students who do Physics is found to be poor at the National Examination level; very few quality grades are recorded. Thus, the results of Physics in the County are usually skewed positively from the normal. Examination results analysis (Kenya National Examination Council 2016, 2017 of 2018, 2019 and 2020 for Busia County reveal that the best student in Physics scored a mean grade of A- (MoE, 2020). According to the Physics grading system, a candidate cannot raise a mean grade of B- unless he/she scores at least a grade of D+ in Physics practical paper This, however, indicates that majority of students in the said County could be performing dismally in the practical paper; an issue that must be addressed to possibly improve performance and enhance enrolment in the subject. It was in this respect that the researcher wished to find out the effect of physics practical on performance in National Examination and improve student enrolment in Physics.

c) Purpose of the study

The purpose of this study was to investigate the effect of Physics practicals on performance in Physics among secondary school students.

d) Objectives of the study

i) To find out the nature of Physics practical carried out in public sub-county secondary schools in Matayos Sub- county, Kenya.

ii) To determine the influence of Physics practical on academic performance in public sub-county secondary schools in Matayos Sub-county, Kenya.

II. Literature Review

a) Effective nature of physics practical

The branch of science concerned with the nature and properties of matter and energy is physics. The subject matter of this subject includes: mechanics, magnetism, heat, light, radiation, sound, electricity, magnetism and the structure of atoms (dictionary). Experimental physics or practical physics is a category of discipline and sub disciplines in the field of physics that are concerned with the observation of physical phenomena and experiments. Physics is a practical science, practical activities are not just motivational and fun they can also sharpen student's powers of observation, stimulate questions and help develop new understanding and vocabulary. Good quality appropriate physics experiments and investigations are the key to enhanced learning and clarification and consolidation of theory (Hadady, 2016).

The main purpose of laboratory work in science education is to provide students with knowledge to help them learn scientific concepts, and through scientific methods, to understand the nature of science. Laboratory work also gives the students the opportunity to experience science by using scientific research procedures. In order to achieve meaningful learning, scientific theories and their application methods should be experienced by students. Moreover, laboratory work should encourage the development of analytical and critical thinking skills and encourage interest in science (Korma, 2021). Several studies suggest that practical activities, whose central aim is to assist students develop their knowledge and understanding of the natural world, vary significantly in learning demand. If the purpose is for students to examine an object, or material, or event that they have not seen before, or not looked at directly before – and to remember what they see – then the learning demand is comparatively low. Many students will remember it for some time; the more astonishing or remarkable the observation is, the longer they are likely to commit to memory (Kyle, 2019). But if the objective is to help students develop their understanding of descriptive ideas, concepts, models or theories, then the learning demand is much greater. To a large extent practical work is somewhat ineffective because teachers underrate the challenge the students face in making sense of what they see. The thought that explanations 'emerge' from observations has been called 'the fallacy of induction' (Lunetta, 2017). We might anticipate that activities of high learning demand would be planned or presented in class in ways that reflected this; a recent study, however, found little difference in

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the way activities of higher and lower learning demand were designed or presented (Millar, 2018).

Traditional laboratory classes normally involve students carrying out teacher-structured laboratory exercises or/and experiments, where each step of a procedure is vigilantly prescribed and students are expected to follow and adhere to the procedures precisely. This kind of laboratory activity is in which little student involvement with the content is required. For such kind of activities, Johnstone, add that students can be successful in their laboratory class even with little understanding of what they are actually doing. Physics practical should be conducted in such a way that they interact with ideas, as much as the phenomena themselves. It is necessary for teaching to focus upon scientific ways of talking and thinking about phenomena, rather than the phenomena themselves (Niaz, 2015). Teachers can employ a wide variety of teaching strategies to engage students "minds in learning. Reports emphasize that teaching science with the help of chemistry practical makes chemistry to be more enjoyable and stimulating to students than teaching the same subject matter only through lecture. Students have a lot to benefit from Physics practical which may include increasing students" interest and abilities in the subject as well as their achievement in Physics.

b) Frequency of physics practical

Teachers usually control the frequency and, to some extent, the quality of Physics practical in schools. The volume and variety of physics practical in schools has lessened over time. In many situations, the cause of this is the focus on 'teaching for examination", which has squeezed out some types of Physics practical. Many teachers complain that, with pressure to get through the syllabus, they cannot find room for many Physics practical. Teachers are being required to achieve better examination results and one response to this has been to focus more on„ book learning " which is more easily managed than physics practical. Teachers had to teach didactically to get through the content according to the examining body specifications (Zitoon, 2016).

Practical in physics are expensive, particularly the costs of replenishing apparatus and chemicals. When combined with insufficient budgets to provide enough technical support, materials and equipment and lack of time to prepare the chemistry practical, the frequency of performing practical definitely suffers. Apart from being expensive on resources and time, student laboratory experiments are more difficult to plan or organize and supervise National Endowment for Science, Technology and the Arts (2015) survey of science teachers on factors affecting teachers "use of Physics practical found that 64% lacked time for experiments while many teachers said that safety rules had put them off. 87% of respondents said learning which allowed more experiments and scientific enquiry would have a more significant impact on performance (Tamer, 2021). Science teachers are not alone in reporting lack of time as a barrier to doing more chemistry practical. For example, a study Busia, found that science teachers generally find enquiry-based laboratory work very difficult to manage. The high costs and constraints of chemistry practical limit the number of lessons planned involving chemistry practical and hence the frequency of Physics practical goes down.

The practice-based teaching and learning approach is far more understood as a suitable approach to impart in learners long-lasting knowledge and skills (Bonnell et al., 2011). The widespread of technological tools coupled with vibrant discoveries and rapidly changing living styles due to high societal demand has concurrently pushed science educators to direct their teachings towards practical work, thus, allowing beneficiaries of knowledge and skills to gain practical skills that of course could be easily applied in a real-life situation. For instance, practical work in teaching and learning physics is accompanied by several advantages as it has been pointed out in many studies (Musasia, Abacha, and Biyoyo, 2018); Scanlon, Morris, Di Paolo, and Cooper (2020). Advantages of practical work include but are not limited to;

- Imparting in learners long-lasting life skills.
- Encourages self-learning.
- Promotes experiential learning.
- Discovering reality unrevealed in theories.
- Facilitating the implementation of concepts based on personal experience

III. Methodology

a) Research design

The study was conducted using descriptive survey design to investigate the effects of physiocs practical on the performance of students. Kumar (2015) defines a research design as a plan, structure, and strategy of investigation to obtain answers to research questions or problems, while Kothari (2004) defines it as the blueprint for collection, measurement and analysis of data. The design was used to asses the variables i.e practicals, nature of practical, frequency of physics practical and importance of physics practical. This enabled in obtaining the opinion about the effects of physics practical on performance. Kerlinger (2016) recommended survey design as the best method to be used for collecting systematic factual data for decision making and efficient method of descriptive information regarding characteristics of population and the current practice and conditions

b) Target population

Target population or universe of a study is all the members or objects involved in the study (Kothari,

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2016). Mugenda and Mugenda (2016), defines target population as that population to which the researcher wants to generalize the result of the study. The target population in this research study was public secondary schools. according to the principal, the selected school had 195 students taking physics. Physics teachers were targeted as they were the major agents of curriculum implementation in the schools.

c) Sampling design

Sampling is a process of selecting a part of population on which research will be conducted, in order to ensure that conclusions form the study may be generalized to the entire population. Simple random sampling procedure will be used in selecting the required sample for this study.

A sample is a smaller group obtained from the accessible population from which data is collected. The study focused on a third percentage of the target population which gives 33.33%. According to Mugenda and Mugenda (2015), 20-50% percent sample size of the target population is enough for descriptive survey.

d) Research instruments

Questionnaires of both open and closed ended questions were used in this study. Some questions will have Yes or No or True or False alternatives. Teacher's and student's questionnaire will be designed. Questionnaire is a technique of data collection in which the respondent completes it at his/her convenience. The questionnaires targeted 65 students and teacher which is 33% of the target population comprising of 60 students and 5 teachers.

i. *Questionnaire for teachers*

The purpose of this questionnaire was to establish the how frequent the teachers carries out practical and how he conducts the practical. This enabled to find out the view of the importance of practical by the physics teacher on performance.

ii. *Questionnaire for students*

The purpose of this questionnaire was to establish the how frequent the student attend physics practical and how the practical is conducted. This enabled to find out the view on the importance of practical by the physics students on performance.

e) Validity

Validity of the research instrument is the ability of an instrument to measure what it is designed to measure. According to Kumar (2015), the judgement that an instrument is measuring what it is supposed to is primarily based upon the logical link between the questions and the objectives of the study. To ensure validity the instruments were reviewed under the guidance of peers in the faculty. Orodho (2015) recommends that questionnaires be piloted established whether the questions are clear or whether the questions are ambiguous and whether the questions provoke response.

f) Reliability

Reliability of a research instrument is the degree of accuracy or precision in the measurements made by the research instrument (Kumar, 2015). Therefore, a measuring instrument is reliable if it provides consistent results (Kothari, 2016). The results from piloting were used to determine the level of the reliability of the instruments. All the items in the instruments were related to the research topic. The reliability of the instruments was reflected on the items that were structured in simple English language, which the respondents found easy to understand and internalize.

g) Data collection procedure

Questionnaires are appropriate for gathering the views of ma large number of people about a particular phenomenon (Cochran, 2017). Questionnaires of both open and closed ended questions were used in this study. Some structured questions will have either Yes or No or True or False alternatives. All the questions in the questionnaires will relate to the objective and the research question of the study. Questionnaires were administered to the sample population of teachers and students. The data collected from the population formed the basis of this research report.

h) Method of data analysis

The will study utilized descriptive analysis techniques such as frequency distribution, mean, median. Quantitative data were collected using the Microsoft excel while qualitative data were sorted, summarized and interpreted in line with the research questions and objectives. Data analysis results were presented both quantitatively in form of percentages, tables and figures, while qualitatively as descriptive text.

IV. Data Analysis, Presentation and Interpretation

a) Research instrument's return rate

The respondent included 4 teachers' questionnaire and 50 questionnaires from the students. this represented 80% and 83.3% respond rate respectively. This was considered adequate for analysis. According to Peil (2015), questionnaires return rate below 50% is considered not good for a study.

b) Demographic data

The demographic data considered in this study for the respondents included practicals, nature of practical and frequency of physics.

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i. *Teacher*

Table 3

	Number of teachers
Conduct practical	3
Do not conduct practical	1
Total	4

The table above show the distribution of respondents among teachers. Out of 4 teacher, three teacher do conduct the practical while 1 teacher does not.

This data was presented in a pie chart of percentage as shown below

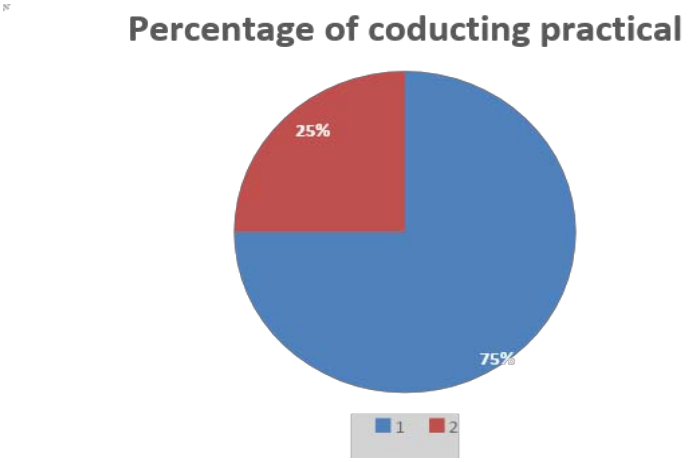


Figure 3

1: Those who conduct practical
2: Those who do not conduct practical

The three-teacher represented 75% while one teacher represented 1%.

Table 4: Student

	Number of students
Attend practical practical	48
Do not conduct practical	2
Total	50

The table above show the distribution of respondents among students who attend practical. Out of 50 students, 48 students attend practical while 2 do not attend physics practical.

This data was presented in a pie chart of percentage as shown below

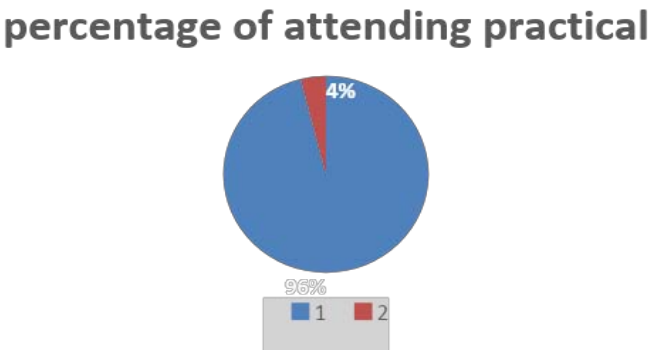


Figure 4

1: Those who attend practical
2: Those who do not attend practical

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The pie chart showed that 96% of the respond do attend practical while the 4% do not attend practical.

Table 5: Frequent physics practical.

Frequency	(Teacher)	Student
Once a week	3	20
Twice a week		14
Once every two weeks	1	1
Only during term exam		8
Once a year		
Not at all		12
None of the above		
TOTAL	4	50

From the table above, 3 teacher respondents to be teaching practical once a weak while one teacher; respondent, once every week. There is need to increase the frequent of physics practical since from 1 represented a 25% respond. There was a distribution in the response among student on the frequent of practical. 12 student respondents as not at which; meaning that from their respond, they were not satisfied with the frequent methods. The data from the, table above was presented below in a combined bar graph.

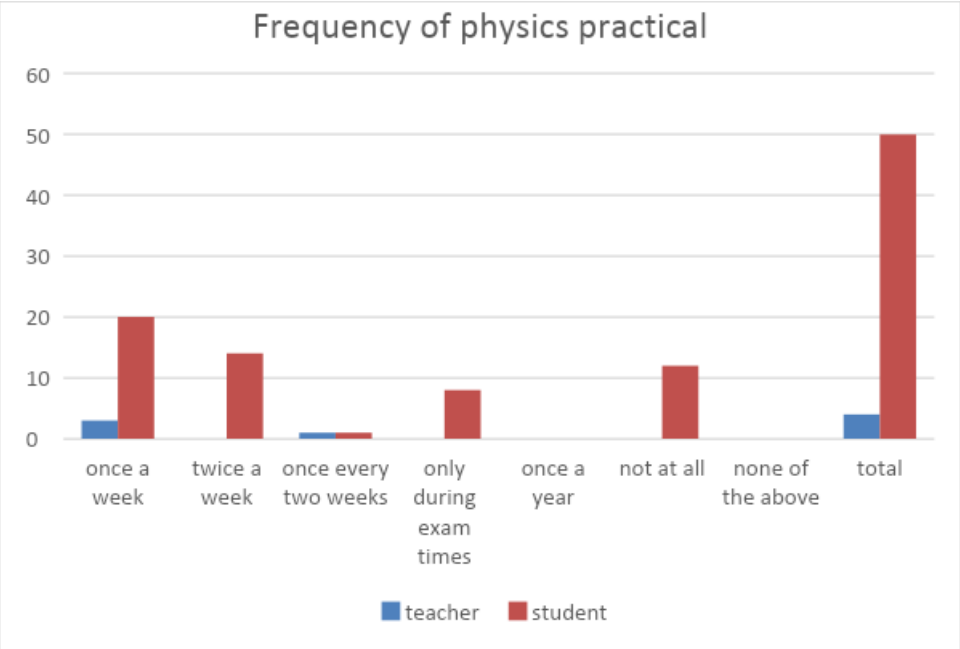


Figure 5

Table 6: Methods of conducting Practical

Practical method	Teacher	Student
Theory	1	46
Demonstration	3	3
Picture method		1
TOTAL	4	50

From table above, 3 teachers mostly use demonstration method of teaching practical which involve conducting of practical either in laboratory set-up or classroom. One of the teachers employ the theory method of teaching practical. 46 students responded of using theory method of practical which represented a 85% of the total student. 3 students responded of using demonstration while 1 student reply of using a picture method. The data was presented in the bar chart below.

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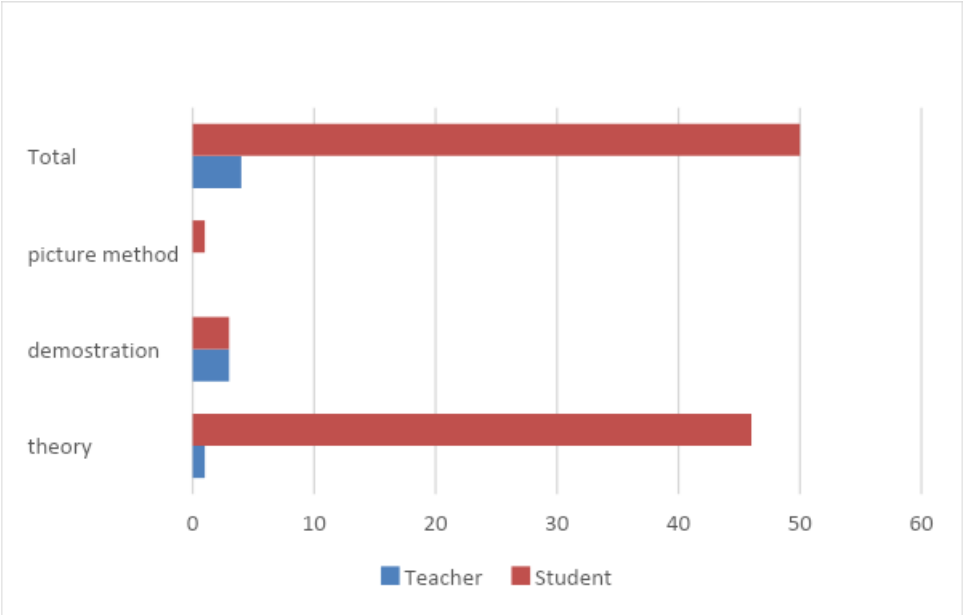


Figure 6

Table 7: Place of conducting practical

Place of conducting practical	Frequency (Teacher)	Student
Laboratory	2	40
classroom	2	8
field		
	4	48

From the table above, 2 teachers responded of using laboratory for practical while the other 2 of using classroom for practical. 40 of the students responded of using laboratory while 8 students of using classroom. Two of the students did not give a respond. The data from the table above was represented in the table below.

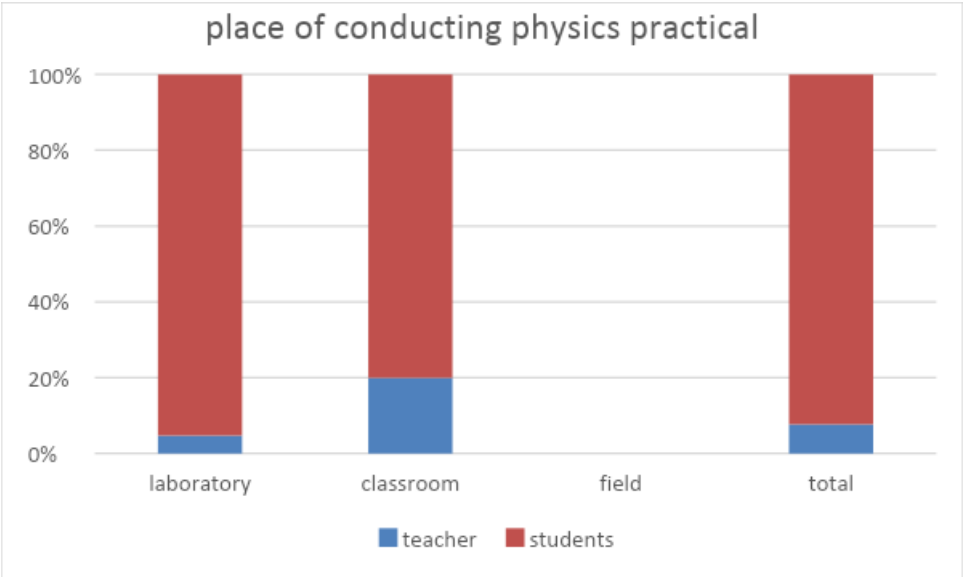


Figure 7

The data from laboratory, classroom, field and total was analyzed separately of which the sum of teacher's and student's cumulative respond was taken out of 100%.

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Table 8: Importance of physics practical.

Importance of physics practical	Frequency (Teacher)	Student
Yes	4	49
NO		1
Not sure		
Total	4	50

From the table above, all teacher responded that physics practical are important to student which represented a 100% agreement. One of the students admitted that physics practical is not important. There is a further need to investigate why physics practical is not important. The data was presented in the graph below.

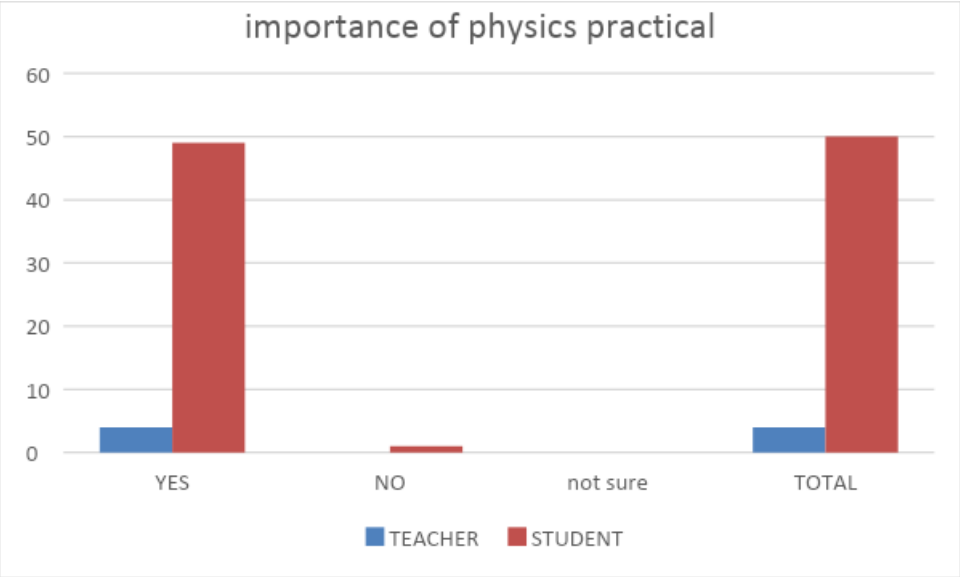


Figure 8

The data was analyzed in comparison of teacher and student separately on the variable; yes, no, not-sure and the total respond which acted as a reference figure for teacher and student.

V. Summary of Findings, Discussions and Recommendations

a) Summary of findings

The objectives of this study were to find out the nature of Physics practical and to determine how frequency of Physics practical influence performance in a selected school in Matayos Sub- County. The study involved getting information through questionnaire from physics teachers and students in a selected secondary school. The study involved two specific objectives. In summary, the study found out the nature of physics practical and frequency of physics practical are very important in the perfomance of physics.

i. *The nature of Physics practical*

The study found out that three teachers use demonstration method of teaching practical which represented 75%. 25% from the others teacher is till a large number taking that one assumption of the study was that; the data collected was a representation of the other schools in the county. So, there is need to put more input in demonstration aspect of practical. The issue of theory method could be maybe due to unavailability of equipment's or material in conducting the practical. The respond between teacher and student varies where 46 students responded of using theory method which represented 86%. There is further need to investigate the variation of the respond.

A respond of the place of conducting practical between classroom and laboratory showed that there might be less physics equipment or laboratory or laboratory technician. There is further need to investigate

ii. *Frequency of Physics practical*

The study found out that practical most practicals are carried out between one and twice a week. Due to less perfomance in physics; there is further need to emphasize on a more frequent physics practical. There is need to further investigate why 12 student which represent 24% response from student admit of 'not at all' frequency.

b) Discussions of the findings

As highlighted in the background of the study, the government of Kenya has focused on improvement of education for the relevance of the nation. Further it was noted that secondary education and training is one

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of the key factors for increased economic growth. Despite the school being equipped in terms of biology laboratory, apparatus and reagents, the performance of physics subject by students in public secondary schools is far below average. There is further need to encourage student to work hard in physics and appreciate the subject.

From the study majority of Chemistry teachers and student's response varied like methods of conducting practical and frequent of physics practical.

In this study it was also observed that the most common teaching learning methodology in physics was theory method from students' response and demonstration method among teachers.

c) Conclusion of the study

From the findings of the study, it can be concluded that factors that influence Performance of physics are frequent of physics practical and method of conducting physics practical. Majority of the students seems to be very positive toward physics, though there performance is far below average. Majority of students seem s to score low grade in physics. After considering this aspect it was concluded that there may be other factors which have major influence on students' physics performance is physics practical.

A 98% response from student on the importance of physics practical showed that 2% of students do not appreciate practical.

d) Recommendation

From research findings and conclusion made, the following recommendations were made

1. There is need to have a more frequent physics practical.
2. There is need to use laboratory for conducting physics practical.
3. There is need for using of demonstration rather than theory and picture method.
4. There is also need to encourage student to appreciate the importance of physics practical as a method of teaching physics.
5. Other factors such as attitude were found to be also factor that promote to poor perfomance in biology.

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Journal Usage among Aesthetic Studies Undergraduates during the Preparation of Projects Reports

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Abstract- Journals are essential information sources for research to obtain current and relevant information in any field of study. Journals play an energetic role in academic activities especially in the research process. This study discusses the level of usage of journals articles among undergraduates during the preparation of the final year research report at Swami Vipulananda Institute of Aesthetic Studies Eastern University, Sri Lanka. The study uses semi-structured questionnaires and evaluates (observation) the reference list of research reports as the data collection instrument. Hundred and sixteen undergraduates were attached during the academic year 2014/15 to the Swami Vipulananda Institute of Aesthetic Studies, and their research reports formed the study population. Usage of journals during the research report writing was evaluated separately for print and e-journals. Rendering to the result, there are some similarities and differences in using the journals during the final year of research report writing in four fields of study. According to the result, Drama and Theater undergraduates (24.59%) highly used journals as references for their research activities. However, overall only 15.11% of the undergraduates used journals as a reference.

Keywords: journals, research report, undergraduates.

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Journal Usage among Aesthetic Studies Undergraduates during the Preparation of Projects Reports

Mr. B. Prashanthan

Abstract- Journals are essential information sources for research to obtain current and relevant information in any field of study. Journals play an energetic role in academic activities especially in the research process. This study discusses the level of usage of journals articles among undergraduates during the preparation of the final year research report at Swami Vipulananda Institute of Aesthetic Studies Eastern University, Sri Lanka. The study uses semi-structured questionnaires and evaluates (observation) the reference list of research reports as the data collection instrument. Hundred and sixteen undergraduates were attached during the academic year 2014/15 to the Swami Vipulananda Institute of Aesthetic Studies, and their research reports formed the study population. Usage of journals during the research report writing was evaluated separately for print and e-journals. Rendering to the result, there are some similarities and differences in using the journals during the final year of research report writing in four fields of study. According to the result, Drama and Theater undergraduates (24.59%) highly used journals as references for their research activities. However, overall only 15.11% of the undergraduates used journals as a reference. The study indicates that all categories of undergraduates used print journals compared with e-journals during the research report writing.

Keywords: journals, research report, undergraduates.

I. Introduction

The undergraduates are different from Secondary Education Students in their learning due to the experience that they have gained from their independent student-centered learning. This method should have the opportunity to develop intellectual abilities and learning styles based on resource-based learning. Therefore, many universities include research as one of the essential and partial activities in postgraduate and undergraduate curriculums. This academic research activity is called research report writing at the undergraduate level. As Etzkowitz (2003) discussed, universities are transforming from teaching Institutions to one that combines teaching with research. The research output can be considered a useful and valuable tool in the evaluation process of University performance. However, the quality of academic research depends on the information the undergraduates gather through information or reference sources. Since the current development technologies provide a tremendous amount of information sources within minutes, it is always difficult for users to select appropriate information. "The reasons users select specific information sources have become great importance because of developments in the field of information in the past decades, the information explosion, and the availability of contemporary information technologies for the effective use of information resources. (Jenny Bronstein, 2010)

An academic requires information resources for his or her learning and further research processes. When comparing the information resources, the usage of the journal is identified as an important information resource, especially the information found in research journals which are contemporary studies and are based on research findings. Moreover, research journals play a significant role in academic society and have been used in numerous academic disciplines. Thus Higher Education Institutions are expected undergraduates to have sound knowledge in seeking information from academic journals. Most institutions of higher learning had made frantic efforts to enforce journal usage among undergraduates. "Many internship courses also require the student journals are helpful to researchers or learners for utilized their academic knowledge in their fields" (Alm 1996). Similarly, Liverpool Hope University in 2016 described, "as issues of Journals are published more frequently, they are the best way of keeping up to date with the latest research in the field. Rallison (2015) also pointed out that a "Huge number of journal articles play a vital role in the performance and output of researchers, and where they appear. Journals have become deeply embedded in academic infrastructure as they are central to career paths". Seeking information from research journals generally allows undergraduates to organize ideas, recognize research problems, describe concepts analyze arguments, etc. Thus, journals have been extensively used in the research process and identified one of the existing aspects of research report writing. Ellen (n.d) stated in his study that publishing a journal for interested researchers, academics and practitioners benefits the advancement of knowledge. To be recognized as having an academic subject, a discipline must publish a peer-review journal. Moreover, Victor and Diaa (2018) mentioned that

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"scientific research is defined as relentless and incremental scholarly progress published in academic journals" in their article "Increasing Importance of Research Metrics: Journal Impact." Therefore, academic journals are still perceived as an essential role in the academic activities of undergraduates. Therefore, it is necessary to study the use of journals by Aesthetics studies undergraduates during the preparation of final year research reports at Swami Vipulananda Institute of Aesthetic Studies.

II. Significance of the Study

With the emergence of a research environment seeking information from journals has become an essential tool to effectively implement all undergraduates' research processes. Higher Education Institutions are expected undergraduates to have sound knowledge and skill in seeking information from journals. Therefore, it is vital to study the journal usage of a different kind of user group from different angles. Presently there is no in-depth data about journal usage during the preparation of projects reports at Swami Vipulananda Institute of Aesthetic Studies, Eastern University Sri Lanka. The identification of perceptions and attitudes toward the usage of journals will be helpful for the institute to develop effective research activities. Moreover, to become a skillful, knowledgeable, and demand-driven graduate higher education institution students must be able to identify and access current information. As well as information found in research journals which are contemporary studies. Thus, this study may be helpful to undergraduates to become and archive the above capability. The undergraduate research students are a significant group in a Higher Education Institution. Their information needs, views, and suggestions are vital for improving research activities. Furthermore, this study is helpful to understand the weaknesses/ barriers of the undergraduate's in seeking information from research journals.

III. The Objective of the Study

The objective of the study is to evaluate the journals usage trends of the aesthetic Studies undergraduates during the preparation of the final year research reports and to identify the challenges faced in the use of journals by the undergraduates.

IV. Review of Literature

The Council of biological editors described twenty steps to writing research articles or thesis. Based on these steps, Fischer and Michael (n.d) mentioned in their study that if twenty steps are too many to manage and introduce thirteen steps based on the Council of biological editor's decision. In that thirteen steps, they highlight "Select journal" as an essential step for writing research articles.

Although Miholic and Juznic (2016) conducted a study on the impact of better access to Scientific journals on the quality of research work by evaluating records access to scholarly journals in three International publisher databases (Science Direct, Springer link and Wiley online) cited by University of Primorska has gradually increased every year, ranging 13.5% in 2010 up to 24.8% in 2014. In the study done by Yusufand and Iwn (2010), one of the reasons for the study was to evaluate the use of academic libraries. The finding showed that most of the faculty members visited the Library to read journals both online and print. Angammana and Jayatissa (2015) conducted a research study titled "A bibliometric Study of Postgraduate Theses in Library Information Science." The main objective of this study was to find out the valuable features of postgraduate theses in the field. The results showed that usage journals are one of the heights used (out of total citation books used, 39.2% followed by journals, 34%) resources for thesis writing. Sunil (2017) examines the use of Electronic Information Resources by Arts undergraduates during final year Dissertations. Based on the findings, the final year undergraduates depend on printed journals and search engines to find information.

A cross-sectional study was conducted among undergraduate medical students of a government medical college in Puducherry, India. In this study, they analyzed the use of journals by the students such as frequency purpose preferred mode and type of journals. The result of this study, thirty-seven percent of the students used journals. Among them, the majority of the students (58.4%) used journals for project/ assignment activities. When this study considered their preferred mode of using journals 63.7% preferred the online version. Furthermore, Velmurugan, C.V. (2013) has carried out a study on awareness and usage of Electronic Journals among Undergraduate Studies in Engineering College, Chennai. Found that the majority of the respondents were well aware of e-journals usage. A higher percentage of respondents were using the electronic version, while a certain number of them used print and electronic versions for academic activities.

V. Research Problem

Academic journals promote active reading provoke deep thinking and offer wealth of knowledge (APIAR, 2017). Therefore, academic journals play a vital role in the research activities and provide more advances in preparing the research reports. However, researchers are not uniquely followed, especially undergraduates' researchers have a different usage trend in the research report writing. Therefore, this study is set to find out the usage trends of the academic

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journals in the Aesthetic studies undergraduate's research activities.

VI. Methodology

A descriptive survey method has been used for this study and observation (evaluating) the reference list has been used as the data collection instrument among the research reports submitted by the undergraduates in the year 2020/21 Swami Vipulananda Institute of Aesthetic Studies, Eastern University, Sri Lanka. The total number of submitted final year research reports in the year 2020/21 was hundred and ninety-eight. According to Barttett, Kotrlik and Higgiris (2001), 116 reports were selected as a sample from 198 reports. Submitted research reports are stratified according to their field of studies such as Music, Dance, Drama & Theater and Visual & Technological Arts. The Sample calculated is given in table 01.

Table 01: Sample size by field of study

Field of Study	Total Population (Number of Project Reports submitted)	Sample
Music	69	41
Dance	45	26
Drama & Theatre	33	19
Visual & Technological Arts	51	30
	198	116

VII. Results and Discussion

The survey investigated 2078 references referred to write the project reports; among them 314 (15.11%) references were referred from journals for writing their research reports. Comparatively, it is a lower percentage of the participants (usage). Therefore, overall, undergraduates' usage level of journals for their research report writing was in need of improvement level table 02 indicates the details.

Table 02: Overall Usage of Journals

Total Number of Reference usage by Undergraduates	The Information referred from Journals	Percentage
2078	314	15.11%

In-depth, a majority of the Undergraduates preferred to use print journals. Out of the respondents (complete references used from the journals), 74.52% used print journals. However, only 25.48% were used online journals. Therefore, a majority of the undergraduates at the institute used print journals for their research works. Furthermore, final year Undergraduates highlighted several reasons for their inability to access print and online journals. Limited abilities of Tamil language print Aesthetic journals in Sri Lanka, poor availability of opportunities for access to databases in the aesthetic field in Tamil are the primary and apparent reasons. Table 03 shows the details.

Table 03: Overall usage of print and e-journals by Undergraduates

Total Number of journals referred	Print Journals	Percentage	e-Journals	Percentage
314	234	74.52%	78	25.48 %

Moreover, the study reveals the purpose level of usage journals of undergraduates by field of study. More than two-thirds of the respondents of music students (84.74%) used non-journals references to seek information for their research report writing. Therefore, only 15.26% of the music students used journals to seek information in depth out of the total journal usage by music undergraduates (116). Most of the respondents 73.27% (85) used print journals, but only 26.73% (31) used e-journals for their academic research writing.

In this scenario, only 12.91% of dance undergraduates used journal articles to seek information and 10.25% of Visual Technological Arts undergraduates used journals for their research reports writing activities. However, ultimately 25% (24.59%) of the Derma and Theatre undergraduates used journal articles to seek information. The study reveals the print and e-journal usage of undergraduates. According to that, the majority of the Aesthetic studies undergraduates used print journals to seek information

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for their research report writing process. In the field of Dance, 75.80% used print journals and 24.20% used e-journals; likewise, in the field of Drama and Theatre, 72.52% used print journals and 27.48% used e-journals. In Visual Technological Arts, 75% used printed journals and 25% used e-journals. The four user categories of this study have shown different usage levels in journal usage. Drama and Theatre undergraduates (24.59%) had become the most usage of journals in four fields of studies. However, other three categories of undergraduates have used journal articles less than 16% in their research report writing.

Meantime, data were analyzed to identify whether statistically significant differences exist in the usage of various types of journals (Print journals and e-journals) among undergraduates across the field of studies namely Music, Dance, Drama & Theatre and Visual & Technological Arts. However, statically significant differences have not been found either in the usage of various types of journals tests results. Thus the use of printed journals of the undergraduate percentage from 73.27% to 75% and e-journals percentage from 24.20% to 27.48%. The details of using them are shown in Table 4.

Table 04: Usage range of printed and e-journals by Undergraduates

Field of Study	Printed Journals	e- Journals
Music	73.27%	26.73%
Dance	75.8%	24.2%
Drama & Theatre	72.52%	27.48%
Visual & Technological Arts	75%	25%
Usage of Journals (percentage)	73.27% - 75%	24.2% - 27.48%

VIII. Conclusion and Recommendation

The four undergraduate categories of this study have shown different usage levels for using the journal for their research report writing. The study depicts that usage of e-journals was comparatively low compared with the usage level of print journals. The study also revealed that the Visual and technological Arts undergraduates had lower level users for the journal as a reference and Dance undergraduates had lower users for e-journals. Meantime nearly twenty-five percent of Drama and Theatre undergraduates use the journals as references for their research writing process at the Swami Vipulananda Institute of Aesthetic Studies.

Consideration of these factors is helpful to develop the journal's usage among the Aesthetic studies. Undergraduate increase in journals usage may lead to improving the organization's research and learning quality. Based on the findings of the study the following recommendations are made.

- There should be a continuous awareness for the undergraduates on maximizing the usage of journals for their academic activities.
- The administration of the institute would consider on introducing information literacy skills to the undergraduates.
- Research supervision should encourage the final year students to use research journals in their research field.

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Mediação da Leitura Através da Literatura Infantil: O Conhecimento do Vocabulário

By Prof. Doutora Luísa Araújo, Rita Brito, Sara Leite & Sandrina Esteves

Descrição da Execução- Este projeto enquadra-se na linha de inv estigação *Práticas Pedagógicas e Didáticas Específicas* do CEIA. Insere-se no Eixo Estratégico 2 – Formação e Desenvolvimento Profissional: competências digitais; as TIC na educação; formação ao longo da vida; apoio à família; saúde e bem-estar; necessidades educativas especiais – da política científica do ISEC Lisboa. A sua execução e resultados alcançados vão ao encontro dos seguintes objetivos estratégicos definidos nesta política:

i). Promover a realização d e trabalhos de investigação, inovação e desenvolvimento tecnológico em todos os domínios do conhecimento do ISEC Lisboa, com o envolvimento direto dos estudantes nas equipas de investigação;.

ii). Incentivar a difusão do conhecimento científico e tecnológico, especialmente numa perspetiva aplicada;

iii). Reforçar a dimensão internacional da atividade de I&DT do ISEC Lisboa no âmbito de redes de cooperação científica transnacionais, em torno da preparação e execução de projetos, bem como na realização conjunta de iniciativas de divulgação científica de âmbito internacional;

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Mediação da Leitura Através da Literatura Infantil: O Conhecimento do Vocabulário

Prof. Doutora Luísa Araújo [α], Rita Brito [σ], Sara Leite [ρ] & Sandrina Esteves [ω]

I. Descrição da Execução

Este projeto enquadra-se na linha de investigação *Práticas Pedagógicas e Didáticas Específicas* do CEIA. Insere-se no Eixo Estratégico 2 – Formação e Desenvolvimento Profissional: competências digitais; as TIC na educação; formação ao longo da vida; apoio à família; saúde e bem-estar; necessidades educativas especiais – da política científica do ISEC Lisboa. A sua execução e resultados alcançados vão ao encontro dos seguintes objetivos estratégicos definidos nesta política:

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ii). Incentivar a difusão do conhecimento científico e tecnológico, especialmente numa perspetiva aplicada;

iii). Reforçar a dimensão internacional da atividade de I&DT do ISEC Lisboa no âmbito de redes de cooperação científica transnacionais, em torno da preparação e execução de projetos, bem como na realização conjunta de iniciativas de divulgação científica de âmbito internacional;

Foram definidos os seguintes objetivos gerais, tendo a execução dos mesmos sofrido alterações devido à pandemia COVID-19:

1) Comparar o vocabulário raro em livros de literatura infantil existentes em contexto de Jardim de Infância de acordo com duas categorias: Livros de autores portugueses e livros traduzidos;
2) Aferir o contributo da leitura dos dois tipos de literatura infantil para o alargamento do vocabulário das crianças;
3) Compreender como as estratégias de leitura utilizadas na leitura de estórias, de acordo com dois tipos de literatura, se relacionam com o conhecimento do vocabulário.

Numa primeira fase, tendo sido impossível recolher os títulos de literatura infantil nas bibliotecas das salas de crianças entre 3-5 anos de idade nos locais de estágio das alunas de mestrado devido à pandemia, optou-se por proceder a um levantamento de todos os livros recomendados pelo Plano Nacional de Leitura (PNL) para a faixa etária 3-5 anos. Após esta recolha, para a análise do vocabulário, elaborou-se uma listagem da ocorrência de palavras raras por tipo de publicação de acordo com a sua frequência na base de dados Portulex.

Numa segunda fase, ainda a decorrer, elaborou-se um questionário para obter dados sobre as práticas de leitura de educadores de infância.

Este projeto conta com o envolvimento direto de 4 alunas do ISEC Lisboa, contribuindo assim para o cumprimento do objetivo estratégico i) da política científica do ISEC Lisboa.

a) Estudantes do ISEC Lisboa

Nome	Curso	Ano	Unidade Curricular
Ana Guerra	Licenciatura em Educação Básica	3.ºano	Licenciatura em Educação Básica (Remunerada)
Maria Filipa Guerra	Licenciatura em Educação Básica	1.º ano	Comunicação Oral e Escrita (Voluntária)
Joana Magalhães	Mestrado em Educação Pré-Escolar e 1.º Ciclo do Ensino Básico		Seminário de Apoio ao Relatório Final
Carina Andrade	Mestrado em Educação Pré-Escolar e 1.º Ciclo do Ensino Básico		Relatório Final

Relativamente aos *outputs* previstos, a saber: 1) Submissão de 1 *abstract* para comunicação em conferência nacional ou internacional pertinente para o tema abordado – em 2021; 2) Submissão de 1 ou 2

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artigos para publicação numa revista internacional com indexação *Scopus* até fevereiro de 2022; 3) Divulgação dos resultados da investigação junto das instituições parceiras, o ponto de situação é o seguinte:

b) Outputs do projeto

Marco	Título	Data
1	"The new words children hear from translated picturebooks" PICTUREBOOKS AND GRAPHIC NARRATIVES IN EDUCATION AND TRANSLATION: MEDIATION AND MULTIMODALITY International Online Conference organised by CETAPS, Faculdade de Ciências Sociais e Humanas, Universidade Nova de Lisboa Araújo, L. Leite, S., Brito, R., & Esteves (2021)	25 junho 2021
2	*Araújo, L., De Almeida Leite, S., Brito, R., & Esteves, S. (2022). The new words kids hear from translated picturebooks. L1-Educational Studies in Language and Literature, 22, 1-46. https://doi.org/10.17239/L1ESLL-2020.20.XX.XX* Corresponding author: Rita Brito, Alameda das Linhas de Torres, 179, 1750-142 Lisboa, Portugal. Email: rita.brito@iseclisboa.pt © 2022 *International Association for Research in L1-Education.* Araújo, L. Leite, S., Brito, R., & Esteves (2022)	Aceite para publicação em revista Scopus, Q1 *In press*
3	The New Words in Portuguese Translated Picturebooks 13th ARLE Conference University of Cyprus, Nicosia "Transformations in L1 Education: Current Challenges and Future Possibilities" Araújo, L. Correia, R., Leite, S., Brito, R., & Esteves (2022)	Aceite para apresentação de *paper*, junho 14-17, 2022
	Araújo, L. Correia, R., & Magalhães. J. (2022)	Aceite para apresentação de *paper*, Julho 4-6, 2022
4	The Reading Practices of Portuguese Preschool teachers Araújo, L., Leite, S., Brito, R., & Esteves	Em preparação para submissão revista *Scopus*

Atendendo a estes resultados, este projeto contribui para a difusão do conhecimento científico e tecnológico, especialmente numa perspetiva aplicada, e vem reforçar, a partir da colaboração de vários docentes, a dimensão internacional da atividade de I&DT do ISEC Lisboa. É de destacar que duas das docentes que participaram neste projeto não tinham até à data registo de publicação em revistas internacionais indexadas na *Scopus*. Contribui ainda para o envolvimento direto de alunos de cursos da Escola de Educação e Desenvolvimento Humano.

Relativamente às atividades e *outputs* esperados, as expectativas foram superadas no que concerne à submissão e aceitação de *abstracts* para comunicação em conferências científicas internacionais – 3 conferências – uma em 2021 e duas em 2022. Espera-se que, para além do artigo previsto e já aceite para publicação, outro artigo em preparação seja publicado em 2023. A divulgação dos resultados da investigação junto de instituições parceiras não se irá realizar, uma vez que os constrangimentos inerentes à gestão da pandemia e sucessivos estados de emergência impossibilitaram a prossecução deste estudo nos locais de estágio dos alunos. A execução orçamental prevista e apresentada no quadro abaixo será cumprida até julho de 2022, altura em que a última participação num congresso terá lugar. Sublinham-se, a cor azul, os custos inerentes às atividades de 2021 e, a cor laranja, os custos que correspondem às atividades de 2022.

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c) Execução Orçamental

Recolha dados Fase 1 (2021)	Ana Guerra = 100h (10 euros/hora)100h recolha, registo e digitalização de livros; Joana Magalhães = 40h (10 euros/hora) Ana Filipa Guerra = voluntária		Executado 1000,00 euros Executado 400 euros zero euros
Participação em Congressos (2021)	Conferência U. Nova Picture books and Graphic Narratives in Education and Translation: Mediation and multimodality (Virtual) = 100 euros (inscrição Rita & Sara)		Executado 100 euros
Recolha dados Fase 2 (2021-2022)		Criação de ficheiros Word a partir de livros em PDF 2 alunas x 10h cada = 20h	800 euros (março 2022)
Participação em Congressos (2022)	Conferência ARLE – International Association for Research in L1 Education, Chipre (Virtual) Luísa Araújo, Sara Leite, Sandrina Esteves, Rita Brito 22ND European Conference on Literacy, Dublin City University, Luísa Araújo & Joana Magalhães	600 euros (inscrição = 150 euros por docente) 1 Docente: 600 euros (130 viagem, 170 inscrição, 300 hotel)	600 euros (março 2022) 600 euros (julho 2022)
TOTAL			**3.500 euros**

Não obstante os constrangimentos assinalados e as alterações daí resultantes devido às medidas adotadas durante a pandemia COVID-19, o balanço da execução deste projeto é bastante positivo, uma vez que permitiu alcançar objetivos que contribuem para a qualidade da educação, em contexto da educação pré-escolar. Resulta ainda evidente o alcance de *outputs* internacionais de elevada qualidade científica, que contaram com a participação de alunos do ISEC Lisboa. Por fim, os dados recolhidos neste projeto, nomeadamente o *corpus* linguístico de cerca de 140 livros de literatura para a infância, permitirão a análise de outros aspetos linguísticos e pedagógicos em investigações futuras.

A Investigadora Principal

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Memberships

Fellows/Associates of Social Science Research Council

FSSRC/ASSRC Memberships



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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.

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

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2. Drafting the paper and revising it critically regarding important academic content.
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Acknowledgments

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

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

Manuscript Style Instruction (Optional)

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

Structure and Format of Manuscript

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

A research paper must include:

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

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

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

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

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

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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.
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Approach:

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

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

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

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

Materials:

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

Methods:

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

Approach:

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

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

What to keep away from:

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



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Results:

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

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

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

Content:

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

What to stay away from:

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

Approach:

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

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

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

Figures and tables:

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

Discussion:

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

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

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



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

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

Approach:

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

Describe generally acknowledged facts and main beliefs in present tense.

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

INDEX

A

Absurdity · 3
Admirable · 2, 7
Akratic · 8, 9
Ambiguous · 4
Assertion · 1, 8
Assiduously · 6

B

Blatant · 7

C

Contradiction · 5

D

Depicted · 1
Devising · 1
Discrepancy · 3

E

Embezzlement · 1
Empathy · 2, 5, 4
Enkrateia · 8

G

Generosity · 1, 4, 7
Glimpse · 1

H

Habituated · 4, 7

I

Immorality. · 2
Inevitable · 1, 6
Instantaneous · 7
Integrity · 8, 4

P

Palpable · 2
Peculiar · 1, 4
Persistently · 4
Pervasive · 9
Plausibly · 5

R

Relevance · 6, 2
Repercussions · 5, 6
Revealing · 6

S

Steeped · 2

V

Vicious · 8, 9
Vigilant · 4



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