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## A Comparative Study of the Educational Practices and Competencies of Teachers in the United States and Guatemala in Teaching Reading

By Karen Stackhouse

*Abstract-* Teaching effectively is a concept that is difficult, if not controversial to define and equally difficult to measure. To most educational planners, 'effectiveness' is the measure of factors that enhance a child's learning, irrespective of their background (Moore, DeStafano & Adelman, 2010). While many models of school effectiveness exist, the Five-Factor model suggests that leadership, acquisition of basic skills, a secure environment, high student expectations, and frequent performance assessment are critical elements of effectiveness (Scheerens, 2000). The United States generally has these five factors, however only the element of high student expectations customarily exists in Guatemala.

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# A Comparative Study of the Educational Practices and Competencies of Teachers in the United States and Guatemala in Teaching Reading

Karen Stackhouse

**Abstract-** Teaching effectively is a concept that is difficult, if not controversial to define and equally difficult to measure. To most educational planners, 'effectiveness' is the measure of factors that enhance a child's learning, irrespective of their background (Moore, DeStafano & Adelman, 2010). While many models of school effectiveness exist, the Five-Factor model suggests that leadership, acquisition of basic skills, a secure environment, high student expectations, and frequent performance assessment are critical elements of effectiveness (Scheerens, 2000). The United States generally has these five factors, however only the element of high student expectations customarily exists in Guatemala.

## I. INTRODUCTION

After speaking at the 2008 International Literacy Conference in Guatemala City, sponsored by the Guatemala Reading Association my interest was piqued, thus I began investigating literacy practices between Guatemala and the United States. Not only is illiteracy a prevalent problem in the rural parts of Guatemala, but the lack of resources sets limitations on the progress of literacy programs (Meyer, 2008). For those teachers and educators from the United States, seeing the conditions and circumstances in which their Guatemalan colleagues must strive to educate their students, it is quite a revelation.

Teaching effectively is a concept that is difficult, if not controversial to define and equally difficult to measure. To most educational planners, 'effectiveness' is the measure of factors that enhance a child's learning, irrespective of their background (Moore, DeStafano, & Adelman, 2010). While many models of school effectiveness exist, the Five-Factor model suggests that leadership, acquisition of basic skills, a secure environment, high student expectations, and frequent performance assessment are critical elements of effectiveness (Scheerens, 2000). The United States generally has these five factors, however only the element of high student expectations customarily exists in Guatemala.

This paper argues that improvements in teaching and school effectiveness require schools and educators to concentrate on even more primitive

elements than those posited by the research. While schools in the United States generally benefit from sound school buildings, regular teacher attendance, and educational supplies, this is not the case in Guatemala. In a well-established and well organized classroom, print should be everywhere. It is recommended that each classroom plan to have at least four books per child available at all times (Funk, 2008). However, due to economics, this is often not possible, so teachers visit their school or public library regularly. Books should be rotated regularly so that children are continually exposed to different genres, stories, and forms of print. In the United States, the ability to visit a school or local library is often taken for granted, but Guatemalan schools don't have school libraries and public libraries are a rarity.

## II. REVIEW OF THE LITERATURE

As varying definitions for literacy exist, I will clarify the definition that will be used for the purposes of this article. No universal definitions or standards of literacy exist, however the United States Census Bureau states literacy can be defined as the ability to read and write at a specified age (CIA, 2010a & b). Information on literacy, while not a perfect measure of educational results, provides the most easily available and valid comparison for international comparisons. Low levels literacy and education in general, can impede the economic development of a country in the current, rapidly changing, technology driven world.

Not only is illiteracy a prevalent problem in the rural parts of Guatemala, but the lack of resources sets limitations on the progress of literacy (Meyer, 2008). Reading is among the most critical of skills teachers can equip their students with and should be taught the moment children enter the classroom. According to Barone (2006), reading and writing achievement in the primary grades provide the critical foundation for a child's future academic success. The ability to read not only impacts students' ability to succeed academically, but to also contribute as a constructive member of their society. One of the best predictors of whether a child will function competently in school and go on to

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contribute actively in our increasingly literate society is the level to which the child progresses in reading and writing (Meyer, 2008). Although reading and writing abilities continue to develop throughout one's life, the years from birth through age eight are the most important period for literacy development (NAYEC & IRA, 1998).

Reading is not a skill learned passively. It requires dedicated attention and persistent practice. The amount of time teachers devote to teaching reading and practice is crucial for a student's literacy development, especially in the primary grades. Research strongly suggests that the total amount of reading done in the beginning stages of learning to read has a powerful effect on reading achievement (Moore, 2005). Reading aloud to students can also enhance student comprehension, another skill pertinent for progression in reading. According to the NAEYC and IRA Reading Panel (1998) the single most important activity for building understanding and skills essential for reading success appears to be reading aloud to children. It is further beneficial that students have access to print versions of those books read aloud. Stories read aloud do not always accomplish literacy support unless there is discussion about the story and children can revisit the story whenever they would like (Funk, 2008). Having these books available will assist in maximizing the literacy experience.

Research suggests that an effective vocabulary program includes many opportunities for young students to hear high-quality literature aloud (Moore, 2005). Similarly, the NAEYC and IRA (1998) have found evidence that a child's vocabulary increases through listening to stories couple with a teacher's explanation of the text. Student comprehension, another skill relevant for progress in reading will generally be enhanced from oral reading and text explanation as well.

The amount of time spend reading, which in turn depends upon the availability of reading materials, greatly affects student improvement in reading comprehension and vocabulary skills. The importance of reading becomes even more crucial in poverty stricken schools because students often do not have access to books or other educational materials at home. Children growing up in poverty, whether urban or rural, have a lot of school-related vocabulary learning to do to catch up with their more advantaged peers. In order to develop an adequate school-related vocabulary, some students may need many more opportunities to engage in vocabulary study early in preschool and kindergarten (Moore, 2005). By one estimate, the typical middle-class child enters first grade with 1,000 to 1,700 hours of one-on-one picture book reading, whereas a child from a low-income family averages just 25 hours (Adams, 1990). This gap between children's literacy development was due to the disparity in reading opportunities they were provided. It is important for teachers to immerse

children in a print rich environment full of storybooks, posters, and word walls to create an atmosphere full of opportunities that nurture their reading development.

### III. GUATEMALA

There really is no system of Mayan education as such. There is no curriculum, the very first seeds of it are Mayan schools...These are small seeds, small efforts in this direction...But if we speak of Mayan education itself in our current situation, perhaps the one thing that has contributed most to the formation of our identity and our culture is what there has been in the way of an oral tradition passed down from generation to generation, from grandparents to grandchildren, from parents to children in the family and community life. It is that which has shaped our survival and our lives through agriculture and education within the family, because Mayan education cannot really be separated from life, from economic activity, from politics, from all aspects of life. (Interview with Juana Vasquez, conducted by Meike Heckt, July 1994).

With this quote from Guatemalan educator, Juana Vasquez, we can begin to gain insight in into how different the Mayan education system is from that of the United States. Mayan education, which dominates rural Guatemala, and most of Guatemala is rural, is a less formal style, often focusing on elements of learning from one's family, and the passing down material through oral story telling.

The Guatemalan Civil War ran from 1960 to 1996. Torn by those decades of strife and dissention and a long neglected system of education, Guatemala has one of the lowest literacy rates in the Western Hemisphere (Jonas, 2000). In some regions, nearly three out of every four adults can not read or write. These staggering statistics are the result of an absence of fundamental learning tools. Over 90% of schools lack textbooks and basic library books and fewer than 5% of Guatemalan children have ever used a computer (Guatemala Literacy Project, 2010).

Education is generally considered to play a critical role in the reconstruction process and the state should promote and guarantee the right to public, high-quality education for all, address all levels of schooling provision, and guarantee equality, inclusiveness and non-discrimination (Dupry, 2008; Rose and Greeley, 2006; Smith, 2005; Tomasevski, 2004). New opportunities can be supported through education in any situation, but specifically in post-conflict situations while assisting in making a new start by changing the structures and strengthening the positive role of education through the promotion of expansion and a different content of education (Poppema, 2009). Unless there are substantial changes, the unequal distribution of education will continue to preserve positions of economic, social, and political privilege that often



represent the underlying causes of conflicts (Bush & Saltarelli, 2000). This process requires more than a short term, practical reconstruction of the educational system: in order to achieve social justice, a more complex approach that comprises the complete transformation of educational systems is needed (Novelli & Cardozo, 2008; Paulson & Rapple, 2007).

One can not research instructional styles and strategies in rural Guatemala without focusing on the Mayan people. One problem that arises is the generalization used in terms of describing the Mayan culture. Often times, no distinction is made between the Mayans and Ladinos, although it is functionally necessary to differentiate within the two groups, given that these are made up of different ethnic groups and cultural traditions (Heckt, 1999). In 1995 the Government and the URNG guerilla movement signed the "Agreement on the Identity and Rights of Indigenous Peoples," recognizing four groups of people within Guatemala; the Mayans, the Ladinos, the Garifuna, and the Xinca. Like the Mayans, the Xinca are also regarded as indigenous peoples. The Garifunas are descended from Caribbean immigrants and have their own language. All of the non-indigenous and non-Garifunas

in Guatemala are called Ladinos (Smith, 1990). The Mayan people comprise 60% of the population of Guatemala and can be referred to as indigenous. "Indigena" is the general term for the Mayan people. The word comes from "Indian" and despite its negative connotation, most people currently use this term when referring to the Mayan population. The other group is called "Ladino." This term evolved after the 16th century and is now used by the Guatemala state to designate in general the "non-Indian" (Meyerratken, 2000). The official languages of Guatemala are Spanish (Ladino population) and twenty-one different dialects of the Mayan language. Examples of some of the different Mayan languages include Kiche, Ma'm, and Kaq'shikel (Meyerratken, 2000). These Mayan dialects account for 40-60% of the languages spoken by the people of Guatemala and this linguistic diversity of the Mayan population poses a challenge to the Guatemalan education system (Meyerratken, 2000). This is one of the reasons teaching children to read in Guatemala has proven so tremendously difficult. Looking at the tables below (CIA, 2010a & b) you will see that the illiteracy rate has fluctuated somewhat, but generally remain quite high.

Table 1 : Guatemala Literacy Rates

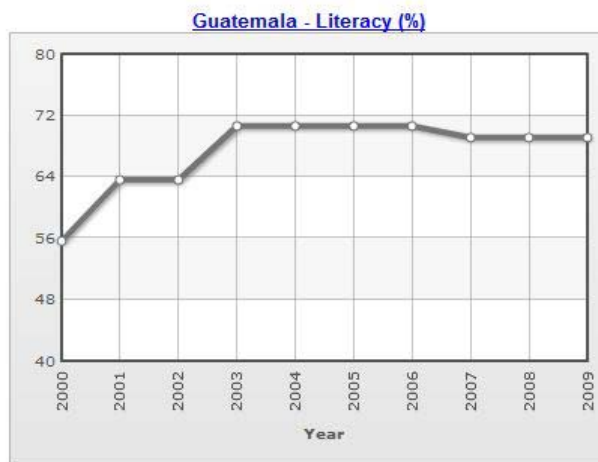
Year	Literacy (%)
2000	55.6
2001	63.6
2002	63.6
2003	70.6
2004	70.6
2005	70.6
2006	70.6
2007	69.1
2008	69.1
2009	69.1

(CIA, 2010a)

While some of the research I have read mentions textbooks (Guatemala Literacy Project, 2010; Meyerratken, 2000), I feel obligated to point out that the schools I visited in rural Guatemalan villages such as Santa Barbara, Patulul, Rio Bravo, and Tuxtla had few, if any textbooks from which to teach their students. According to Meyerratken (2000), textbooks have been translated into all Mayan dialects so that students can learn material in their native tongue while also learning Spanish, however by middle school, the entire curriculum is taught in Spanish.

Local teachers among the indigenous people are recruited by the government to teach children in their own language and in a more maternal instructional style.

Table 2 : Guatemala Literacy Rates



(CIA, 2010a)

Unfortunately, it is extremely difficult to recruit such teachers as pay is extremely low. On average, teachers in Guatemala earn only 1200 Quetzales, or \$200 a month (Guatemala Reading Association, 2011). While the standard of living in Guatemala is not quite that of the United States, \$200 a month still doesn't stretch much further than basic living quarters and food. Few families in rural Guatemala own motor vehicles, rather walking is their primary means of transportation. Homes largely consist of four walls, with no plumbing, running water, or electricity (see photos below)

*A typical Guatemalan home in Santa Barbara*



During my visit to the rural school in Santa Barbara, Guatemala, I reflected on the fact that in the United States, teachers have resources composed of the most recently published curricula, books, and available technology. In contrast, the indigenous people in Santa Barbara seemed to live the same way they have for hundreds of years. They had a striking simplicity to their everyday lives that showed me that we will not be able to simply take the instructional strategies and methodologies that work so well in the United States and apply them to the Guatemalan schools. The complexity of our teaching proves irrelevant to them. How is a child who lives on a basic diet of tortillas, beans, and corn to learn about nutrition and the food pyramid? Many of the food identified in the food pyramid don't exist in their diet regardless as to whether we teach in English or their native tongue. For the people of Guatemala, we must teach at the concrete level. It is not a simple matter of translation.

#### IV. UNITED STATES

1. It being one chiefe project if that ould deluder, Satan, to keepe men from the knowledge of the Scriptures, as in former times by keeping them in an unknown tongue, so in these latter times, by perswading from the use of tongues, that so at least the true sence & meaning of the origniall might be clouded by false glosses of saint seeming deceivers, that learning may not be buried in the grave of our fathers in the church & commonwealth, the Lord assisting our endeavors.
2. It is therefore ordered, that every towneship in this jurisdiction, after the Lord hath increased them to the number of 50 householders, shall then forthwith appoint one within their towne to teach all such children as shall resort to him to write & read, who wages shall be paid either bythe parents or the masters of such children, or by the inhabitants ingenerall...

In 1647, the General Court of Massachusetts enacted the above law to protect the children of the colony from the confines of Satan. The law became more commonly known as "Ould Deluder" and served, in part, as a catalyst for the development of materials and instructional strategies to teach children to read.

Reading has evolved since 1647. Originally taught as a means to read the Bible in an effort to keep the devil away, reading has now progressed into the topic of literacy, also including writing. Back in the mid-1600's oral reading and recitation ruled. It wouldn't be until much later when educators would begin looking at comprehension. World War I led to the discovery that thousands of U.S. soldiers could not read well enough to follow printed instructions (Smith, 2002), thus reading became a household concern almost overnight. William S. Gray would become the first president of the International Reading Association to state that silent reading is more practical, more efficient, and more effective than the regular regime of oral reading (Shannon, 1989). Not quite three decades later, it was finally agreed that deriving meaning was more important than reciting (Smith, 2002).

While new definitions of reading have always been thoughtful and plentiful, no one contributed to the field more than Columbia University's Edward Thorndike. Thorndike clearly showed the difference between mouthing words and understanding meaning. He demonstrated the need for instruction in getting meaning from the printed page. He also raised the issue of misunderstanding and attributed it in part to the over-potency of certain words (Russell, 1961).

1. It appears likely that a pupil may read fluently and feel that the series of words are arousing appropriate thoughts without really understanding the paragraph. Reading is a very elaborate procedure, involving a weighing of each of many elements in a sentence, their organization in the proper relations one to another, the selection of certain of their connotations and the rejection of others, and the cooperation of many forces to determine final responses. Understanding a paragraph is like solving a problem in mathematics. It consists in selecting the right element of the situation and putting them together in the right relations, and also with the right amount of weigh to influence or force for each. The mind is assailed...by every word in the paragraph. It must select, repress, soften, emphasize, correlate and organize, all under the influence of the right mental set or purpose or demand. (Thorndike, 1917)

Thorndike is still one of the most cited experts of the scientific period for his declaration that reading is thinking.

Dilemmas from the past continue to creep into the present, and eventually our future. Teachers still

struggle to teach vocabulary and in an environment of high-stakes testing, (an issue not present in Guatemala) it is a "hot topic" (Nilsen & Nilsen, 2003). Teachers of history, science, and other content areas have not yet lent their unanimous support to use of literacy strategies to increase understanding (Jacobs, 2002). Throughout the previous century, reading educators have not been able to form a consensus about the part phonics play in

the reading process: In the first decade of the twenty-first century, the debate continues (Robinson, 2005a). The concept of comprehension is still loosely defined in teachers' and students' experience (Robinson, 2005b). Robinson (2005b) reported that educators still have not decided whether comprehending means being able to retell text or if it has more to do with the reader's previous knowledge that he or she brings to the topic.

**Table 3 :** United State's Literacy

Year	Literacy (%)
2000	97
2001	97
2002	97
2003	97
2004	97
2005	97
2006	99
2007	99
2008	99
2009	99

As time progresses, the debates rage on. However, we do know that building strong reading skills is a complex task that requires time, access, emphasis, skilled reading teachers, and a supportive administration. Additionally, many students are lack explicit instruction in reading skills. Current research indicates that organized, direct instruction in linguistic understanding, phonetic rules and word attack strategies are essential components of a successful reading program, but many of today's teachers have not received the necessary training to promote those skills in their students (Liuzzo-Jeup, 2011). Instruction needs to include strategies that help develop phonemic awareness in emerging readers; the ability to analyze, combine, and connect the smallest units of sound with the letters that represent them. Researchers have found a strong correlation between a lack of phonemic awareness and reading failure.

According to The California Task Force on Reading: Every Child a Reader (1995), a balanced reading program should include (a) a strong literature, language, and comprehensive program that includes a balance of oral and written language; (b) an organized, explicit skills program that includes phonemic awareness, phonics, and decoding skills to address the needs of the emergent reader; (c) an ongoing diagnosis that informs teaching and assessment and ensures accountability; and (d) a powerful early intervention program that provides individual tutoring for children at

**Table 4 :** United States Literacy



risk for reading failure. In order to fulfill the needs of a program with these characteristics, the following elements must be present (a) instruction in phonemic awareness; (b) systematic, explicit phonics instruction; (c) sound-symbol relationships; (d) instruction in decoding; (e) word attack skills; (f) spelling instruction; (g) comprehension instruction; and (h) independent reading of high-quality books. What it boils down to are alarming statistics. According to the most recent study from the National Assessment of Educational Progress (2010), 44% of U.S. students in elementary and high school read below the basic level, meaning they exhibit little or no mastery of the knowledge and skills necessary to perform work at each grade level. For a country that prides itself on being a world leader, the United States has immense room for improvement.

## V. CONCLUSION

According to the National Assessment of Adult Literacy (NAAL), literacy is defined as "using printed and written information to function in society, to achieve one's goals, and to develop one's knowledge and potential (2011). One measure of literacy is the percentage of adults who perform at four achievement levels: Below Basic, Basic, Intermediate, and Proficient. In each type of literacy, in 2003, 13% of adults in the United States were at or above Proficient, indicating they possess the skills necessary to perform complex and challenging literacy activities. 22% of adults were Below

Basic, indicating they possess no more than the most simple and concrete literacy skills.

Guatemala does not have organizations such as NAAL or NAEP to monitor their literacy rate like the United States does. Rather, they struggle with the bare necessities of day to day living. While comparing the United States to Guatemala may seem like comparing apples and oranges, one can't help but to realize that these two very different countries, have one alarmingly commonality. Both countries are struggling to teach their children to read.

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## Meta-Analysis of Teacher Demographic Variables and Their Association with Pupil Attitude towards Science

By Ephias Gudyanga

*Midlands State University, Zimbabwe*

**Abstract-** This paper purposed to find out whether teacher demographic variables had an association with pupil total attitude towards the teaching and learning of science amongst secondary school students. A random sample of 243 pupils (115 girls, 128 boys: age range 12-17 years) comprised the respondents. The study was premised on survey paradigm with a self designed and administered questionnaire as the main tool for data collection. Meta analysis based on (Ho) testing was implemented, leading to F- ratios at  $p < 0.05$  being tabulated and discussed. It was found out that teacher experience, teacher qualification and teacher gender were significantly related to pupil attitude towards the learning of classroom science. It was concluded that science must be taught by well qualified and experienced teachers. Institutions of higher learning educating science teachers must envisage gender equity and equality, among others.

**Keywords:** science, demographic, attitude, pupil, teacher, antecedent, qualification, gender.

**GJHSS-G Classification :** FOR Code : 930202



*Strictly as per the compliance and regulations of:*



# Meta-Analysis of Teacher Demographic Variables and their Association with Pupil Attitude towards Science

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**Abstract-** This paper purposed to find out whether teacher demographic variables had an association with pupil total attitude towards the teaching and learning of science amongst secondary school students. A random sample of 243 pupils (115 girls, 128 boys; age range 12-17 years) comprised the respondents. The study was premised on survey paradigm with a self designed and administered questionnaire as the main tool for data collection. Meta analysis based on (Ho) testing was implemented, leading to F- ratios at  $p < 0.05$  being tabulated and discussed. It was found out that teacher experience, teacher qualification and teacher gender were significantly related to pupil attitude towards the learning of classroom science. It was concluded that science must be taught by well qualified and experienced teachers. Institutions of higher learning educating science teachers must envisage gender equity and equality, among others.

**Keywords:** science, demographic, attitude, pupil, teacher, antecedent, qualification, gender.

## I. INTRODUCTION

The Cockcroft committee reporting the findings of a study in which about 5 000 people aged 15 or over were interviewed about physics, (a science subject) noted that, "the extent to which the need to undertake even an apparently simple physics calculation could induce feelings of anxiety, helplessness, fear and even, guilt in some of those interviewed was, perhaps, the most striking feature of the study", (Cockcroft Committee, 1984 p. 16). Is it not strange that Science, often described as the "Queen of the school subjects", should be regarded with distaste, and even fear? I therefore sought to find out whether teacher demographic variables had an association with pupil attitude toward teaching and learning of Science in Zimbabwe.

## II. CONTEXT

On the basis of studies of attitudes toward Science (Gudyanga & Gudyanga, 2013; Myers & Fouts, 1992; Yore, 1991; Zoller, Ebenezer, Morley, & Paras, 1990), the following Null hypothesis (Ho) was examined: Teachers have no significant influence on the pupils' attitude towards the learning and teaching of science.

In this study, the term, teaching was used to refer to all classroom activities. Various types of classroom activities can be cited as examples of Science teaching and learning. Science students are taught to observe, to classify, to control variables, to design, to report experiments, to tabulate results amongst others. Science teaching also involves group or individual practical work. This is an important part of normal teaching techniques or teaching methods. If a teacher carries out such classroom activities, he / she is deemed to have correct Science teaching techniques and students are considered to be learning science.

Bonnstetter et al (1983) surveyed the views of science teachers and found that there was some denial about a swing from science and suggestion "of a shift of emphasis from physical to biological science". Reasons for the swing came in two categories:

- Science teachers were either too young and inexperienced or too old and out of date.
- Specialist teaching in the sixth form left no time for junior school teaching, hence teacher demographic variables were associated with pupil attitude toward science, (Committee, 1984; Talton & Simpson, 1987).

Affective behaviours in the science classroom, particularly achievement motivation and science self-concept, were strongly related to achievement (Bonnstetter, Penick & Yager, 1983; Oliver & Simpson 1988). About the influences of home, school and peer groups on student attitudes and achievement in Science revealed a strong interrelationship among the affective and cognitive variables (Schibeci, 1989).

Previous studies have shown that students maintain a poor attitude toward Science, with that attitude declining from the junior to the Senior High School (Ebenezer & Zoller, 1993; Fleming & Malone, 1983; Gudyanga & Gudyanga, 2013; Hofstein & Welch, 1984; Jegede, 1989; Zoller et al., 1990).

Attitudes hold varied meanings for different people. However, one meaning of attitude generally accepted is that attitudes have three components, the cognitive, the affective and the psychomotor. (Deaux & Wrightsman, 1984; Freedman & Carlsmith, 1981). The cognitive component is that part of our attitude which has something to do with our beliefs, ideas and

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knowledge about an object. The affective component is our emotional feelings of like and dislike. The psychomotor component is the action or the practicals of Science. Within social psychology, there is an emerging consensus that, attitudes are best understood as structures that reside in long term memory (Fazio, Sabonmasu, Powell, & Kardes, 1986; Fazio & Williams, 1986; Tourangeau, 1987) and are activated when the issue or object of the attitude is encountered (Fazio et al., 1986; Fazio & Williams, 1986).

The conventions that have been found useful for representing other information in long term memory ought to be useful for representing attitudes as well. In most psychological work, attitudes have been represented networks of interrelated beliefs. Although social psychologists tend to refer to the constituents of attitudes as beliefs, the term has been loosely used to encompass memories of e.g. specific experiences, general propositions, images, feelings, value systems held by different cultures, convictions, desires, feelings, opinions (Edwards, 1957). All these must be interwoven as a set of interconnected ideas lying in the long term memory.

Other researchers argue that attitudes are organized into schemata (Fiske & Dyer, 1985; Fiske & Kinder, 1981; Hastie, 1981) or stereotypes (Hamilton, 1981; Linville & Jones, 1980). But whenever attitudes form network structures, schemata, stereotypes, or some combination of these, it is clear that the dimensional representation of attitude structure implicit in classical scaling techniques, such as Likert, Guttman and Thurstone scaling, does not fully capture the important structural properties of attitudes. However, since interested mainly in the affective domain, the Likert scale was the best possible to measure such (Anderson, 1983; Bower, 1981; Sears, Huddy, & Schaffer, 1986) and it is the one which was used in this study.

The study is informed by the gestalt school of thought. Gestaltism (the lens through which I viewed my study) is based on the fact that perception, just like attitudes, should be considered as a whole or a gestalt (a German word), if it is to be meaningful. The whole of a phenomenon is greater than the sum of its parts (Reyna, 2012). The sum total of individual components of attitudes, (i.e. cognitive, affective and psychomotor) is more important than individual parts. In this study, total attitude towards science teaching and learning is more important than perceiving demographic variables as being associated to cognitive domain, affective and psychomotor domain. For this investigation, Meta – analysis procedure is respected, in order to raise the reliability and validity of the study.

### III. METHOD

A pilot study was carried out to establish the construct validity and reliability of the Likert instrument,

which I designed to measure attitude traits. A sample of 50 respondents was randomly selected in the same district where the main study was carried out. After content analysis of the instrument, some items were modified and reworded. Factor analysis, using Principal components with Varimax Rotation, Kaiser Normalisation and Scree testing, were used to determine validity and reliability coefficients of instrument and categorization of factors.

Variables with factor loading of 0.3 and above, Eigen values of 1 and above were considered for the main research study (Rust & Golombok, 1989 p. 1220). A 65 item attitude scale was considered long enough to keep the probability of random error low, yet not so long as to introduce data unreliability resulting from fatigue and boredom. The split half-alpha reliability and Cronbach reliability was .68 and .61 respectively. This suggested adequate reliability of the Attitude Toward Science (ATS) scale since the alpha and Cronbach values were relatively high enough (Helmstadter, 1988; Mason & Bramble, 1991).

Two hundred and forty-three randomly selected Gweru urban district secondary school pupils took part in the main study. One hundred and fifteen were females and one hundred and twenty-eight were males. Forty-nine of the respondents were in form one, thirty-four in form two, ninety three in form three and sixty seven were in form four. All respondents completed the ATS scale, which was self administered.

Data were analysed using the SPSS – PC program (Hull & Nie, 1984; Rust & Golombok, 1989). The hypothesis was tested using Analysis of Variance statistics (ANOVA) and one way Anova statistics. The independent variables were teacher qualification, teacher's experience, and teacher gender. The dependent variables were total attitude, cognitive domain, affective and psychomotor domains which were carried out in order to test the hypothesis. The power of a statistical test depended on: The level of significance adopted, via, the probability of rejecting a true null hypothesis and accepting a false alternative hypothesis or Type 1 error, and the sample size. In this study, the hypothesis was tested using 3 levels of significance. These were 0, 05; 0, 01 and 0,001 which are all relatively high levels of significance, (Rust & Golombok, 1989).

## IV. RESULTS

### a) Antecedent variables by pupil total attitude about Science.

**Table 1 :** Teacher antecedent variables by pupil total attitude about Science (N=243).

Source of Variance	Mean Square	DF	Means	F-Ratio	Sign. of F	Eta
Main effects	7151.549	6	84.567	5.738	.000**	.36
Teaching qualification	1708.421	1	41.333	7.559	.006*	.17
Teaching experience in years	2044.431	1	45.215	9.046	.003*	.19
Teacher gender	2028.989	1	45.044	9.768	.002*	.19

\*\*Significant at  $p < .001$  level \* Significant at  $p < .01$  level

Table 1 shows the Analysis of variance statistics for total attitude of pupils towards teaching and learning of Science by teacher's demographic characteristics, (antecedent variables).

The main effects for each of teacher qualification ( $F=7.559$ ;  $p=.006<.01$ ), teacher experience ( $F = 9.046$ ;  $p= .003<.01$ ), teacher gender ( $F=9.768$ ;  $p=.002<.01$ ), thus, for total attitude variable, the sources of variance were teacher qualification, teacher experience, and teacher gender.

Similarly, interaction effects for all the variance were significant, ( $F=5.738$ ;  $p=.000<.0010$ ). The demographic variables of teacher qualification, teacher

experience, teacher gender, reflected significant variance at .01 level, ETA values for above variables are as follows: teacher qualification (.17), teachers experience in years (.19), teacher gender (.19), these values for the above demographic variables accounted for the observed alphas at .05 or less of 2,89%; 3,61%, and 4% respectively.

It is interesting to also note that all the demographic variables are important in explaining the total pupil attitude towards the teaching and learning of Science. The hypothesis that teachers have no significant influence on the pupil's attitude towards the learning and teaching of Science is rejected.

### b) One way analysis for Total attitude by demographic variables

**Table 2 :** One way analysis for pupil total attitude by teachers demographic variables (N=243).

Variable	DF	Means	F-Ratio	F-Prob.
Teacher experience in years	1	23.93	2.4653	.1177
Teacher gender	1	16.09	1.1155	.2920

\*Significant at the  $p < .01$  level

Table 2 shows a one way analysis computed for pupil total attitude by teacher's independent (demographic) variables. It was observed that although teachers' gender and teachers experience were

significant in Table 1 of ANOVA, the one way analysis only showed teachers experience, and gender being not significant.

### c) Antecedent variables by pupil knowledge and beliefs about Science

**Table 3 :** ANOVA for teacher antecedent variables by pupil beliefs (cognitive dimension) about science (N=243).

Source of Variance	Mean Square	DF	Means	F-ratio	Sign of F	Eta
Main Effects	1158.722	1	34.040	3.520	.002*	.17
Teacher qualification	603.970	1	24.576	3.897	.005*	.13
Teacher experience in years	1156.827	1	34.012	7.464	.007*	.17
Teacher gender	902.584	3	30.043	7.807	.006*	.15

\*Significant at the  $p < .01$  level.

Table 3 shows the results of Anova for knowledge and or beliefs of pupils towards teaching and learning of Science by teachers demographic variables. The main effects for each of teacher qualification ( $F=3.897$ ;  $p= .005 < .01$ ), teacher experience in years ( $F = 7.464$ ;  $p= .007 < .010$ , gender of teacher ( $F = 7.807$ ;  $p= .006 < .01$ ), were significant. Thus, like in Table 1, for cognitive dimension variable,

the significant sources of variance were teacher qualification, teacher experience, and teacher gender. In the similar manner, the interaction effects for all the variance were significant, ( $F=3.520$ ;  $p= .002<.01$ ). The demographic variables of teacher qualification, teacher experience, and teacher gender reflected significant variance at .01 level, ETA values for above variables are as follows: teacher qualification (.13), teacher

experience (.17), gender of teacher (.15). These values for the above demographic variables accounted for the observed alphas at .01 of 1, 69%; 2, 25%; and 0, 36% respectively.

It is interesting to note that teacher variable accounts for a large (comparatively) 6, 83% of the

variance of total attitude. The hypothesis that teachers have no significant influence on the pupil's attitude towards the learning and teaching of Science is rejected.

d) *One way analysis for cognitive dimension variable by teacher's demographic variables*

**Table 4:** One way analysis for cognitive dimension by teachers demographic variables (N=243).

Variable	DF	Means	F=Ratio	F-Prob.
Teachers experience	1	23.69	3.5785	.0597
Teacher Gender	1	3.92	0.0971	.7557

*\*Significant at the  $p < .05$  level*

The hypothesis that says that teachers have no significant influence on the pupil's attitude towards learning and teaching of science is rejected.

e) *Teachers antecedent variables by pupil affective domain about Science*

**Table 5:** ANOVA for teacher antecedent variables by pupil feelings about science (N= 243).

Source of Variance	Mean Square	DF	Means	F- Ratio	Sign. of F	Eta
Main effects	125.390	6	11.198	9.840	.000***	.18
Teacher qualification	201.958	1	14.211	13.629	.000***	.23
Teacher experience in years	165.273	1	12.856	11.153	.00188	.21
Teacher gender	72.375	1	8.507	5.959	.018*	.14

*\*\*\* Significant at  $p < .001$  level*

*\*\* Significant at  $p < .01$  level*

*\* Significant at  $p < .05$  level*

Table 5 shows the analysis of variance statistics for total feelings (affective dimension) of pupils towards teaching and learning of Science by teacher's demographic characteristics, (antecedent variables). The main effects for each of teacher qualification ( $F=13.629$ ;  $p = .000 < .001$ ), teacher experience ( $F=11.153$ ;  $p = .002 < .01$ ), teacher gender ( $F=5.959$ ;  $p=.018 < .05$ ). Thus, for affective domain variable, the sources of variance were teacher qualification, teacher experience and teacher gender. Similarly, interaction effects for all the variance were significant, ( $F = 9.804$ ;  $p = .000 < .001$ ). Eta values for above significant

variables are as follows: teacher qualification (.23), teachers experience in years (.21) and teacher gender (.14), These values for the above demographic variables accounted for the observed alphas at .05 or less of 5,29%; 4,41%; and 1,96% respectively.

It is interesting to note that all teacher demographic variables are important in explaining the total pupil feelings towards the teaching and learning of Science. The hypothesis that teachers have no significant influence on the pupil's attitude towards the learning and teaching of Science is rejected.

f) *One way analysis for pupils affective dimension variable by teacher's demographic variables.*

**Table 6:** One way analysis for affective dimension by teachers demographic variables (N=243).

Variable	DF	Means	F-Ratio	F-Prob
Teachers' experience	1	4.65	1.3880	.2399
Teacher gender	1	7.26	3.4186	.0657

*\* Significant at the  $p < .001$  level*

Both F- ratios for teachers experience, teachers gender are not significant at ( $p < 0.05$ ) therefore the hypothesis that teachers have no significant influence on the pupils attitude towards the learning and teaching of science is not rejected.

g) Antecedent variables by pupil action about Science.

Table 7 : ANOVA for teacher variable antecedent variable by pupil practical orientation (psychomotor dimension) about science (N=243).

Source of Variance	Mean Square	DF	Means	F.Ratio	Sign. of F	Eta
Main Effects	26.403	6	5.138	1.538	.166	.08
Teacher qualification	5.955	1	2.440	0.340	.560	.04
Teacher experience in years	5.110	1	2.261	0.292	.590	.03
Teacher gender	8.334	3	2.887	0.070	.71	.04

\*Significant at the  $p < .05$  level

Table 7 shows the results of analysis of variance statistics for action / practical orientation of pupils towards the teaching and learning of Science by teacher demographic variables. It can be observed that the overall main effects, teacher qualification, teacher experience, teacher gender for psychomotor dimension for teacher demographic variables were all insignificant ( $p < 0.05$ ).

## V. DISCUSSION AND CONCLUSION

The results of this study suggest that teacher gender, teacher qualification, teacher experience influenced secondary school pupil total attitude towards teaching and learning of Science (Tables 1, 3 and 5). However, when attitudes were analysed in their different components i.e. cognitive, affective and psychomotor, the teacher demographic variables were found not to have a significant effect, Tables 2, 4, 6 and 7). The Gestalt psychology, whose theoretical framework informed this study, emphasizes a holistic overview of events if any phenomena are to be explained meaningfully. Total attitude is therefore a meaningful picture, in this case, rather than to explain attitude in their individual components, cognitive, affective and psychomotor. The findings that teacher variables are associated with pupil attitude towards teaching and learning of science are considered meaningful. In the schools where the study was carried out, there were no female Science teachers. The girl child lacked feminine role models. This impacted negatively on the attitude towards Science teaching and learning.

Teachers' colleges must encourage positive attitude and inculcate into future science teachers, a strong interest and knowledge of the subject, in order to promote proper scientific methodology. Through modeling (Bandura, 1997), the secondary school pupils develop strong interest and positive attitude towards science. All males and females; experienced and non – experienced teachers, must aim at making science enjoyable to others through their good and correct Scientific teaching approaches. Science teachers should pay greater attention to selecting those teaching methods that would point out to the students the relevance of science to life. Students are to be motivated to like Science subjects. Institutions of higher learning which educate science teachers must envisage

gender equity and equality as a mechanism for promoting pupil's attitudes towards classroom science. I am forced to conclude that to improve attitude towards Science teaching and learning, recruitment and retention of able, bright, experienced and enthusiastic teachers of Science is critical.

I have to mention as well the limitations of my study which are with regards to the representative character of my respondents, which was wholly selected from urban schools. In pursuing this study, it was not in the hope of finding out the practical solutions to problems, but rather in the hope that findings would be relevant to understanding of attitudes towards teaching and learning of Science. It was not possible, in this study, to link pupil's attitude with their Science performance in class and with career aspirations. Future study in this area is therefore called for, not only to seek answers to these questions but also to further investigate the relationships between pupils' attitudes towards science subjects and their perceptions of the world of science at work.

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## Audio-Visual Aids & The Secondary School Teaching

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**Abstract-** In this complex society of today where experiences are innumerable and varied it is not at all possible to present every situation in its original colors hence the opportunities for learning by actual experiences always are not at all possible. It is only through the use of proper audio visual aids that the life situation can be brought in the class room by an enlightened teacher in their simplest form and representing the original to the highest point of similarity which is totally absent in the verbal or lecture method. In the presence of audio aids the attention is attracted interest roused and suitable atmosphere for proper understanding is automatically created, but in the existing traditional method greater efforts are to be made in order to achieve the aforesaid essential requisite. Inspire of the best and sincere efforts on the side of the teacher the net effect as regards understanding or learning in general is quite negligible.

**Keywords:** *audio-visual aids, the secondary school teaching.*

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Dr. Shri Krishna Mishra <sup>α</sup> & Professor Badri Yadav <sup>ο</sup>

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## I. INTRODUCTION

The Knowledge pursued by the secondary schools based on nice subtleties of discussions, fine distinctions, plays upon words, quibbles etc. have proved to be a miserable failure for any practical purpose. The sole object was to sharpen the intellect with useless and spurious knowledge. Their metaphysics were cobwebs fine to look at, but unsubstantial and barren of any good results, thereby defeating the very purpose of acquiring knowledge-the utility.

Guided by this utilitarian aspect of knowledge, unending efforts have been made by the national government to reshape the entire educational system throughout the country by establishing a strong link between the acquisition of knowledge on one hand and the life situations on the other. The efforts of various commissions and committees attest the stated fact. The greatest obstacle faced in this connection was to make teaching directly related to life and thus meaningful. It was observed that in today's complex structure of society it is not at all possible to place the learners in the real situations to get direct experience, linking life situations in the trust form. A practical and workable

suggestion in the form A / V aids was accepted to be the only solution for providing direct life-like experience in an outside the classroom. This indirect media of communicating real experiences to the learner found favor with every one interested in the re-construction of the educational edifice. Today A / V aids are known as widely acknowledged helpful adjuncts to education and find an extensive application throughout the world. Teaching today is made real, lifelike and meaning full by the extensive use of modern A / V aids e.g. films, charts, maps, models and tape-recordings etc.

The entire field of education beginning from the primary stage upto the university level employs the use of A / V aids in teaching.

The extensive application of A / V aids, which employs the direct use of more than one senses at a time leads to a better understanding, formation of clear concepts and permanent learning. Its use and utility in teaching all the secondary subjects right from language to science, today is well acknowledged in all the educational quarters.

## II. AUDIO-VISUAL EDUCATION & ITS HERITAGE

In western progressive countries like U.K., U.S.A. and U.S.S.B. the use of A / V aids in teaching is not a fashion but is a matter of belief and actual practice. That to say of ordinary visual aids e.g. charts. Graphs, map, models, etc. they are using films film-strips, epidiascope, tape-recorder, radio and television to make education valuable and worthwhile.

In our own country the technique of A / V education is as old as our history and culture. We can also share the pride of using modern scientific methods, of course in disguise, during the period of great ashoka and Chandra Gupta Mourya, or even before when people of west were nothing more than barbarians. Planned education trips were a common feature with the Gurus of ancient india. Guru Kumargiri sent his disciple shwetank to the notoriously popular dancer of her times-chitrakala – to study the difference between virtue and vice thereby employing the medium of direct experience, popularly known today as planned educational trip. The teaching techniques adopted at Nalanda and Takshshila stand at a quite high level. A discussion, dramatization and the use of clay models, was a usual feature, and as a result of it the students

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after completing their studies faced no difficulty in adjusting themselves in the society.

Jatak kathas and panchtantra stories are again glaining examples on vivid narration used by our ancestors, with out-standing advantages. The use of ground floor, bark of trees and the black-board was also in full swing throughout the ages. As such for us audio-visual aids. Are pet entirely novel in origin, but only in the development and to the extern they are used elsewhere.

To find suitable application of A/V aids in secondary school teaching, it becomes essential to review the existing education pattern with its drawbacks and limitations together with the need of change.

### III. PROBLEMS CONFRONTING PRESENT DUCATIONALPATTERN PARTICULARY AT THE SECONDARY LEVEL

Present educational system is condemned very severely by a west majority of the people interested in the remodeling of the education pattern. The following are the major drawbacks receiving a tooth and nail criticism.

So far the reading of books, mugging up of classmates and lectures and passing the examination has been considered to be the sole objective of education. Teachers over emphasized the value of books and confined all knowledge within bound pages.

Regarding curriculum the state of affairs had been all the more disappointing. Study of a good many number of subject had the main purpose of leading to scrappy, disintegrated, unassimilated knowledge and that too through dull and life-less teaching making class teaching making class rooms appear as a gathering of inattentive, uninterested, passive learners. All the intellectual traffic used to pass round the student and he stood a with mess to the passing motion and never the less for concepts. This dull teaching has crested less of interest in the students, crushing altogether their originality of thought and action, and serves to be the root cause the increasing problems of indiscipline in the schools. The active portion is completely controlled by the teacher himself leaving only passive listening for the students. This way reality, life-situation, clarity and direct experience etc. are all murdered ruthlessly by the teacher unknowingly. Present teaching largely unknowingly. Present teaching largely employs abstract thinking or superfluous imagination resulting in confused thoughts and notions at times. The description of the hanging gardens of Bombay by a teacher could create only a blurred impression an never and exact conception of the hanging gardens as it requires a mean of initiative drive and imagination to teach such and other matters in relation to the limited experience of the pupils and develop opportunities of education out of concrete situations of every day life.

The state of affairs is alarming and hence the necessity of a change has become quite pressing since the dawn of independence. Our wise leaders selected the path of democracy for the nation and gave us a constitution which is matter of pride for all of us. But to be worthy of it may handless are yet to be crossed and the needs of the democratic india are to be satisfied. The major burden lies on the system of education, because that alone can help building a sound democratic structure based on a firm footing.

Citizenship and its proper realization is the back-bone of a democratic structure. It can only be achieved by developing the capacity of clear thinking and a receptivity to new ideas. A scientific attitude of enquiry attitude of enquiry and investigation is to be created, so that the individual may think objectively and base his conclusions on tested data. He must have an open mind always, receptive to new ideas, and must have an open mind always, receptive to new ideas, and must be vigilant about his rights and duties alike. Education must aim at all round development of the individuals personality and in improving his productive efficiency he rely making his useful for himself and the society which he belongs. This all can be done through a sound educational system alone.

### IV. NEED OF A SOUND EDUCATIONAL SYSTEM

The first and foremost consideration in any reconstruction of education in India today should be the training for independent thinking and chalking out the lines of action which ultimately from the very basis of democracy and it can only flourish though the development of clear thinking and the receptivity of new ideas accompanied with a clarity in speech. Education for the success of democracy must cater to the individual's psychological social emotional and practical needs. The basic ideas of discipline cooperation social sensitive mess and tolerance which ultimately form the essential counter parts of the democratic structure are to be formed by a well integrated system of education. Leadership another great factor responsible for its success once again is the responsibility of education. To sum up the burden of making democracy successful in this great country largely depends on the system of education employing teaching techniques suited to create the desired attitudes and habits or in the words of shri K.G. Saiyidain transformation of schools into social communities where healthy normal motive and methods of group work are in operation and children have an opportunity of learning by doing of gaining meaningful social experiences and thereby being trained in the supreme art of living. How to train the pupils in this supreme at of living is a puzzling problem.

## V. ANSWER TO THE PROBLEM

The felt needs of democracy can only be catered by employing modern dynamic methods of teaching. Teaching must be made real effective and linked with life situations and the association of teaching with actual life must linked with life situations and the association of teaching with actual life must bear distinct relationship. All the efforts should be directed to form clear concepts in place of abstract thinking. The classroom should be turned into laboratory for active work while teaching should become bipolar process thereby sharing active with the students as well ensuring interest and motivation which are so essential for a purposeful learning.

Direct experience if provided in the classroom itself, real learning can take place leading to encouraging results. Such social experiences gained this way shall enable the students to develop the art living so badly needed.

## VI. THE GOLDEN WAY TO TURN THE DRAM INTO REALITY

The shortest route to provide direct experiences clarity of thought interest and activity all at one and the same time, is the extensive use of A/V aids in teaching. "Seeing and hearing looking and learning are major ways by which human being learn. Many media have been developed and are widely used-----the A/V aids are powerful testimony of mankind's desire to learn and to learn well."

A/V aids provide opportunity to understand the things in their true form original color and appearance which otherwise is never possible. Their novelty attracts attention objectivity lessens narration and vividness leads to clarity of thoughts. In the complex structure of today's society its not possible to provide opportunity for direct experience all the time and hence A/V aids can ease the situation. It is quite difficult to personally experience the life led by the people of Siberia but the life-like experience can e brought home very easily though a movie film, pictures of eye witness radio accounts which otherwise would have been quite impossible.

The evils of present system of education that is verbalism loss of interest, absence of activity etc. all can be at least minimized of not removed entirely. This belief is raining momentum everyday throughout the country.

## VII. AUDIO-VISUAL AIDS AN FIT WELL IN

- Traditional system (from primary stage to higher secondary)
- Basic system of education
- Project method kindergarten Montessori etc.

Traditional system of education employing lecture method of teaching is being criticized in every

quarter by every one in the field of education today. It has become the fashion of the day to condemn the entire educational system without pausing to think that such sweeping condemnation duos more harm than good. No doubt the lecture method has proved to be of no avail and the substitution of the dynamic methods of teaching in its place is he slogan of the day. Yet the anticipate change needs some time and what is to be done till then is head aching problem. The solution lies in the introduction of suitable A/V aids. Narration can be made more meaningful and rich and purposive by their use. The life less teaching can easily become full of life by merely using proper teaching aids at proper occasions. The same out of date lecture method can prove to be effective and useful till it is completely replaced by entirely new techniques of teaching by using A/V aids. Whatever the method of teaching might be the utility of proper teaching aids at proper stage can never diminish. Perceptual experiences leading to a clear understanding "ill always lend the teaching techniques and that is possible with proper teaching aids.

Basic system of education which has been adopted the government of india to be the national pattern of education and the fast changing number of traditional schools into basic leaves no merging for nay doubt. The direct method of teaching has been attached much importance to under basic system. The method of teaching and approach to the subject differs widely from those of common and popular educational system. Under the basic system no subject is taught as an exclusive and separate unit but it is taught by making the centre such developed activity as might be correlated to other subject. The teachers therefore make a plan of all those closely correlated subjects and thus an indissoluble link established among the life knowledge and activity.

A/V aids if used properly and in an organized way will decidedly make the correlation real and effective and the link thus established between life knowledge and activity will be quite natural and understandable. It is only due to thin reason that the use of A/V aids is paining ground rapidly in the basic system of education. The field of activity is best covered by preparing teacher- student make aids. Both ends arte served simultaneously the teaching aids are prepared as well as the activity purpose is also fulfilled.

The greatest advantage of A/V aids lies in the fact the they can be used with equal efficiency and utility right from the primary stage upto university level even with slight changes of course in the selection of the learners but their value remains unchanged throughout. At primary level the aids work marvelously well due to the limited experience of the children and they develop and enrich them in an interesting manner. At the



secondary level their utility has been already discussed. Their planned use provides them rare experience in the natural form which otherwise would not have been possible. At the university stage also the use of A/V aids like films film strips tape recorder epidiascope etc. has found treat favor and are used to bring home the experiences of distant people in the sphere of science and arts. Difficult ideas are presented through A/V aids in most simple interesting manner.

This is not all A/V aids due to their inherent novelty, utility and interest capturing capacity find a very wide use in modern methods of teaching like project Montessori and kindergarten etc. their extensive use in most interesting and well planned manner have made them realistic perfectly psychological and most effective. The wide use of various apparatus instruments coloured blocks patterns and illustrative pictures etc. in the Montessori and kindergarten systems systems of education confirm the great use fullness of A/V aids and leave no trace for any doubt.

### VIII. PERSONS FOR SELECTING NATURAL SCIENCES MATHEMATICS AND SOCIAL STUDIES AS SPECIAL SUBJECTS FOR STUDY

At the secondary stage the study of natural sciences is receiving and increasing emphasis day by day. The growing number of the students offering science group at high of higher secondary stage, and inclusion of general science as a compulsory subject of study justifies its great significance. Perhaps it is due to the impact of technological development taking place in the country and an ever increasing demand of skilled workers for feeding the various industries running or in making all over the country. Obviously such an important subject like science must receive the immediate attention of those entrusted with responsibility of teaching the subject at different levels. In the name of this responsibility an effort is made through this study to trace the possibilities of using A/V aids in teaching science at the secondary level to make the teaching real purposive and useful. The importance of natural science have also been realized by the medallion commission in the following words: "An understanding and appreciation of the fundamental principles of the natural and physical science is essential to effective living in the world of today."

The well planned use of A/V aids can provide a clear understanding through creature experiences leading to effective living so much stressed by the secondary education commission. Therefore to explore the possibilities of enriching teaching techniques in the field of natural sciences through A/V aids is a felt need and deserves top priority.

The study of mathematics forms the very foundation of learning due to its extensive application in actual life. It serves as a feeder and an unavoidable

asset for the study of all natural and social sciences. Its direct relation with has provide it a firm footing in the form of a compulsory subject of study at the secondary level. Its utility in real life situations is so great and well acknowledged that it needs no further explanation. Such acknowledged and important subject has been made a head aching problem for a considerable majority of students. The responsibility for making is dry as dust lied on the teachers and their out dated teaching methods. The greatest handicap is caused by the extensive application of abstract thinking and its dissociation with situations is to be very clearly emphasized to make mathematics teaching interesting real and worthwhile. The use of A/V aids can certainly remove handles. Its complexity abstract thinking and toughness can be much minimized by the introduction of suitable aids. That these aids can be and to what extent they can be used is problem which needs a careful study and a deeper insight.

Coming to social studies its importance in today's life is a well know fact. To preserve our infant democracy to make the future pillars of the nation strong and worthy of the great heritage it is extremely essential to build not only a sense of national patriotism, but a keen and lively sense of one world and love for humanity at large.

These ideas are to be fused in the actual behavior of the students and this can only happen when the study of social studies is made to be the study of every day life routine. Rich meaningful and vast experiences alone can set the ball rolling. Civics efficiency the soul of democracy can only be housed in the hearts of every individual by enriching his experiences thereby providing him a direct opportunity to learn. This all is never possible through narration technique alone and hence the change is a pressing need.

A/V aids if properly planned well organized and carefully used can work well with highest possible efficiency in enriching the experiences of the learners to a considerable extend. Experiences of foreign lands and people can easily be associated with our own and used with advantage.

How this great advantage of bringing valuable experiences into the class room itself is to be availed in the light of our present resources needs a thought investigation of the available A/V aids their utility and adaptability in making teaching effective.

### IX. NATURE OF AUDIO-VISUAL INSTRUCTIONS

In the words of audio visual instructions simply mean the presentation of knowledge to be gained through the seeing experience whereas according to Roberta visual education is a method of imparting information which is based upon the psychological



principle that the one has a better conception of the thing he sees than of the thing he reads about or hears or discusses.

Audio aids include never devices sound films radio programmes tape recorder, phonograph records etc. but every word spoken by the teacher in an educational setting falls in the preview of audio instruction.

## X. WHAT AUDIO VISUAL INSTRUCTION MEAND?

Audio visual instruction simply means a supplementary device for waking learning objective real and effective. Experiences provide with the help of audio visual aids are generally interesting full of life and provide a clear vision leading to perfect understand ability and adaptability in life. Audio visual aids are not self contained teaching devices. They are not in the field of learning to replace anything books teachers of audio visual aids can be found only when the separate entity is completely of audio visual aids can be found only then their separate is completely merged and they join hands with the existing techniques. They are good only because thy make the learning. They are important because they make experiences important by attaching importance to their nature existence and further use. They contribute towards clear consenting better understanding and permanent learning.

Te general criticism launched against the use of audio visual aids is that they provide entertainment at the cost of discipline. It may be true in the case of motion pictures dramatic and trines all of cheap quality unplanned and aimless the effect of them will certainly be disappointing the cause of disappointment is not he aid itself but the lack of proper planning use and the aim.

Audio visual aids are not designed to amuse the learner but to create and increase the interest to provide a learning atmosphere by using the two treat senses of sight and hearing more difficult and distasteful work is the more education is now an outdated along an and can no longer be preserved behind the iron curtain of discipline.

## XI. AUDIO VISUAL INSTRUCTIONS & THEIR HERITAGE

Audio visual aids audio visual techniques audio visual education, audio visual instructions etc. There names are certainly of recent origin and appear quite new in form. But in fact they are as old as the primitive man in reality. Our ancestor used gestures signs. Symbols, facial expressions stone pieces piece of ground tree leaves and thrones for conveying their thought which was in reality nothing else but the blending of audio & visual techniques in the crude form. Ancient india presents a number of examples where

stones were used by the Aryans in conveying some message or indicating the anticipated danger. This covered the visual part and the other audio one was in the form of verbal expressions. Later on during Ashoka's reign pillars with inscribed moral teaching are living monuments of visual instructions and the roaring announcements made at the beating of drums provide it the audio touch of today. Things were present but not in the present form. With the advancement of knowledge the aids developed. From ground slate to the bark of the trees and then came black board the eldest aid know and extensively used in the field of learning even today. Traits were taught through observation and imitation. Later came pictures puppets sculptures stained glass representations and paintings etc. real object were used to an extent of availability. Planned trips were also in vogue long-long back in Greek schools. Erasmus, Benjamin Franklin & many other great tinkers' leaders and educationists recommended planned education trips along with other aids. In our country also goring examples of the use of planned educational trips are available during maurya perked 325 B.C. where Gurus adopted the technique of planned trips in order to explain difficult of the magic lantern opened a new chapter in the history of audio-visual aids in 1946 which can rightly claim to be the predecessor of several types of modern audio visual apparatus with the advancement of scientific knowledge aids developed multiplied and gained and unquestionable status in the field of learning.

## XII. WHY WE SHOULD USE AUDIO VISUAL MATERIAL IN THE FIELD OF LEARNING AT ALL?

Doing of distasteful tasks mechanically in the name of discipline and hard work had been a recognized principle in the field of education in our country. So much so that the help of the rod was always sought for the proper development of the child. The saying spare the rod and spoil the child dominated learning for the past many years. The question of liking and interest seems to have never arisen at all. The parents and teachers all together poured all the desirable knowledge in the disguise of best judges with out caring the least for liking. Liking and interest remain their sole monopoly and their decision regarding the nature of work was all final whether liked or disliked by the child was immaterial. The fading traces of this tendency exist even today in minor forms.

With the advancement of knowledge labour of great thinkers and psychological investigation the place of inters has now been recognized fully in the field of learning. With the efforts of Johan Dewey and his interpreter's education entered a new era the slogan of which I.E. discover and capitalize child interests. This great idea found fullest expression in the changing

system of education in our country and revolutionized the entire educational organization materials and techniques.

Basic system the accepted pattern of education embraces the factor of liking and interest in its most true sense. Inclusion of a wide range of local crafts which form the core of all knowledge in the degree of intensity of interests.

### XIII. NEWER CONCEPT OF MOTIVATION

Motivation literally means to move and is considered to be of two kinds extrinsic and intrinsic.

Formerly motivation was largely extrinsic both negative and positive. In the negative form the child was forced to do a certain number of things through punishment of fear without caring for his distaste and lack of interest. The result was the creation of the getting by attitude in the students. Learning the forced proud of no avail and the results were barren.

In the positive type of extrinsic motivation the child was encouraged to do school work with the temptation of prizes privileges marks and honors. This led to the division of attention between the task and the awards and threw the task in the background. Motivation certainly exists but is always directed towards the award and the importance of the problem or the task is reduced too much.

Hartshorne states in this connection. "there is increasing dissatisfactions with the toward system and less and less dependence upon it for motivation of activities-----beads and coups and merit badge dear as they are to the heart of a child are hardly a substantial foundation for motivation of life's purposes and when a leader deliberately cultivated dependence upon such external award even though they have o intrinsic value he helps to establish those self sleeping motives which grow at the vitals of our social order.

### XIV. INTRINSIC MOTIVATION

Psychology of learning brought the doctrine of interest into lime light and established that the child has got vital inherent interests and the education must discover and develop and use them for beneficial ends. To meet this end modern education provides happy cheerful and pleasant atmosphere in the school in a dignified way and on a high plane. School buildings curricular and extra curricular activities are planned today to keep the interest of pupils not only alive but accelerated and to suit the varying interests of the children. Methods materials and techniques are useful and natural rather than academic and artificial. The belief today is that a worthy motive is an inducer and incite or an impeller and is always based on interest. Curiosity is the mother of all knowledge and serves as great stimulus to an immense amount of what otherwise be drudgery.

Audio visual aids provide intrinsic motivation to a great extent. Their novelty simplicity and objectivity attract the pupils too much and their curiosity to know more and more is thousand times magnified. They derive pleasure in understanding them and their importance. This sharp diverse from the traditional verbal instructions provide a lot of freedom to the pupils and makes learning interesting.

### XV. WHAT RADIO CAN DO?

1. Radio can bring carefully planned teaching experiences into any class room equipped with a receiver.
2. Radio can bring outstanding demonstration features and other planned programmed in the class room.
3. Presents programmed preserving novelty and interest ensuring attention of the listeners.
4. A well planned radio program can be very effectively used by the teacher for making his lesson purposeful.
5. Radio can bring outstanding demonstrators teachers and other experts into the class room.
6. Radio programmed is not only a listening actively but at times can invite active participation of the listeners as well depending of course on the capacity of the teacher.

In western countries today radio become an essential part of the educational system. It's frequent but well planned use is gaining momentum every moment with the river increasing favor of the educations.

"In U.S.A. radio has created a nation of listeners. Twenty states have organized state wide educational broad casting activities and learning experiences in conversation are music creative dramatics and citizenship reach listeners in almost 4,000 community and rural schools. More that 450,000 children listen and learn them create and study in response to radio listening activities."

In United Kingdom 98% of the schools are equipped with radio and their regular daily programmers for all of them. There is separate organizing body known as school broadcasting council for the U.K. formed by the B.B.C. in 1947. The council guided B.B.C. in the previsions of broadcast programmed for schools in the U.K. the council is assisted by five sub committees responsible for education broadcast programmed for different age groups. BBC has got a separate department under the name the school broadcasting department which is responsible for translation the wishes of the council into broadcasting.

### XVI. OUT STANDING VISUAL AIDS

1. Flat maps.
2. Chalk board-glass black board-magnetic black board-bulletin board-tack board-display board
3. Sketches and drawings.

4. Cartoons
5. Comic strips
6. Diagrams
7. Charts
8. Graphs
9. Models
10. Serigraphy
11. Museums

Out of these magnetic black board serigraphy bulletin board and the Tack board need a brief introduction as their use is not very common today. Other visual aids are already in the field and hence their description will certainly be out of place.

#### a) *Magnetic Black Board*

The most elastic and practical varieties of mobiles pictures are the flannel graph and the magnetic black board. The principle in both the cases in that moveable objects are made to adhere temporarily to a background.

Magnetic black board is a board made of thin steel sheet painted black and the illustrative material is fixed to a small half Danny shape magnets which stick to the back ground and the purpose of the illustration is best served. This type of black board makes the points more clear and illustrates exactly the point no more and no less.

#### b) *Serigraphy*

Known as mitography of silk screen printing display posters can easily be produced with an expenditure of few annals only. Its earliest prototype is the Japanese method of stencil making. Only a well organized stencil is require which can easily be prepared with the help of an art teacher and can be used with great advantage in preparing charts posters maps and graphs. By this techniques even a teacher not knowing art also prepare aids and help improving his teaching technique himself.

The tack board (bulletin board, wall display or study display) is a device for displaying to the learner's graphic photographic or other study materials.

### XVII. DRAMATISATION

Adopting this medium difficult knowledge can be imported in a most welcome manner and quite easy form. It finds particular use in the teaching of social studies. Dramas based on historical events, social and civic problems etc. can be staged with advantage. Besides the problem considered it pays much in improving the speech action and the attitude of the students. Indirectly they learn many more things in one single activity. Organization, discipline and control are automatically taught. Dramatization finds an extensive use in teaching the languages.

### XVIII. PUPPETRY

In our country its nothing novel -KATH-PUTLI-KA-KHEL- which was once very common in India is still in vogue in many states like Rajasthan. But mostly it is used for more entertainment. If can serve education ends to its best stories and plays can very well be depicted with this medium in most interesting way and in easily understandable form. Our old Kath-Putli payers put historical events in the most realistic form and interesting manner even today, which is perfectly educational. If these talents is harnessed and used in the field of education much can be achieved particularly in the rural schools.

### XIX. EXPERIMENTAL DESIGN

Verbalism is the bane of education audio visual aids are an antidote to this hoary malady verbalism. Every one today says it believes it yet it needs scientific basis in the form of experimental results to consolidate Facts. Under the existing circumstances. This broad day light truth of the great utility of audio visual aids in the field of education is also criticized by many educational thinkers behind the shield of local circumstances situations and the resources of the country. As such a scientific footing through actual experiment has been conducted in order to compare the two methods of teaching i.e. traditional or lecture method and the teaching through audio visual aids in the sphere of social studies.

For this purposes shrikanwartara public higher secondary school mandleshwar. Was selected with two sections a and b of class vii consisting of twenty and seventeen students respectively.

As regards psychological factors like age intelligence quotient (I.A.) social status the opinion of the class teacher and the headmaster was sought together with the marked obtained by the students at their last annual examination i.e. of class VII in social studies.

All the information thus gathered proved that poth the sections contained a homogeneous well balanced mixed group of students and corroborated the fact laid by the headmaster that the sections were divided on the basis of admissions only and not according to the intelligence. The marks obtained by the students in social studies at the last annual examination are as follows:

Name of the schools:			Shrikanwartara Public H.Sec. School			Manleshwar	
Class-VII							
Annual Examination 2012				Subject- Social studies			
Section "A"			Max. Marks 100		Section "B"		
	S.No.	Roll No.	Marks obtained	S.No.	Roll No.	Marks obtained	
	1	1	52	1	1	40	
	2	2	54	2	2	45	
	3	3	48	3	3	43	
	4	4	42	4	4	33	
	5	5	36	5	5	35	
	6	6	33	6	6	55	
	7	7	41	7	7	42	
	8	8	60	8	8	44	
	9	9	56	9	9	52	
	10	10	40	10	10	56	
	11	11	38	11	11	54	
	12	12	40	12	12	47	
	13	13	35	13	13	33	
	14	14	41	14	14	25	
	15	15	37	15	15	23	
	16	16	39	16	16	36	
	17	17	34	17	17	20	
	18	18	39				
	19	19	35				
	20	20	40				

The above scores clearly show that in both the sections intelligent average and dull students have evenly been distributed and as such both the sections stand at a common level and represent a perfectly homogenous group.

A lesson on the topic mandu fort selected from the Madhya Pradesh education department social studies syllabus for VI, VII and the VII classes under the head-historical information of M.P. was planned covering all the detailed information regarding the builder the buildings religious background historical importance etc. the lesson was taught in the section A with the help of the following audio visual aids on January 2011.

Aids used in class VII "A" (taught through A/V aids):

- 16 m film-mandu the city of joy C.L no: 722 DFI, hindi, 26 mins, borrowed from the central film library, delhi.
- picture-
  - jahaz mahal
  - baz bahadur's palace
  - roommati's palace
- maps-
 

a. map of india	} for location
b. map of M.P.	
- route charts:  
From mandleshwar to mandu fort
- Model (clay):

#### 6. Illustration sketches:

- Hushangshah ka maqbara
- Hindola mahal
- Baz bahadur ka mahal
- Hoommate palace

#### 7. Black board:

With coloured chalks.

In the beginning only the historical background location, importance, impact of religions and the beauty of art and sculpture regarding mandu fort was introduced in the class in not shell. Then the students were made familiar with the film its contents and the right learning attitude ripe with anxiousness was developed by the teacher through timely instructions for viewing the film. Soon after the film show was arranged and the students delightfully enjoyed it. With the selected references from the film the direct association was established and the other aids i.e. charts, maps, models etc. helped to visualize the past experience and also provided sufficient incentive to the students to continue interest. Well disciplined class, display interested students and the activity atmosphere was an outstanding feature deserving recognition.

The same lesson was taught with the same preparation and equal efficiency in the other section i.e. section 'B' but without using any other aid except black board.

## XX. CONSTRUCTION OF THE ACHIEVEMENT TEST

An achievement test was devised on modern educational lines on the lesson taught. This test was prepared keeping into consideration the standard of the class the prevalent system of examination and their close association with the students and the balance with the new type of tests was kept by including fifty percent questions on the old essay type questions. The total score of thirty marks was equally divided between the two types. This dual system was adopted only to provide a favorable situation for the students and to minimize their difficulties while facing altogether novel circumstances. The test thus aimed at finding out the level of understanding in a homely atmosphere mixed with novelties. A copy of the test is given in appendix No. C

## XXI. ADMINISTERING THE TEST

The test contained nine questions in all out of which only three were of traditional type. Half an hour's time was given for completion.

Before the actual conduction of the test necessary instructions regarding the nature of the questions and the way to give answers were given to the students in both the section separately. The test was conducted and the marks scored by the students of both the sections are as follows.

Roll No.	Maximum marks 30	
	Marks obtained	
	Section 'A'	Section 'B'
1	18	3
2	20	6
3	18	8
4	19	6
5	19	4
6	20	8
7	18	13
8	19	2
9	22	12
10	18	11
11	19	13
12	19	1
13	19	8
14	18	10
15	20	8
16	22	5
17	21	15
18	17	
19	21	
20	15	

The results thus obtained have been graphically represented on the touching page. RED CURVE represents scores of the section 'A' while Blue curve is for the section 'B'.

The lowest limit for the section 'A' is 15 which happens to be the highest limit for section 'B' in section 'B' the lowest limit as indicated is only 1 and the scores range between 1 and 15 while in section 'A' the range clearly lies between 15 and 22. The bar graph representation clearly brings out the difference of scores (figure no.5)

The most interesting point in the test was about first question which was for ten marks and included ten pointed questions with a definite reply as shown in appendix C. this question was attempted by every student of both the section and the individual scores run as shown under.

Roll No.	Section 'A'	Section 'B'
1	10	0
2	8	3
3	8	3
4	8	1
5	8	3
6	9	5
7	9	5
8	9	1
9	10	4
10	8	4
11	9	5
12	9	1
13	10	3
14	10	6
15	10	1
16	9	3
17	10	9
18	9	
19	9	
20	10	

This question shows that out of twenty students of section 'A' seven scored cent per cent marks and the lowest score was eight while in section 'B' the range is between zero and nine only and the majority of the students are found at three.

## XXII. TEACHERS REACTIONS TO THE EXPERIMENT

The comparison of the scores of both the sections as shown in the graphic illustration goes to establish very clearly that the level of understanding was better in the first section I.E. section 'A' where audio visual aids were utilized to their best. More marks obtained by a large number of these student go to prove understanding within the reach of every individual. The great amount of interest raised enthusiasm eagerness and curiosity to learn minimizing the diversion of attention and eliminating the problems of discipline altogether.



Audio visual aids stimulate interest motivate prepare students for real understanding thus facilitating learning in the true sense. They serve well for all the students' good average and poor and help them to progress steadily. Though audio visual aids the experiences which otherwise are completely denied can be easily brought in the class room itself and a realistic touch can be given to the subject matter very easily.

### XXIII. CONCLUSION

In this complex society of today where experiences are innumerable and varied it is not at all possible to present every situation in its original colors hence the opportunities for learning by actual experiences always are not at all possible. It is only through the use of proper audio visual aids that the life situation can be brought in the class room by an enlightened teacher in their simplest form and representing the original to the highest point of similarity which is totally absent in the verbal or lecture method. In the presence of audio aids the attention is attracted interest roused and suitable atmosphere for proper

understanding is automatically created, but in the existing traditional method greater efforts are to be made in order to achieve the aforesaid essential requisite. Inspire of the best and sincere efforts on the side of the teacher the net effect as regards understanding or learning in general is quite negligible.

The efforts generally go in vain causing many disciplinary problems and loss of understanding as depicted in the cartoon illustration on page no. (Figure No.6).

This way a major amount of the teacher's energy is being wasted every minute at the altar of student's interest and curiosity which if properly utilized by the use of suitable audio visual aids marvelous can be done with promising results. This experiment has proved the validity of using audio visual aids to a considerable and hence nothing concrete can be said with cent per cent confidence but it is expected that if more experiments are performed the results might agree in considerable proportion with the results obtained in the cities experiment.

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## An Account of Clitics in Shabaki with Reference to Wackernagel's Law

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**Abstract-** In this paper the behavior of clitics in Shabaki, a northwestern Indo-Iranian language spoken in Nineveh plains in Iraq, is discussed in detail with respect to forms and distributions and much more interestingly with respect to sensitivity to Wackernagel's Law. The paper also addresses clitic doubling, clustering and climbing which may be considered the peculiar defining features of Shabaki. They could be added to nouns, pronouns, verbs, prepositions and other clitics. Shabaki is a language with multiple cliticization and is surprisingly complicated with respect to this phenomenon. It has an intricate system of clitics which include subject pronominal clitics, object pronominal clitics (dative and accusative), possessive pronominal clitics, demonstrative pronoun clitics, ezafe clitics, diminutive clitics, additive clitics, aspectual clitics, tense clitics, copular clitics and negative clitics.

**Keywords:** *shabaki, clitics, wackernagel's law, clustering, doubling, climbing.*

**GJHSS-G Classification :** *FOR Code: 380201*



*Strictly as per the compliance and regulations of:*



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# An Account of Clitics in Shabaki with Reference to Wackernagel's Law

Dr. Abbas H. J. Sultan

**Abstract-** In this paper the behavior of clitics in Shabaki, a northwestern Indo-Iranian language spoken in Nineveh plains in Iraq, is discussed in detail with respect to forms and distributions and much more interestingly with respect to sensitivity to Wackernagel's Law. The paper also addresses clitic doubling, clustering and climbing which may be considered the peculiar defining features of Shabaki. They could be added to nouns, pronouns, verbs, prepositions and other clitics. Shabaki is a language with multiple cliticization and is surprisingly complicated with respect to this phenomenon. It has an intricate system of clitics which include subject pronominal clitics, object pronominal clitics (dative and accusative), possessive pronominal clitics, demonstrative pronoun clitics, ezafe clitics, diminutive clitics, additive clitics, aspectual clitics, tense clitics, copular clitics and negative clitics.

**Keywords:** *shabaki, clitics, wackernagel's law, clustering, doubling, climbing.*

## 1. INTRODUCTION

### a) Clitics

The study of clitics has its origins in the tradition of Greek grammarians. This long tradition of the linguistic interest in clitics implies that the phenomenon has been studied from a number of philological and theoretical angles. The term is used to refer to items which have no accent and which cause a secondary accent to be laid on the last syllable of the word which they follow (Zwicky, 1994). It is generally agreed in the literature that we can characterize clitics as follows:

- a) Clitics have syntactically-determined distributions. They differ from affixes in that they may attach to words of many different classes, including words like prepositions or adverbs that do not usually take affixes.
- b) They are small lexical elements that cannot form an independent prosodic domain. They never bear stress lexically, and for reasons of prosody they always form an accentual unit with the preceding or the following word. They may phonologically attach to a host which may be a word or a phrase.
- c) They fit together into larger units and form "clitic clusters" with multiple clitics in different functions.
- d) They typically (tense/aspect/mood/polarity), or certain pragmatic functions (question, information status).code nominal features (person/number/case), auxiliaries or verbal features.

- e) They may collapse distinctions made in non-clitic forms. As is well known, for instance, Italian 1st and 2nd person clitics collapse accusative/dative/reflexive together; they are distinguished in 3rd person (but 3rd person dative collapses gender and 3rd person reflexive collapses gender and number contrasts) (Grimshaw, 1997).
- f) The word they attach to is termed the "clitic host". A clitic that precedes its host is proclitic while one that follows is enclitic. There is also a mesoclitic which appears between the stem of the host and other affixes. The endoclititic splits apart the root and is inserted between the two pieces.<sup>1</sup>

It is a common point in linguistics that it is difficult to classify clitics and it is even more difficult to draw a demarcation line between clitics and affixes. According to Zwicky and Pullum (1983) and Zwicky (1985), it is a matter of debate whether such a line exists at all. Clitics themselves form a heterogeneous group. However, clitics can be classified into three different classes: Simple clitics are phonologically reduced allomorph of full lexical items, e.g. 'I' in English. Special clitics are weak or atonic forms attached to hosts, not phonologically reduced and often formally different from strong forms, e.g. Italian object clitics. Bound word clitics are independent phonological words (not atonic) with no non-clitic counterparts, e.g. Serbo-Croatian *li* (cf Napoli, 1996).

Clitics are one the most debated topics in syntax in general and they are very interesting phenomenon in Shabaki due to periphrastic nature of the lexical category in this language. The goal of this paper is threefold, namely to explore the different types, distribution and properties of clitics in Shabaki, secondly to investigate the various clitics-related phenomena, such as climbing, doubling and clustering and thirdly to test its sensitivity to Wackernagel's law. Wackernagel (1892) formulated a phonological principle specifically for Proto-Indo-European languages whereby clitics tend to occupy the second position in the clause. The syntactic distribution of clitics in this special clausal position is called Wackernagel position (Wackernagel, 1892) – second position in the clause, defined as after first word or first syntactic constituent. The element in first position, hosting the enclitic, could be a word or a phrasal constituent. Wackernagel position can apply to any kind of clitic.

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This paper is organized as follows. In section 1.2., we present a brief description of Shabaki. Section 2 discusses the pronominal clitics in Shabaki. Section 3 securitizes the possessive pronominal clitics, 'hin' constructions and ezafe construction. Section 4 discusses the demonstrative clitics. Section 5 deals with complementizer clitics. Expletive (existential) clitics are discussed in section 6. A detailed scrutiny of diminutive clitics and conjunctive clitics is offered in section 7 and 8 respectively. Tense, aspect and negation are discussed in section 9. Section 10 discusses some clitic-related phenomena such as clustering in 10.1. and climbing in 10.2. In section 11, finally, we reflect upon the theoretical implications of the present investigation, particularly in terms of Wackernagel's law.

### b) Background to Shabaki

The term Shabaki refers to both the people and the language of the Shabaki minority. It is an Indo-European language of the Indo-Iranian branch spoken mainly in the eastern region of Mosul province in Iraq. In western research, Shabaki is mostly described as a Zaza-Goran dialect of northwestern Kurdish language. The Median branch of modern Iranian northwest includes Zaza-Dimli, Gorani, Gaspian dialects, south Tati, Hawramani (or Horami) and Shabaki (cf Izady 1992). Along the same line, Shabaki people are claimed

to be the shabankara (or shawankara) Kurds of Fars district in Iran.<sup>2</sup>

The constituent order is syntactically SOV; i.e. predominantly verb-final like most of its Indo-Iranian sisters. However, it does not adhere to a strict word order and sentence components may occur in various positions in the clause, depending on focusing and topicality. Like Turkish, Japanese or Finnish, Shabaki is an agglutinating language (with some fusion) where morphemes have single semantic meanings and are simply connected linearly (yâna.gal.mân: house.s.our: our houses). If the subject is an NP, it is cross referenced on V1. If it is a pronoun, then it is expressed on V1. Subsequent verbs are usually marked with the same pronominal vowel clitics. For these and other reasons, Shabaki can be said to have a complex morphology. Another feature of this language is the presence of complex predicates, such as light verb constructions, onomatopoeic light verbs and serial verb constructions which are very productive (Sultan, 2010 & 2011).

## II. PRONOMINAL CLITICS IN SHABAKI: THEIR MORPHO-SYNTACTIC PROPERTIES

Let us first present the clitic paradigm in Shabaki in table (1) below.<sup>3</sup>

Table 1 : The Pronominal Clitic Paradigm in Shabaki

		Nominative Clitics		Accusative Clitics		Dative Clitics		Genitive Clitics	
		Strong	Weak	Strong	Weak	Strong	Weak	Strong	Weak
1 <sup>st</sup> SG	HV	Am, aman	-ne	Amn-i	Amn-	Amn-i	-m	Amn-i	-am
	LV		-m						-m
1 <sup>st</sup> PL	HV	Ema	-yme	Ema-i	Ema-	Ema-i	-mân	Ema-i	-mân
	LV		-mân						-mân
2 <sup>nd</sup> SG	HV	Atu	-yit	At-i	Ati-	At-i	-t	At-i	-at
	LV		-at						-at
2 <sup>nd</sup> PL	HV	Şama	-yitân	Şama-i	Şama	Şama-i	-tân	Şama-i	-tân
	LV		-tân						-tân
3 <sup>rd</sup> SG	HV	Aw	-aş	Aw-i	Aw-	Aw-i	-ş	Aw-i	-aş
	LV		-aş						-aş
3 <sup>rd</sup> PL	HV	Awşân	-ye	Awşân-i	Awşân-	Awşân-i	-şân	Awşân-i	-şân
	LV		-şân						-şân

The table above shows that Shabaki pronominal clitics appear in 36 member paradigm. It is important to

note that all forms of personal pronouns are subject to cliticization. They are only derived for person and

number. Dative strong pronouns differ from accusative strong pronouns only by the addition of the preposition 'ba' (to). When clitics are used, the preposition becomes 'bana'. Clitics seem to retain their case marking and dative and accusative clitics have different weak forms. They invariably appear in strong forms post-verbally in mono-transitive canonical sentences. The choice of full versus clitic pronoun is presumably driven by discourse considerations. The weak nominative, dative and genitive clitics seem to be in line with Wackernagel law as it will be seen later.

(1) a. kitâb-am dâ ba Ali.

Book.ACC-1SG.POSS give.PST to Ali.DAT<sup>4</sup>  
I gave Ali the book.

(1) b. Kitâb-am dâ ba-na-ş.

Book.ACC-1SG.POSS give.PST to-towards-3 SG.DAT I gave him the book.

It is interesting to note that the mesoclitic 'na' appears between the preposition 'ba' and the nominal indirect object clitic '-ş'. No reason except the phonological one is behind its occurrence in this position because it does not have any specific meaning. In both (1a) and 1(b), the dative object appears in a prepositional phrase.

In table (1) above the strong first, second and third person singular, the accusative, dative and genitive clitics in sentences containing heavy verbs are syncretic because they all have the same form (-i). The weak nominative and genitive clitics in light verb constructions are also syncretic (-m), (-mân), (-at), (-tân), (-aş) and (-şan) in first, second and third person singular and plural respectively. The strong nominative and genitive clitics in heavy verb sentences are only syncretic in third person singular. In second and third person plural in heavy verb sentences, the weak dative and genitive are syncretic. Pronominal clitics are placed after the first constituent in a clause or in a Wackernagel position.

So far, it has been clear that subject clitics agree in number with the subject of the clause except for the first and second person singular forms. In non-transitive canonical sentences (SV), clitics occur in second positions and are attached to the leftmost element of a constituent phrase (verb phrase) whether the strong pronoun is present (2a-7a) or absent (2b-7b). The subjects in (2a-7a) are pronouns and the subjects are also expressed clitically on verbs. Subjects in (2b-7b) are only clitically expressed on the verbs. Therefore, it seems safe and sound to claim that these clitics obey the Wackernagel's law. See table 2.

Table 2 : Shabaki strong vs. clitic pronoun forms in subject positions

	Strong	Examples	Clitic	Examples
1 <sup>st</sup> SG	Am(an)	(2) a. Am(an) mor-i. 1SG eat.PRES-1SG I eat.	-i	(2) b. Mor-i. eat.PRES-1SG I eat.
1 <sup>st</sup> PL	Ema	(3) a. Ema mor-me. 1PL eat.PRES-1PL We eat.	-me	(3) b. Mor-me. eat.PRES-1PL We eat.
2 <sup>nd</sup> SG	Atu	(4) a. Atu mor-i. 2SG eat.PRES-2SG You eat.	-i	(4) b. Mor-i. eat.PRES-2SG You eat.
2 <sup>nd</sup> PL	Şama	(5) a. Şama mor-e. 2PL eat.PRES-2PL You eat.	-e	(5) b. Mor-e. eat.PRES-2PL You eat.
3 <sup>rd</sup> SG	Aw	(6) a. Aw mor-o. 3SG eat.PRES-3SG S/he eats.	-o	(6) b. Mor-o. eat.PRES-3SG S/he eats.
3 <sup>rd</sup> PL	Awşân	(7) a. Awşân mor-â. 3PL eat.PRES-3PL They eat.	-â	(7) b. Mor-â. eat.PRES-3PL They eat.

The following two examples illustrate that Shabaki allows alternation between two word orders (OSV & VSO). 8b and 9b are generated by 1a and 2a by deleting the NP. The pronoun replaces the noun in these examples.

(8) a. Kitâb-am tit. (OSV)  
Book.ACC-1SG.NOM see.PST  
I saw the book.

(8) b. Aw-am tit. (OSV)  
3SG.ACC-1SG.NOM see.PST  
I saw him.

(9) a. Tit-am kitâb-i. (VSO)  
See.PST-1SG.NOM book-DEF  
I saw the book.

(9) b. Tit-m-aş. (VSO)  
See.PST-1SG.NOM-3SG.ACC  
I saw it.

In Shabaki the OSV word order is considered canonical in monotransitive sentences as in (8.a & b). It is conspicuous that the subject pronominal clitic cliticizes post-nominally to the object (whether the object be a noun or a pronoun). However, it does not lose its status as a clitic when the object is pronominalized, and never becomes a free-standing



pronoun. Enclitics are obligatory whenever the verb is in first position in Shabaki as shown in (9a & b). Shabaki clitics never appear in initial position in such clauses. For example, the typical ordering of the clitic and verb (as in 9a & b) systematically switches to prevent the clitic from appearing clause-initially. There is of course an important interaction between enclisis and the Wackernagel law. As shown in (9) above, Shabaki clitics always appear to the right of the verb when the verb is clause initial, and can generally be claimed that Shabaki shows enclisis when the verb is clause-initial. The traditional explanation for this is that enclitic elements by definition require a host to the left, so naturally when they would otherwise appear clause initially, they must switch positions so that a left host is available. However, given that Shabaki clitics have been widely assumed to be both proclitic and enclitic and therefore dependent on both the verb and object for positioning, explaining the unexpected switch to enclisis for verb-initial contexts and the shift to encliticize to accusative object pro(noun) for object-initial contexts. I schematize the occurrence of clitic pronouns in Shabaki as follows:

- (10) a. V [+finite] + Enclitic Object  
b. Object + Enclitic V [finite]

Clitic placement in Shabaki as shown in the structures (10 a & b) above depends on the constituent immediately preceding the finite verb: X in (b). X is an object in the accusative case. The clitic can occur in enclisis to the verb in (10 a) when the object follows the verb. In (10 b) when X is sentence-initial, the clitic leaves the verb and attaches to the right of the host, i.e. it remains an enclisis. In Shabaki, clitics can not be placed in sentence-initial position as it is assumed above. When there is no element preceding the verb in sentence-initial position, the clitic has to occur post-verbally.

In Shabaki, the verb agrees with the subject or the object in number and person in all tenses and aspects. In (11a), for example, the verb 'kat' (fell) takes the morphological default form. In (11b) the post-verbal pronominal clitic form agrees with the nominative subject in number and person. This is true with light verbs (as in 12a & b) where the agreement in person and number is attached per-verbally to the preverbal element, be a noun or adjective.

- (11) a. Âwel-ka kat.  
Boy-DEF fall-PST.  
The boy fell.

- (11) b. Âwerda katâ-ye.  
Boys-DEF-NOM fell-PST-3PL.  
The boys fell.

- (12) a. Ali qasa-ş kard.  
Ali-NOM-3SG talk-3SG Do-PST-3SG.  
Ali talked.

- (12) b. Ali u Ahmad qasa-şân kard.  
Ali-NOM and Ahmad-NOM talk-3PL do-PST-3PL.

Ali and Ahmad talked.

Clitic doubling is a process whereby a clitic and a non-clitic referring to the same argument are allowed to co-occur in one clause (Halpern 1998: 107–8). Pronominal clitics cliticized to verbs, for instance, may co-occur in clauses with nominal phrases co-referential with them. In Shabaki, doubling involves exclusively subjects and there are no doubling 'object' clitics. Strong subject pronouns and their coreferential clitics co-occur within the same clauses. Interestingly, the glide 'y' with either '-i-' or '-e-' are inserted between the verb and the pronominal subject clitic. Consider the following examples in (13a & b):

- (13) a. Am amâ-yi-m.  
1SG come.PST.1SG.  
I came.

- (13) b. Atu amâ-ye-t.  
2SG come.PST.2SG  
You came.

Meso-clitics can also be detected in Shabaki as in (14a) below. The first subject clitic '-m-' is preceded by simple past clitic '-a-' and followed by the third person object clitic. This is a treble clitic sequence. In present progressive, accusative clitics are pre-pronominal clitics first position for topicality. The clitic and the non-clitic referring to the same argument co-occur in one clause as (14).

- (14) a. Am (an) pek-â-m-aş. (Aman = I am who, it is me who ...) (-m- is a meso-clitic)  
1SG beat.PST.1SG.3SG.  
I beat him.

- (14) b. Am(an) ma-peki-ş.  
1SG PROG-beat.PRES-3SG.  
I am beating him.

Serial verb construction (SVC) is a sequence of two or more verbs which act as a single but complex predicate. A sequence of verbs qualifies as an SVC if there is no marker of syntactic dependency between the components. In Shabaki, clitics tend to attach to both components of the serial verb constructions as in (15).

- (15) Çam-at okar bitit-a.  
Eye-GEN-2SG open-IMP see-IMP-2SG.  
Open your eyes and understand.

As for transitive verbs, the preverbal subject clitic agrees with the subject in SOV word order (as in 16a & b). Here, the verb reverts to the default unmarked form and carries agreement with nominative and not with accusative noun. In SVO, the verb agrees both in person and number with the subject (as in 17a & b).

- (16) a. Ali dâr-aş bar-i. (SOV)  
Ali-NOM-3SG tree-3SG-NOM cut-PST  
Ali cut the tree.

- (16) b. Ali u Ahmad dâr-şân bar-i. (SOV)  
Ali-NOM and Ahmad-NOM tree-3PL-NOM cut-PST

Ali and Ahmad cut the tree.

(17) a. Ali bar-i-ş dâr-i. (SVO)

Ali-NOM-3SG cut-PST-3SG-NOM tree-DEF.

Ali cut the tree.

(17) b. Ali u Ahmad bar-i-şân dâr-i. (SVO)

Ali-NOM and Ahmad cut-PST-PERF-3PL-NOM tree-DEF.

Ali and Ahmad cut the tree.

Numerous studies have recognized that cliticization of pronouns has both syntactic and phonological dimensions. The general rule for cliticization in Shabaki is that clitics attach to the end of the first word of the clause or phrase which they are syntactically constituents of, regardless of the syntactic category of that word whether a noun or a verb. Therefore, they seem to obey the Wackernagel law. In the examples above, the third person singular and plural clitics are attached to a noun (as in 16a) and to a verb (as in 17b).

In examples (8 & 9) above and (16 and 17) below, Shabaki language seems to have retained Wackernagel-type object clitics which Iranian had originally Middle Persian/Parthian (cf. Boyce 1964; Brunner 1977). Shabaki does not lose them, but has them affixed on the verb in different word orders. The word order in (17) is possible because the verb carries the accusative marker '-i' of the direct object.

In the shabaki di-transitive sentences in (1 repeated below in 18), the direct object must appear pre-verbal while the indirect object occur post-verbal whether they consist of full NPs or clitics. When the subjects of these sentences are full pronouns or full NPs, they must appear clause-initial and the object appears second-position and the co-referential subject clitics always appear at the end of object, be it a full NP or a clitic. In ditransitive sentences, the word order is (OSV-PP). The dative object is always a prepositional object.

(18) a. kitâb-am dâ ba Ali.

Book.ACC-1SG.POSS give.PST to Ali.DAT

I gave Ali the book.

(18) b. Kitâb-am dâ ba-na-ş.

Book.ACC-1SG.POSS give.PST to-?-3SG.DAT

I gave him the book.

It is important at this juncture to mention that present tense nominal sentences obey the canonical word order Complement VS. The verb To BE in Shabaki seems to have been morphologically shortened and therefore it appears as 'a' at the end of the sentence. In Shabaki, copular verbs are particles always required after the predicates that have first, second and third person subjects. They are fully grammaticalized for tense, negation and person.

*Table 3* : Affirmative and negative copular verb TO BE in Shabaki (Present and future)

	Positive	Negative
Present and future	(19) a. Trombel çarma-na. Car white-3SG-BE.PRES The car is white.	(19) b. Trombel çarma-na-wâ. Car white-3SG-NEG-BE.PRES The car is not white.
	(20) a. Rangin-â. Colorful-3SG-BE.PRES It is colorful.	(20) b. Rangin-na-wâ. Colorful-3SG-NEG-BE.PRES It is not colorful.
	(21) a. Ali-yâ. Ali-BE.PRES. It is Ali.	(21) b. Ali-na-wâ. Ali-NEG-BE.PRES. It is not Ali.
	(22) a. Mânda-n-me. Tired-BE.PRES-1PL We are tired.	(22) b. Mânda-na-wâ-n-me TiredBE.PRES-NEG-1PL We are not tired.

Examples (19-22) in the table above contain present and future copular clitics which always appear clause-final when the subject is null. The copular clitic is context-sensitive. It is '-na' when it is added to a vowel-final complement. It is only '-a' when added to a consonant-final complement. When the vowel is short front '-i', the copular clitic becomes '-yâ' with the glide '-y-'. When the subject is animate, the subject pronominal clitic appear after the copular clitic. In the negative form, the negative clitic 'na' is inserted between the complement and the copular clitic which is 'â' with glide 'w' separating them.

The affirmative and negative copular verb clitic in simple past is the inchoative 'bi'. The pronominal subject clitic is cross-referential on copular inchoative 'bi'. The negative clitic is inserted between the complement and the inchoative 'bi'. Consider the following examples:

(23) a. Çarma-bi-m.

White-1SG-BE.PST

I was white.

(23) b. Çarma-na-bi-m.

White-1SG-NEG-BE.PST

I was not white.

To express the progressive aspect, the vowel '-o-' is added to the end of the complement and then the copular clitic is added. The negative clitic is inserted between the vowel '-o-' and the copular clitic. See the example in (24).

(24) a. Çarm-o-bi.  
White-3SG-BE.PST.PROG  
It was getting white.

(24) b. Çarm-o-na-bi.  
White-3SG-NEG-BE.PST.PROG  
It was not getting white.

Present and future progressive aspects in intensive sentences are expressed by using imperfective proclitic 'ma-' before the copular clitic 'bo'. Due to the concanative nature of Shabaki, 'mabo' is linked to the complement after adding the vowel 'o' to the end of the complement. When 'o' is added to a word ending in a vowel, it is often dropped out. If the vowel is 'i', 'yo' is added instead. The suffix 'o' indicates a change of state and it usually encliticizes to the adjectival element in the light verb constructions.

(25) a. Dal-haraw-o-ma-bo.  
Heart-wide-BE.PRES.PROG  
He was getting generous.

(25) b. Dal-haraw-o-na-ma-bo.

Heart-wide-NEG-BE.PRES.PROG  
He was not getting generous.

(26) a. Hâli-yo-ma-bo.  
Empty-BE.PRES.PROG  
He was getting empty.

### III. POSSESSIVE CLITICS

The notion of possession in Shabaki can be expressed in three ways: the possessive clitical pronoun, *hin* construction and *ezafe* construction. The following subsections will discuss in much detail these three ways.

#### a) Possessive pronominal clitics

The use of a clitic pronoun to express the possessor is shown in table (4) below. The genitive clitics are stated in table (1). The possessive pronouns in shabaki are always enclitics. They are attached to the end of the word. If there are adjectives or plural markers, the possessive clitic is always rightmost item.

Table 4 : Paradigm Possessive Pronouns in Shabaki

	SG	Examples	PL	Examples
1 <sup>st</sup>	-(a)m	Horda-m (my food), trombel-gal-am (my cars)	-mân	Horda-mân (our food), trombel-gal-mân (our cars)
2 <sup>nd</sup>	-(a)t	Horda-t (your foot) Trombel-gal-at (your cars)	-tân	Horda-tân (your foot) Trombel-gal-tân (your cars)
3 <sup>rd</sup>	-(a)ş	Horda-ş (his/her foot) Trombel-gal-aş (his/ her cars)	-şân	Horda-şân (thier foot) Trombel-gal-şân (their cars)

Singular possessive pronouns are preceded by 'a-' when they are attached to consonant-final nouns. When they are attached to vowel-final nouns, 'a-' does not appear. It is worth to note that the plural morpheme precedes the possessive pronominal clitics. It seems clear that in Shabaki the main difference between singular and plural possessive pronouns is that 'ân' is a clitic that can be seen as a pluralizing marker of pronouns. A simple comparison between singular and plural possessive pronouns reveals that the pluralizing item 'ân' is simply added to the singular forms to constitute the plural form.

#### b) Hin construction

The second way to convey possession in Shabaki is accomplished via using 'hin' construction. The origins of 'hin' in Shabaki can be traced back to the Old Persian relative/demonstrative *hya/tya*. Darmesteter (1883) and Meillet (1931) point out that *hya (tya-)* is not a simple linker, but that it further has a demonstrative value. *Hya (tya-)* becomes *-i/-y* in Middle Iranian (Partian) and progressively loses its demonstrative value to end up as a simple linker and became specialized as

a device for nominal attribution. In Shabaki, the grammaticalization of this linker has not proceeded in the same way and at the same rate of other Iranian languages. This resulted in a complex picture for the different uses of the *Ezafe*. It is hard to pinpoint when exactly this development process occurred. The most appropriate scenario for the grammaticalization of this linker in Shabaki is the following:

(27) *hya/tya-* → *hin-i* → *hin* → *-i*

By looking at examples in (28) in comparison to those in section 3.3., we can deduce that 'hin' is optional and it is undergoing the process of grammaticalization. In Shabaki, the use of 'hin' at present is considered more formal and emphatic than *i-ezafe*. More emphatic still is when 'hin' and 'i' of *ezafe* are linked. 'Yâna' in (28a) is definite even though it does not receive any defining particle. In indefinite form, it becomes 'yân-e'. The enclitic attaching to 'trombel' in (28b) is the definite article and the indefinite counterpart is 'trombel-e'. The second 'i' attached to 'Jassim' in (28 a & b) is *ezafe* clitic which will be discussed in the

coming section. Example in (28c) is a phrase but in (28d) it is a clause.

(28) a. Yâna hin Jassim-i.

House belongs to Jassim.

Jassim's house

(28) b. Trombel-i hin Jassim-i.

Car-EZF belongs to Jassim-Ezafe

Jassim's car

(28) c. Trombel-i hin he-ş.

Car-EZF belongs to him-self

His own car

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(28) d. Trombel-i hin he-ş-â.

Car-EZF belongs to him-self-BE-PRST

It is his (own) car.

(28) e. Trombel hin-I he-aş-â.

Car belonging-Ezafe REF-3SG-PRES

It is his (own) car.

It is worth remarking, however, that examples in (29) sound somewhat weird and 'hin' is an integral part of the sentence and it is obligatory.

(29) a. Hin-aş

Belongs to his

His (own car)

(29) b. Hin-aş-â.

Belonging-POSS.3SG-PRES.1SG

It is his.

The possessive pronouns can occur in hin-construction which is comparable to of-genitive in English as in (30).

(30) N + hin + N (as in 28 a & b)

Nominative source + possessive pronoun (as in 31)

Nominative source + reflexive pronoun (as in 28 c)

In Shabaki, when the possessive pronoun is added to the nominal source, the result is a reflexive pronoun as in (38). This construction is a type of ezafe in Iranian languages.

(31) a. Ali tit-aş hin-am.

Ali.NOM see.PST.3SG of me

Ali saw mine.

(41) b. Ali tit-aş hin amni.

Ali.NOM see.PST.3SG of mine

Ali saw of mine.

Interestingly, a possessive pronominal clitic may stick to 'hin' to express objective case. More interestingly, ezafe -i is added to the composite construction.

#### c) Ezafe construction

In general, there three types of ezafe in Shabaki. Ezafe often behaves strangely. The possessive pronoun is '-i' which can be a trait of Old Iranian. Consider the examples in (45). 5

(32) a. Trombel-i Jassim-i.

Car-DEF Jassim-EZF

Jassim's car

(32) b. Trombel-aka Jassim-i. (-aka denotes diminutive sense)

Car-DIM Jassim-EZF

Jassim's (little) car

Interestingly, -i also functions as a definite article and '-e' functions as indefinite article in Shabaki. Shabaki neither distinguishes between masculine and feminine nor between animate and inanimate. Nouns after numbers are not pluralized. Therefore, ezafe construction functions comparatively simpler. There are two basic patterns: N-ezafe Adj and N-ezafe N. In case of the N-ezafe N construction, the relationship is usually one of Possessee and Possessor or kinship. Definiteness is marked by the vowel -i vowel. Interestingly, the definite marker and the Ezafe are incompatible in Shabaki, i.e. you cannot have both at the same time. The element '-i' can be considered a genitive marker. It can also be added to 'hin' as in 'hini'.

The solid evidence we have for the claim that '-i' can function as ezafe in Shabaki is that it is never used in isolation. Ezafe is a linking clitic phonologically realized as /i/ after a consonant and /yi/ after a vowel. It appears after noun phrases. Phonologically it forms a unit with the preceding element. In possessive constructions, ezafe is affixed to the possessor. Interestingly, ezafe clitic is added to diminutive noun. It is always the last item in the noun phrase. Also, complex ezafe construction is possible. It may link three nouns together as in (34).

(33) a. Qaç-i kursi-la-i.

Leg-DEF chair-DIM-EXF

The leg of the chair.

(33) b. Tok-i sây-aka-l.

Skin-DEF apple-DIM-EXF

The skin of the apple.

(34) Qâp-i trombel-i Jassim-i.

Door-DEF car-DEF Jassim-EXF

The door of Jassim's car.

## IV. DEMONSTRATIVE PRONOUN CLITICS

In this section, we provide a brief description of the properties of Shabaki demonstrative pronoun clitics that will be relevant to the discussion in this paper. Overall, the Shabaki demonstrative pronoun clitics show very unfamiliar syntactic properties. The three properties of the Shabaki demonstrative clitic paradigm that are unique, and relevant for our purposes here, are sketched below. The first notable property concerns the proximity and remoteness of the object. In most cases, there is a four-degree gradation among proximity and remoteness, as shown in table (5). The second

interesting property of the Shabaki demonstrative pronoun clitics, be they singular or plural, is that they have diminutive forms. The third, and most importantly, notable property of the Shabaki demonstrative clitics is the fact that they have a slight complex constructions

such as doubling, trebling or even severalfold. Shabaki demonstrative clitics are doubled by comparative clitics, trebled by superlative clitics, and severalfolded by ezafe clitics or diminutive clitics as shown in the table (5) below.

*Table 5 :* Demonstrative pronominal paradigm in Shabaki

	Nearermost	Nearest	Nearer	Near	Far	Further	Furthest	Furthermost
<b>Singular</b>	ilayintariğiştî	ilayintar	ilayin	Ina (this) Â ina (this near)	Una (that) Â una (that far)	ulayin	Ulayintar	ulayintariğiştî
<b>Singular Diminutive</b>		ilayintaraka	ilayinaka	Inala	Unala	ulayinaka	ulayintaraka	
<b>Plural</b>				Inagal (these) Â ina-gal (these near)	Unagal (those) Â una-gal (those far)			
<b>Plural Diminutive</b>				Inagalja	unagalja			

*Table 6 :* Strong and weak demonstrative clitics in

	Singular		Plural	
	Strong non-clitic	Weak clitic	Strong non-clitic	Weak clitic
<b>Near</b>	Ina (this)	i-	Ina-gal (these)	i-
<b>Far</b>	Una (that)	u-	Una-gal (those)	u-

In addition to the noun and adjective demonstrative pronouns, there is a series of adverbial demonstratives meaning 'this place (i-ndâ = here)', 'that place (u-ndâ = there)', 'this time (i-stâ = now)', 'that time (u-stâ = then)', 'this way (i-tar = in this way)', 'that way (u-tar = in that way)', (ç-i-do), (ç-u-ndo), (ç-i-ndâ), (ç-u-ndâ), etc. in (35) in contradistinction to the specifier '-i' is used to convey the meaning of that specific place.

(35) a. Arn-a gul-i sari u-n-dâ-i.  
Put-2SG rose-DEF on that-place-DEF  
Put the rose on there.

(35) b. Sari u-n-dâ-i arn-a gul-i.  
On that-place-DEF put-2SG rose-DEF  
Put the rose on there.

(36) a. Arn-a gul-i u-n-dâ.  
Put-2SG rose-DEF that-place  
Put the rose there.

(36) b. U-n-dâ arn-a gul-i.  
That-place put-2SG rose-DEF  
Put the rose there.

Shabaki demonstrates some unique constructions such as combining full demonstrative pronouns with clitic personal pronouns when the former is the

direct object in accusative case and the latter is the subject of the sentence in the nominative case. Nonetheless, the clitic form of the demonstratives alone renders the construction ungrammatical.

(37) a. Ina-m tit.  
This-1SG see.PST  
I saw this.

(37) b. Ina-gal-m tit.  
This-PL-1SG see.PST  
I saw these.

'I' and 'u' followed by singular nominals seem to escape Wackernagel restrictions for unknown reasons as in (38 a & b). One possible reason could be the fact that clitics of the same form but with different functions create ambiguity if they simultaneously procliticize to the same noun. Therefore, the ezafe clitic '-i' will win the Wackernagel position while the definite and demonstrative clitics will have the license to escape Wackernagel restrictions.

(38) a. I-trombel  
This-car  
This car



- (38) b. U-trombel  
That-car  
That car

Likewise, these pronouns with the same forms can be used with plural nominals as (39) because they are not sensitive to the pluralization of the nouns they define.

- (39) a. I-trombel-gal  
These-cars  
These cars

- (39) b. U-trombel-gal  
Those-cars  
Those cars

## V. COMPLEMENTIZER CLITICS

Complementizers are known to have evolved from other grammatical words such as demonstrative pronouns, conjunctions, adpositions or case-markers, or from lexical words such as nouns and verbs. Complementizers in Shabaki are introduced with the clitic '-ki' (which or that or who). In the list in (40), the complementizing clitic '-ki' follows nouns, full noun phrases, quantifiers and adverbs. '-Ki' gains its specific meaning from its co-text and, therefore, it may indicate a variety of meaning such as near and far in time and place, this or that person, thing, quality and manner, and few, little, a lot and much in number and quantity. A glance over the list of complementizers in (40) reveals that they have emerged through grammaticalization.

- (40) a. Time

Istâ-ki: this time when (used in present and future time sentences)  
Ustâ-ki: that time when (used in past time sentences)  
Asâ-ki: during, while (refers to the synchrony of two actions)  
Hatâ-ki: until the time when (refers to the end-point of an action)  
Çani-ki: at the moment when (refers to the commencement-point of an action)  
Waxti-ki: when, during (denotes all above complementizers)

- (40) b. Place

Indâ-ki: this place where  
Undâ-ki: that place where

- (40) c. Person, thing

Harke-ki (anybody who)  
Ina-ki: this which, this who  
Una-ki: that which, that who

- (40) d. Manner and quality

I-tar-ki: this manner that, this way that  
U-tar-ki: that manner that, that way that

- (40) e. Quantity

Êqa-ki: to the degree that, to the number that, to the amount that

## VI. EXPLETIVE CLITICS (EXISTENTIAL CONSTRUCTION)

The expletive subjects in shabaki existential sentences do not have the same lexical form across tenses. They also vary with the polarity of the sentences. This complicated state can be ascribed to the fact that the expletive subject clitic is homophonous with the possessive verb 'hand' (to have) on the one hand and homophonous with the verb 'be' (to be) on the other hand. In past tense, the possessive clitics, expletive clitics and copular clitics lump together to formulate the entire expletive clitical subject. What is salient about the future is that the inchoative construction is used to express the existential sentences. The pivot in existential sentences in shabaki may be inverted to sentence-initial position. The negative clitic 'ni-' or 'na-' procliticize the expletive clitics. The tenor of examples the table (7) below is that expletive subjects are in fact a cluster of two or more clitics. Inchoative verbs describe a change of state (the process of beginning or becoming). The striking difference among the items used to express expletion can not be a matter of mere chance. The present form stands at stark contrast to past and future. This issue leads us straight into the question why does this variety occur? Most strange, the affix '-o' is a productive inchoative clitic usually added to nouns and adjectives or sometimes adverbs. Ma-b-o consists of three elements: future-denoting clitic 'ma-', copular '-b-' and the inchoative clitic '-o'.

Table 7: Expletive pronoun clitics in Shabaki

	Positive	Negative
<b>Present</b>	(41) a. Hand-â duwa gul-e sari dâr-i. There-BE.PRES two roses on tree.DEF There are two roses on the tree.	(41) b. Ni-yâ wana gul-e sari dâr-i. NEG-there-BE.PRES any rose on tree.DEF There is not any rose on the tree.
<b>Past</b>	(42) a. Ha-bi duwa gul-e sari dâr-i. There-BE.PST two roses on tree.DEF There were two roses on the tree.	(42) b. Na-bi wana gul-e sari dâr-i. NEG-there-BE.PST any rose on tree.DEF There was not any rose on the tree.
<b>Future</b>	(43) a. Ma-bo duwa gul-e sar-i dâr-i. There-BE.FUT two roses on tree.DEF There will be two roses on the tree.	(43) b. Na-ma-bo wana gul-e sar-i dâr-i. NEG-there-BE.FUT any rose on tree.DEF There will not be any rose on the tree.

In (41b), the glide 'y-' is inserted to ease pronunciation. In (42b), the combination of negation and the verb 'to be' is rather conspicuous without the interference of any glide.

## VII. DIMINUTIVIZATION

The commonest word-formative device among nouns is the creation of a diminutive (a form which

indicates smallness) from a base noun. The striking feature of this morphological phenomenon in Shabaki is that it never occurs without either the definite (-a) or indefinite article (-e). Included in the table (8) are diminutive clitics.

Table 8: Diminutive clitics in Shabaki

	-(a)k-a -(a)k-e	-l-a -l-e	Both -(a)k-a & -l-a -(a)k-e & -l-e
DIM + Definite	Trmbel-aka Yâna-ka	Dâko-la Brâ-la	Kanâça-ka Kanâça-la
DIM + Indefinite	Trmbel-ake Yâna-ke	Dâko-le Brâ-le	Kanâça-ke Kanâça-la

The referents of demonstrative pronouns can be diminutivized 'ina-la' (this little) and 'una-la' (that little). '-a' is encliticized to singular possessive pronouns referring both to items near and far. There are two word-level diminutive clitics in Shabaki: -(a) k and -l. when -k attaches to consonant-final words the intervening vowel -a is inserted between the word and the clitic, then the definite or indefinite clitics are added. It is important to note that -a is a specific article defines the noun it attaches to. The (in) definite clitics are always the outermost ones.

Related to diminutive are degradation clitics in Shabaki. It is usually common in Shabaki to add the enclitic '-o' (that) to any proper noun to degrade his or her person. If the noun ends in a vowel, the enclitic replaces the final vowel and forms a prosodic word. If the noun ends in any consonant, it encliticizes to that consonant and forms a prosodic word. (44a) conveys a polite or neutral meaning whereas (44b) carries a degrading tone or belittling of the person concerned.

Surprisingly, the diminutive clitic '-la' can be added to this degradation clitic '-o' as in (44c).

(44) a. Ali amâ.  
Ali.NOM come.PST.  
Ali came.

(44) b. Al-o amâ.  
Ali.NOM-degrading ENC come.PST.  
That Ali came.

(44) c. Al-o-la amâ.  
Ali.NOM-degrading-DIM come.PST.  
That little Ali came.

## VIII. CONJUNCTIVE CLITIC

In this section, we will characterize the conjunctive clitic 'u' (and) in Shabaki. Now consider the following examples in (45a, b & c).

(45) a. kura-w kanâço

Boys-and girls

Boys and girls

(75) b. Dir-u nezak

Far-and near

Far and near

(75) c. Am-â-w law-â

Come.PST-3SG-and go.PST-3SG.

He came and went.

The first striking property of the conjunctive clitic 'u' (and) in Shabaki is its rather unusual distribution. It always appears after the first word in the sequence of conjoined items, i.e. in second position within a phrase. Note that its distribution does not rely on the word class of the preceding word, to which it is attached: in (45a) it attaches to a noun, in (45b) to an adjective or adverb, and in (45c) it attaches to a verb. The evidence for the bound status of this element comes from prosodic phonology. Here, the host word 'kura' and the particle -u form a unit with respect to stress assignment. In Shabaki, stress is placed on the penultimate syllable of a word if it is heavy; otherwise it is placed on the antepenultimate syllable. Therefore, 'kura' would be stressed on the antepenultimate 'kura'. If this word happens to be followed by the unstressed particle -u, however, stress is assigned to the syllable immediately preceding -u yielding kura-w. Note that this rule of stress assignment does not make reference to the weight of the syllable preceding -u. Even if this syllable happens to be light, it will receive stress in this case. This behavior in stress assignment justifies the postulation of a domain in prosodic phonology which encompasses both the host word and the clitic particle in a clitic group (cf. Nespor & Vogel 1986, Jacobs 1997, Anderson 1992: 202). This constellation of properties can best be captured by saying that elements like the Shabaki -u "are words from the syntactic point of view but are phonologically dependent \*...+ upon a neighboring word" (Zwicky 1994: 572).

The phonological bonding of this clitic is a purely phonological matter and relies in this case on processes of syllabification. This positioning affects the stress pattern of the first conjoined item. The enclitic 'u' provides an example for a rule which is dependent on speech rate. Here, this element assimilates to the beginning of the following item in fast speech (cf. Kaisse 1985: 25ff, Borg & Azzopardi-Alexander 1997: 137). Given the fact that Wackernagel's law forbids clitics to appear in initial position due to their phonological status, the conjunctive marker 'u' (and) always encliticizes to the end of the first word and not at the beginning of the second word.

## IX. TENSE, ASPECT AND NEGATION

Let us now deal with the clitic forms and distributions of tense, aspect and negation one by one,

and discuss their specific properties and interactions. We will start with tense. Tense in Shabaki is sometimes expressed by certain proclitics which occur before the verb. In intensive simple present tense and simple future sentences, the copula verbs have 'â' and 'na' proclitics for affirmative and 'wâ' preceded by the negation marker 'na' (not) for negative. Shabaki signals negative polarity inflectionally among other strategies. The glide 'w' is inserted to ease the transmission from 'a' of 'na' into tense marker 'a'. If the complement ends in a consonant sound, the present tense clitic appears as 'â' but appears as '-na' if it ends in vowel. These two clitics are in complementary distribution. Past tense is expressed by the proclitics '-bi'. Speakers of Shabaki usually have difficulties assigning a precise meaning to -o in this position other than indicating tense. However, it attaches to a phonological host, forming a stress unit with it. Past progressive is expressed by a cluster of proclitics: '-o-' expressing change-of-state. The negation marker 'na-' precedes the progressive marker 'ma-'. Progressive past is achieved via 'a'.

Negation clitic in Shabaki has the same status as the imperfect clitic (ma-) discussed above, since it is positioned before the main verb and cannot occur in isolation. It is stressless and the vowel is omitted before verbs which begin with a vowel. It is sometimes embedded into clitic clusters when the verb is preceded by imperfective aspect proclitic. Negation clitic never serves as a host for other clitics. In (46a) the copula verb is itself a clitic whereas in (46b) the copular verb is a host and the negative marker procliticizes to it.

(46) a. Qarmaz-â.

Red-BE.PRES.3SG

It is red.

(46) b. Qarmaz na-wâ.

Red NEG-BE.PRES.3SG

It is not red.

To sum up, the negation proclitic in Shabaki is 'na'. It always precedes the verb and can occur in clusters with other clitics, such as tense and aspect clitics. It seems that 'na' in Shabaki is a clitic both phonologically and grammatically. It is unstressed. It does not occur in isolation and is always attached to the verbal host. It is inserted between tense and aspect clitics. The negative marker 'na' loses its clitical status and becomes a full lexical word when it is used to answer to a yes-no question. -w- is an epenthetic glide between the negative enclitic and the copula verb -a'. A glottal stop is attached to the end of the word in this case.

In extensive sentences, the negative proclitic 'na' also precedes the main verb. When the sentence is VS, the proclitic is verb-initial and breaches the Wackernagel law.

(47) a. Am-â.  
Come-PST-3SG  
He came.

(47) b. Na-m-â.  
NEG-come-PST-3SG  
He did not come.

The perfective enclitic '-na' which seems an independent item from tense, aspect or epistemic modality, takes on an evidential meaning insofar as it expresses indirect knowledge about an event: speaker has not witnessed the event but has acquired information about it from indirect sources by inference, hearsay, etc. It marks speaker's evaluation of the information. The verb ending with '-na' denotes an uncertain or probable action or event.

(47) c. Am-â-na.  
Come-3SG-PERF.  
He has come.

In (47c) above, 'am-â-na' is a present perfect sentence in Shabaki. The perfective clitic '-na' expresses an indirect evidentiality interpretation which allows both a report and an inference reading.

## X. CLITICS-RELATED PHENOMENA

### a) Clitic clustering

In Shabaki, a sequence of a proclitic and an enclitic forms a phonological word. Various types of clitic-clitic combinations occur in Shabaki. In (48), it seems impossible for accusative third person object and third person dative object to cluster together.

(48) Dâ-m-aş ba-na-ş  
Give.PST-1SG-3SG.ACC to-2SG.DAT  
I gave it to him.

The reciprocal pronoun 'ef-tar' (each other) is a phonological word which consists of only proclitic and enclitic without a host. Neither constituent can stand on its own. This clitical sequence can be preceded by a set of prepositions which are fused into the sequence. 'A' in the prepositions 'ba' (with), 'ça' (from) and 'na' (towards) is dropped out when pro-cliticized to the reciprocal pronoun 'ef-tar'. Consider the list in (49). The most interesting point about reciprocal pronouns in Shabaki is that they can be followed by personal pronouns as in (49).

### (49) Reciprocal pronouns in Shabaki

- ef-tar (each other)
- b-ef-tar (with each other)
- ç-ef-tar (from each other)
- n-ef-tar (towards each other)
- ef-tar-şân (they each other)

(50) is a complex word composed by the concatenation of clitics which cluster around a host 'giş' (all).

(50) i-lâyin-tar-i-giş-i. (enclitic-host-comparative degree-Ezafe-all-preposition)

### b) Clitic climbing

Shabaki has clitic climbing with verbs. Shabaki sentences may sometimes have a substantive subject with several subject clitics, which anaphorically refer to the substantive subject. At other times, there are only pronominal subject clitics which anaphorically refer back to the first pronominal clitic. In (51a), the clitic '-o' anaphorically refers to the substantive subject 'Ali'. In (51b), the clitics '-o' and '-ş' refer anaphorically to the first pronominal clitic '-ki'.

(51) a. Hâşt-am Ali pâńka-l okar-o.  
CAUS. PST. 1SG. Ali. ACCfan. DEF. ACC switch on. INF. 3SG  
I caused Ali to open the fan.

(51) b. Ina-ki mago-ş bay-o balâ bay-o.  
This-who want. PRES.3SG come. INF.3SG let come. INF. 3SG  
He who wants to come is permitted to come.

In (52a), the subject clitics , -i' and , -ne' anaphorically refer to pronominal clitic subject , -am'. In (52b), the clitic , -aş' cataphorically refers to the full noun , Ali'.

(52) a. Am alâ-t amâ-ne kâ şâ-t kar-i.  
1SG to.2SG come.PST.1SG see.2SG do.INF.1SG (LV)  
I come to see you.

(52) b. Mustafa, çeş-aş wât Ali bana-m.  
Mustafa.Vocative, what-3SG say.PST Ali to-1SG?  
Mustafa, what did Ali tell me?

## XI. CONCLUSIONS

Clitics are challenging for many theories of grammar because they straddle morphology and syntax. In most theories, cliticization is considered a phrasal phenomenon: clitics are affix-like expressions that attach to whole phrases. Constituency-based grammars in particular struggle with the exact constituent structure of such expressions. Clitics are grammatical words, but lack features of a phonological word. This paper has shown that Shabaki has an intricate system of clitics which includes subject pronominal clitics, object pronominal clitics (dative and accusative), possessive pronominal clitics, demonstrative clitics, ezafe clitics, diminutive clitics, aspectual clitics, tense clitics, connective clitics, copular clitics and negative clitics. In general, Shabaki has both simple clitics and special clitics. Shabaki pronominal clitics are special clitics. Shabaki has proclitics, enclitics and mesoclitics. All clitics cliticize obligatorily. They never bear stress.

Shabaki has a two-class pronominal system (strong – clitic pronouns) that is attested with morphologically distinct forms and has a different distribution. The form of the (in) definite article in Shabaki is weak and needs a host word and forms one prosodic constituent. Clitic doubling, clustering and climbing may be considered defining features of Shabaki. Clitic doubling demonstrated the slightest degree of grammaticalization and the highest degree of pragmatic significance. All subject pronouns need to be doubled by coreferential clitics usually attached post-verbally. This doubling is obligatory.

Contrary to full pronouns, clitics are syntactically deficient in that they cannot be modified, co-ordinated or contrastively stressed. Furthermore, they can occur neither in isolation nor in the same positions as full pronouns or NPs. With respect to their referential properties, they differ from full pronouns insofar as they can refer to non-human entities, while full pronouns cannot.

In Shabaki the subject and object of a sentence occur in pre-verbal position (Shabaki is a OSV language), but they may attach themselves as clitic pronouns to the end of the verb and form a one-word sentence. Like some European languages, clitics in Shabaki never occur in a sentence initial position even when word order changes from SOV (as in 53a) to VSO (as in 53b), to SVO (as in 53c) or to VSO concantative sentence where the subject and object are encliticised to the verb (as in 53d).

(53) a. Am Ali-m pek-â. SOV  
1SG.NOM Ali.ACC beat-PST  
I beat Ali.

(53) b. Pek-â-m Ali. VSO  
beat-PST-1SG.NOM Ali.ACC  
I beat Ali.

(53) c. Am pek-â-m Ali. SVO  
1SG beat-PST-1SG.NOM Ali.ACC  
I beat Ali.

(53) d. Pek-â-m-aş. VSO  
Beat-PST-1SG.NOM-ACC  
I beat him.

In Shabaki nominals, it is noteworthy to observe that clitics sometimes allow to densely pack several morphosyntactic details into just a small amount of text. Shabaki object pronoun clitics are enclitic to finite verbs and remains enclitic to non-finite forms. Shabaki shows relics of ezafe clitics which are recorded from the middle Persian. These forms were gradually used less and less, and then substituted for by other simplified forms. Although Shabaki is SOV, some verbs may appear in sentence-initial positions. In these cases, proclitics are disallowed as in (53a).

It is observed that Shabaki tends to have its focused components in clause-initial position.

(54) a. Am-naş tit.  
1SG-3SG see.PST  
He saw me.

Finally, we can conclude that clitics in Shabaki have various distributions. They can attach to nominal, verbs, prepositions, pronouns and other clitics. This may be the rationale behind the numberless word order possibilities in Shabaki which arise out of the complex, dynamic interaction of clitics and basic clause elements. This state conveys an impression of vividness and some complication to learners of this language.

This paper demonstrated that Wackernagel's law is highly operative in Shabaki. The Shabaki clitics are principally phrasal in character and obey the Wackernagel law. In Shabaki, there is a change in clitic placement that is neither connected to the clitics' phrasal character nor to their obedience to the Wackernagel's law, but that it is the parameter determining the relative order between verb and clitic that has changed its value in the development from middle Persian to present day Shabaki.

Like Slavic languages, Shabaki seems to exhibit a few cases a tension between two tendencies. On the one hand, it tends to obey Wackernagel's Law and on the other hand it tends to follow the word to which they most closely relate. Personal pronominal clitics, if they are not in second position, they are almost always after the verb (Gribble 1988, 194–195).

## NOTES

1. Endoclititics defy the Lexical Integrity Hypothesis but evidence from the Udi, Pashto and Degema languages suggest that they do exist.
2. For more about the origin of Shabak in western research, the reader is referred to Vinogradov (1974), Leezenberg (1997), Mackenzie (1961, 1966), Izady (1992), and Bates & Rassam (2000).
3. Â â as in apple; A a as in about; Çç as in church; Ş ş as in shoe; Ž ž as in vision; X x as in Loch (in Scottish). The voiceless uvular fricative in English, Ġ ġ, corresponds a voiced uvular fricative in Shabaki. The voiced and the voiceless pharyngeal fricatives replace a andh in some Shabaki words respectively. The last two sounds are not part of Shabaki phonology.
4. The abbreviations for the glosses and attributes used in this paper are 1 = First person, 2 = Second person, 3 = Third person, ACC = Accusative, AUX = Auxiliary, CAUS = Causative, CONJ = Conjunction, DAT = Dative, DEF = Definite, DIM = Diminutive, Ez(afe) = A morpheme used to express relation, FUT = Future, GEN = Genitive, HV = heavy verb, IMPF = Imperfective, IND = Indefinite, INF = Infinitive, LV = Light verb, LVC = Light verb construction, NEG = Negation, Nom = Nominal, Ono = onomatopoeic, PERF = Perfect, PL = Plural,



PPL = Participle, PRST = Present, PST = Past, PV = Pre-verb, REFL = Reflexive, SG = Singular, VP = Verbal phrase. An asterisk (\*) marks an expression claims to be ungrammatical.

5. Some researchers have viewed the ezafe as being a clitic (Butt & King 2004), while others classify it as a phrasal affix generated within nominal morphology (see Samvelian, 2007).

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## Online Learning conveniences from Students' perception: A Case Study in Universiti Malaysia Sabah

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**Abstract-** Convenience is one aspect that should be considered in an online learning environment. Without convenience it is very impossible to implement successfully online learning particularly in higher learning institution. The purpose of this study was to explore the online learning conveniences from students' perception. A cohort of 61 science physics students from School of Science and Technology (SST) and 41 pre-service science teachers from the School of Education and Social Development (SESD) of Universiti Malaysia Sabah, Malaysia comprised the sample. The course involved was Modern Physics and this course is a compulsory. Both groups were supported via an online learning environment, which acted as the main medium for learning. Participants' perception on conveniences was recorded through an open-ended questionnaire and a focus group interview. The output of these qualitative data, can be categorised into several themes, as in general they felt that learning through online is really convenient and ease; and they were also using online to search for information. Somehow there was also negative feedback where they felt not satisfied with the Internet coverage. In addition the SESD's student stressed that their communication skills were enhanced.

**Keywords:** *problem-based learning; online learning; students' convenience.*

**GJHSS-G Classification :** *FOR Code: 130199*



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# Online Learning Conveniences from Students' Perception: A Case Study in Universiti Malaysia Sabah

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## 1. INTRODUCTION

The popularity of online learning has grown in recent years partly due to the continuous improvement of its design, the increasing selection of options they offer, their proven efficiency in evaluating students' effort and providing instant feedback, especially for large classes. Online learning, e-Learning, electronic learning, Information Technology and such topics represent one of the main current issues of the millennium (see Beadle and Santy, 2008; Candela et al., 2009; Clarke, 2005; Gibbings, 2008; Jennings, 2006; King, 2008; Kruhlak & Vanholsbeeck, 2008; Lycke, Strømsø, & Grøttum, 2006; Nedic, Nafalski, & Machotka, 2011; Kondratieva, 2012; Simonova, Poulouva & Cerna, 2011; Simonova, 2012; Rahmat, 2013; Faifrová & Bároch, 2013).

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In Universiti Malaysia Sabah (UMS), online learning is comparatively new with other local universities. Though in early 2000, UMS has been introduced with an electronic teaching aid such as Blackboard and several computer aided instruction as one of the teaching and learning tool, both from School of Engineering and Information Technology (SEIT) and School of Education and Social Study (SESD), until now the usage of these teaching aid seems not been utilised at all or at least part of it. In School of Science and Technology (SST), a very small number of lecturers prefer to use online learning as the teaching and learning medium or at least part of it. They were really comfortable with the existing medium (i.e., face-to-face lecture based) as to deliver course syllabus and content objective throughout semester. Ironically Malaysian government through the 9 challenges in Vision 2020 that must be achieved in order to be a well-developed, advanced and higher income country in 2020 had stated through the 6th challenge that Malaysian citizens must try to adapt with these cutting edge technology and must also contribute to the science and technologies civilizations. Additionally our Prime Minister also stated the Information Communication Technology (ICT) and education service are two main key of the National Key Economic Area (NKEA), thus must be utilised very well in our daily life scenario to ensure the higher income economically and productivity country objectives can be achieved (Razak, 2010). Therefore as a rapid develop country, Malaysia really need to explore the potentials of these NKEA especially in higher learning institution in order to reply the Prime Minister's call.

Media & Educational Technology Unit (METU) was then established in UMS to ensure the nation's vision and mission in higher education particularly in UMS can be achieved. The main objective for METU is to cater the service and facilities in Information Communication and Technology (ICT) such as computer and software component to the university including the teaching and learning aspects, besides it is also deliver digital information across all academic disciplines for research, administration and management of the university activities (Media & Educational Technology Unit, 2012).

Therefore this preliminary research was to address an issue concerning about online learning and what was really happen when the online learning being implemented in UMS. It is a critical factor for researchers to consider many factors before implementing online learning fully. As stated by Kišićek, Lauc and Garić(2012) understanding students' preferences can guide to a better learning instruction through online. Additionally the use of ICT in modern teaching aid (e.g., internet technologies; web portals; and multimedia software) contribute positive output to parts of teaching and learning process such as, cooperation amongst students and the learning becomes more interactive (Mandic, Dzinovic, & Samardzic, 2012). It also might be one of the powerful tools to lesser lectures' teaching workload. Thus the researcher took steps integrated online learning in a particular physics course. Students' perceptions after experiencing the online learning were analysed qualitatively underconvenience of learning through online theme.

## II. METHODOLOGY

The study was conducted throughout Semester II during the 2008/2009 academic year at Universiti Malaysia Sabah (UMS), Malaysia. One hundred and two students were involves, which consist of sixty-one (61) science physics students from Physics With Electronic Programme at the School of Science and Technology (SST), and another forty-one (41) pre-service science teacher from Science Education Programme at the School of Education and Social Development (SESD). The samples pursued all the learning activities in an online learning environment (i.e., learning management system, LMS) which acted as the main medium to support the full learning process throughout the semester. The flow of group sample shows in Figure 1.

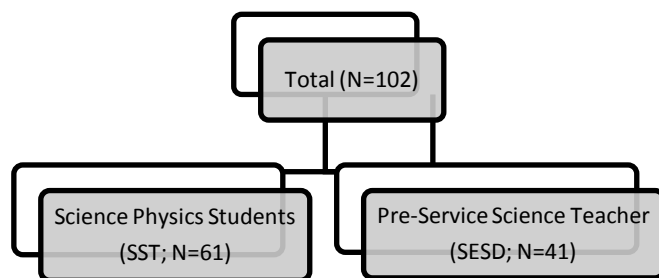


Figure 1: Group Sample for the Study

The teaching and learning via online was conducted within sixteen (16) weeks. During this intervention, all assessment being delivered using the LMSorganised by Educational Technology and Multimedia Unit (ETMU) at the Universiti Malaysia Sabah. The researcher prepared the learning

requirement criteria to fulfill the learning and teaching activities via online.

The learning activities are including finds their own information, knowledge and sources in order to find the appropriate knowledge and facts via Internet. Students also have to access to the LMS to do their chat room at least once in a week and monitored by a facilitator. In this chat room they will argue, share thoughts and most probably constructed their own thinking regarding to the particular problems. They also are able to enter the forum room to post any inquiries or any ideas asynchronously. Additionally some linkages, sources and lecture note also uploaded by the facilitator for them just to ensure the students did not lose their ways in sequence to find the suitable solution and just to give them the correct path in searching their resource. This LMS system was using Moodle2007 course management systems. Jayasundara et al. (2007) suggested that the online service and implementation rate of system perhaps more improve and even better if it is incorporated with existing course management systems such as Moodle2007 and Blackborad2007.

In this study the intention was to investigate Malaysian Undergraduate Science Physics Students' and Pre-Service Science Teachers' Perceptions of online Learning in terms of convenience. Data was collected through an open-ended questionnaire and focus group interview and were done one week after their finish with the intervention.

## III. RESEARCH FINDINGS AND DISCUSSIONS

For this study, data gathered from focus group interviews after they finish with the intervention. These data suggest that as far as the online learning approach is concerned the student feedback varied from satisfied to not satisfied, for convenience. Feedback for the SST and SEDS students is first presented combined and any differences between the cohorts are then discussed. This section ends with summaries for both groups of students.

Table 1 shows the theme categories of the open-ended questionnaire and interview for students' perception of online learning. The themes clustered based on a question: Convenience of learning through online.

Table 1 : Themes in the open-ended questionnaire and interview of student perception of online learning

Generally	SST	SESD
i. Convenient and ease;		i. Enhanced communication
ii. Using online to search for information;		
iii. Not satisfied with the Internet coverage.		

Analysis of the open-ended questionnaire and interview data indicated that a majority of students felt



satisfied. However, there were minority of students who did not. The responses can be categorised into several main arguments: i. Convenient and ease; ii. Using online to search for information; and iii. Not satisfied with the Internet coverage.

i. *Convenient and ease*

A participant felt that this kind of learning has provided a useful method to learn and she even compared it to overseas styles of learning:

It is convenient for learners of modern physics because we just have to click to get any kind of information in the net at an instant. It is a suitable and appropriate way of learning for me because I like to learn independently and take all this as a challenge. It is useful to use e- learning like in overseas study method. (Student #15, SST, Female, questionnaire)

A member added that this approach gave them the ability to take charge of their own learning process: they can study the way they want, and at their leisure.

Overall I can say it is convenient. I am comfortable to study this way. I can study any way I want. I need no rush to go to class. Only the line in the hostel is sometime too bad. (Student #3, SESD, Female, questionnaire)

ii. *Using online to search for information*

A participant gave several advantages that she gets from online learning, from the technology to knowledge acquisition. This suggests that the online learning had upgraded her convenience and speed while learning modern physics:

This programme is fully conducted through Internet. For me, there is no problem because I always surf the Internet by using the WIFI facility. We always need to login into LMS and update the task given inside physics modern side. I feel this is very convenient because we can get the information and instruction given wherever and whenever we want. Besides that, the chat session which provided by LMS also give us a chance to discuss our solution without need attend any meetings. The submission through Internet also easier compare than need print out and send to the lecturer. In campus life which provided with WIFI facility, PBL is a convenient programme for me. (Student #13, SST, Female, questionnaire)

A participant also stressed that collaborative learning with group mates and facilitator contributed to her learning:

Knowledge will be gained via online learning as students can download a comprehensive note or receive any announcement or the information need from the instructor. Two-way interaction and discussion available among students with instructor so that some unclear information can be validated (Student #25, SESD, Female, questionnaire).

One student also commented that it is not necessary to gather in one place at the same time, since there were times that it was really hard for them to gather the team at the same time and place to discuss a matter:

Yes. I am more convenient using this kind of learning. We can talk to each other without holding a discussion in round table like a meeting. Just turn on the Internet and we can discuss it online. (Student #9, SESD, Female, questionnaire)

iii. *Not satisfied with the Internet coverage*

Again, the unsatisfied feeling of this approach arose from the technical aspects. The Internet access inside the university is sometimes bad as mentioned by some participants:

Not satisfied because of the coverage of campus (Student #14, SESD, Female, questionnaire).

Some SESD students felt they i. Enhanced their communication skills, by inquiring synchronously though the facilitator who was in another place made it easier for her, as stated by a participant:

iv. *Enhanced communication*

Enhance my communication with others. I can ask the questions to lecturer and answer me immediately via web site. Lecturer posted class assignments, directions to me and others, so no need to meet her/his at office. (Student #32, SESD, Female, questionnaire)

Apart from enhancing their communication skills, a participant also added that she enjoyed the idea of integrating learning activities with the ICT and not depending too much on the normal lecture class all the time:

It is convenient to learning via online learning cause we don't have to get busy in getting information and instruction from the lecture. Plus it is more interesting because we can integrate the use of ICT in learning. (Student #30, SESD, Female, questionnaire)

## IV. DISCUSSION AND CONCLUSION

Along with the development of modern communication technology, the Internet has also effectively influenced students' experiences in terms of conveniences, where students reported feeling really comfortable learning through the Internet and using computers. The massive amount of information available from the Internet played important role in developing their critical thinking, as they had to synthesise and analyse their results and consider carefully what they needed to report in their final findings. This is in line with work by Chan Lin and Chi Chan (2007) who report that students have to use divergent thinking when a variety of sources and information are accessible for analysing problems. Additionally, although most of the students



reported previous experience in using Internet Messenger, Facebook, Skype and so on, to chat with others, conversing on academic work was new to them. Students posted queries about technical issues, for example, the use of special fonts and symbols in science terms, writing formulae for physics such as  $H\psi = E\psi$  or  $E = mc^2$ . Students also first learned how to register, sign-in, and manage their own personal data electronically through the LMS.

In this paper, the main concern is to see the convenience of an online learning approach, and one of the concerns is the communication linkage between group members when they were apart (in space and time). Although they were not at the same place and time they still managed to have meetings (e.g., asynchronous meetings via a forum) to gather relevant information in the process for writing up the final findings. From this, they shared experiences of searching, investigating - in addition to gathering information and identifying diverse resources. Thus, advanced searching strategies were observed among students as they became more knowledgeable about a topic. Due to their familiarity with the topic, more relevant keywords were also used during the search for resources. This is in line with work by Gursul and Keser (2009) whose students working in a PBL environment were able to share their tasks and cooperate in the solution of problems using online learning compared using face-to-face learning.

Notwithstanding this, like many other online learning strategies, the use of the learning management system (LMS) and Internet for the study had some limitations. As noted above, some students complained about a poor Internet connection in some places within the campus making them more irritated when learning on-line. Though they have the facilities, the difficulty of getting reliable Internet access coverage suggests that the campus requires some improvement in this area, and needs to upgrade some facilities if the University is to see this new approach of learning as successful in the future. Finally, some students from the SEDS group said that it was very hard to visualize what they were talking about through online (i.e., synchronously), since they conversed in a very limited online chat room provided by the LMS.

With the advent of electronic learning technology, students are facing new challenges with respect to perceiving knowledge and setting new goals to manage today's global knowledge. In the Modern Physics course, an innovative approach using LMS and facilitated by the lecturer was implemented in order to enrich the online experience. Through the help from the online discussion forums and the help from group members and the facilitator, students shifted towards independent learning establishing more regular self-directed learning practices. They were also exposed to the virtual library and information science fields,

particularly in the modern physics domain by exploiting the advantages of information communication and technology (ICT). Thus in this paper the conveniences learning through online was being exposed and provide some descriptions to lecturers and curriculum providers that how physics' students and pre-service science teachers' acceptance learning through this approach in terms of convenience of learning through online.

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## Social-Economic Factor as a Determining Factor of Parameters of Use and Performance in A TLVE Applied to Anatomy Teaching

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*Summary - Introduction:* Inpreliminary studies, we have determined that there is a high adhesion and usefulness with the use of virtual spaces (TLVE) in Anatomy students as a teaching resource which is supplemental to practical assignments (PA) of the subject. The population on which studies have been conducted showed an important heterogeneity regarding the social-economic characteristics of participants.

*Purpose:* To assess the impact of the social-economic factor of students in the parameters of use, adhesion and performance in the virtual space, with specification of the teaching techniques used.

*Keyterms :* anatomy, teaching, social- economic factor, teaching and learning virtual space.

*GJHSS-G Classification : FOR Code: 930299p*



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# Social-Economic Factor as a Determining Factor of Parameters of use and Performance in a TLVE Applied to Anatomy Teaching

Algieri <sup>α</sup>, Rubén Daniel <sup>σ</sup>, Mazzoglio y Nabar <sup>ρ</sup>, Martín Javier Dogliotti <sup>ω</sup>, Claudia Gabriela<sup>¥</sup>, Gazzotti <sup>§</sup> & Andrea <sup>χ</sup>

**Summary- Introduction:** In preliminary studies, we have determined that there is a high adhesion and usefulness with the use of virtual spaces (TLVE) in Anatomy students as a teaching resource which is supplemental to practical assignments (PA) of the subject. The population on which studies have been conducted showed an important heterogeneity regarding the social-economic characteristics of participants.

**Purpose:** To assess the impact of the social-economic factor of students in the parameters of use, adhesion and performance in the virtual space, with specification of the teaching techniques used.

**Materials and Methods:** Observational, retrospective and transversal study on parameters of use and performance with a TLVE in a cohort of 309 students. Results have been divided by areas of the subject, statistical parameters have been applied (descriptive and inferential) and they were correlated with the above-referenced data of social-economic characteristics. The work complies with applicable ethical-legal regulations.

**Results:** The working hours of students were correlated with the use of the TLVE (number of inclusions/day  $r^2=0.75$  and week  $r^2=0.78$ ) and performance in clinical-surgical cases was proportional to the logging time ( $r^2=0.75$ ).

**Conclusions:** Working activity together with university studies and, specially, the time of weekly working activity, were determining factors in the performance obtained in the virtual space and in the parameters of use of the technological resource.

**Keywords:** anatomy, teaching, social-economic factor, teaching and learning virtual space.

## 1. INTRODUCTION

The social-economic heterogeneity of our university population causes the contents taught by teachers not to be homogeneously received and internalized by students, beyond the subjectivity of each student and his cognitive structure. Such heterogeneity is shown in several aspects that have an impact on students' quality of learning, such as whether they are near the university, the time of transport to such university, possibility of full access to bibliography for study, time, quality of hours and space for study and

understanding of the topics, among many other factors of the same importance.

Our Medicine School is located in the downtown of the capital city, with multiple means of transport for access (subway, buses) and it is free of charge. In order to pay for their studies, many students need to perform working activities, some of them for a few hours and days, but others have an important number of daily working hours, and this continuous solution to develop their university course of studies has an impact on the solidity of the significant learning that such students are able to develop.

Working activities which are simultaneous to the days students attend school cause attendance to academic classes to be reduced to another space in the student's timetable, with similarities to the experience of their working structures.

The physical space for attendance, learning, discussion on the topics learned and opening of new scenarios for search of other information or reflection in an environment of social exchange among peers or with tutors in person is diluted.

In addition to this social and economic context that characterizes most of our students, the social impact of the Web in the late 90's has transformed the connection means and the way of access to information by students<sup>6,10,12</sup>. In addition to accessibility to the information, information and communication technologies (ICT) provide multiple tools and possibilities to manipulate and produce information that have had an impact on education and teaching strategies, and teaching and learning environments (TLVE) have been generated<sup>8,9,13</sup>. In preliminary studies conducted by our research group of the Teaching and Educational Sciences Laboratory, we have found that there is a high adhesion and usefulness with the use of TLVEs in Anatomy students was a teaching resource which is supplemental to practical assignments (PA) of the subject and with special characteristics regarding the different rotations of such subject. However, we have found some indicators that the use, usefulness and performance in the TLVE might be related to social-economic characteristics of receptors.

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## II. PURPOSE

The purpose of this research work has been to evaluate the impact of the social-economic factor of undergraduate university students on the parameters of use, subjective adhesion, management of contents and performance in the virtual space, with specification of the teaching strategies implemented in the activities used.

## III. MATERIALS AND METHODS

An observational, retrospective and transversal study was performed on the implementation of a TLVE designed with the platform Moodle® that was implemented as an instructional resource which is supplemental to practical assignments with cadaveric materials and to theoretical classes taught by teachers of the Chair.

The impact of the working factor has been studied, as the most important social-economic factor in this group, which, due to its intrinsic characteristics, might have an influence on the use, subjective adherence, management of contents of the virtual space, and also directly on the performance obtained in the activities of the virtual space as well as the results of the programmatic test of the subject.

The parameters of use analyzed were related to characteristics of quantity, time and moment of inclusion or logging, as well as technological means and way of access to the TLVE. In the case of management of contents, both administrative and academic, the focus was placed on characteristics of the teaching-learning process, and the average of times that activities were performed, the necessary times to pass them, the percentage of times (attempts) passed and failed and the percentage of students that repeatedly failed 2 or more times the same activity was analyzed.

Subjective adherence has been assessed according to the satisfaction of users with inter-space communication and qualitative analysis of materials and their teaching strategies. Finally, the performance obtained in the TLVE has been analyzed according to the number and type of passed activities (specifying the number that have been passed with the optimum score or 100%) and failed.

The population of users was formed by 309 students from 3 divisions of year 2012 pertaining to the study of Anatomy of the 3<sup>rd</sup> Anatomy Chair of the Medicine School of the University of Buenos Aires who fully performed all the above-mentioned activities in their different formats. Those students who had not performed all the activities (due to the fact that they had lost their condition of attending students or to failure to adhere to this teaching resource) were excluded from this research. Population characteristics of the sample are shown in Table I.

The results have been submitted to tests of descriptive statistic (average, minimum, maximum) and inferential (correlation  $r$  and  $r^2$ ) and figures were performed by means of the use of Microsoft Excel® 2007 for Windows. This research work has been performed in accordance with applicable ethical guidelines and norms (requirements of Good Clinical Practices -GCP-, regulatory provisions and adherence to ethical principles arising from the Declaration of Helsinki).

## IV. RESULTS

In the assessed parameters of use, 48.77% of students who performed working activities had 4-5 times a week loggings in the virtual space, average of weekly loggings higher than the one recorded for students without working activities (3 times/week). When the number of loggings per day was assessed, in the group with working activities it was recorded that 48.77% did so 2-3 times a day on average; in the other group, prevalence was lower (1 time/day or less). The time of logging in the virtual space, in such students with working activities, it was found that it was done between 24 and 72 hours after the pertinent PA; the group without working activities recorded nearer loggings (the same day of the PA and up to 24 hours later). [Figure1]. The average time of stay logged was significantly shorter in students with working activities (20-40 minutes); the time of higher frequency of loggings in those students with working activities was at night and early morning (33.99%; 28.08%) with prevalence of loggings during weekdays followed by weekends (38.42%; 36.45%); in the group without working activities it was unspecific, and the time of logging was very heterogeneous [Fig. 2]. The type of connectivity prevailing in the virtual space in the group of students with working activities was both mobile as non-mobile (55.67%) in contrast with most of the students in the other group that referred non-mobile connection (41.51%) and associated with the place and instrument for logging. Connection from public access and working space from desktop computers was highlighted in the group with working activities [Fig. 3].

All the parameters of subjective adherence to the virtual space had a positive response of satisfaction higher than 70%. Some parameters were recorded with significant differences among groups: the usefulness of the teacher-student exchange by virtual means was 20.95% lower in students with working activities, as well as correlations and images cases for a better management of the cadaveric preparation was 24.67% and 16.36% lower in this group with working activities [Fig. 4]. This group showed 15.11% more acceptance than exercises and attached materials were useful to complete rotation PA [Fig. 5].

Regarding management of the contents, we have determined that the group with working activities had a higher number of performances of activities and a higher number of times used for passing activities, this difference was higher in the case of clinical-surgical activities [Fig. 6]. This group with working activities had, on average, a lower number of attempts passed, but a higher percentage of students who repeatedly failed 2 or more times the same activity [Fig. 7]. In both groups, it was found that clinical-surgical cases had higher percentages of failed attempts with a higher number of students who failed 2 or more times the same activities.

When performance in activities of the virtual space was assessed, we found that the group with working activities had a lower percentage of passed PA and PA passed with 100% correct answers compared to the group without working activities. We highlight that clinical-surgical cases had a higher percentage of fails in the group with working activities, whereas in the group without working activities, clinical-image cases did so [Fig. 8]. The group of students with working activities recorded a higher percentage of failed PA, but it was highlighted that the percentage of approved assignments with 100% of correct answers was equivalent in both groups [Fig. 9].

By correlation figure, we have found that working hours were proportional to the use of TLVE with respect to the number per week ( $r^2=0.78$ ) and per day ( $r^2=0.75$ ) of loggings [Fig. 10]; the average time of stay logged in was directly proportional to the result obtained in the activities of clinical-surgical cases in the group with working activities ( $r^2=0.75$ ) [Fig. 11]. The number of working hours per week of students was inversely proportional to the number of students with 2 or more fails in the same activity [Fig. 12].

## V. DISCUSSION

Currently, medical sciences schools are facing a changing social context where the scientific and technological development, the speed at which new knowledge is generated, globalization of such knowledge, as well as the fast caducity and replacement by new knowledge have characterized the latest 20 years. Information and communication technologies have been included and positioned as a teaching resource at all levels of the teaching of medicine, becoming adapted to curricular requirements and objectives of teachers due to the multiple (maybe infinite) tools they provide<sup>6,8,9,10</sup>. Furthermore, the profile and the characteristics of students have also changed, demanding teachers to be dynamic in their teaching strategies with the focus on achieving their goals as efficiently as possible<sup>7,13,15,19</sup>.

In previous researches, we have determined the high adhesion of students to the use of TLVE as an instructional resource supplemental to the teaching and

learning process of the Human Anatomy subject at the university level for the Medicine course of studies. This high adhesion was kept in the 3 areas forming the subject (motor, splanchnology and neuro-anatomy)<sup>1,3,17</sup> and it had an impact on subjective adhesion by students to the subject by means of the sustained use of the technological resource. We have found benefits related with the time of study of the subject<sup>11</sup>, as well as different performances related with teaching strategies of activities<sup>4,16</sup> and of the topographic area to which they belonged<sup>2,5,17</sup>. Such specificities that associated performance with teaching strategies and topographic areas have been interpreted with an origin in the intrinsic factor of the study purpose (approaching the study of the relationships of the kidney is different from the study of brain association fibers, as well as studying the biomechanics of a joint is very different from studying the anatomic relationships of the trachea by means of magnetic resonance images). These differences are investigated by our work team for the purpose of developing activities based on efficient teaching strategies in accordance with the study topic, evaluating the impact on the cognitive structure of receptors and its impact on learning and performance. As at this date, the advantages obtained by means of the use of virtual spaces as a teaching resource or the abilities that they generate in university students have not been consistently assessed, despite the fact that there are theories based on hypotheses of cognitive neuroscience applied to learning.

Students with working activities have had particular characteristics regarding study styles. In 2011, we found a higher consumption of psychoactive substances in this group (also in students who were re-taking the subject) for the purpose of increasing studying hours, a conduct aimed at compensating the demands for time that are reduced in this group, but which leads to important consequences for the health and type of learning<sup>14</sup>. In a study published in 2012, we described how working students used mobile TLVE (mTLVE) with more prevalence and recorded more loggings and logging time in the system<sup>18</sup>, facts that we ratify in this research and which might also be related to the demand of time of study, which is not generated in an enriched environment for it. The prevalence of students with working activities has a sustained increase at our School and, although the special characteristics of this group are various, the current social reality obliges us teachers to design ways of access and communication of the information which generate factors for learning and the generation of abilities in students, whether by a direct means or by an alternative means, without wasting these spaces, which are also exchange and learning places.

## VI. CONCLUSIONS

In the analyzed cohort of university students, those with working activities shown specificities in the parameters of use, adherence and performance that were associated with the teaching strategy of the activities and the number of working hours. It is necessary to increase the size of the sample and it is also necessary for teachers to design activities focused on this group, in accordance with the social-economic reality and the dynamical characteristics of the undergraduate university population.

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## TABLES AND FIGURES

Table 1: Population characteristics of the sample.

Sex	Male	31.07%
	Female	68.93%
Age	18-24	85.44%
	25-30	12.62%
	> 30	1.94%
Timetables in which he/she attends school	Morning Shift	36.25%
	Afternoon Shift	33.33%
	Evening Shift	30.42%
Working	Yes	65.70%
	No	34.30%
Number of weekly working days	1 day/week	22.17%
	2 and 3 days/week	34.97%
	4 or more days/week	42.86%
Weekly working hours	between 12 and 24 hs/week	44.98%
	between 25 and 30 hs/week	35.60%
	between 30 and 40 hs/week	13.59%
	> 40 hs/week	5.83%
As a student, does he/she have any previous experience in the use of e-learning?	Yes	7.44%
	No	93.85%

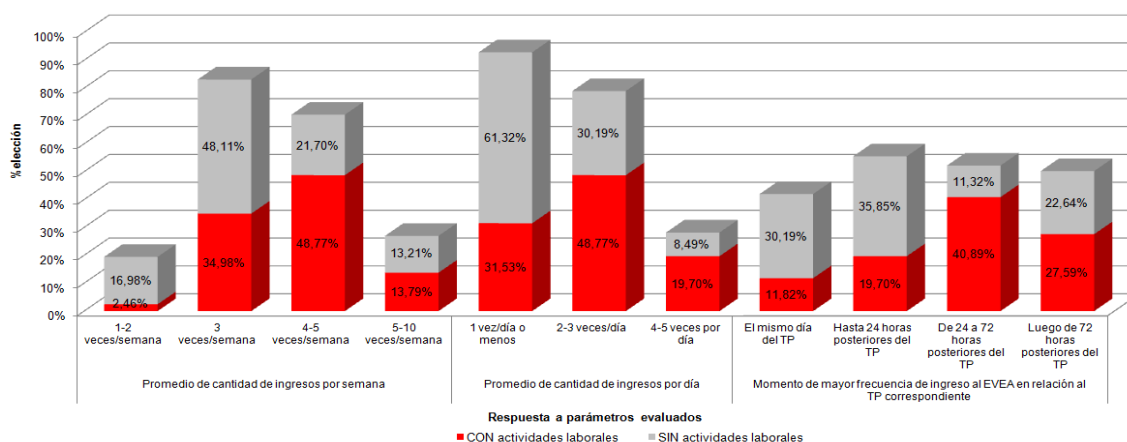


Figure 2: Percentage of responses to 3 parameters assessed on data of use of the TLVE in accordance with the area of the subject.

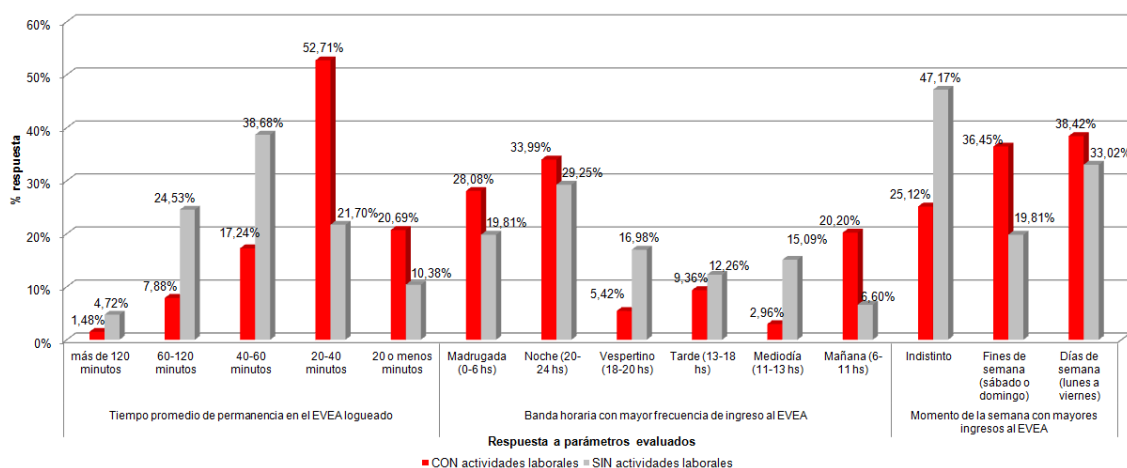


Figure 3: Percentage of responses to 3 parameters assessed on temporary data of use of the TLVE according to the area of the subject.

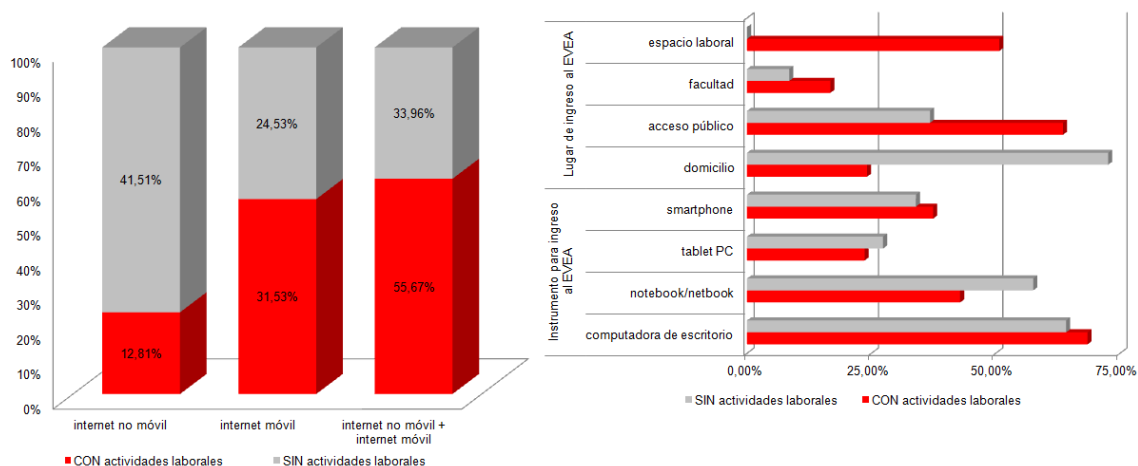


Figure 3: Media for connection with specification of the instrument used and physical place of logging.

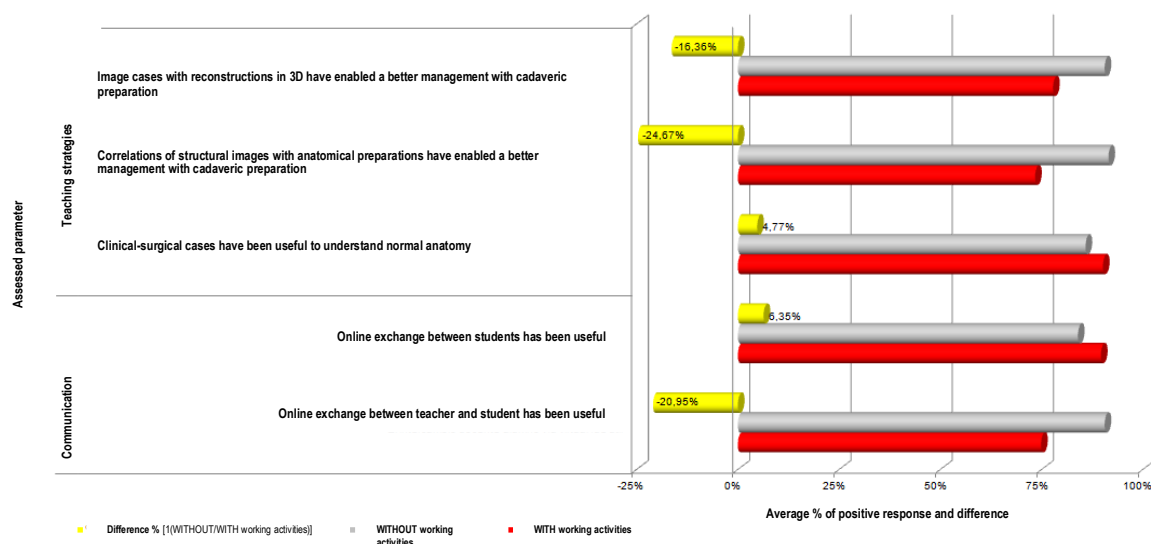


Figure 4: Percentage of responses on subjective adherence of students with 2 communication parameters and 3 related with teaching strategies and their percentage deference.

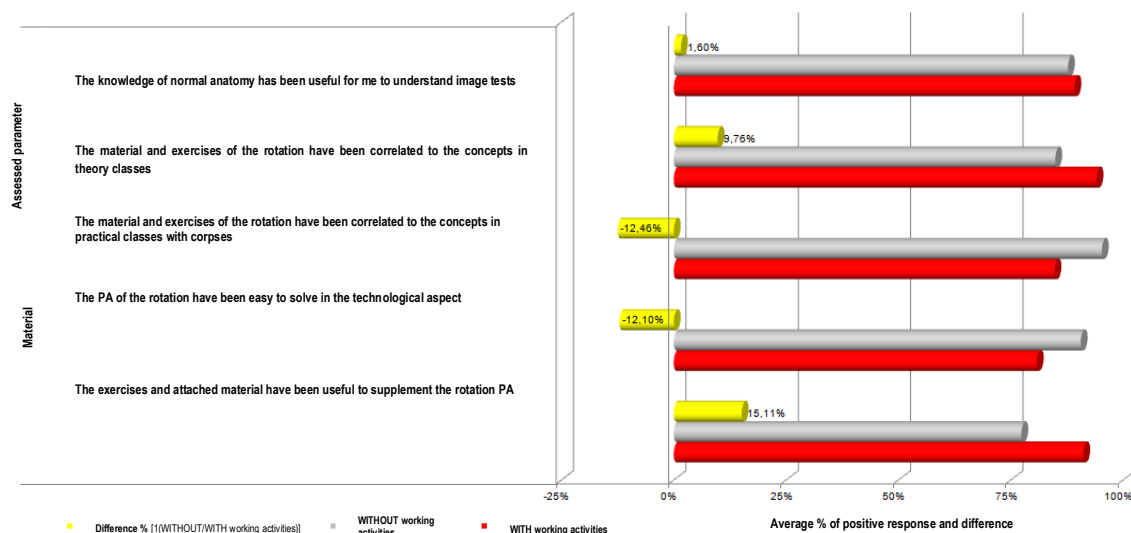


Figure 5: Percentage of responses on subjective adherence of students with 5 parameters on materials and their percentage deference.



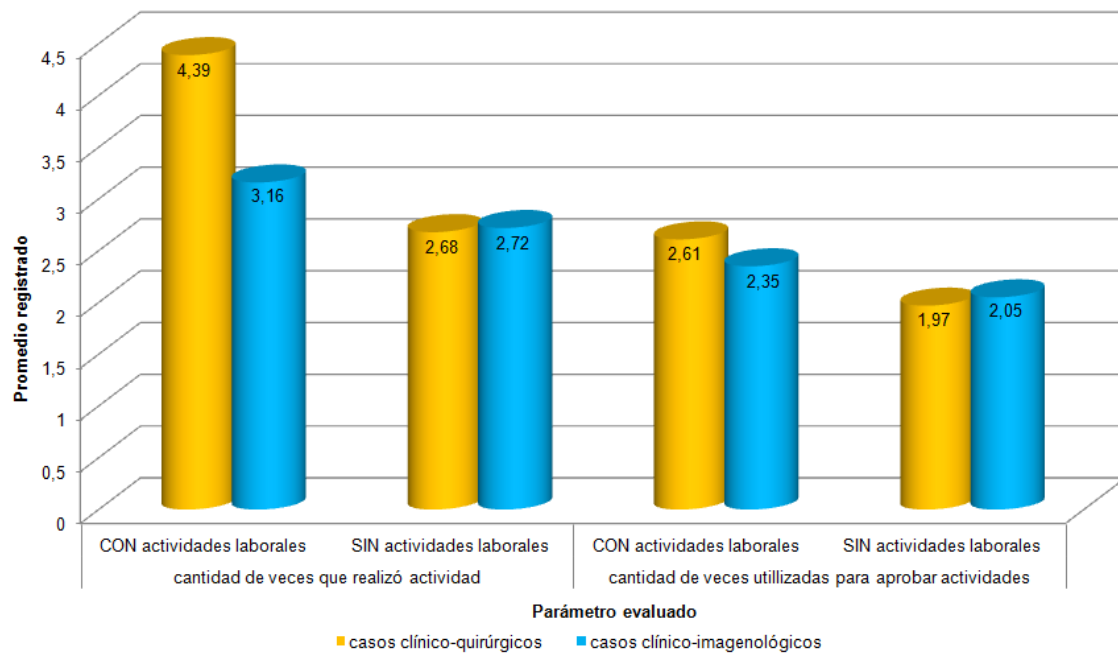


Figure 6 : Average of times used for performance of activities in the TLVE according to their teaching strategy.

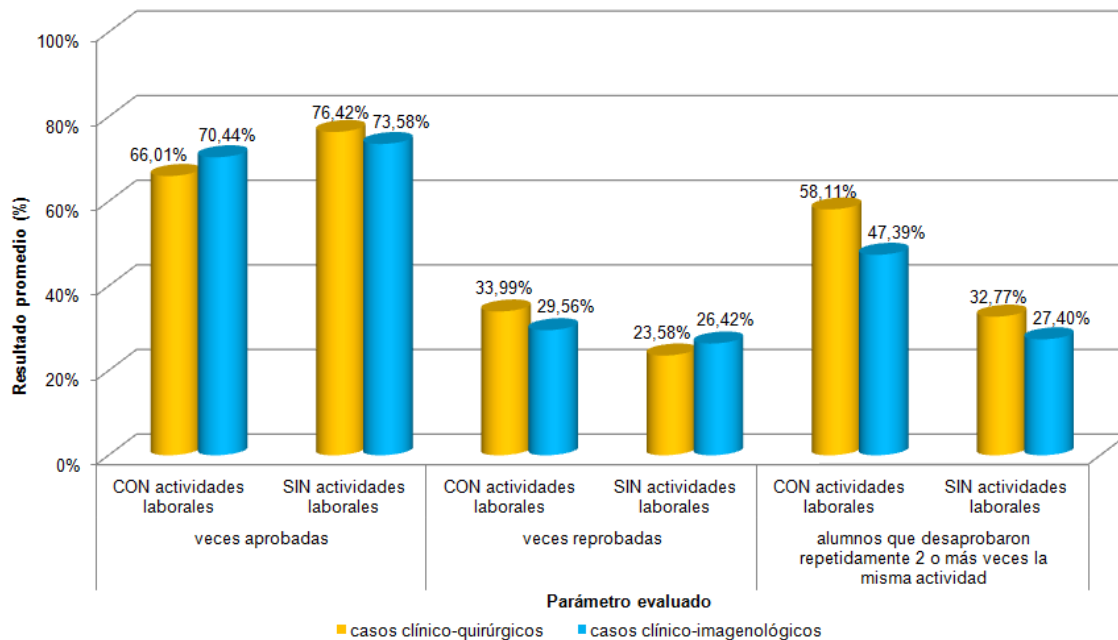


Figure 7 : Average of attempts used and their results in TLVE activities according to their teaching strategies.

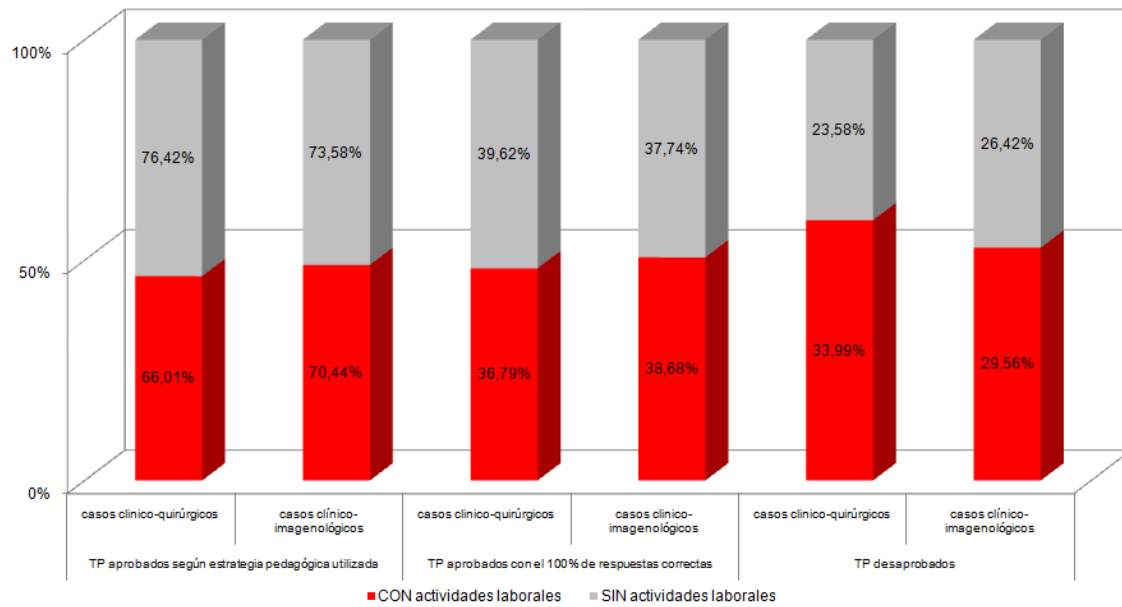


Figure 8 : Performance in Clinical anatomy activities according to the teaching strategy and students' working activity.

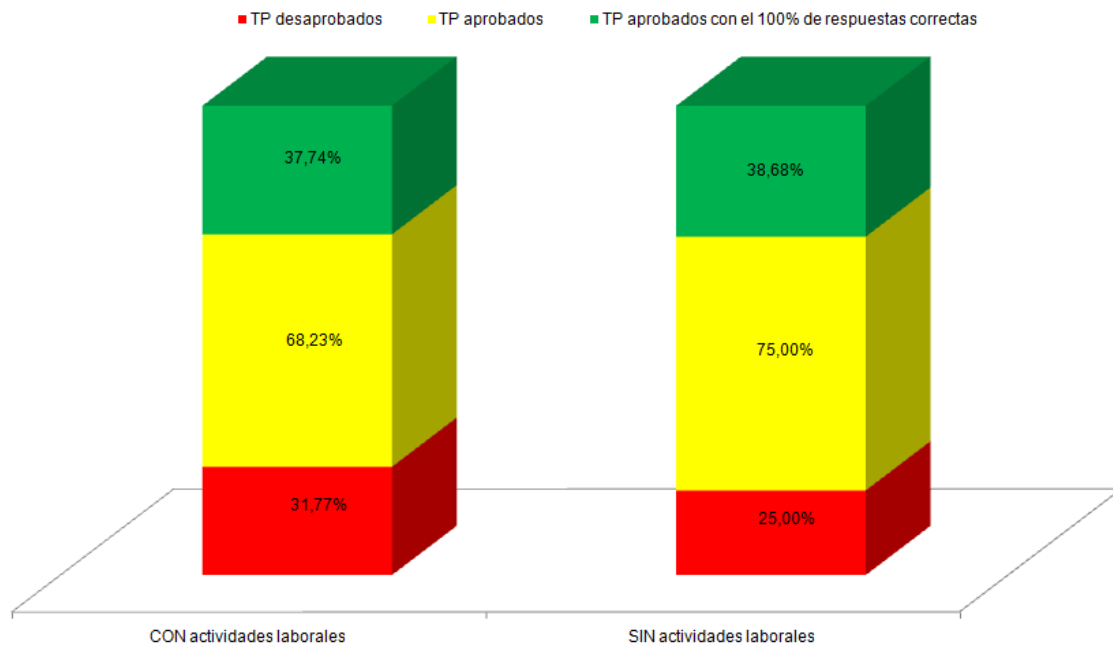


Figure 9 : Students' performance in clinical anatomy exercises according to their working situation.

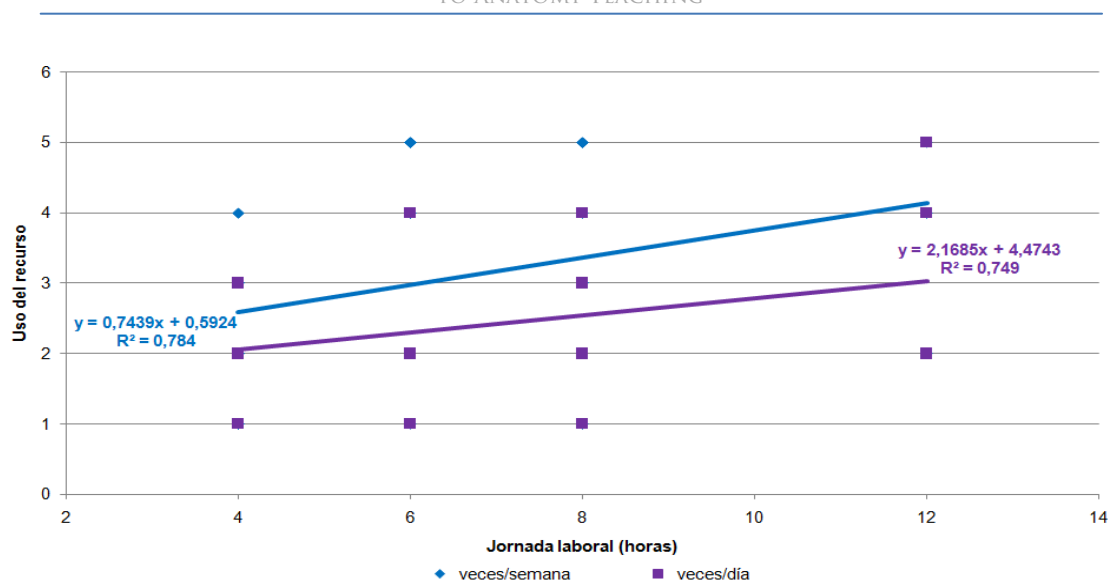


Figure 10: Correlation between working hours and parameters of use of the teaching resource.

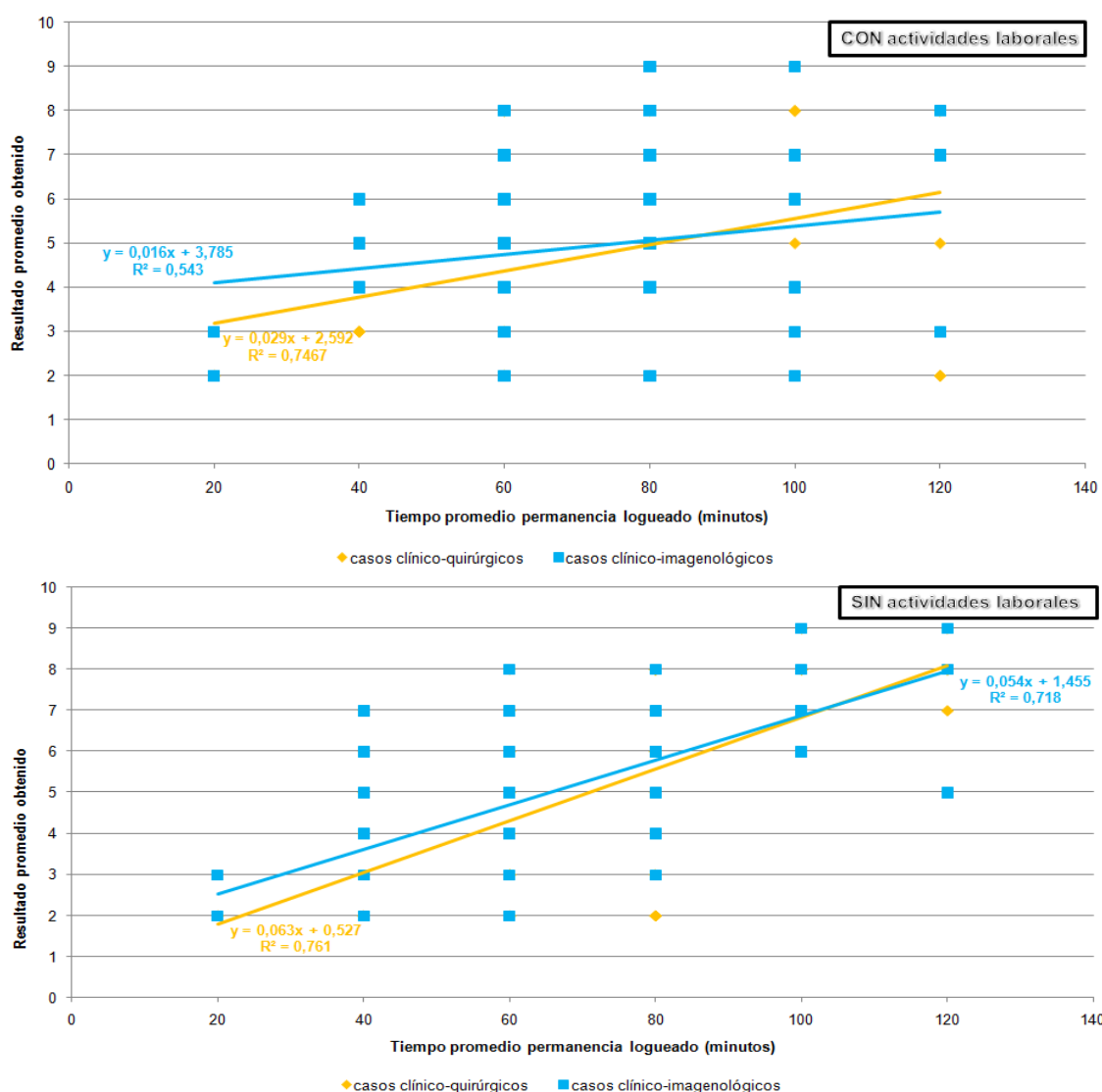


Figure 11: Correlation between the average time of stay logged and the average result obtained in activities according to their teaching strategy in both groups

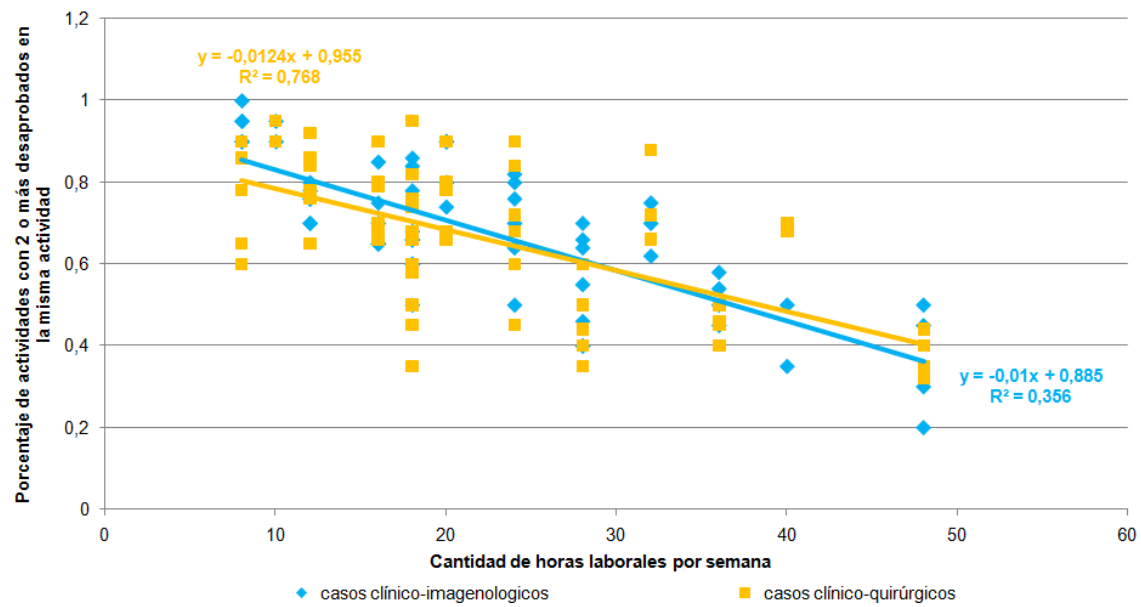


Figure 12 : Correlation between the number of weekly working hours and the number of record of 2 or more fails in the same activity according to their teaching strategy.



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By Dr. Tabitha Wang'eri & Lumumba Wilfred Okello

*Kenyatta University, Kenya*

**Abstract-** The intention of this study was to establish the work related factors that contribute to stress and burn out among primary school teachers in Kasarani. To achieve this, the study sought to investigate the role played by overload in terms of lessons taught per week and class size. The study also explored whether school type (public or private) had any relationship with work stress. In addition the study sought to establish were years of teaching experience, gender and their relationship with work stress. Data were collected from 120 teachers through a paper based questionnaire. Majority of teacher reported work overload (50.83%) against 43.33% who reported mild overload while only 5.84% reported no overload.

**Keywords:** *work stress, class size, role overload, burn out, primary school teacher.*

**GJHSS-G Classification :** *FOR Code: 930599p*



*Strictly as per the compliance and regulations of:*



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# Role Overload, Teacher-Pupil-Ratio, School Type, Years of Teaching Experience, Gender and Burn out as Factors Related to Work Stress Among Primary School Teachers in Kasarani Division, Nairobi County, Kenya

Dr. Tabitha Wang'eri <sup>α</sup> & Lumumba Wilfred Okello <sup>ο</sup>

**Abstract-** The intention of this study was to establish the work related factors that contribute to stress and burn out among primary school teachers in Kasarani. To achieve this, the study sought to investigate the role played by overload in terms of lessons taught per week and class size. The study also explored whether school type (public or private) had any relationship with work stress. In addition the study sought to establish were years of teaching experience, gender and their relationship with work stress. Data were collected from 120 teachers through a paper based questionnaire. Majority of teacher reported work overload (50.83%) against 43.33% who reported mild overload while only 5.84% reported no overload. With regard to burn out, a high percentage of teachers 61.67 reported to have experienced burn out while 35.00% reported mild burn out and only 3.33% reported no burn out. Analysis of variance revealed statistical significance between role overload and burn out. The findings further revealed that teachers in public schools experienced higher work stress than their counterparts in the private secondary schools. Neither length of service nor gender was found to contribute to work stress. The study recommended that the ministry of education structures the teachers' job to make it more manageable by reducing class size and work load. This can be achieved though building additional classrooms and employing more teachers. The school administration should ensure put structures that give teachers support like employing teacher assistants to do a lot of the clerical work that teachers do. In addition the study recommended that teachers be trained how to cope with work related stress through application of time management skills, efficient communication of their needs and feelings. Lastly, the study recommended that teachers should be encouraged to seek for support from school administration and family.

**Keywords:** work stress, class size, role overload, burn out, primary school teacher.

## I. BACKGROUND TO THE STUDY

The fact that work stress affects people in virtually all occupations, whether they are considered blue collar or white collar has been acknowledged by many studies for example (Macdonald, 2003);

(Mc Cormic, 2003). Although work stress is a phenomenon affecting not only a few individuals but a world-wide phenomenon as (Cox et al., 2007) avers, Idris (2010) is specifically concerned about teacher stress because of the many negative effects it has on many people. In concurrence with these sentiments, Williams et al., (2004) argue that work stress and burn out are related to negative effects on mental and physical health of the affected workers. Teachers experiencing work stress are more likely than their non-stressed colleagues to suffer job dissatisfaction, lowered productivity, absenteeism, lowered emotional and physical health and turnover. When the teachers suffer from work stress the pupils they teach are affected negatively as they may not have pleasant experiences with teachers and they may not pass important examinations and thus their future prospects are compromised Ngeno (2007); Kitenga (2009). According to (Bachkirova, 2005) it is desirable to reduce the negative effects stress has on teachers and as such he sees a need to pay more attention to the ever growing pandemic of teacher stress.

Conditions known to cause work stress for teachers the world over are overcrowded class rooms that stretch the pupil-teacher ratio, work load in terms of lessons per week, preparations, setting and marking examinations and preparing reports all conditions identified by Hakanen (2006) as responsible for teachers vulnerability to stress. In addition to these, teachers have to manage classrooms, work with colleagues, school administration the children's parents and over and above all these manage their personal lives a fact acknowledged by (Kitenga (2009). In Kenya, teachers work stress is compounded by developments like the implementation of the Free Primary Education (FPE) whose implementation started from January 2008 and continued to date that saw primary school enrollment rise to unprecedented levels thus placing a serious strain on all education related resources. One major aspect of the teachers' job affected by these changes is the teacher-pupil ratio which has in many cases

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exceeded the 1:40 prescribed by UNESCO (1990, 2000) by far. Consequently, education planners have had to contend with the human resource deficit, and more so in public primary schools. Inevitably, this translates into work stress among the classroom teachers as well as the teachers heading the schools with the former having increased work load, whereas the latter experience an even heavier administrative burden all ingredients of work stress and burn out among the affected teachers. Concurring with these sentiments other factors associated with teacher stress have been identified by Ngeno (2007) and Kitenga (2009) as poor remuneration, heavy work load which leads to burn out as well as lack of promotion opportunities. These are factors that complicate the situation as they may lead to poor morale among the already overstretched teachers.

Role overload conceptualized as an incompatibility between work demands and the time available to fulfill those demands has been identified as a major cause of work stress among teachers. According to Hepburn and Brown (2001) teacher work overload is related to paper work, time budgets, and excessive deadlines. They also acknowledge that the teaching profession has become increasingly stressful as teachers have to meet many almost impossible deadlines and many responsibilities not to mention the excessive amount of time they spend on work related tasks. Many a time teachers have to take school work home often, teach more classes of different level per week and are heavily involved in extra- curriculum activities weekly. These are further identified by Hepburn and Brown (2001) as important factors in increasing teacher work load. All these responsibilities may compromise teachers' ability to make sound decisions as well as their concentration both related to inability to rest enough to be ready to work efficiently the next day. In examining the role stress-outcome relationship, research suggests the importance of taking into consideration the work orientations of individuals as possible moderators of the role stress-outcome relationship. The view expressed by Indris (2010) and further confirmed by (Schultz et al., 2010) was that teacher stress is caused by role ambiguity, role conflict, and role overload.

In Kenya schools are categorized as public or private depending on who runs them. The government run primary schools are called public schools and are open for all Kenyan children who have attained six years of age or above. The Teacher Service Commission is a government body that hires the teachers and sees to their remuneration, promotions, discipline issues and termination of service of errant teachers. The public schools according to Uwezo report (2012) are likely to have overcrowded classrooms particularly in urban or peri-urban locations. The pay primary school teachers get from the TSC may not be as attractive as that paid to their counterparts in some private primary schools.

Private schools on the other hand are run by private proprietors who may be members of the public or religious organizations. These schools may not have overcrowded classrooms and due to the close monitoring of the private owners and the better pay and also the selected nature of the pupils the working conditions may be better than in the public schools. Consequently, the different conditions under which the teachers work, whether in private or public schools, may lead to different outcomes in relation to teacher work related stress. According to (Bilimlere, 2011) teachers working in friendlier environments than the private schools may provide may enjoy more structured work environments and higher pay which would translate to less work stress. On the contrary, teachers in public primary schools and who have heavy work load, less structured working environment and less attractive pay may experience higher levels of stress than their counterparts in the private schools.

The above notwithstanding, other factors further contributing to stress among teachers have been identified as the teachers' age and work experience. Teaching like many other professions is a complex art that requires certain innate potentialities, scholarship and skills that require years to develop and perfect. The beginning teacher has a lot to master in terms of scholarship in the subject areas as well as pedagogical skills to teach it. For effective execution of their duties, teachers have to acquire class control and the delicate relationships with colleagues, school administrations and parents. Thus, younger teachers and those with few years of teaching experience may be expected to suffer more work related stress than their older and more experienced counterparts. Research findings by Balakrishnamurthy and Shankar (2009) concur that there is a relationship between age and level of experience and stress. Their research also revealed that younger workers aged 27-37 years suffer more work related stress than their older counterparts. In addition, their research also established that older workers, those with 21-30 years of work experience reported lower stress levels than their counterparts with fewer years of work experience. The plausible explanation for this is that the older and more experienced workers have the benefit of professional experiences and they have learned the coping mechanisms that their less experienced counterparts have not. Within the teaching profession Pei and Guoli (2008) research found overall stress to be higher among teachers with five or fewer years of experience than among their counterparts with eleven to fifteen years of service or teachers with more than twenty-five years of service.

The question of who among men and women experience more stress is complicated and does not have a single answer. However, working women are expected to experience more stress than their male counterparts because of the double roles they may play

as workers and homemakers a fact acknowledged by Gyllensten et al., 2005 who say that women suffer from work stress more than men. They aver that women's women-multiple roles, lack of career progression, discrimination and stereotyping are responsible for their work stress. In concurrence with these views Rivera-Torres (2013) adds that men and women experience job stress differently with men being stressed by the sheer amount of work to be done and women experiencing stress due to emotional and intellectual aspects of the job. In addition to these, Cochiara et al., (2009) found out that social support at work and the coping response behavioral disengagement and suppression of competing activities predicted job stress independently of age, gender, class size, occupational grade and negative affectivity. High job stress was associated with low social support at work and greater use of coping by disengagement and suppression of coping strategies. More over Ozan (2010) revealed that female teachers experience more emotional exhaustion than their male counterparts and they also experience more professional disappointment than males.

Teachers who are bombarded with work such as engaged in lesson preparations and delivery, grading, filling out report forms, dealing with pupil discipline day in day out may not have time to relax or even take care of their personal needs. Moreover they may not have time to interact with significant other people in their lives like spouses and children. These conditions may easily lead to chronic stress with the consequence of burn out. Teacher Burnout is a type of chronic response to the cumulative impact of work stress which according to Ng' Eno (2007) has a negative impact on the teachers themselves, and on the pupils they teach. Agreeing with these sentiments Amimo (2012) averred that workers experiencing burnout feel lethargic and they also lose the motivation or incentive to engage in work related tasks. In addition they find work not only demanding but frustrating as well. Consequently, teachers experiencing burn out have more trouble coping with the challenges of the job than their counterparts as they are unable to provide quality teaching.

## II. STATEMENT OF THE PROBLEM

Worker stress has been a subject of research interest due to the negative effects it has on the individual worker, the people around him or her and the employing organizations. At a personal level a worker experiencing stress is most likely to suffer both physical and psychological symptoms that have a negative effect on production. The teaching profession has not escaped from this and it is in this regard that there has been agreement among researchers that teaching can be a very stressful occupation. Indeed researchers seem to concur that teacher stress appears to have

increased in recent decades according to (Kyriacou, 2001 and Munt, 2004). According to Gelvin (2007), teacher stress is a response syndrome of the negative affects resulting from aspects of a teacher's job. The teacher experiencing work stress may have the perception that the demands of the work constitute a threat to self-esteem causing him or her to employ coping mechanisms to reduce the perceived threat. Consequently, a teacher who experiences work related stress may be physically tired and lethargic, may have difficulties sleeping and may also use substances like smoking cigarettes, excess alcohol consumption as well as abuse of other substances all of which compromise health and work effectiveness. The employing organization may suffer as the teacher may engage in voluntary absenteeism, tardy work and either voluntary or involuntary turn over. It has been widely acknowledged that the stress of teaching as an occupation is widespread and cross-cultural. As observed by Hospital and Gregory (2009), teachers today face high stress which can compromise their well-being, longevity in the profession, and the quality of their interactions with students a situation that may be true even in the Kenyan situation. Consequently, high turnover has been observed and many teachers who remained on their jobs freely admitted their dissatisfactions and rated their jobs as very stressful (Thomas, Clarke & Lavery, 2003). The wider implications of work stress for teachers are that it translates to negative outcomes for learners who may not perform well in examinations that determine their opportunities in life. Additionally, Wangai (1995) posits that teachers in Kenya are so demoralized, despised, frustrated and ridiculed that 30-40 per cent of them do not enjoy optimum health, while 45 per cent suffer from work stress. For these reasons the conditions that cause teachers work stress should always be investigated and ways and means of alleviating the stress addressed so as to improve the working conditions for teachers. To this end therefore, this study set to investigate teachers' perceptions of how the following variables relate to their experience of work stress: Teacher-pupil ratio, role overload, school type, years of teaching experience and gender.

### a) *The objective of the study*

The major objective of this study was to identify work related factors that lead to stress among primary school teachers with regard to workload, teacher-pupil ratio, gender, school type, and length of service and burn out. The study was conducted in Kasarani Division of Nairobi County, Kenya

### b) *Theoretical framework* *Jenkins' model of stress (1980)*

The study has been informed by Jenkins (1980) model of stress that explains the characteristics of the

stress reaction among human beings. Jenkins borrowed his ideas from Selye (1976) on stress with its three phases namely, the alarm, resistance and exhaustion. According to Jenkins, the alarm stage is characterized by acute anxiety and fear if the stressor is a threat and by grief and depressive mood if the stressor is a loss. Many of these alarm reactions are self-correcting if the duration of the stress is brief. If the stimulus condition evoking an alarm reaction continues, the individual develops the next pattern which is resistance. The resistance stage is characterized by the activation in which the person engages in behaviors meant to solve the problem called coping. If an individual's defensive and problem-solving behaviors are adequate and the

person is able to diminish the stress being experienced there are no negative effects experienced. On the other hand, if the defensive and coping strategies of an individual are overwhelmed by the strength of stimuli, their duration, or repeated occurrence, a pathological end-state with both mental and physical chronic disorders are likely to develop.

This theory to human beings experiencing stressful situations and may apply to the stress the primary school teachers in the following ways: A teacher who is overwhelmed by stressful working conditions will go through the same states of alarm, resistance and exhaustion that compromises well-being as well as the outcomes of teaching.

### c) Conceptual framework

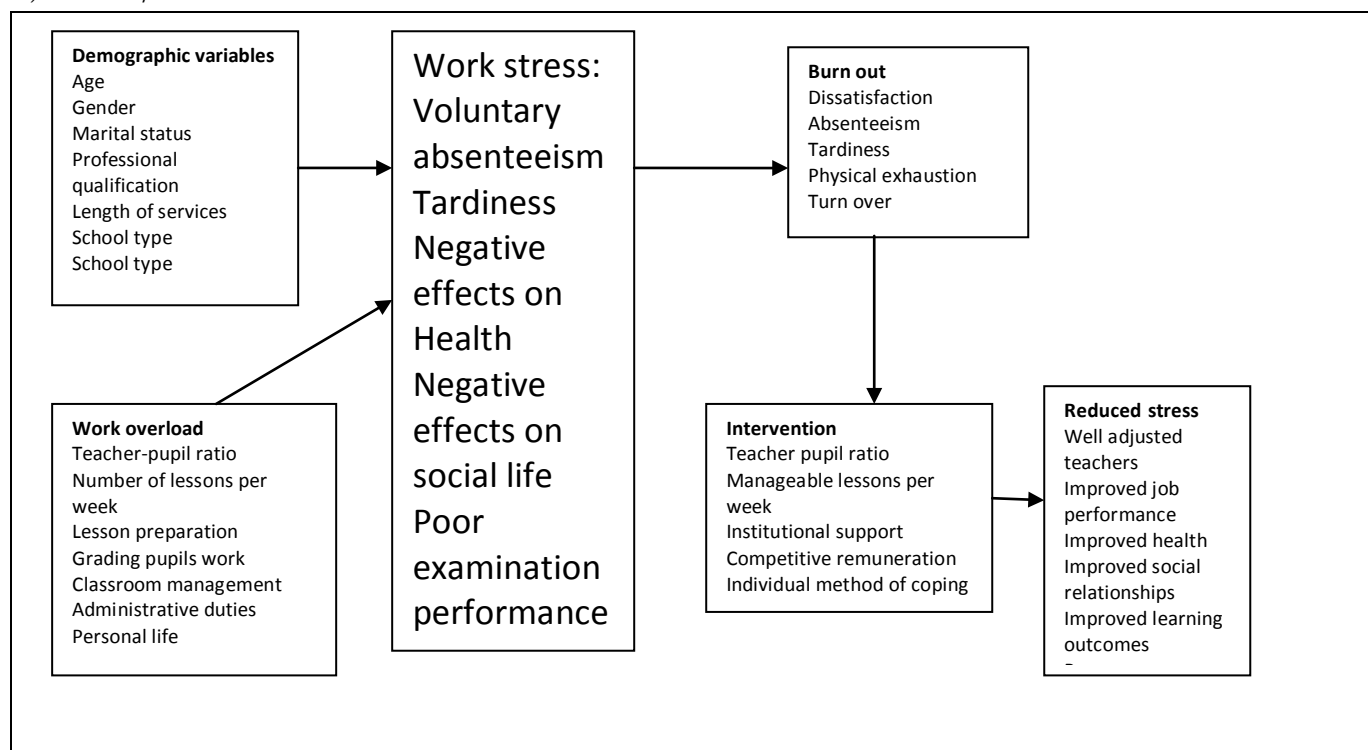


Figure 1 : Variables related to teacher work stress and problem remediation

The conceptual framework of the study presents the interrelatedness of the study variables and teacher stress. The demographic variables such as age, gender, marital status, professional training and years of teaching experience interact with work overload measured by lessons taught per week and teacher-pupil ratio among other teacher duties like grading pupils work, lesson preparation, class control, administrative duties and the teachers personal life and play with to various demographic variables are related to teacher work stress. Teachers stress is associated with such negative outcomes as voluntary absenteeism, tardiness in performance of job tasks, negative effects on both the teachers' health and social life. Teacher work stress is the major cause of burn out, dissatisfaction with work life and it has also been related with health problems and

turn over. Because of the negative effects on both the teacher and the pupils intervention measures need to be put in place to improve the teachers' lot. The conceptual framework points at the need to improve teacher-pupil ratio, put in place institutional and family support as well as individual methods of coping all geared to improving physical and psychological conditions of work.

### III. STUDY METHODOLOGY

The study adopted a descriptive survey design to investigate. The research was conducted in Kasarani Division of Nairobi County which has a cosmopolitan nature and may represent a microcosm of many schools in the country. Stratified random sampling was used to select three private and three public schools out of the 129 schools in the region. One hundred and twenty



teachers were selected through random sampling among them were 37 males and 83 females while 62 of them were from public schools and 58 from private schools. Data were collected through a paper based questionnaire administered by the researchers after observation of the necessary protocols. The questionnaires contained a section for demographic information, items for work overload, and burn out inventory. The demographic information relevant to the study was age, gender, professional training and duration of service. The role overload questionnaire was a 3-point likert scale meant to capture the perception of the teachers with regard to role overload. The Burn out Inventory contained a 3-point likert scale with items investigating if the teachers experienced burn out. Descriptive statistics were used to describe the demographic variables of the study while one way analysis of variance was used to analyze the role overload scores and burnout inventory scores. ANOVA was also used to establish the relationship between role overload and burn out, school type and burn out and length of service and burn out. In addition ANOVA was also used to establish gender and burn out and finally inter-correlations.

#### IV. STUDY FINDINGS

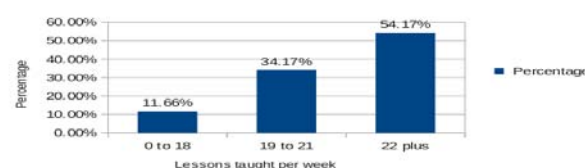
##### a) Demographic variables of the study

The demographic variable investigated were age, gender, marital status, and professional qualification, length of service and school type. The finding revealed that majority of the teachers (56.66%) were over 41 years old while 26.67% were aged between 31 and 40 years and a small percentage (16.67) were 30 years old and below. With regard to gender the findings revealed that the female were the majority 67.17% against their male counterparts who were 30.83%. The majority of the teachers (66.52%) were married and only a few of them (12.50%) were single and negligible percentages were divorced (below 1%), widowed (4%). Another demographic variable investigate among study respondents was professional qualification. The findings revealed that majority of the teachers 45% were certificate holders while diploma holders were 17% and teachers with Bachelor degrees were 32.50% and Masters Degree holders were 5%. With regard to length of service the findings revealed that majority of the teachers 56.67% had served for more than 16 years while those with 6-10 years of service were 35.50% and those with 5 years or less 5.83%. The findings also revealed that majority of the teachers (51.67%) worked in public primary schools while the rest (43.33%) worked in private schools.

##### b) Number of lessons per week

The purpose for this objective was to investigate the number of lessons the teachers taught per week (18 or fewer, 19-21 or 22 and more).

Distribution of the sampled teachers by the number of lessons taught per week

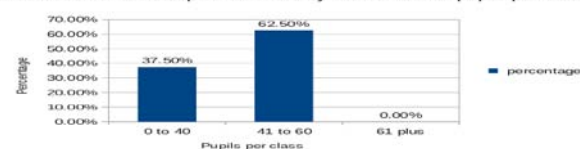


According to the study finding presented in figure 2 majorities of teachers taught more than 22 lessons per week while who taught 19-21 lessons per week were 34.17%. Teachers who reported teaching less than 18 lessons per week were 11.66%. The findings are in concurrence with Ng'Eno (2007) and Amimo (2012) that majority of teachers in primary schools suffer work overload. Of course the teachers work is not defined by lessons taught per week but also by all time teachers spend preparing for lessons, grading pupils work and the general administrative duties that go with teaching. Consequently the hours the teachers put in according to Gardener (2012) may be as many as 48 hours which is more hours than many professionals put in per week. This translates to work overload a situation related to not only stress but burn out as well. In addition teachers experiencing overload may also experience work performance challenges not to mention the negative effect on health and many aspects of personal life.

##### c) Number of pupils per class

The purpose of this objective was to establish the average number of pupils per class. The results are presented in figure 3.

Distribution of the sampled teachers by the number of pupils per class



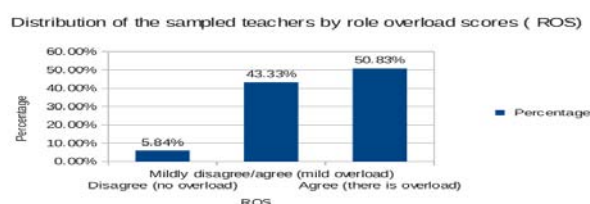
The findings revealed that majority of the teachers (62.50%) were running classes with between 41-60 pupils while 32.50% have 40 pupils and below. This means that majority of the schools have a teacher-pupil ratio that is in excess of the UNESCO (1990, 200) ratio of 1 teacher to 40 pupils. It also far exceeds the international ratio of 1 teacher to 30 pupils as well as the national ratio of 1 teacher per 40 pupils Uwezo (2012). The implication of these results is that the teaches may not be able to give individualized attention to learners that is critical for best learning out comes for the primary school level. The other implication is that in classes where pupils are more than 40 in class definitely stresses the teacher not just due to the numbers but also due to the demands exerted on the teacher. No



wonder this situation contributes to the chronic deficiency of learning outcomes reported in the Uwezo (2012) report in which some learners at class seven do not have the competence to pass class two level mathematics and English.

#### d) Role overload scores (ROS)

The aim of this objective was to establish the teachers' perception of their roles. They were expected to respond if they disagreed, mildly agreed or agreed to five statements: if they found the roles they performed complex, if they worked under continuous pressure, if they found the pay adequate, and if they coped with the work. In addition the teachers were expected to indicate if they thought they were expected to perform jobs that required more from than their knowledge, skills and abilities permitted. The responses were computed to overall Role Overload Score and whose results were presented in figure 4.



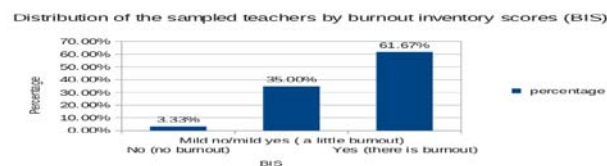
#### i. Role overload scores

The results revealed that majority of the teachers (50.83%) perceived their roles as overloaded while 43.33% perceived their roles as mildly overloaded and only a negligible number 5.84% did not perceive their roles as overloaded. These findings are consistent with other study findings and that seem to point to the fact that experience of role overload is not unusual for primary school teachers. In particular the findings resonate with Hakanen (2006); Ngeno (2007) and Kitenga (2007) who found work overload to be strongly linked to stress with its antecedent effects.

#### ii. Burn out inventory

The aim of objective was to establish if the teachers reported symptoms of burn out like by responding no, mildly yes or yes to the following five

statements: If they felt irritable frequently and if they performed their jobs in a tardy manner. In addition they were to report if they had lost enjoyment in their jobs and if they felt that they had withdrawn from social interactions and if they felt tired and physically and mentally drained. The results of the burn out inventory scores were presented in figure 5.



The findings reveal that majority of the teachers (61.67%) reported burn out while those who reported mildly yes were 35.00% with small minority (3.33%) reporting no burn out. The findings concur with Ngeno (2007) and Amino (2012) that burn out has many negative consequences on the teachers and the pupils they teach. The teacher experiences physical problems like fatigue, headaches, and problems with sleep, social withdrawal and diminished sense of accomplishment. Consequently may engage in voluntary absenteeism which translate to negative learning outcome for the pupils who are not guided well to master important knowledge and skills and thus they may end up failing examinations which has their future compromised.

#### iii. Statistical analyses

The relationship between role overload and burn out, school type and burn out, teachers' length of service and burn out gender were analyzed using analysis of variance and results presented in the sections below.

#### iv. Relationship between role overload scores and burnout inventory scores

One-way Analysis of Variance (ANOVA) test was used to examine the relationship between role overload scores and burn out inventory scores and the results are as discussed below.

Table 1 : Analysis of Variance (ANOVA) for teacher role variance scores and burnout inventory scores

Source of variance	Sum of squares	Degree of freedom	Mean squares	F Ratio	Level of significance
Between groups	526.6	1	526.6	72.14	0.000
Within groups	81.2	119	0.682		
Total	607.8	120			

\* $p < 0.05$

The results revealed that there was a statistically significant relationship between teacher role overload scores and burnout inventory scores. This implied that these teachers, who were overloaded with schoolwork,

for example teaching many lessons in a week to large classes, perceive higher levels of work stress. On the other hand, their counterparts who were not overloaded with work did not perceive higher levels of work stress.

This trend is worrying because according to Amimo (2012) and Ngeno (2007) when teachers suffer role overload it has negative consequences for the teachers' well being and the pupils performance.

#### v. *Relationships between school type and burnout inventory scores*

The relationship between school type and burn out inventories was investigated and results presented in table 2.

**Table 2 :** Analysis of variance (ANOVA) for school type and burnout inventory scores

Source of variance	Sum of squares	Degree of freedom	Mean squares	F Ratio	Level of significance
Between groups	502.7	2	251.35	440.96	0.000
Within groups	67.3	118	0.570		
Total	570.0	120			

\* $p < 0.05$

The results revealed that there was a statistically significant relationship between the type of school and burnout inventory scores. This implies that those teachers in public schools, who have to teach large classes for longer hours with less pay, perceived higher work stress. In contrast those teachers from private schools, who teach mediums-sized classes for fewer hours in a week and with good terms of service, perceive less work stress. These findings confirm that when teachers work in overcrowded classrooms with

work overload and possibly poor pay they will experience more work stress than their counterparts working under better conditions a concept well explained by (Uwezo report, 2012)

#### vi. *Relationship between teachers length of service and burnout inventory scores*

Relationship between teachers length of service was analyzed through one-way analysis of variance and results presented in table 3.

**Table 3 :** Analysis of variance (ANOVA) for teacher length of service and burnout inventory scores

Source of variance	Sum of squares	Degree of freedom	Mean squares	F Ratio	Level of significance
Between groups	994.2	8	124.278	176.53	0.080
Within groups	78.8	112	0.704		
Total	1073.0	120			

\* $p < 0.05$

According to the findings no statistically significant relationship was found between teacher length of service (i.e. teaching experience in years) and burnout inventory scores. The implication was that teacher length of service did not have a bearing on the amount of work stress experienced by the teachers. These findings contradict the research findings by Pei and Guoli (2008); Balakrishnanurthy and Shankar (2009) as well as those by Pei and Gudi (2008) whose research

found that older and more experienced workers suffer less stress than their younger and less experienced colleagues.

#### vii. *Relationship between gender and burnout inventory scores*

The relationship between burnout and gender was computed and findings presented in table 4.

**Table 4 :** Analysis of variance (ANOVA) for gender and burnout inventory scores

Source of variation	Sum of squares	Degree of freedom	Mean squares	F Ratio	Level of significance
Between groups	581	9	64.56	43.98	0.804
Within groups	581	111	1.468		
Total	744.6	120			

\* $p < 0.05$

The findings did not reveal a statistically significant relationship between gender and burnout inventory scores. This implied that gender did not have a bearing on the amount of work stress experienced by the teachers. These findings do not agree with research findings by Gyllesten et al., (2005) and Rivera and Torrens (2013) whose findings indicated that women suffer more work stress than men do.

## V. CONCLUSION

The results of the study indicated that the entire group of teachers investigated had professional training ranging from teaching certificate to Masters Degree. Most of them had taught for 16 years and above by the time of the study. In addition the findings also revealed that majority of teachers reported experiencing work

overload as they taught more than 22 lessons per week over and above the other duties they performed. This may have negative outcomes as it bound to comprise the individual teachers well being. The time and the effort the teacher puts in to prepare for teaching and to mark the students work may impact negatively on other aspects of the teachers' life like the quality of interactions with the students, colleagues and even family due to the ever present work pressure. Moreover, a large section of the teachers studied reported having larger classes than the recommended national ratio of 1:40 a situation likely to have a negative effect on both the teacher involved and the students as well. For the teacher, this may lead to more stress which may compromise physical and psychological health resulting in lateness, absenteeism and tardy work. Moreover, the teachers affected may have challenges with job satisfaction and quality of life both of which may be compromised. The student too would be compromised due to the teacher's inability to address some professional underpinnings like individualized attention, quality preparation and additional attention and support for weak students and classroom management. As a consequence this may translate to learners who underachieve and are undisciplined.

Further to these findings, the statistical analysis showed a significant relationship between teacher role overload and burn out scores. In addition, statistical analysis also revealed that teachers in public schools reported more work stress than their counterparts in private schools. However, contrary to some research findings that show that females suffer more work related stress the findings did not find a significant relationship between gender and work stress. Also while some researches associate length of service and work stress among teachers the findings did not find significant relationship between teacher's length of service and work related stress.

## VI. RECOMMENDATIONS

Based on the study findings as well as the conclusions, this study recommends that the ministry of education develops programs that structure the teachers' job in order to guard against unhealthy levels of stress. The government should build more classrooms and employ more teachers in order to ensure that teacher-pupil ratio is kept at healthy levels. Similarly, the schools should provide teachers with support by ensuring that they have manageable workloads and friendly work environments. On their part the teachers should learn time management skills so that they can both teach and have time for recreation and time to connect with significant other people like their spouses, children and friends. Teachers should also develop skills of asking for support from school administration and their family to ensure satisfaction in

work life. In deed Cochiara (2008) avers that teachers with social support cope better at work.

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## Effect of Liservices on Medical Students Skills on Evidence-Based Learning

By Ajayi N. A. & Mudasiru, I. O.

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**Abstract-** This empirical survey examines the effect of Liservices on medical students' skill in evidence-based education. The objectives of the study were to evaluate the activities of medical students when using library resources, to determine the purpose for using the library services, to find out the sources most frequently used for current information, and to find out the category of medical students (basic or clinical) who use the library most. Seven hundred and eleven (711) medical students. This sample comprised of 394 males and 317 females and were in Basic (Parts 2-4) and Clinicals (Parts 5-6) at the time of conducting this research. A systematic random sampling technique was used to select the respondents from various Medical Schools in Nigeria. The use of questionnaire technique was adopted to elicit information from the students who came to use their institutional libraries. The results show that medical students most frequently visited the library for the purpose of accessing e-library and OPAC. Majority of the respondents relied on library e-resources while some still depended on textbooks. Those in the Basic Medical Class rely heavily on e-resources for current information than those in the Clinical class. It is recommended that Advanced library instruction programme should be incorporated into the curriculum of the Clinical Students where the use of e-resources and information technology will be taught.

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Ajayi N. A. <sup>α</sup> & Mudasiru, I. O. <sup>σ</sup>

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## 1. INTRODUCTION

Biomedical science is one of the fields where the expansion of information is enormous and which is critically dependent on up-to-date information. This factor has influenced the implementation of evidence-based learning (EBL) approach in the medical education. Information explosion has resulted in a change in the delivery of medical education and the shift from traditional educative approaches to a non-didactic problem based philosophy a strategy by which both students and teachers can cope with and hopefully manage the ever-expanding field of information (Smith, 2002; Epstein 2004). In the lecture-based convention teaching, students are passive recipients of information whereas in an evidence-based learning curriculum they are active participants in the learning process with emphasis on the use of the library and its resources. They are expected to use different learning resources to collect relevant information and literature for their study.

With such emphasis on information gathering and evaluation, the use of the library becomes a dynamic powerful learning resource for the students.

Thus, for students to achieve their self-directed learning targets in the evidence-based learning curriculum they would be expected to make good use of the library and its e-resources. Library plays a vital role in any knowledge economy and it plays a central importance in education and research as well as in the delivery of clinical care and the management of clinical services. Library services also focus on provide crucial and significant support early in the research paradigm.

The digital information world, the growth of knowledge and the increasing specialization of every health and health services field, the potential gap between new science and service world, and the ever changing role facing library professionals are all ingredients in a recipe for either confusion and with opportunity, or a new and better way of benefitting the students. We are building on success, and it is time to accelerate change and secure further successes. It is easy for people to take librarians and library services for granted, to assume that they will always be there like they always have been there, but of course the Internet changes everything in the knowledge business-changes apart from the need to have well qualified and motivated professionals who understand the needs of users.

Walzer, Stott & Sulton (2000: 262) in their earlier study highlighted some roles of the medical library as:

- Provision of current quick and cost effective information to users.
- Provision of alternatives to formal learning in form of material support for continuing medical education.
- Locating and assisting in the development of relevant information or materials.

There are two major challenges facing the librarians; rapid growth in information technology and the growing population of students, many of whom lack access to relevant information and appropriate technological skills technology (Fairlie, 2005). These challenges are particularly significant for librarians as... information providers and have led to the emergence of the key roles of the library leadership and... and vision, strategy, partnership development and problem solving.

The challenge for librarians is to demonstrate that the services they provide actively support clinical care (teaching, learning and research). They should organize a programme to systematize and unify initiatives, such as current awareness services that will lead to achieve consistency, efficiency and economic

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scale. Library must be made a place for reflection, quiet contemplation and working undisturbed, a point of access to technology (Internet access, virtual space) and a place for training and the library as learning enabler.

A good library services need to have a number of these characteristics.

- Quality assured
- Responsive
- Open to all
- Efficient
- Flexible
- Committed to education, training and life long learning
- Committed to evidence-based care.

Blummer (2007) reiterate the use of evidence-based learning in higher education as affording librarians new avenues for promoting the development of information literacy skills among students. It supports providing students with skills to locate relevant resources for developing solutions to these exercises. Omekwu (2006) observes that information technology and library services provide platform to access, interpret and apply impact positively on productivity of medical professionals. Watts and Ibegbulam (2006) highlight the importance of e-information sources as enabling users to gain access to and use the specific information that students need.

With such emphasis on library and information technology as a dynamic powerful learning resource for the students, it is imperative therefore, for the university medical libraries, for easy access to information students were provided Internet facilities and e-libraries which are been effectively explored by staff and students of their faculties.

## II. PURPOSE OF STUDY

The objectives of the study are to:

1. Determine usability of the library services by Medical Students
2. Find out the influence of library use on evidence-based learning in medical training.
3. To determine degree of satisfaction of medical students with respect to library services.

## III. HISTORICAL BACKGROUND

Medical education started in Nigeria with the establishment of the University College, Ibadan in 1948 (Now University of Ibadan that consequently established University College Hospital (UCH), Ibadan which started the training of Medical doctors. In 1962 another four universities were established by the Government which did not start her medical schools until 1970. Today, these medical schools have many faculties consisting of several departments. The curriculum is divided into

three phases: a pre-medical (100 level/year), a three year (200-400 levels). Basic medical sciences and a two year clinical science (500-600 level/year). In the three learning phases courses are mostly taught in the conventional way.

## IV. METHODOLOGY

The focus of the study is effect of liservices on medical students' skills in evidence-based learning. It is essential to evaluate the impact of the library services in line with medical school curriculum. The researcher selected medical students from four University Medical Schools in Nigeria. The universities were University of Ibadan (U.I), Ibadan; Ogun State University, Ago-Iwoye; University of Lagos, Lagos and Obafemi Awolowo University, Ile-Ife. These Universities are located in the South-West of the country. For the purpose of this study, only medical students in levels 200-600 were selected. The respondents were grouped into two Basics (200-400 levels) and Clinicals (500-600 levels).

A total of seven hundred and eleven (711) medical students comprising of 394 males and 317 females were sampled. Questionnaires were distributed to those who came to make use of their Institutional library facilities. A systematic random sampling technique was used to distribute the questionnaire at the main entrance of the library. The respondents were selected at an alternating interval of five students coming to the library.

## V. RESULT AND FINDING

Out of seven hundred and eleven (711) questionnaires distributed to students, 485 (68.2%) were returned and analysed. This comprised of 130 (26.8%) second year, 114 (23.5%) third year, 100 (20.6%) fourth year, 78 (16.1%) in fifth year and 63 (13.0%) six year. Two hundred and fifty-eight (53.2%) were males while two hundred and twenty-seven (46.8%) were females. Six hundred and thirty-five (89.3%) held no previous undergraduate degree, 51 (7.2%) held Bachelor of Science Degree and 25 (3.5%) held the Master of Science Degree. Nearly 78 percent of the students had undergone Library Instruction Programme (LIB 001), while others had received some form of library orientation.

*Table 1 :* Students' Activities in the Library

Activity	Frequency of Response (%)			
	Daily	2-4 Times/Week	Once/Week	None
Electronic library	49	87	40	2
Online public access catalogue (OPAC)	56	75	33	10
Reference books	8	45	61	4
Past question file	7	36	25	23
Studying course work	6	32	36	14
Seeking information for course work	3	24	60	7
Seeking information for research	6	9	32	53

Percentage may not equal 100% due to rounding

## VI. LIBRARY RELATED ACTIVITIES

Students were requested to tick on a checklist the frequency with which they engaged in several library activities. Table 1 shows that the most frequent use of Library (defined as daily and 2-4 times per week) was for

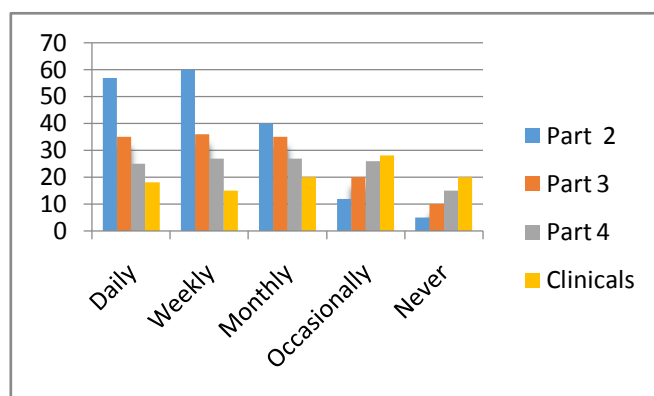
electronic-library and Online Public Access Catalogue (OPAC). Seeking information for reference books, past question file and studying course work were frequently engaged in them. The result indicated good patronage of the library and its resources.

## VII. STUDENT ACTIVITIES IN THE LIBRARY

*Table 2 :* Purpose and frequency of e-resource use

Purpose	Daily	Weekly	Monthly	Occasionally	Never
Literature search	30(6.2%)	276(56.9%)	101(20.8%)	21(4.3%)	5(1.0%)
Information on patient	40(8.2%)	167(34.4%)	156(32.2%)	75(15.5%)	7(1.4%)
E-mail	96(19.8%)	231(47.6%)	81(16.7%)	11(2.3%)	6(1.2%)
Seeking information for course work	67(13.8%)	285(58.1%)	125(25.8%)	8(1.6%)	1(0.2%)
Chat	52(10.7%)	183(37.7%)	138(28.5%)	13(2.7%)	4(0.8%)

Most students use e-resources weekly for the purpose of seeking information for course work. More than half, however use e-resources for literature search. While almost 50 percent use e-mail on weekly basis. It is a good thing that students realize the importance of library services provided in the library through electronic resources. This result conforms with Khudair (2005) that medical students are enthusiastic about using the Internet for it is easy to use, fast communication features and provide current and relevant information in a timely manner from a multiple sources.



*Figure 1:* Frequency of e-resources used by Medical Students

In order to locate current information, 56.9 percent of the respondents indicate using electronic resources. Students in year 2 used e-resources extensively while students in higher classes used it less. The reason deduced for less usage by the clinical students is because of their clinical posting during which they spend most of their time in clinical areas (wards). Nearly 80 percent of the respondents agree that evidence-based education will not be effective without ability to access and retrieve information from the internet and other e-resources. The wide range of information required for medical education does not lend itself to a narrow information base. Marchionen (1995) reveals that information seeking is a mental human process closely related to learning and problem solving.

## ICT Facilities Recommended by the Students

Facilities	Responses	Percentage
1. Digital library facility	368	75.9
2. Provision of e-resources	307	63.3
3. Library website of your university	289	59.6
4. Automation of library	299	61.6
5. Networking with other medical libraries	231	47.6
6. Local area network	197	40.6

The respondents were asked to make their recommendation about ICT facilities in their libraries. Three quarters (75%) of the students recommended digital library facility. More than 60 percent recommended provision of more e-resources and almost equal number recommended library website for remote access to library resources and services. Networking with other medical libraries was deemed very important as no one library can have all the books, journals and other materials that users need.

provided. It is not surprising that 73.6 percent of the students indicated their satisfaction while 12.4 percent were partially satisfied. A small size (14.0%) percent were not satisfied and the remaining 1.0 percent cannot decide whether they were satisfied or not. The finding is as a result of frantic effort each university libraries are making to be IT complaint because of this a lot of money are been spent on automation of the library operation in order to serve library users better.

### VIII. DEGREE OF SATISFACTION OF LIBRARY SERVICES

The respondents were requested to rate their degree of satisfaction with library services and facilities

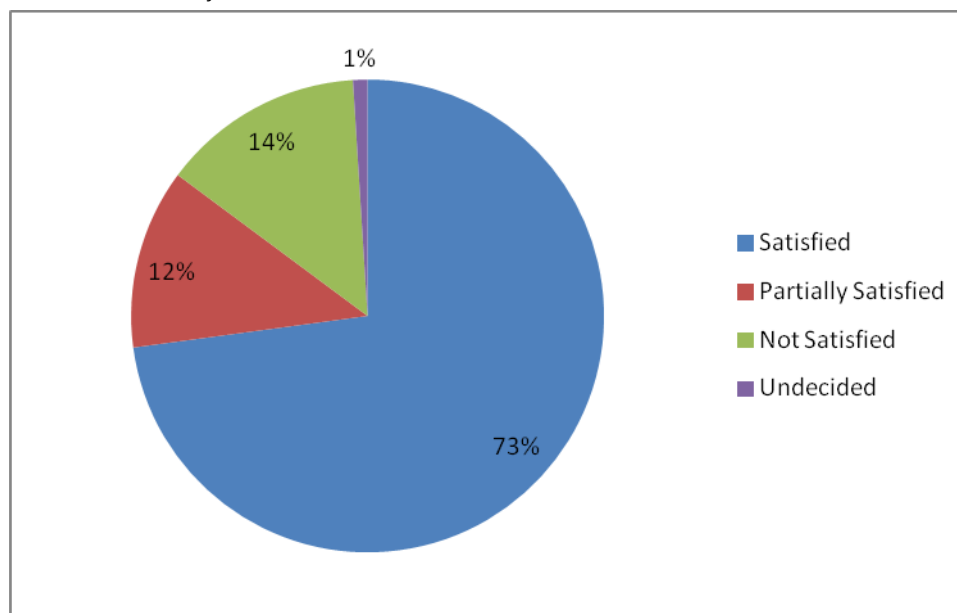


Figure 2 : Degree of Satisfaction of the Library Services and Facilities

### IX. MAJOR FINDINGS

After an analysis and interpretation of data, the following findings were observed:

1. More than 75% of the respondents came to library to use e-library and Online Public Access Catalogue (OPAC) most frequently.
2. Majority (58.1%) use electronic resources of the library for the purpose of seeking information for course work and 56.9 percent for literature search.
3. Respondents in parts 2 to part 4 use e-resources more for current information than those in senior classes (part 5 & 6).
4. 75.9 percent of respondents recommended provision of more digital library facilities.
5. Electronic library and e-resources were considered very important by respondents for expanding the frontiers of knowledge in medical education.
6. 73.6 percent of respondent expressed their satisfaction with services available in the library even



though they are advocating for more electronic formats.

## X. CONCLUSION

From the analysis and findings of this study, it can be inferred that medical students are aware that library is a useful tool that provides students with a wide range of services that can address problems in evidence-based education. Some of the respondents note:

*"Using library and its resources has helped me to submit my class assignments to time because of easy and fast access to many literature".*

*"Using library has equipped my skills in evidence-based learning because it has exposed me to analytical thinking consequently improved my academic performance".*

The study reveals that medical students are making effective use of the library and the indelible marks its making in the education of medical students. Electronic resources can be used in developing skills in evidence-based learning, but the lack of skills in IT and e-resources is still a bare. It is important to mention that some of the problems faced by medical libraries in meeting the needs of the library users are erratic electricity supply, low bandwidth and low level of computer competency of the students. Another finding from the study is lack of cooperation among the medical libraries, interlibrary loan is unpopular. It is the view of this paper that these identified problems must be urgently addressed so as to help students maximally access vast available medical information in the electronic formats.

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## Delegation and Job Satisfaction: An Evaluation of the Relationship within Uganda's Primary Education Sector

By Ibrahim Abaasi Musenze, Mayende Sifuna Thomas & Muhamadi Lubega

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**Abstract- Study Objectives:** The purpose of this investigation was to determine the impact of individual dimensions of delegation on primary teachers' job satisfaction in Universal Primary Education sector in Eastern Uganda.

**Research Design/Methodology:** A cross sectional research design was used. The study was carried on primary school teachers in schools in Eastern Uganda. A total of 247 survey questionnaires were distributed with the help of research assistants. The analysis was conducted using Structural Equation Modeling (SEM) with Analysis of Moment Structures (AMOS) software.

**Keywords:** *delegation, job satisfaction, structural equation modeling, uganda.*

**GJHSS-G Classification :** *FOR Code: 740102p*



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# Delegation and Job Satisfaction: An Evaluation of the Relationship within Uganda's Primary Education Sector

Ibrahim Abaasi Musenze <sup>α</sup>, Mayende Sifuna Thomas <sup>ο</sup> & Muhamadi Lubega <sup>ρ</sup>

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**Results:** The findings of the study indicated that save for Decision making, delegation dimensions of: Autonomy, Authority, Responsibility, predicted job satisfaction.

**Research limitations/implications:** The focus of the study was teachers working at Universal Primary schools in Eastern Uganda only. Study was cross sectional; therefore, future studies should consider investigation job satisfaction of Universal Primary school teachers from a longitudinal angle since respondents' views vary over time. Also, this study considered some schools in Eastern Uganda which puts the issue of generalizability into question.

**Practical implications:** Considering the importance of Universal Primary education sector in Uganda, the education managers, policy makers and academic administrators should take necessary measures for the optimal delegation of authority, autonomy, and responsibility if they are realize satisfied teachers on their jobs.

**Originality/value:** The study contributes to literature by examining how individual dimensions of delegations influence job satisfaction in Uganda's primary Universal school sector which of late is still limited as evidenced from reviewed literature.

**Keywords:** delegation, job satisfaction, structural equation modeling, uganda.

## 1. INTRODUCTION

Job Satisfaction upheld as a source of profitability and organisation's effectiveness (Aronson, Laurenceau, Sieveking, & Bellet, 2005), continues to attract attention and consensus among researchers who view it as an index of the affective responses of personnel in the workplace (Oshagbemi, 2003; Shallal, nd). This concept has in a special way been of interest to both administrators and researchers (Sekaran, 1989), since Happpock's seminal work in 1935 in which job satisfaction investigations have received keen reflections

in disciplines like psychology, sociology, and economics (Argyle, 1989; Hodson, 1985; Hamermesh, 2001). This concern arises from a number of empirical revelations: satisfied workers are more productive (Appelbaum & Kamal, 2000); deliver higher quality of work (Tietjen & Myers, 1998); and improve on a firm's profitability, spur firm competitiveness and success (Garrido, Perez, & Anton, 2005; Aronson, Laurenceau, Sieveking, & Bellet, 2005).

Many researchers have considered delegation as an approach that improves job satisfaction (Noblet & Rodwell, 2009; Agarwal & Hauswald, 2009). Based on this, delegation of authority helps to overcome distance related obstacles to corporate-decision making through subjective intelligence and permits employees to be satisfied on their jobs. Similarly, studies by (Schriesheim, Neider, & Scandura, 1998; Muindi, 2011), earmark delegation as an important component and predictor of job satisfaction. In recent decades, the level of awareness towards delegation has increased drastically and has gone to its climax to become a well-established field of study (Bozkurt & Ergeneli, 2012; Bass, 1990) due to: need to improve the speed and quality of decisions, reduce manager overload, enrich the subordinate's job, increase the subordinate's intrinsic motivation, and provide opportunities for subordinate development of leadership skills, all of which have a bearing on the job satisfaction levels.

In response to the above necessity and the requirement to facilitate attainment of job satisfaction by employees, many organizations are undertaking delegation as an approach for achieving worker's job satisfaction, hence leading to improved service delivery, higher productivity and reduced labor turn over (Muindi, 2011). As earlier pointed out, past studies on the relationships between delegation and job satisfaction have showed significant and positive results (Noblet, 2003; Muindi, 2011; Schriesheim, Neider, & Scandura, 1998). Though there is considerable literature available that have evolved to examine the link between delegation and job satisfaction world over, still little is known about the effect of delegation on employees' job satisfaction from Uganda, particularly within the context of Uganda's primary education service sector. Still, there is paucity of research on how delegation acts as a criterion in influencing job satisfaction. The few existing

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studies on Ugandan scene like that of (Kyarimpa, 2010), gravitates on secondary school teachers and not those offering basic education. This is an indication of a knowledge gap to which this study aspires to fill. The Ugandan primary education service sector is therefore, considered to be one of the vital and integral component of Uganda's economy. As a consequence, it is for this reason that Universal Primary Education policy has been adopted. Thus, studying the link between delegation and job satisfaction is necessary as it provides a theoretical as well as a practical platform to the education service industry's efforts to improve the performance of primary education sector.

In order to bridge the gap and provide education industry with practical support in appropriately managing and implementing the delegation function to achieve job satisfaction, this study

proposes a conceptual model (Fig. 1) of job satisfaction (J.S) particularly within the context of Uganda's primary education service sector, to examine whether the implementation of delegation result in job satisfaction. Therefore, the scope of this study is in finding out the relationship between the delegation and job satisfaction in the primary education service industry and more precisely, the Ugandan education service industry. Given the above reasons, the objectives of this study are twofold:

- To explore the relationships between delegation and job satisfaction; and
- To develop a conceptual framework and research model of delegation implementation in relation to job satisfaction

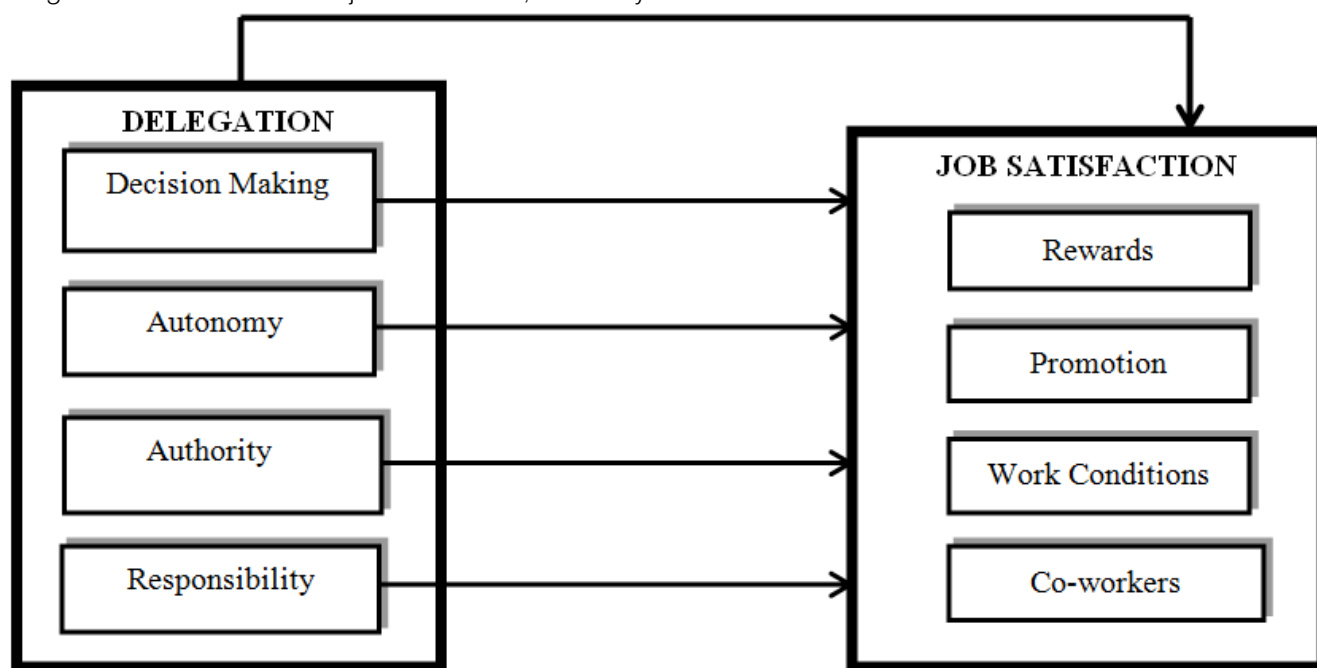


Figure 1 : Job Satisfaction Research Model

## II. DELEGATION

Delegation is conceptualised as a process that involves assigning important tasks to subordinates, giving subordinates responsibility for decisions formally made by the manager, and increasing the amount of work-related discretion allowed to subordinates, including the authority to make decisions without seeking prior approval from the manager (Yukl & Fu, 1999). It occurs when the manager gives an individual the authority and responsibility for making a decision of certain activities, where prior approval may not be required before the decision can be implemented (Yukl G. , 1998; Bass, 1990; Jha, 2004). Associated with delegation are key dimension such as authority, responsibility and accountability (Mullins, 1993). This

conceptualisation is based on Stewardship Theory that draws from sociology and psychology disciplines (Hernandez, 2012). This theory is all about trust. Based on this, top managers develop trust in subordinates before they assign them authority and power. Stewardship reflects an on-going sense of obligation or duty to others based on the intention to uphold the covenantal relationship (Davis, Schoorman, & Donaldson, 1997).

### a) Job Satisfaction

Satisfaction has been widely studied in the management literature (Spector, 1997) due to its relevance to the physical and mental well being of the employee, as well as its implications for such job-related behaviours as productivity, absenteeism, turnover and employee relations (Eyupoglu & Saner, 2009; Martins &



Coetzee, 2007). Job satisfaction describes an individual's general attitude toward his or her job (Robbins, Odendaal, & Roodt, 2003). Price (1997) defined job satisfaction as the degree to which employees have a positive affective orientation towards employment. Job satisfaction has been conceptualised to involve the dimensions of rewards, promotions, work conditions, and co-workers (Spector, 2008; Hall, 2005).

#### *b) Decision Making and Job Satisfaction*

Decision making can be defined as choosing between alternatives (Yukl & Fu, 1999). Empirical investigation such as that of the Australian police officers (Noblet & Rodwell, 2009) established that individuals entrusted with more decision-making latitude and support from supervisors and co-workers are more satisfied with their jobs. Further links between decision making and job satisfaction have been synonymous with studies of (Copur, 1990; Nienhuis, 1994). Review of extant literature above; reveal a direct link between decision making and job satisfaction. However, as to whether decision making is linked to job satisfaction within the context of primary school sectors in Uganda, is elusive. Based on this, it is hypothesised that:

*H1:* There is a significant positive relationship between decision making and job satisfaction

#### *i. Subordinate's Autonomy and Job Satisfaction*

Autonomy is deciding what to do in work place (Noblet & Rodwell, 2009). A study done among Australian police officers demonstrated a strong relationship between autonomy and job satisfaction (Noblet & Rodwell, 2009). Also, study by (Thassanakulphan, 1998) on the interrelationship among work motivation, job autonomy, and job satisfaction of full-time employees revealed a strong correlation between autonomy and job satisfaction. While literature considers the direct and indirect links of autonomy and job satisfaction, the extent to which autonomy influences job satisfaction within the context of Uganda's primary sector, is not clear. This study, investigates this. Hence, it is hypothesised that:

*H2:* There is a significant positive relationship between autonomy and job satisfaction

#### *ii. Subordinate's Authority and Job Satisfaction*

The results of a survey on the relationship between quality of work life in which delegation of authority was one of the key constructs, and job satisfaction as a criterion variable confirmed that some meaningful association between delegation of authority on job satisfaction in organizations (Mohammadia & Shahrabib, 2013) exist. Further, according to (Agarwal & Hauswald, 2009) in their study of how the allocation of authority affects the production, transmission, and strategic use of subjective intelligence, found that a considerable link between delegate of authority and job

satisfaction. This is because delegation of authority helps to overcome distance related obstacles to corporate-decision making through subjective intelligence which inevitably makes employees satisfied on their job. Though studies reviewed established a relationship between delegation of authority and job satisfaction, how delegation of authority influence job satisfaction within the context of Uganda's primary education sector, cannot firmly be ascertained. Hence necessitating a study. Based on this, it can be hypothesised that:

*H3:* There is a significant positive relationship between delegation of authority and job satisfaction

#### *iii. Subordinate's Responsibility and Job Satisfaction*

Assignment of responsibilities is an essential part of delegation. Chapman (2005) notes that subordinate's responsibility which is a key attribute of delegation, predicts job satisfaction. Also people who take responsibility for the jobs assigned to them by their supervisors, have an opportunity to learn how to work with their bosses, hence leading to job satisfaction. The granting of freedom to act by superior is evidence of confidence in the subordinate. The subordinate responds by developing a constructive sense of responsibility (Rao & Narayana, 1997), which has a bearing in the overall job satisfaction. Studies have indicated that responsibility predicts job satisfaction (Chapman, 2005; Rao & Narayana, 1997). However, the extent to which job satisfaction is predicted by subordinates' responsibility within the realm of Uganda's primary school sector is still unknown. Therefore, this study hypothesises that:

*H4:* There is a significant positive relationship between delegation of authority and job satisfaction.

### III. MATERIALS AND METHODS

#### *a) Design, population and sample*

This study employs a cross sectional survey design. A total sample of 247 primary school teachers was generated using Yamane's (Yamane, 1967) sample size determination approach from a total population of 650. Two hundred and eight (208) questionnaires were received from respondent indicating a response rate of 84%. The unit of analysis was the individual primary school teachers. In terms of gender, the male respondents constituted 76% and the female respondents were 34%. Out of 208 respondents, 130 had Grade Three Certificates; 70 diplomas, 08 had degrees. More than half of the respondents were above 25 years of age.

#### *b) Measures of Study Constructs*

Delegation was measured consistent with the works of (see, (Mullins, 1993; Schriesheim, Neider, & Scandura, 1998) to involve decision making, autonomy, authority, responsibility, and accountability anchored on

Likert scale of 1 to 5 designed to measure the opinion or attitude of a respondent (Burns & Grove, 2009). We did this considering the view that studies were deeply opined by theories identified in this study and also because our analysis tools employed in this study are theory based. However, we considered only four dimensions of decision making, autonomy, authority, and responsibility which were more closely tied to this study.

For the case of Job Satisfaction, the Job Satisfaction Survey, a 36 multi-dimensional instrument developed by Spector, in 1985, was used to measure job satisfaction. The facets were re-arranged without distorting its composition. These are: rewards, promotion, supervision, recognition, work conditions, and co-worker.

### c) *Statistical modelling*

We used Structural equation modelling (SEM) to estimate the research model. Structural equation modelling (SEM) is an all-inclusive statistical approach used to test hypotheses about relations among observed and latent variables (Hair, Black, Babin, Anderson, & Tatham, 2006). SEM helps in understanding relational patterns among a group of variables. Therefore, in order to provide explanation for variation in job satisfaction, this study employs SEM with AMOS. We used the estimation procedure in AMOS 20 (Arbuckle, 2009) to estimate a job satisfaction model among Uganda's primary school teachers. The Chi-square test which is an absolute test of model fit demands that the model is rejected if the p-value is < 0.05; Root Mean Square Error of Approximation (RMSEA) should be < 0.06 and Tucker-Lewis Index (TLI) values of 0.95 or higher in accordance with (Hu & Bentler, 1999) recommendations. The school of thought of the likes of (Yang, 2006) recommend Goodness of Fit (GFI) > 0.90, Adjusted Goodness of Fit Index (AGFI) > 0.85, TLI > 0.95, CFI > 0.90 and RMSEA < 0.08 as acceptable goodness-of-fit indices. We relied on these criteria in estimating or fitting our model.

## IV. RESULTS

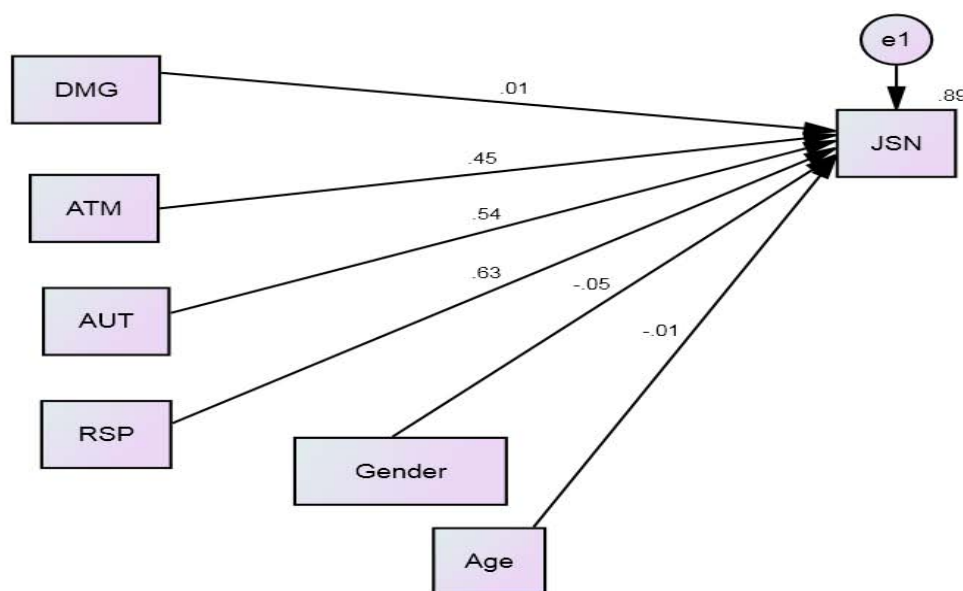
The results of our analysis indicated a significant relationship between Decision making, Autonomy, Authority, Responsibility and Job Satisfaction amongst primary school teachers in Uganda's primary schools as can be discerned from Figure 1 and Table 2. The Job Satisfaction model suggested in this study indicated an NFI of 0.965, which indicates strong convergent validity (Mark & Sockel, 2001). The Chi-square value of 16.168 is non-significant at the 0.05 level: its p-value is 0.371, an indication that the model fits the data adequately in our population. Further support is provided by the RMSEA = 0.020 which is further confirmed by the TLI value of 0.996, IFI = .997, CFI = .997. Furthermore, both GFI = 0.978 and AGFI =

0.959 are greater than 0.9 which reflects a good model fit. Therefore, Job Satisfaction model is confirmed for the case of primary school teachers in Uganda.

The standardized and unstandardized loadings in Table 2 appear together with a critical ratio, and p-values. The critical ratio and p-values were used to determine the level of statistical significance. A critical ratio greater than 1.96 or a p-value smaller than 0.05 illustrates significance. Three asterisks (\*\*\*) demonstrate that the p-value is lower than 0.001. In this case, all of the unconstrained estimates are significant.

In order to determine the most important paths among study constructs, it became necessary to consider standardized paths. The association or causal paths can be examined based on statistical significance and strength using standardized path coefficients that normally range between -1 and +1 (Hoe, 2009). The standardized paths should be at least 0.20 and preferably 0.3 so as to consider such a path significant or consequential for discussion (Chin, 1998). We present both unstandardized and standardized path coefficients. Three (3) out of the Four (4) path coefficients were statistically significant ( $p < 0.001$ ). However all the path coefficients for the demographic variables were statistically not significant ( $p > 0.05$ ). Based on this, we highlight results or findings. Table 2 below indicate unstandardized and standardized paths respectively of the hypothesized model.

The convergent validity was evaluated by examining factor loadings. The observed factor loadings compared with their standard errors showed evidence of an association of different construct items (Koufteros, 1999). As shown in Table 2, the observed factor loadings of all the items are statistically significant at the 0.01 alpha levels. As for item reliability, the multiple regression which is the same as  $R^2$  was used (Koufteros, 1999) and was above the suggested minimum of 0.5 (Bollen, 1989). Construct reliability examines the degree to which the measurement of the set of latent items of a construct is consistent (Hair, Black, Babin, Anderson, & Tatham, 2006) and the construct reliability of job satisfaction was 0.863, 0.897, 0.898 and 0.877 for decision making; autonomy, authority, responsibility. These values were above 0.7 indicating adequate construct reliability (Kim, 2007). Discriminant validity is assessed using Average Variance Extracted (AVE) which should be above 0.5 (Fornell & Larcker, 1981). In this study, it is above 0.56 for all study constructs which indicates satisfactory convergent validity.



**Chi-Sq.** 16.168; **p** = .371; **RMSEA** = 0.020; **TLI** = 0.996; **IFI** = 0.997; **CFI** = 0.997; **GFI** = 0.978; **AGFI** = 0.959

*Figure 2* : Estimated Job Satisfaction Structural Equation Model

*Table 2* : Path coefficients for Job Satisfaction Model.

Path coefficients for Job Satisfaction	Unstandardised path coeff.	C.R.	Standardised Path coeff.	<i>p</i>	Hypotheses	Decision
JSN <--- DMG	.010	.599	.015	.549	H1	Rejected
JSN <--- ATM	.277	18.570	.449	***	H2	Accepted
JSN <--- AUT	.339	22.164	.538	***	H3	Accepted
JSN <--- RSP	.337	25.814	.629	***	H4	Accepted
JSN <--- Gender	-.017	-1.923	-.046	.054		
JSN <--- Age	-.002	-.554	-.013	.580		

On the basis of Fig 1 and Table 2 above, hypotheses (H2,H3, and H4) are accepted based on the suggested criterion above, that is standardized path coefficient ( $> .2$ ) and the level of statistical significance ( $p < .05$ ) while hypothesis (H1) is rejected. The negative and none statistically significant path coefficients of gender and Age in Fig 2 in the Job Satisfaction model ( $-0.046$   $p = 0.054$ ;  $-.013$   $p = 0.580$  respectively) demonstrate that gender and Age differences have no role in Job Satisfaction of primary school teachers. Therefore, it can be inferred that the association of predictor variables (decision making, Autonomy, Authority and Responsibility) in the model and the endogenous variable (Job satisfaction) is significant regardless of Age and gender effects or when the effects of both Age and gender are controlled for.

Similarly, these results demonstrate that Age and gender differences have no effect on Job Satisfaction of Primary school teachers.

## V. DISCUSSION

This section discusses results in accordance with the order of hypotheses stated for this study. Save for Decision making, this study established an existing relationship between delegation dimensions of: Autonomy, Authority, Responsibility, and Job satisfaction. This finding is consistent with studies of (Noblet A., 2003; Mohammadia & Shahrabib, 2013; Agarwal & Hauswald, 2009) in which Delegation empirical referents of Autonomy, Authority and Responsibility were found to immensely predict Job

satisfaction in organizations. Autonomy is apparent in situations where primary school teachers have control over sequencing of their activities such as lesson planning and work scheming, relative control over their outputs in relation to the objectives and above all freedom in performance of their tasks. According to (Chapman, 2005) assignment of responsibilities strengthens subordinate - superior relationship thereby cultivating an essential environment sufficient to permit Job satisfaction. In line with this, the study established that when primary school teachers were assigned responsibilities such as class teachers, Heads of departments, games masters/ mistresses among others, they ensured and maintained standard performance in their respective responsibilities, assumed liability for any resulting omission and above all nursed a feeling and obligation to steer the organization forward, determine future direction and group accomplishment. These attributes have a positive bearing on Job satisfaction of primary school teachers.

Agarwal and Hauswald (Agarwal & Hauswald, 2009) argued that the allocation of authority affects the production, transmission, and strategic use of subjective intelligence and established a considerable link between delegation of authority and job satisfaction. This is because delegation of authority helps to overcome distance related obstacles to corporate-decision making through subjective intelligence which inevitably makes employees satisfied on their job. Based on this, in primary school setting, teachers have been allowed opportunity to participate in decision making, assessment of their own performance based on agreed performance indicators, and to implement activities in line with organization philosophy without any undue interference from their superiors, a situation that has cultivated an environment for Job satisfaction among primary school teachers.

Interestingly however, this study established that Decision making has no significant impact on the Job satisfaction of primary school teachers. This finding is in variance with studies by (Copur, 1990; Nienhuis, 1994; Agarwal & Hauswald, 2009); who established that individuals entrusted with more decision-making latitude and support from supervisors and co-workers are more satisfied with their jobs. The possible explanation for this inconsistency is perhaps due to the existing structures in primary school sector that do not formally accommodate or provide for leadership provisions among primary school teachers as many of them are perennially relegated in classrooms tasked with teaching responsibilities rather than administration where they would have been more placed to take critical decisions.

#### *Implication and Limitations for the study*

The findings have important implications for Job satisfaction in Uganda's primary school sector. First, given the recognition that Uganda's Education service

sector contributes immensely to its development endeavors, the government and other stakeholders like development partners need to develop an enthusiastic interest in the degree to Job satisfaction in primary sector as predicted by Delegation (Autonomy, Responsibility and Responsibility) as espoused by our fitted structural Job satisfaction model. Furthermore, considering the fact that Job satisfaction model among primary school teachers in Uganda was fitted, It is our considered opinion that our model of Job satisfaction can also apply to other sectors of Uganda's firms, if, once this is done, the problem of less Job satisfaction as evidenced by the high labor turnover among primary school teachers in Uganda's primary school sector could be solved and therefore improve the performance of primary school teachers and schools accordingly. This research can also be of value to other service sectors like secondary education sector, Health sector with similar social – economic conditions. Finally the present study contributes to the raging debate and literature on Job satisfaction but from a perspective of primary school teachers in Uganda's context.

A number of limitations accompany this present study. Despite the fact that there is sufficient literature on Motivation, there is scarce literature on Job satisfaction especially within the context of Uganda's primary school sector and this may have limited our conceptualization of the study. Secondly, our study was limited to the primary school sector in Eastern Uganda and it is therefore likely that our results are only applicable to this setting in Uganda. Finally, the present study is cross-sectional and therefore it is possible that the views as given by individuals may change or vary over time. However, irrespective of these limitations, it is our considered opinion that this study makes important contributions as revealed in this paper. Future research may wish to test our model in predicting Job satisfaction in other sectors and geographical settings so as to deal with issues of external validity.

## VI. CONCLUSIONS

This study assessed the relationship of dimensions of delegation and Job satisfaction. This study revealed and established an existing relationship between Delegation dimensions of Autonomy, Responsibility, Authority and Job satisfaction which is in line with this study specifically  $H_2$ ,  $H_3$  and  $H_4$  in context of Uganda's primary school teachers. This implies that the Delegation principles or attributes predict Job satisfaction in Uganda's primary school service sector. The study also established that decision making, among primary school teachers has no bearing on their Job satisfaction. We therefore put forward and realized our objective of establishing the relationship between Delegation and Job Satisfaction as espoused by the structural model reflected in Fig 2. This study



demonstrates the importance of delegation in efforts by managers to realize Job satisfaction among primary school teachers in Uganda.

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## The Economic Implications of Wolaita Proverbs: Functional Analysis

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**Abstract-** The purpose of this study was to collect and analyze some selected Wolaita proverbs for their implications of Wolaita's economic realm of life. The subjects used for the current study were 100 theme-relevant proverbs collected by interviewing systematically selected 24 elders and through conducting participant-based observation being part of social interactions taking place in different villages. The descriptive research design was used to conduct this study using the qualitative method of data analysis.

**Keywords:** *wolaita proverbs, indigenous wisdom, economic realm of life, social interactions.*

**GJHSS-G Classification :** *FOR Code: 200499*



*Strictly as per the compliance and regulations of:*



# The Economic Implications of Wolaita Proverbs: Functional Analysis

Meshesha Make <sup>α</sup>, Abraham Kebede <sup>σ</sup> & Fikre Alemayehu <sup>ρ</sup>

**Abstract-** The purpose of this study was to collect and analyze some selected Wolaita proverbs for their implications of Wolaita's economic realm of life. The subjects used for the current study were 100 theme-relevant proverbs collected by interviewing systematically selected 24 elders and through conducting participant-based observation being part of social interactions taking place in different villages. The descriptive research design was used to conduct this study using the qualitative method of data analysis. The result indicated that Wolaita proverbs embody Wolaita's economic realm of life such as scarcity of resources and how Wolaitas manage it, unwise and wise use of resources, sources of wealth and economic inequality among people. Based on these findings, therefore, deep and series studies that promote the frequent use of Wolaita proverbs reflecting Wolaita's economic realm of life in all adequate contexts of interaction, awareness enhancement training for young generations of Wolaita for effective use of those proverbs in the proper interactional situations, making proverbs as part of language curriculum in all levels of education and maintenance of Wolaita proverbs as vehicles of transferring indigenous wisdom to the next generation are recommended to be implemented by the all concerned bodies across the nation.

**Keywords:** *wolaita proverbs, indigenous wisdom, economic realm of life, social interactions.*

## I. INTRODUCTION

Wolaita is one among Southern Nations and Nationalities of Ethiopia. The people of Wolaita lived independent being organized in socio-political and economic realm of life starting from the Stone Age (C.H.Stinger, 1910). Wolaita people have owned indigenous culture, beliefs, traditions, rituals, civilization and social identities that define them and make them distinct from other people in Ethiopia. These socio-political, economic and cultural realities of Wolaita have been transferred from generation to generation solely through oral tradition (Hailegabriel, 2007). Among those oral traditions, proverbs remain a veritable tool in depicting the overall values of Wolaita people. For instance, Wolaitas use their proverbs as a form of literary expressions to encourage, admonish, mock, advise, consol and generally to establish the verbal

convention that is significant to their economic situations, social order and historical circumstances.

Among other facets of life, Wolaita's economic realm of life is highly embodied in their proverbs. For instance, using their proverbs, Wolaitas reflect the way how individuals or a group solve their basic economic problems of scarcity, the specific techniques people use for maximum production, the guiding principles for saving properties and ways of making choices being opt to the given item than the other. Supporting this theme, Girardi (2012) states that proverbs may be a source of knowledge about human behavior, primarily the economic behavior which is not probably mainstreamed in the mere assumptions of economics. As to the same author (Girardi, 2012), proverbs can shed light on the complicated human behavior of economic thinking without scientifically analyzing primary or secondary data. However, the base for such the thinking is from accumulated human wisdom; that is directly or indirectly reflected through proverbial wisdom. That is why the authors of the current study were initiated to collect and analyze some selected proverbs of Wolaita for their economic implications and publish them as an article for transferring indigenous wisdom and other social realities of Wolaita to the next generation.

## II. METHODOLOGY OF THE STUDY

### a) Design of the Study

The descriptive research design was used for this study. This is because; it is suitable to describe the existing economic realities of life embodied in Wolaita proverbs. For the analysis, 100 proverbs were selected as sample based on their thematic relevance to the current study. For collection of those 100 relevant proverbs, two tools of data collection were used: interview and observation. Then the proverbs collected were analyzed using qualitative method of data analysis.

### b) Description of the Research Setting

Wolaita is among thirteen Zones in Southern Nations and Nationalities of Ethiopia commonly known by its oral tradition and population density. According to the regional statistical abstract of 2007, the average population density of Wolaita is 385 per square kilometers. The zone has twelve Woredas and three City Administrations. The major economic activities of Wolaita are mixed agriculture and trade. The Zonal city of Wolaita (Sodo) is located 330kms from Addis Ababa

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through Hossana and 160kms from the Regional Capital (Hawassa).

### c) Subject of the Study

The major population of this study is all Wolaita proverbs reflecting their economic realm of life. However, for the manageability and thematic relevance, the sample of 100 proverbs were drawn from the sea of many thousands of Wolaita proverbs reflecting their economic life.

### d) Sampling Procedure

For this study the researchers used purposive sampling procedure to come up with 100 proverbs having thematic reflection of Wolaita economic realm of life. From the total sample of 100 proverbs, two-third (67) were collected through interviewing systematically selected 24 elders from various groups of Wolaita communities based on their deep knowledge of Wolaita socio-economic realities of life. For collecting the remained one-third (33) of the entire sample, the researchers went to the remote villages of Wolaita and conducted participant-based observation being part of social occasions taking place in those villages.

### e) Tools of Data Collection

In order to achieve the intended research objectives by gathering valid, relevant and reliable proverbs from the pertinent sample of the target population, the researchers used two tools of data collection: interview and observation.

### f) Data Analysis

For this study, the researchers used the qualitative method of data analysis. The entire data collected through both interview and observation were analyzed using narration; in a qualitative approach. Then, it was presented in a systematic approach of describing, analyzing and interpreting the proverbs.

## III. RESULTS AND DISCUSSIONS

### Economic Implications of Wolaita Proverbs

#### a) Scarcity of Resources

As common to all other generations in the world, there is a scarcity of resources in Wolaita. Whenever people get demanding situation in their interaction, they frequently use proverbs that imply the scarcity of resources to strengthen their ideas and easily convince their interlocutors. For instance, they say *"Abbaa pinttiya wozanay de'ishin abee son ashees," "How much wise a person is, he/she can't go further in any activity/business without his/her economic capacity"*. This proverb implies that resources; financial or material play a key role for the accomplishment of any action in human life. On the other hand, this proverb also implies that the wisdom of an individual can't work if it is not accompanied by his/her economic capacity.

With similar theme, Wolaitas also say *"Ikka uuttee ikka guuttee!," "Is it enset and smaller in amount?"*. This proverb is most frequently used when Wolaitas encounter the situation of handing (receiving) smaller amount or number of any non-precious item. Here 'enset' is a food item in Wolaita which is not liked by majority when it is presented merely cooked (not as its other processed food items: 'muchchoo', shenderaa, 'goddeeta'). By similar talking, Wolaitas also say *"Xeetay gixetuwa garxxissees," "Scarcity enforces one to borrow unsuitable clothe items"*. Both of these proverbs depict how much powerful scarcity is to fully close the door of one's choice and give the proverbial meaning *"Godaree namisettidi bari uawaa anhaa mees, "The hyena eats the carcass of its father when it is in hunger"* to mean one loses his/her usual positive quality when he/she become enforced by scarcity.

There are also additional proverbs that imply the power of scarcity in closing the doors of choice. For instance, *"Saa'ay ixinni shareechchoy deeshaa mees" "When he/she encounters scarcity, the magician eats flesh of a goat"*. This proverb indicates that there exists serious traditional law in Wolaita that bounds magicians not to eat flesh of goat. However, if magicians face scarcity, they break their traditional law and eat flesh of goat. Similar to this, Wolaitas also say *"Sa'ay iitin sa'aappe maxeettees," "It is scarcity that makes one collect items of consumption from garbage"*. This proverb is used when people get someone doing something without his/her choice to mean one doesn't get any opportunity to differentiate good and bad when he/she is in scarcity.

Similar to the above proverbs, Wolaitas also use proverbs like *"Koshay bashiyappe poonissees; saamoy shafiya xunxxissees," "Hunger imposes one to eat the food with incomplete cooking process and to drink unclean water from ground"*. Wolaitas proverbially reason out why one fails in the down trajectory of life without his/her choice due to scarcity saying, *"Qumi mal'o gidenna, namisi mal'o," "Delicious is not the food one enjoys rather it is scarcity that makes any food delicious"*. Thus scarcity doesn't allow one to exercise the life style he/she chooses rather it enforce him/her to run what is actually in hand.

Regarding the unavoidability and continuity of scarcity throughout human life, Wolaitas also have proverbs. For instance, they say *"Mishiriya gidin gimana giishin wodee wurees," "A woman can lose a chance of being culturally respected by her property expecting total avoidance of scarcity"*. Wolaita people use this proverb when they get a person (either male or female) trying to fulfill all his/her wants. That is why, one of the respondents in face-to-face interview responded *"We can never fulfill all we want even all in our life span as life is a process coming up with different and better needs day-after-day"*. The same respondent argued proverbially saying *"Oytaa kessin maattay xayees,"*



*"When you get one food item, you couldn't have another food item to be eaten with".* This proverb implies that it is challenging for human being to fulfill all he/she wants at the same time.

In line with the above point, Wolaitas believe that scarcity reduces comforts (peace) of human mind when thought critically. Thus they say *"Yuushshi qoopin hiitta miyee yashshees," "When one thinks critically the scarcity of resources, it frightens his/her life".* This does not mean that Wolaitas frustrate and quit their effort to change their economic life. Reversely, for the relevant effort needed to change one's economic life, they proverbially argue *"Shemppissiyaagee duufo," "One gets full rest when he/she dies,"* which is similar to the core economic principle of the world, "Consistent and relevant effort is needed to survive in a competitive human world having serious scarcity of resources".

Generally speaking, Wolaitas believe that scarcity is common to every nation in all corners of the globe and exert their effort to handle it. They proverbially confirm that the way how they handle scarcity saying *"Garttee gattees; tal'ee ayssees" to mean "Borrowing from each other makes one to survive till his/her economic independence".* The implication is that due to scarce nature of resources, people of Wolaita help each other through borrowing materials and money. According to one of the elders interviewed, borrowing materials and money from each other and turning them back to the owner trustfully is a long-rooted culture in Wolaita. The elder suggests *"When people borrow from each other, it strengthens social cohesion among individuals in the community as well as it reduces illegal acts of taking (stealing, robbing, cheating...) each other's properties".* This is because, proverbially the elder adds, *"Issi kahuwa xayoy kaysuwawu efees" to mean "A person can commit an act of stealing for one-round dinner".*

#### b) Unwise and Wise Use of Resources

##### i. Unwise use of resources

As a general fact it needs wise use of economic resources as resources are scarce by their nature across the nation (which is discussed in the above section). This is generally accepted major economic principle that confirms better life is the result of wise use of economic resources. However, there occurs unwise use of economic resources by some individuals or groups all over the world. This unwise use of economic resources, for the current research, encompasses misconception of time as economic resource, procrastination and its consequences, losing opportunities at hand, desire of life betterment without exerting effort, over utilization of resources, running life being in credit and taking uncalculated risk. For all these kinds of situations, Wolaita people use proverbs during their interactions.

Time is one of primary economic resources that everyone has gifted equally without any difference in share. However, there is misconception and unwise use of time in Wolaita. For such unwise use, Wolaitas say, *"Eeyya asi gallassi zin'ees," "The idle sleeps at day time".* This proverb has two major implications: first, it implies that an idle person misses his/her bright and golden age of production without appropriate use of it. Secondly, it implies that day is a bright time that people make use of it to run their business and should take rest at night time. Wolaitas proverbially assert the consequence of such unwise use of time (bright and production age) saying, *"Gallasii utti pe'iday omarssi wuusawu bees," "The one passed day idle, go for stealing at night,"* which implies that people joked over their bright and production age do different types of illegal acts at their time of old age like stealing.

In line with wise use of time as an economic resource, Wolaitas proverbially advise those who commit procrastination. They say, *"Wontto maana giishin wori ayssees," "If one procrastinates life for tomorrow, he/she misses it by death".* This proverb has the implication of avoiding blindly saving in life; which is just as an advice to manage each day's life with the resource at hand. Similarly, Wolaitas also say, *"Beni mishiriya kawo gelana gaydda mule gelennan attawusu," "Expecting a king to marry her, a lady totally misses her marriage opportunity".* As similar to the proverb indicated above, this proverb has the implication of the unsuitable use of resources (at hand) in its right time; which is the same in meaning to *"Malaamo godaa ixidaaraa manaamo godaappe shahaarawusu," "A woman refused to marry better husband at right time, becomes pregnant by a layman at the end".* We can alternatively use another proverb *"Eqqada hemmettaydda minjennaara yela zin'ada mittaa mawusu," "A woman who hasn't saved resources before her delivery suffers a lot from starvation when she is in bed by delivery".*

For the consequence of procrastination, Wolaitas proverbially say, *"Badhdheesan manddariday zerennan attees," "One who go for long journey at the time of sowing, loses his/her chance of sowing".* It is a proverb that indicates time determines the end product of any activity. If one misses the use of time in its vivacity, he/she loses his/her chance of success. In other words, this proverb implies time is an economic resource that needs conscious exploitation. This is because the time used at its appropriate span of life is better than the time one strictly uses at the end during its deadline. Arguing for this, Wolaitas say *"Maallado maaxaan manddaridaagaa qolchaaaway gakkenna," "An early journey using pack-horse is better than a delayed journey using fast horse" which is similar to another proverb; "Azallay omarssi waaxxees," "The idle swifts at the deadline".* Both of these proverbs have the implication of working hard at one's productive age;



which reduces or avoids the worthless wafting at the time of old age.

In the proverbial advice through endemic wisdom, Wolaitas also discourage losing the chance of using resources at hand. They say, "Geleshshoppe aadhdhidi shaafaa qociyay baawa shin bari kushe meecetti erenna," *"Even though monkeys are more exposed to rivers than anybody, they never wash their hands"*. Naturally monkeys live at the shores of rivers, but they do not wash their hands. The same is true for some people who do not exploit the resources that they are exposed to. Wolaitas count this kind of people as lazy proverbially saying, "Eeyyiya agido zaakkoy de'ishin haatta uyawusu," *"A lazy woman drinks water having the drink she prepared at hand"*. The implication is lazy people are not conscious of resources in their hand and lose their chance of using it. Similarly, in Wolaita there has been said, "Bukkayda bullattay, agaydda sammettay," *"Why make your skin tarnish and be thirsty having butter and water at your hand"*. The implication is that some people suffer from starvation not mainly due to shortage of resources rather than unconscious use of what they have at hand.

Wolaitas believe that change in life is the result of exerting one's own significant effort. They have proverbs for advising people living life for its sake without exerting any effort. They label such kind of people as ordinary people and say, "Laafay laataa naagees," *"Ordinary people wait for inheritance to fulfill their economic wellbeing"*. The implication is that ordinary people do not exercise life by exerting effort for its betterment. However, life needs exerting of effort even in its appropriate order. Wolaitas believe that the disorderly way of exerting effort doesn't result in a successful life. That is why they proverbially say, "Azallay gadiya goyyennan kattaa dooriyossa hiixxees," *"Before sowing, an idle prepares storage for his/her grain"*. As alternative to this proverb, Wolaitas use another proverb having similar meaning; namely "Goyyennan gootara essees," *"An idle prepares storage for grain before starting cultivation of his/her land"*. Both of the proverbs reveal the disorderly way of doing activities which ends up with unsuccessful life.

On the other hand, Wolaitas do not encourage the over utilization of economic resources; beyond one's economic capacity. From the wider sea of their endemic wisdom, they proverbially advise members of their community to act economically based on one's actual affording capacity rather than imitating others (especially the rich ones). Thus, they say, "Shodhdhe gaammuwadan xaaggana giiddi xuuqqes giida," *"When trying to roar like a lion, a frog becomes burst"*. This proverb mainly indicates the dangerous consequences of imitating riches (by poor) in utilization of resources. Similarly, it has also been said (for the poor), "Bakkani baawa shin asho meennan aqikke gees godare," *"Without having a cent, a hyena plans to eat meat"*. This

proverb, most of the time, is used when one exaggerates his/her poor economic capacity and his/her interlocutor wants to re-bounce back the idea oppositely.

In similar way of proverbial speech, Wolaitas also criticize those who do not adequately exploit their economic capacity at the existing time. One of the proverbs they use for such kind of people is "Medhdhido miishshaa bayzzidi kon'an miyobaappe ashsho," *"It is a surprise when a potter sells materials she crafted and cooks with broken jar"*. Instead of this proverb, Wolaitas also use "Bawu bukkada balaaletta shokkada uyawusu," *"A milk woman drinks watery-milk even though adequate amount of milk is in her hand"*. These proverbs demonstrate the need to enjoy life with existing economic capacity at hand. For those who do not exercise life in such a way, Wolaitas provide proverbial advice of, "Dirssa miizzaa goday guttumaa maana gees, xon'a mirguwa goday usttinnan mike gees," *"A rich man having hundreds of cattle likes to consume resources in a saved manner, but the poor exercises life reversely"*. These proverbs connote negative advice to both category of people.

With different dimension but in a similar scenario, Wolaitas proverbially discourage a family member (any one) who tries to exploit resources beyond the economic capacity of the family. Thus, they say, "Aayeessi shayan yegganawu baawa shin na'iya hiixxada uttawusu," *"However the mother suffers from lack of clothes to cover her bare body, the daughter puts down her extra clothes on the ground"*. Changeably, Wolaitas also use "Aayyiya uniya oottawusu, na'iya caammaa shammawusu," *"Being her mother an ordinary wage worker, the daughter buys shoes of luxury"*. Both the proverbs indicate that, in Wolaita, parents give priority in economic utilization to their children, but it has also a negative connotation of discouraging children trying to live beyond the economic capacity of their families. In line with this theme, it has been also said, "Aawaassi miyoy baawa shin machchiya menttiya yelawusu," *"A wife gives birth to twins regardless of absolute shortage of food for consumption to the family"*. This proverb implies the risk that a family should take for unplanned extension of family size.

It is also the case in Wolaita that some people aspire to enjoy the standard of life beyond their economic competence. In such kind of encounters Wolaitas use proverbs like, "Uttiyoosi bayinnaaggee zin'yoosi anee gees," *"The one who doesn't have a seat requests a bed for laying down"*. The implication is to reveal ones exaggerated desire to exercise life beyond his/her capacity of affording or accessing it. When similar situation occurs, Wolaitas also use "Saalenay bayinnaraa, eerippanne qum'ees gaawusu," *"A woman incapable of having less standard mat worries the discomfort of tradition comfortable skin-rug"*, or

alternatively say "Miizzaa haarennaagee asho xallaa maana gees," *"A person doesn't have any cattle aspires to eat meat always"*, or "Bawu kutto marinne baynnaagee baquluwa kooraa shammees," *"A person buys a saddle of the mule without having a chick"*.

There are a number of proverbs having the same implication to "Uttiyoosi baynnaagee zin'yoosi anee gees," *"The one who doesn't have a seat requests a bed for laying down"*. Such the proverbs include "Ubba baynnaara cum'u gini maana gawusu," *"An absolutely poor woman says I don't like to eat tasteless food"*, "Cawaa qucciyo zanzzay baynnara alleeqanawu belecaa hamma gawusu," *"The one who doesn't have a traditional soft to dry out his/her sweating, worries for a traditional jewelry"*, "Ayikko baynna manqoy bootta eessaa wottayis gees," *"An absolutely poor says let's compete with an item of high quality white honey"*, "Baaranawu baynnaagee gacoy xuqqin coomana gees," *"The one who has nothing to eat worries for eating much"*, "Bawu baynnaagee lakkuwaagaa gannees," *"The skinny finishes a drink full of a big jar"*. All of these proverbs depict the implication of unreal-over-exaggerated wish and talk of poor people; that are mocked or joked frequently by majority of Wolaitas.

Furthermore, proverbially Wolaitas make fun of mere, water un-holding talks and acts of poor people beyond their economic capacity. For instance, they say, "Bariyyo baynnaagee laappun basuwa maana gees," *"A person emaciated of starvation desires to eat seven times his/her current capacity"*, "Issi uuttee goday anggallay anee gees," *"A person having only one inset plant requests for the best product of it"*, "Issi miizzee goday shimppennan usttikke gees," *"A person having only one cow declares that he/she doesn't drink milk without its best quality"*. All of the proverbs listed in this paragraph have the same implication of exercising life beyond one's existing economic capacity which is not recommended in Wolaita and may result in economic crisis.

As mentioned in the above lesson of scarcity, there has been a long lived tradition of borrowing from each other in Wolaita. This, the tradition of borrowing from each other in Wolaita, is rooted in the culture of strong trustworthiness among people. However, Wolaitas discourage running of life having a credit (of money or property) of some body. Proverbially they mock "Anzzay de'ishin ashuwa mees azallay," *"An idle eats meat (delicious food) being on credit of somebody"*. This proverb is similar in meaning to "Laafa naati bantta aawaa biittaa bayzzidi ashuwa moosona," *"Idle sons of a person sell their father's land and eat meat with such the money"*. Both of the proverbs indicate that meat is a delicious food in Wolaita but not recommended to be eaten having a credit of somebody. Besides, these proverbs also imply that credit is something given priority before fulfilling other necessities in life.

Economically uncalculated way of taking risk is proverbially de-motivated in Wolaita. Thus Wolaitas say "Daana dulliya wuraana afalawu qaaridi uttees," *"One seats with a bare buttock for a short-lived clothes"*. This proverb implies the meaning of calculating the benefit of any business before exerting whatever amount of effort to run it. There are also other proverbs that affirm the same meaning. For instance, it has been said in Wolaita "Boora kessena gadee boora worees," *"A small acre of land below the price of an ox kills it"*, which promotes giving priority to something worthier rather than blindly losing it for an item below its price. This the issue of prioritizing is also reflected with proverbs like "Bollara gullottidi garssara kallottis," *"One dresses well above waist being bared below it"*, which is not supported by the endemic culture of Wolaita.

## ii. Wise use of resources

As has been explained in the above sections, resources are scarce by their very nature and requires wise use. One of such the wise use of resources is the timeliness of accumulating assets. In Wolaita's proverbial wisdom, it has been said that "Aaway de'ishin xee'a, away de'ishin woxxa," *"Produce asset while your father is alive and be proactive while the sun is lit"*. This proverb implies that to have a prosperous life in his/her future, one should start accumulating asset when he/she is dependent of his/her parents. Proverbially, Wolaitas present rationale why it is needed to start accumulating asset early in one's life. i.e., "Hirggay laattees," *"The one who thinks of his/her future life early, ends up with good life at the old age"*, which is similar to "Maldduwa qoraphphay mees," *"One eats sorghum when he/she saves it"* a proverb with a saving concept.

Proverbially, Wolaitas also advise members of the society to run economically appropriate life on the basis of one's affording capacity. They say "Ba soon ba wolqqa keenaa hanettees," *"One runs his/her economic life on the basis of his/her affording capacity"*. This proverb, most of the time, is used to advise people who are extravagant having their limited economic capacity. In other words, economic life of people in a given society is too individual as everybody has different affording capacity. That is why Wolaitas say "Aawu bar penggiya banan likkidi kessees" *"One makes his/her door based on his/her height"*, which is not exactly about the physical door that we use for our houses, rather it implies that how a person expends what he/she has on the basis of his/her affording capacity.

On other hand, Wolaitas promote wise use of resources in terms of neglecting the tradition of boasting beyond one's actual economic capacity and giving credit to any small job. For instance, it has been said "Karido kattay kaho ayssees," *"The food mocked too small becomes sufficient for supper"*. This proverb frequently used when one denies to give credit to someone or something thinking that it is too small or too

weak. Wolaitas perceive such kind of small personalities/things as a key support at the baseline of one's economic success. That is why they proverbially say "Aaddan amppidi dadan giquees," *"Being dependent on magician, one bans his/her property on thunder"*.

Taking the expected citizenship responsibilities of the a government is again another dimension of wise use of resources in Wolaita. One of such the responsibilities is paying government tax on time. As support to this, Wolaitas say "Giiriddi gilqqay keha," *"One who became poor paying government tax is better than those who didn't do that and rich"*. In line with this, Wolaitas believe that it is a compulsory condition for a citizen to pay a government tax. For un-fulfillment of such a condition, it has been proverbially advised in Wolaita "Kawossi giidobaa Karen ayssa," *"Make whatever belongs to a government out of a door"*. This proverb implies that one should not make the combination of his/her legal property and what expected to be paid or provided to a government; as a wise use of resources.

Giving a relevant credit to little resources as a foundation stone of one's economic life is considered as wise use of resources. It is because everything starts from a scratch or something too little. In such cases, Wolaitas proverbially say "Gusiya dorsees goday guppiya paraa shammees," *"Having ownership of a skinny sheep, one can buy a powerful horse through time"*. Similarly it has been said in Wolaita "Saawenni santidii geelayoo ekkettees," *"Being dependant on widow, one marries a girl after a time"*. Both of these proverbs imply that one should give credit to something little or not that much significant at the foundation status of his/her economic life; which leads him/her to the targeted prosperous life at the end. That is why Wolaitas say "Maallado maaxaanaa toggidi omarssi odolchchaa doorees," *"One rides pack-horse at his early life but chooses among powerful horses during his prosperity"*.

Wise utilization of resources also incorporates timely action for the production and making use of resources. For instance, in Wolaita proverbially people say "Badalaa miya kanaa zeriidi woreettees," *"A dog considered enemy of unripe maize should be killed during the period of sowing"*. This proverb indicates that there needs taking of timely action for maximum production of resources. In line with this, Wolaitas proverbially advise that "Kaho katta maanaappe laaxa uutta maana," *"It is better to eat tasteless food timely than eating very delicious food after adequate time passed;"* to show the importance of timeliness in resources' production and consumption.

### c) Sources of Wealth

In their long-lived culture, Wolaitas believe that wealth is a result of one's personal effort. They say "Aawu qaxxin baallee qaaxxees," *"When one empowers him/herself to be strong, others become mobilized to*

*support him/her"*. This proverb depicts the value of self-empowerment for having one's intended prosperity in his/her economic life. Similarly there has been said in Wolaita "Duunnee ottin mokkees, ogee hemettin aadhdees," *"A hard work makes a hill to produce, a quick walk makes a journey too short"*. This proverb has a similar meaning to "Daarinchchaa oottay dawullan makes," *"One who exerts maximum effort by hard working, gets much production from a small plot of land;"* hence can be used alternatively in a demanding situation of interaction. With the same theme, to emphasize the importance of hard working for prosperity, Wolaitas say "Goyyiday tiyaa mees; shukkiday tiriya mees," *"A hard working farmer eats unripe cereals, a butcher with similar quality eats liver"*.

On the other hand, people in Wolaita give significant credit to effective exploitation of one's effort at the age of production thinking that it has a prior value for unproductive life at the old age. The say "Gallassi maxido sumbburaa omarssi kuucci baareettees," *"The chick-pea collected at day time can be eaten at night"*. Alternatively, Wolaitas say "Awan oottennay aginan wuuqeess," *"The one who doesn't work at day time goes for stealing at night"*. Both of the proverbs indicate the importance of effective exploitation of one's effort at the age of production to have excellent life at the old age. Proverbially Wolaitas rationalize that even a little effort exerted at the age of production has its own impact on one's economic success. i.e., "Iso worayenne kushe singgees," *"Let aside others, the one who killed a bug smells his/her hand"*.

Wolaitas do not allow their community members to run life without working. As to them, those who do not work hard can encounter a problems of hunger and are counted as thieves. Thus, Wolaitas say, "Oottay dewuzzees uttay laawwees," *"The one who works hard becomes satisfied in life and his/her opposite suffers a lot from hunger;"* which may lead the idle to start committing an act of stealing. That is why Wolaitas generalize the non-working idles as thieves saying "Oottenna uri kayso," *"The one who doesn't work is labeled as a thief"*. This proverb reflects the existence of strong and long-lived working culture in Wolaita which may be a guarantee to the economic success of one's life at the old age as has been commented in proverbial wisdom of Wolaita as "Oottobay omarssi otorssees," *"Well exerted effort in hard working makes one proud at his/her old age"*.

For successful production and accumulation of wealth, Wolaitas also believe that it needs cooperative or united hands. That is why they proverbially elucidate "Coray cuchchidi wonggiriya kuntees," *"However small they contribute, a mass makes much output"*. This proverb implies that a united hand is a key to produce much. It is a long-lived culture that Wolaitas use different types of grouping for their effective production. The grouping may include grouping for sowing, for



harvesting, for collecting, for constructing house... To show ineffectiveness of uncooperative works, Wolaitas say "Issoy ootti pe'o shooqaappe coray kanttosay keha," *"A garden crossed by mass is better than the one cultivated by an individual"*.

On the other hand, Wolaitas also give a significant value to cleansing credit as a pre-condition to be wealthy. Here the point is one cannot be wealthy in reality having somebody's or any institutions' credit on him/her. Thus Wolaitas proverbially advise "Acoy baynna manqqoy durre," *"A poor person who is free from any credit is a wealthy person"*. Alternatively Wolaitas use "Acoy baynna manqqoyenne hargge baynna gilqqay issuwa," *"A poor person who is free from any credit and a slim person who is free from any disease are the same"*. Both of these proverbs reflect the meaning of purity of credit is a key condition of richness.

Exerting of a relevant effort in its appropriate condition is also considered as the source of wealth in Wolaita; as it has been said "Zokkoy ixxin ootay uloy ixxin kalles," *"The one who works hard satisfies his/her needs"*. This proverb reflects the meaning that hard working is a key way to satisfy one's needs. Similarly, Wolaitas say "Paaliiddaa kafiyaa donna fittiinni uttidda kafiyaa uluwaa fittawussu," *"The bird that exerted some effort searching of its food itches its beak, but the idle one itches its stomach"*; to mean exerting certain effort is a must to get something for one's consumption. Besides, Wolaitas give credit to the relevance of the effort exerted for a given activity saying that "Garaa wodhdhay danggarssa worees," *"The one who went to forest area for hunting kills an elephant"*; as elephants always live in forest areas.

#### d) Economic Inequality among People

It is obviously known that there exists economic inequality among people in the whole globe. The ground reality in Wolaita is not different. Even there is a wide economic gap among people in Wolaita. Confirming this, Wolaitas proverbially say "Asi ubbi lagge shin dummaayiyay miishsha," *"All human beings are equal, but what makes them different is their economic status"*. This difference makes people either suffer from shortage of their needs or overact due to excess of what they need. In this regard, Wolaitas say "Issuwa son shenderay porees; issuwa son shemppoy porees," *"One suffers a lot from shortage of his/her basic necessities, another suffers a lot from the reverse"*. This proverb indicates that, in Wolaita, there exists the two extremely positioned people in their economic status.

As to the Wolaitas proverbial wisdom, people run their lives based on their economic status. To this end, Wolaitas say "Siine kafiyaa ba qefiyan ankkoikka ba qefiyan pallees," *"Either big or small, a bird flies with its own wings"*. The interpretation of this proverb has directly similar meaning to another Wolaita proverb "De'iyoogee siidhdhidi paahiyo wode, manqqoy mela

xanttaa baressesesi," *"A wealthy person feeds his/her child excess of its need, but a poor one makes his/her child rely on the breast feeding"*. In Wolaita, both of the proverbs are used when advising individuals to run his/her life according to his/her current economic capacity that can promote prosperity in his/her future life.

Wolaitas proverbially mock over those running their lives beyond their current economic (affording) capacity. For instance, they say "Doona duree miishshaa duriya karees," *"One who is rich in oratory belittles the person who is rich in property"*. In reality the reverse may be true and Wolaitas elucidate such kind of situation saying "Achchi baynnaara achchay de'iyooro saxxa bessawusu," *"The one without teeth looks down and shows how to bite its counterpart having teeth"*. This proverb depicts the meaning of the irrelevant and not accepted overconfidence of poor over the riches in their economic status and can be replaced by another proverb having similar meaning. i.e., "Curqqaayiya worqqaayio karawusu," *"The one who dressed well on clothes belittles another who is well dressed on jewelry"*. Three of the proverbs in this paragraph provides life-style-shaping advice to those who act reversely to their capacity.

In Wolaita there has been a custom of coupling partners for marriage solely based on the similar social strata; giving less attention to the existing economic inequality. In other words, Wolaitas do not allow their daughters to marry a man from the lower social background regardless of his economic prosperity. Thus, when marriage relation request comes from the lower social background to the higher one, they say "Eceree goobidi gawaraa nayiyo oychchees," *"When a mouse becomes economically powerful, it requests the daughter of a cat to marry"*. This proverb reflects the power of economic success on promoting people from socially lower strata in wishing to make marriage relations with their supreme counterparts. Alternative to this proverb, Wolaitas also say "Eceree kallidi asaara bollotanawu qaaqqatees," *"When a mouse becomes overconfident by its prosperity, it wishes to make marriage relations with a human being"*. Both of these proverbs reflect the existing economic inequality among people in Wolaita regardless of their social capital in the community.

In Wolaita, there also has been a persistent mocking of overconfident poor in certain interactional situations when the poor act beyond their existing economic capacity. Wolaitas say "Kanay asaa qulliyawu giyaa gelees," *"A dog comes to market thinking that it is equal to human being"*. Most of the time, this proverb has been addressed by riches to poor which connotes the internal negative meaning of representing poor with dogs when they try to do certain activities beyond their existing economic capacity in front of riches. Similarly, it has been also said "Kanay asaa qulliyawu dulliyan

uttees," *"Imitating human beings, a dog sits down using its buttock"*. As to Wolaitas, this kind of offense from rich people to poor ones is due to the egoistic and unethical thinking of rich people as if they are doers of everything using their money. That is why Wolaitas proverbially say "Kallida uri namisettidabaa erenna," *"The rich people do not understand the problems of poor ones"*.

In line with what has been discussed in the above paragraph, people of Wolaita also deny to offer proper care and attention for their poor counterparts. Thus, Wolaitas proverbially say "Hiyyeesay cooyiiddi barkka bari tiara oyqpees," *"A poor suffers a lot treating him/herself when vomiting"*. This proverb shows that people of Wolaita maltreat poor people when they are in need of support from others. Similarly, it has been said "Manqqoy manddi shin dure mi kallees," *"When a poor wishes of change in his/her economic life, the rich satisfies his/her overall needs"*. This proverb shows that the riches do not care about their poor counterparts when the poor are striving for their economic success. However, naturally it needs the adequate support of riches to make the poor to be successful in their economic lives.

#### IV. CONCLUSIONS AND RECOMMENDATIONS

##### a) Conclusions

Based on the analysis and discussions of Wolaita proverbs for their economic implications, the following conclusions have been reached:

- Wolaita proverbs embody different domains of economic realm of life as a form of indigenous wisdom of Wolaita people.
- The economic realm of life embodied in Wolaita proverbs include scarcity of resources and how Wolaitas manage it, unwise and wise use of resources, sources of wealth and economic inequality among people.

##### b) Recommendations

Based on the analysis and interpretation of Wolaita proverbs and conclusions made above, the following recommendations are forwarded:

- There should be deep studies that promote the frequent use of Wolaita proverbs reflecting the economic facet of life in all adequate contexts of interaction.
- Awareness enhancement training should be given for the younger generations of Wolaita for effective use of proverbs in the proper interactional situations.
- Proverbs should be made as part of language curriculum in all levels of education.
- Wolaita proverbs should be maintained to serve the society as vehicles of transferring indigenous wisdom to the next generations.

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## Heroes versus Traitors: U.S. and Afghani Soldiers in the U.S. Press

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*Abstract-* We used critical discourse analysis to study U.S. newspaper discourse of the conflict in Afghanistan. The study uses a combination of discourse analytic methods and quantitative corpus linguistics to analyze the discourse. Fifty newspaper articles were selected from six major U.S. newspapers in a sample designed to be representative of newspaper coverage from April to July of 2012. Several parameters were studied, including direct quotes, indirect quotes, negative emotion, and words denoting violence and conflict. We conclude that American soldiers are heroized, whereas Afghani soldiers are depicted as traitors.

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# Heroes versus Traitors: U.S. and Afghani Soldiers in the U.S. Press

Eugenie Almeida <sup>α</sup> & Jessica Hafner <sup>σ</sup>

**Abstract-** We used critical discourse analysis to study U.S. newspaper discourse of the conflict in Afghanistan. The study uses a combination of discourse analytic methods and quantitative corpus linguistics to analyze the discourse. Fifty newspaper articles were selected from six major U.S. newspapers in a sample designed to be representative of newspaper coverage from April to July of 2012. Several parameters were studied, including direct quotes, indirect quotes, negative emotion, and words denoting violence and conflict. We conclude that American soldiers are heroized, whereas Afghani soldiers are depicted as traitors.

## I. INTRODUCTION

This paper analyzes U.S. newspaper discourse about the war in Afghanistan. Coverage of the conflict has increased since the U.S. entered Afghanistan in 2002, but is now on the decline (probably due to the coming withdrawal and the switching of foreign policy focus to Iran, Pakistan and other countries). Stories about soldiers have been a big part of the discourse for some time, especially when they are about important figures. However in recent years, there has been an increase in stories about the “average” U.S. soldier and, occasionally, about those from other nations, particularly Afghanistan. The language used in describing soldiers in newspaper discourse plays a big role in the public’s opinion of them, their societies, and the war in which they are fighting.

This paper addresses issues such as what kind of language is used to describe these men? Do the descriptions of American soldiers differ from those of the Afghani? If so, then how? What kinds of quotes are used to tell their stories? Moreover, who is quoted? What kind of understanding does the reader get from the U.S. newspaper discourse of soldiers both from America and from Afghanistan? This study investigates these questions through (a) a micro-level analysis of newspaper articles and (b) a quantitative analysis of newspaper articles on several linguistic and semantic devices.

## II. LITERATURE REVIEW

Van Dijk (2001) states that critical discourse analysis (CDA) “starts from prevailing social problems, and critically analyses those in power, those who are

responsible and those who have the means and the opportunity to solve such problems” (p.1). Wodak (2001) adds that “CDA aims to investigate critically social inequality as it is expressed, signaled, constituted, legitimized and so on by language use (or in discourse)” (p.2). She explains how CDA became a major analytical method and what roles the concepts of “critical,” “ideology,” and “power” play in this method (p.9). Finally, she mentions a few issues that have yet to be resolved when using CDA.

Jäger (2001) covers the fundamental issues that CDA tries to tackle. He explains discourse theory, how to get from the discourse to the dispositive and what that means, and the method of discourse and dispositive analysis. He also provides the reader with a basic five-step outline for constructing a discourse analytical method and explains how to process materials in research. He ends with a detailed description of what a dispositive is. This paper adapts Jäger’s five-step approach to discourse and integrates it with Fairclough’s method.

Fairclough (2001) discusses CDA “as a method in social scientific research” (p.121). He first describes the theoretical position of CDA. Then he describes the analytical framework of CDA, which consists of the following five steps that he illustrates in detail: “Focus upon a social problem [...], identify obstacles to it being tackled, consider whether the social order [...] in a sense ‘needs the problem, identify possible ways past the obstacles, reflect critically on the analysis” (p.125).

Mautner (2009) “focuses on the role that corpus linguistics can play in CDA projects” (p.122). She introduces “previous work in the area, explain[s] basic concepts and techniques” (p.122) and after presenting two examples that have used these methods, argues that “corpus linguistics has a lot to offer to CDA,” but identifies five issues that may arise when combining corpus linguistics with CDA (p.138). The issues are: “The skills gap and lack of standardization,” “institutional barriers,” “resisting temptation in data collection,” decontextualized data,” and “language innovation” (p.138-141).

Almeida (2006) investigated how women of the Israeli-Palestinian conflict were depicted in U.S. newspaper coverage in the years 2002 and 2003. Using critical discourse analysis (CDA) and quantitative linguistics analysis, she found that “most Israeli and Palestinian women are portrayed in extremely traditional

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ways,” and thus concluded that news discourse in the U.S. supports “conservative Israeli and Palestinian discourses about women” (p.95).

Almeida (2011) comprehensively analyzed U.S. newspaper discourse about the Israeli-Palestinian conflict between the years 2002 and 2006. Once again, she combined the CDA method “with corpus linguistics to produce integrated qualitative and quantitative analyses” (p.1586). She found that the discourse was predominantly “characterized by terms denoting violence, conflict, and negative emotion” (p.1586).

### III. METHODOLOGY: COMBINING CRITICAL DISCOURSE ANALYSIS AND CORPUS LINGUISTICS

Critical discourse analysis centers on social problems as analyzed through discourse in all types of media and, “especially on the role of discourse in the production and reproduction of power abuse or domination” (VanDijk, 2001, p. 96). According to Mautner (2009), corpus linguistics contributes to CDA in three ways: It allows researchers using CDA to work with much larger amounts of data; it “can help reduce researcher bias” by expanding their empirical base; and the programs used process both quantitative and qualitative data, easing some of the workload on the researcher (p.123).

In this study of the U.S. newspaper discourse of the conflict in Afghanistan, we used a five-step discourse analytic methodology based on the works of Fairclough (2001) and Jäger (2001). The first two steps stem from Fairclough’s (2001) framework for CDA and include identifying the “social problem” and distinguishing a “network of practices” (p. 125). The next three steps come from Jäger’s (2001) outline of a basic CDA method: “Evaluating the material processed with regard to the discourse strand to be analyzed” (macro-level analysis), followed by a “fine analysis of [...] several articles” (micro-level analysis), and finally, the integration of the microanalysis and the data gathered in the macro-level study.

Quantitative corpus linguistics was incorporated into both the micro- and macro-levels of analyses by means of the ATLAS.ti software. Strings or clusters of words were constructed to code the news articles according to certain dimensions. The ATLAS.ti software then counted the number of times different words were used. The results were used to verify our qualitative conclusions and to make comparisons to the findings in Almeida’s (2011) previous research.

We also used Yates (2001) as a source of information about corpus linguistics. In his article, he defines and explains the use of such key terms as “corpus-based methods,” “interactional linguistics,” “language practices,” “synchronous communication,” “literacy practice” (p.94-96).

### IV. THE MICRO-LEVEL ANALYSIS: FOUR NEWSPAPER STORIES

In the microanalysis, a few representative articles of the newspaper corpus were selected and subjected to a fine analysis. The language used to describe American soldiers and Afghani security forces in U.S. newspaper discourse was of particular interest. The selected articles include one story about the life of a fallen American soldier, and one about a fallen Afghani soldier. Another article provides us with an example of an American accused of ..., and the last article provides a direct comparison of an American soldier and an Afghani member of the local security forces.

#### *Article 1: A Memorial Story for Evan O'Neill, U.S. Soldier*

Every week in the coverage of the Afghanistan War, there are at least one, if not two or more, stories that commemorate fallen U.S. soldiers. Evan O'Neill’s story in the Boston Globe in May of 2012 epitomizes the sentiments expressed in most news stories about U.S. soldiers who have died overseas. In “Evan O'Neill Grew Up Wanting To Be A Soldier”, McCabe (May 2012) begins by setting a desperate scene and then portraying a brave, smart, honorable, proud and selfless man serving others under extreme conditions. McCabe achieves this with selected quotes from family members, and others who knew O'Neill, reminiscing about O'Neill’s life and good character, and with anecdotes about O'Neill’s patriotic family history and his moral activities both before and after joining the Army.

According to his father, O'Neill’s was “a great son, but [...] a damn good soldier” and he adds that “even wounded, he still kept fighting.” The medic who tended to O'Neill in his last moments is quoted saying that O'Neill’s last words were “Is everyone else OK?” A fire lieutenant who knew O'Neill said, “He wasn’t even shaving yet, but he said that if he had to die young, he wanted to die as a soldier” and later adds that O'Neill was so proud of his heritage that “he ran around like he was superman” with his Irish flag wrapped around him. During his high school years, O'Neill “was on the football and debating teams. Outside of school, he read to veterans at a nursing home,” and “he volunteered at the [...] recruiting office, often leading training runs.”

McCabe also reports the remarkable honors bestowed upon O'Neill posthumously. “A memorial marker outside his family home”, “a hall [...] named for him” at the local veteran’s center, “a small park [...] dedicated to him,” “his mother makes quilts in his memory for homeless veterans” and “his parents also sponsor a scholarship in his name” at his former high school “where a flagpole is dedicated to him.” Finally, McCabe concludes with O'Neill’s father’s efforts to keep

his memory alive because, as he puts it, “once a person is forgotten, they really are gone.”

### *Article 2: Asadullah's Story - An Afghani Traitor*

The article “Rogue Afghan Officer Let Taliban Kill Father” (Hamdard, April 2012), as it appeared in the Washington Post, is the story of Asadullah, a “Taliban sleeper agent” within the Afghan police force who “drugged his colleagues and shot them in the head while they slept” a month before the article was published.

The first passage in the article points out that Asadullah “spent years as a Taliban fighter” and, most horrifically, “granted the Taliban permission to kill his father” because his father, as Asadullah puts it, “had long preached against the jihad.” These first sentences set the tone of Afghan treachery for this article. Immediately, Asadullah's story is linked to the “surge of rogue Afghan army and police personnel [who] have attacked their Afghan and American colleagues” that has become prevalent in U.S. newspaper discourse on Afghanistan in recent months. According to this article, “at least 16 NATO service members have been killed by men in Afghan Army and police uniforms since January, an increase when compared with the same period in previous years.”

When describing Asadullah's personal history, Hamdard reports that, “local residents considered Asadullah a peripheral Taliban member from his early teenage years.” The district governor, Haji Mohamed, said that when they “told [Asadullah] that his father was a martyr, [Asadullah] said his father was vile” and adds that he “could tell then that [Asadullah] was a traitor.”

Hamdard reports that after his father's death, Asadullah became a “full-fledged insurgent,” eventually rising “to become a local Taliban commander” who, according to a member of the provincial council, “carried out attacks on Americans and the local government.” After three years Asadullah returned to his village and through the “government's program to reintegrate Taliban members,” became part of the Afghan Local Police (ALP). One of the local officials who vouched for Asadullah in order for him to enter the ALP “would later be found among Asadullah's victims, along with two of Ramazan's sons.”

Both the quotes and the descriptive language used in this article make a clear impression of Afghan treachery on American readers. The article concludes with an explanation of the ALP's function as an essential part of the wider security forces plan in Afghanistan and the growing problem of its members turning on their comrades, both Afghani and American.

### *Article 3: An American Soldier's Problematic Actions*

“Four seconds in Afghanistan: Was it combat or a crime?” (Murphy, June 2012), as reported in the Los Angeles Times, sets its tone from the outset by

immediately questioning the possibility of a crime. In the first sentence, Murphy describes Sgt. 1st Class Walker Taylor's actions as a “decision to stop a possible bombing” and follows with “he's stunned to be charged with negligent homicide.” Only then does Murphy begin to tell the story of the incident in question, describing it one second at a time:

“His convoy was reeling from a roadside bomb, his fellow soldiers were engaged in combat with insurgents — and a mysterious black car had just screeched to a stop in the middle of the firefight. Some nine minutes later, a black door opens.

*Second 1:* A figure dressed in dark, bulky clothing emerges.

*Second 2:* The figure begins walking toward the trunk.

*Second 3:* Taylor, with five wounded comrades behind him, sees a thin trigger wire seeming to snake directly toward the black car. Could there be a second bomb in the trunk?

*Second 4:* Taylor squeezes the trigger on his M-4 carbine. The figure crumples to the dirt.”

The incident became an outrage because the black figure turned out to be an unarmed female doctor; a “mother of four who headed the obstetrics department” at a hospital nearby. Her son and niece were also killed in the incident, her husband emerged wounded. Murphy adds that ten days later, “Taylor got [...] a dose of Afghan street justice: His vehicle was struck by a rocket-propelled grenade” which “left him without a face.”

Throughout the article, Murphy uses the language of innocence to describe Taylor. Through implicit comparisons of Americans to Afghanis, Murphy depicts Americans as morally superior while pointing out that Taylor's actions, if seen as criminal, are the exception to the rule. The “dose of Afghan street justice” appears here in contrast to the absence of any mention of revenge from Americans in U.S. newspaper discourse. Taylor is “charged with negligent homicide and dereliction of duty”, a charge which itself implies that Americans are morally superior to Afghanis, since official criminal charges against Afghanis are rarely publicized in U.S. newspaper discourse.

The theme of American innocence is continued with Taylor's statement about his charge, “this makes no sense. It's just wrong,” to which he adds, “can people please look at everything I did, and why I did what I did?” Again, such questioning is never cited on the Afghani side; their actions are taken at face value – as cruel, for reasons not worth questioning. Even Taylor's lawyer argues for self-defense in a system that assumes innocence until proven guilty. Taylor's innocence is further supported by “witness statements from the Army investigation [that] show that Taylor wasn't the only one who thought the black Suzuki was a threat,” but rather the “lack of coordination on the ground [...] made it



difficult for any of the soldiers to know what had been confirmed about the enemy.”

Murphy also points out that “the criminal case doesn’t concern the dozens of rounds of ammunition that sprayed the black car “killing the other two victims,” which demonstrates Taylor being singled out. Murphy further reports that according to Army investigators, Taylor did not follow the “Army’s rules of engagement – making a positive identification of his target as a combatant,” emphasizing his exception to the rule of American high morals. Last, but not least, Taylor’s “state of mind” during the event is called into question, which may serve as his legal defense for his innocence, and which is never questioned when Afghani are the perpetrators.

Much like the previous story of Evan O’Neill and in contrast to that of Asadullah, Taylor is described in terms of selflessness, patriotism, intelligence, loyalty and leadership, with stories that evoke sympathy for his life and good character. The first depiction Murphy gives of Taylor is a gruesome description of his mangled face after the Afghani revenge. The next description of him is as “a well-regarded field leader” who “weighs only 114 pounds and lead his platoon “with quiet authority and wry humor.” One of Taylor’s soldiers is quoted saying, “he’s one of the only [noncommissioned officers] I’ve ever seen that takes care of his soldiers.”

Many examples are given for Taylor’s exceptional character before joining the Army, such as: “Taylor spent his summers [...] as a youth director” at a summer camp. When Taylor earned his first car, “he used it to drive his mom to work [...] and provide rides to half the rest of the neighborhood.” Murphy reports that Taylor was the only one among his peers to graduate high school and receive a college scholarship, which he turned down in favor of joining the Army with his best friend. By quoting Taylor’s sister saying, “we had babied him” and “[the army] was like him breaking away into his manhood,” Murphy further emphasizes Taylor’s innocence.

Taylor’s honorable actions didn’t stop once he joined the Army. Murphy reports that Taylor “bought cars for two younger brothers” with his military pay and at one point in his career, was “offered a brief leave from Afghanistan, [at which point he] had to decide between going to his father’s funeral or his daughter’s birth. He chose the one who was still alive.” Murphy writes that “a few months before the July attack, [...] Taylor had to pull his friend’s body, missing a face, from the vehicle where he’d died. [...] He’d promised [his friend’s] wife he’d bring her husband home.”

#### *Article 4: A story comparing an American and an Afghani*

“A U.S. Soldier and the Afghan Soldier Who Killed Him” (Chawkins & King, May 2012), reported in the Los Angeles Times, compares and contrasts the

lives of two fallen soldiers, one American and one Afghani, whose lives ended almost simultaneously in a firefight in southern Afghanistan. U.S. Army Staff Sgt. Andrew Britton-Mihalo, a Green Beret, was shot and killed by his presumed comrade from the Afghan Special Forces, Sergeant Zakirullah, who was subsequently also gunned down by Britton-Mihalo’s fellow Green Berets.

The article explores the lives of these two soldiers through short interviews with friends and families of the fallen and includes summaries of key information from recent events. Chawkins and King mostly follow the bigger trends of U.S. newspaper discourse when describing the fallen men. The American soldier is framed as a brave hero, whereas one is left with a more generalized, almost lack of character about the Afghani soldier, who is nonetheless depicted as a traitor.

The article begins with the commonalities between the two soldiers: “Each was tough-minded and physically powerful. Each worked hard to win a place in an elite military unit, and spoke with pride of serving his country.” Chawkins and King describe both soldiers were religious 25-year-old men with Special Forces training, ready to begin new families. So far, the two soldiers stand on equal moral grounds, but as the article continues, one finds the differences becoming almost polarized.

Britton-Mihalo’s and Zakirullah’s relationship is set in “the makeshift base in Kandahar province where [...] close quarters conditions can foster strong bonds—or allow small irritants to fester.” An Afghani executive officer says of the U.S. and Afghani Special Forces, “they work together, they patrol, they are together all day every day.” These quotes assume a certain amount of trust between the soldiers and make a big impression on the reader when Chawkins and King describe incidences such as these as, “the heartbreaks of the Western presence in this country [...] in which two ostensible allies have both buoyed and failed each other.”

In describing Britton-Mihalo, Chawkins and King begin with his family’s patriotic military roots, and then quote his high school coach describing Britton-Mihalo as “something special when it came to dedication and endurance.” Britton-Mihalo is described by another coach as “a hero.” His sister describes him as meaning “the world” to her. A friend reminisces about his “greatest memories” with Britton-Mihalo. Just like in the previous story about O’Neill, Chawkins and King name the many ways in which Britton-Mihalo displayed heroic traits before joining the military and how he was honored after his death. Britton-Mihalo’s successes in wrestling and as an honors student are mentioned, along with his being an Eagle Scout. He was honored with a moment of silence at his former high school, and was buried at the prestigious Arlington National Cemetery.



In a stark contrast to Britton-Mihalo, the detailed description of the Afghani soldier begins with “Zakirullah didn’t bear the hallmarks of a hometown hero.” His commander is quoted describing him as “nothing unusual.” Zakirullah’s uncle describes him as a “generally easy-going boy,” adding that “his temper occasionally flared” and “in an argument, he could sometimes go crazy.” Zakirullah is portrayed as a product of his childhood, which contrasts harshly with that of Britton-Mihalo, but is normal for his culture according to Chawkins and King. He was “born into a typically large family in the impoverished Pashtun [area].” He worked as a teenager, then “became estranged from the clan.” The question of his ties to the Taliban is raised, but not answered. Zakirullah’s death is observed with a lack of emotion. Even though “hundreds of mourners” were present and “wails rang out,” “some of those in attendance did not know how he died.” He was buried in a “forlorn-looking cemetery less than a mile from the family home” and there was “little talk of his final act.” The chore of identifying and claiming Zakirullah’s body “had fallen on” his uncle, who “saw neither rage nor fear written on the features of his young nephew.” The article ends with a question hanging over it why he chose to turn on his American comrade.

## V. SOME CONCLUSIONS OF THE MICRO-LEVEL STUDY

Our qualitative analysis reveals that U.S. newspaper discourse depicts American and Afghani security forces in a very polarized manner. Americans

are portrayed positively, even when their actions are questionable, while Afghanis are portrayed negatively, as traitors. While it is perfectly true that these treacherous events actually happened, and are continuing to happen, information that would present a more balanced view of Afghanis is almost completely absent. There were a few positive articles to be found about Afghani civilians, but none about Afghani soldiers. All the stories that featured Afghani soldiers collected for this sample were negative. The feature stories about Afghani soldiers in our sample all portray them as traitors. These descriptions reinforce American views that Afghanis are not yet ready to be left to fend for themselves when the U.S. ultimately withdraws from Afghanistan in 2014. We believe it would be helpful to the American people to have a more balanced picture of Afghani soldiers, since most Afghani soldiers are still fighting and dying loyally beside their NATO allies.

## VI. A QUANTITATIVE ANALYSIS

In the second part of our analysis, we looked at the use of certain classes of terms, and of quotes, in the newspaper coverage of the Afghanistan war. Table 1 is a summary of the word counts for all 14 word clusters used in this study for the four articles used in the qualitative study. Overall, the total counts are highest for words denoting weapons (847), then for casualties (604) and conflict (583). Positive word counts are also high (404). Words denoting violence appear 269 times and those denoting fear appear 125 times in the sample. Notably low totals occur for anger (30), hate (11) and revenge (3).

Table 1: Word Count Results

2012 Codes	Anger	Casualty	Conflict	Epic	Fear	Hate	Love
A US soldier and the Afghan	1	21	7	5	4	0	4
Evan Oneill grew up	0	9	3	0	0	0	5
Four seconds in Afghanistan	0	30	19	2	7	0	4
Rogue Afghan officer	0	13	12	1	3	0	1
4 Article Totals:	1	73	41	8	14	0	14
Sample (50 articles) Totals:	30	604	583	56	125	11	52
2012 Codes (continued)	Pastoral	Positive	Revenge	Say	Sorrow	Violence	Weapon
A US soldier and the Afghan	1	11	0	17	5	30	26
Evan Oneill grew up	0	5	0	0	1	0	13
Four seconds in Afghanistan	0	18	0	0	2	0	57
Rogue Afghan officer	0	2	0	0	1	0	8
4 Article Totals:	1	36	0	17	9	30	104
Sample (50 articles) Totals:	11	404	3	264	52	269	847

Because they are both examples of international conflict, we thought it would be informative to compare the quantitative results of this study to those of a study of the Israeli-Palestinian conflict (Almeida, 2011). Table 2 shows the 2011 study counts, which were the basis for the comparisons made in Table 3.

In Table 3, we compare the word counts for seven categories of word clusters between the two studies and the two parts of this study. When comparing the totals for the microanalysis and the fifty-article

sample in this study, one would expect to see an average of 8% of total words for each category represented in the microanalysis articles. A perfect representation would of course be hard to come by, but the results are fairly close to these expectations, except for those connoting sorrow (17%) and anger (3%). We find more than twice the expected percentages of sorrow represented in the four chosen articles, but anger accounts for less than half of the expected percentage.

*Table 2 : Almeida (2011) Study Totals*

Almeida's 2011 Study Totals	Anger	Fear	Sorrow	Hate	Casualty	Violence	Weapon
2002	43	178	132	35	811	1061	1261
2003	36	101	85	22	501	1054	1131
2004	32	132	120	39	524	1002	1041
2005	29	86	44	21	322	839	847
2006	24	111	88	16	508	1013	1124
Annual averages:	32.8	121.6	93.8	26.6	533.2	993.8	1080.8

*Table 3 : Comparison of Totals Between this Study and Almeida's 2011 Study*

Comparison	Anger	Fear	Sorrow	Hate	Casualty	Violence	Weapon
A US soldier and the Afghan	1	4	5	0	21	30	26
Evan Oneill grew up	0	0	1	0	9	0	13
Four seconds in Afghanistan	0	7	2	0	30	0	57
Rogue Afghan officer	0	3	1	0	13	0	8
Micro-analysis Article Totals:	1	14	9	0	73	30	104
% of Sample Total	3%	11%	17%	0%	12%	11%	12%
2012 Sample Totals (50 articles):	30	125	52	11	604	269	847
2011 Study Annual Averages:	32.8	121.6	93.8	26.6	533.2	993.8	1080.8

When comparing the sample totals with the previous research's annual averages, we find similar numbers in the anger (30 vs. 32.8) and fear (125 vs. 121.6) categories, but much smaller counts for this study than in the previous one for the other five categories.

Counts were also made of direct and indirect quotes and their sources. Direct quotes are defined as

the exact words of a speaker and are enclosed in quotation marks. Indirect quotes consist of paraphrases of a speaker's words. Both direct and indirect quotes have various functions, but are often persuasive or lead to the reader's identification with the speaker. The ATLAS.ti software could not be programmed to do a perfect count of quotes, so this part of the coding was done by hand.

*Table 4 : Sources of Quoted Speakers in This Study*

Quote Sources	Direct Quotes:		Indirect Quotes		Total Quotes	
		%		%		%
U.S. Authorities	202	13	195	12	397	12
Afghani Authorities	226	14	509	31	735	23
International Authorities	133	8	292	18	425	13
U.S. Civilians	316	20	167	10	483	15
Afghani Civilians	415	26	237	14	652	20
U.S. Soldiers	225	14	84	5	309	9
Afghani Soldiers & Police	80	5	175	10	255	8
Totals	1597	100	1659	100	3256	100

Table 4 shows the sources of quotes used in the discourse studied here. The results show that 49% of direct quotes came from U.S. and Afghani civilians. U.S. and Afghani authorities and U.S. soldiers appear almost equally directly quoted (13%, 14% and 14% respectively), while International authorities and Afghani security forces are rarely quoted directly (8% and 5% respectively). When it comes to indirect quotes, Afghani

authorities account for 31% of them, while all authorities taken together account for 61% of all indirect quotes in this discourse. Civilians account for 24% of indirect quotes, while U.S. and Afghani soldiers and police account for only 15% of indirect quotes. When both types of quotes are considered together, 23% of quotes originate from Afghani authorities and 20% of all quotes are from Afghani civilians.

*Table 5 : Sources of Quoted Speakers in Almeida's 2011 Study*

2011 Study	Direct Quotes:		Indirect Quotes		Total Quotes	
		%		%		%
Israeli Authorities	880	22	1,175	36	2,055	28
Palestinian Authorities	808	20	759	23	1,567	22
U.S. & International Authorities	210	5	220	7	430	6
Israeli Civilians	855	21	343	11	1,198	17
Palestinian Civilians	1,200	30	741	23	1,941	27
U.S. & International Civilians	54	1	11	0	65	1
Totals	4007	100	3249	100	7,256	100

Table 5 summarizes the 2011 study results for quotes within that discourse. It is given here for comparison to the current study. In that study, most quotes originated from Israeli authorities (28%) and Palestinian civilians (27%), with direct and indirect quotes accounting for similar percentages. Palestinian authorities represented 22% of total quotes and Israeli civilians accounted for 17% of total quotes, while U.S. and international sources were rarely quoted (6% and 1%).

## VII. CONCLUSIONS OF THE QUANTITATIVE ANALYSIS

The quantitative results indicate that the categories in the 2011 study were fruitful for the 2012 study although these two studies reflected different international conflicts. Table 1 shows that most of the discourse revolves around factual accounts of what is happening in Afghanistan, with some mention of emotions related to those events. Fear is the emotion expressed most often, while anger and revenge are surprisingly hard to find in this sample. We can also deduce that the four articles chosen for the microanalysis are good representations of the overall sample because their percentages are similar in almost all categories (Table 3).

The distribution of quoted sources speaks to the U.S. press's attempts to portray a fair and accurate account of what is happening in Afghanistan. U.S. and Afghani civilians are quoted almost equally. Among the authorities mentioned in the discourse, Afghani authorities dominate, which may account for reporters' attempts to compensate for the weight of established U.S. readers' opinions on the matter. Understandably, U.S. and Afghani soldiers and police are not quoted

often, as it is mostly their deaths that are reported on and because military policies make it difficult for the remaining soldiers to talk to reporters. These quantitatively verified facts give us good reason to believe that the trends discovered within the qualitative analysis are likely to be perceived by all parties.

When comparing this study with the 2011 study, we find that both studies list more facts than emotions, which is appropriate for objective reporting. Words denoting violence and weapons appeared in much greater numbers in the 2011 study than in this one, while casualties were mentioned at about the same rate. In the 2011 study, most quotes stemmed from Israeli and Palestinian authorities and civilians, while the distribution of U.S. and foreign quoted sources is quite different in the current study. The differences observed here originate from the differing nature of the two discourses. The 2011 study involved U.S. coverage of a conflict between two foreign nations, so quoting them was most appropriate, while the current study involved conflict between the U.S. and Afghanistan, making the distribution of quotes found therein more appropriate.

While the facts are emphasized, it is the nature of the facts and how they are reported that affects the reader. The quantitative results reveal who is quoted and which words are used within the discourse (quoted and descriptive), and the qualitative analysis puts these two together to find who says what and ultimately reveals the "flavor" of the discourse. In this case, the "flavor" is polarized. American soldiers are portrayed as heroes and morally superior to their Afghani comrades, even while committing a crime. The facts are in themselves emotion provoking due to the nature of war, but they are also accompanied by emotional quotes of those involved, which further polarize the discourse.

The danger of this one-sided perspective is that Americans who follow the discourse lose sight of the positive contributions of the Afghani, who sometimes serve as the only model of Muslims to American readers. Here again, a fair portrayal of Afghani could only benefit Americans for all the reasons that make discrimination damaging and should therefore be avoided.

## VIII. GENERAL CONCLUSIONS

In this paper, we have performed a discourse analysis of American newspaper coverage of the Afghani conflict using a two-part methodology, a qualitative micro analysis and a quantitative macroanalysis. The qualitative analysis utilized repeated close readings to achieve a finely grained analysis of the discourse of four news articles. The qualitative discourse analysis illustrates how the selection of certain words and phrases can construct images of the person being described along with the selection of different types of quoted material. The in-depth analysis of four different articles effectively demonstrates how these linguistic practices can produce negative images of Afghani soldiers, as traitors, and positive images of American soldiers, as heroes.

For the quantitative analysis, we merged discourse analysis with corpus linguistics in order to establish the frequencies of selected keywords in a large collection of articles. We also compared word frequencies in this research with word frequencies in previous research done on another international news topic, U.S. news coverage of the Israeli-Palestinian conflict. We concluded that many of the previously used word clusters also identified patterns in the discourse of the articles about Afghanistan, namely, words denoting weapons, casualties, conflict, positivity, violence, and fear. The quantitative analysis also showed that Afghani authorities were quoted more than Palestinian authorities, and, as expected, U.S. authorities and U.S. soldiers were quoted much more often than in the Palestinian-Israeli news articles. On the other hand, Afghani civilians were quoted less often than Palestinian civilians.

These conclusions shed light on the type of discourse used by U.S. news writers to report the news about the war in Afghanistan, and support our belief that this type of two-part study can be extremely fruitful in the discourse analysis of international news coverage.

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## Strategies to Increase the Capacity of Self Training and Self Assessment in Physical Education at Higher Non Profile Educational Institutions

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*Introduction-* The assessment is a complex action, integrated in the learning process that establishes and appreciates school performance, which reflects the objectives and tasks proposed and the efficiency of the teaching activity. The evaluation appears not as a superimposed activity of teaching, but as an integral part of the learning process.

Assessment in physical education is an instrument through which the quality of physical education is measured and assessed.

The research was conducted in an effort to optimize the educational process to increase efficiency and quality of gymnastics lessons by finding ways to increase the capacity of self-training and self-evaluation.

*Keywords:* self-training, self-assessment, physical education, higher education.

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# Strategies to Increase the Capacity of Self Training and Self Assessment in Physical Education at Higher Non Profile Educational Institutions

Mihaela Ganciu <sup>α</sup> & Oana Maria Ganciu <sup>σ</sup>

*Keywords:* self-training, self-assessment, physical education, higher education.

## I. INTRODUCTION

The assessment is a complex action, integrated in the learning process that establishes and appreciates school performance, which reflects the objectives and tasks proposed and the efficiency of the teaching activity. The evaluation appears not as a superimposed activity of teaching, but as an integral part of the learning process.

Assessment in physical education is an instrument through which the quality of physical education is measured and assessed.

The research was conducted in an effort to optimize the educational process to increase efficiency and quality of gymnastics lessons by finding ways to increase the capacity of self-training and self-evaluation.

We started from the idea that differentiated instruction designed to adapt the work, in terms of forms of organization and teaching methodologies to its own possibilities, while the ability to understand the interest in moving, working and learning pace is different.

## II. PURPOSE OF THE RESEARCH

The main purpose of this study was to research university physical education efficiency by raising awareness of the role and importance of evaluation and self-assessment by the students.

## III. RESEARCH OBJECTIVES

The present study aims to study the following:

- The increasing the capacity of the student self-assessment, training level at different times of the educational process;
- The use of alternative assessment methods and tools to increase the efficiency of educational process;
- Rethinking learning and assessment in the light of continuing education;

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In this context we make the following assumptions:

- a) A strategy founded on the teaching of trainees and differentiated treatment employed, can improve the ability of self-training and self-assessment, surpassing traditional teaching strategy (frontal).
- b) The self-assessment and in group evaluation will establish a more active participation of students in the educational process and they will noticeably improve their performance.

## IV. OBJECTIVES

The present study aims to study the following:

- Increasing the self-assessment capacity of the student, of his training level at different times of the instructive educational process;
- The use of alternative assessment methods and tools for enhancing the efficiency of educational instruction;
- Rethinking learning and assessment in lifelong learning perspective;

In this context we issue the following hypotheses:

- a) A teaching strategy based on treating the students differently and on an independent activity, may lead to the improvement of the self instruction and self evaluation capacity, being superior to the traditional teaching strategy (frontal).
- b) By making self and group evaluation, we will see more active participation of students in the educational process and there will be achieved a performance improvement obtained by them.

## V. CONTENT

The investigations were carried out on female students at the University of Bucharest. The sample under investigation included a total of 60 students of the University of Bucharest, in the second year, contained in an organized participation system for the physical education as a compulsory subject, who attended two hours of aerobics a week.

Both the experimental group and in the witness group work was carried out following the same curriculum, the same training content.

What distinguished the 2 groups was the organization of lessons: frontal at the witness group, and individualized at the experimental group. At the experimental group was also used the independent activity which involved techniques of self-organization, self-management and self-esteem, which took place following the recommendations of the teacher.

The individualization refers to the systematic management of each student for self-knowledge, self-instruction, and self-evaluation of their potential, advancement opportunities and it represents the main coordinates of aerobics programs.

Performing work on individualized training, it involves adjusting working hours in line with the spirit of curriculum theory and individual work requirements.

The independent activity program submitted to the experiment includes self-awareness exercises, ways of mental activation, yoga exercises, do-in exercises, therapeutic exercises and stretching exercises.

The program promotes exercise classes which once learned will help learners in activities of daily living, giving them knowledge and skills that can be applied in everyday life: how to keep fit, how to relax, how to save physical effort, how to prepare a daily schedule to ensure a more efficient physical and psychological recovery for a healthy mind in a healthy body.

Physical activity in the first few weeks is designed to prepare the body to get into a good athletic shape, starts with basic exercises, simple, the difficulty will increase progressively. They can be complemented afterwards, depending on the level of each student, through helpful exercises.

Another group of exercises aims to improve fitness. Start with small movements that prepare the body for exercise. As students feel more in shape, the exercises intensity should increase.

Mathematical tools used by our research, gives female students the opportunity to always check their harmonious development diagram.

Physical activity carried out independently maintains the body by preserving a good tone through engaging muscles and joints.

This method stimulates various body functions and activates all the muscles regularly. Regularity is the result of discipline and a way to improve self-awareness. Therefore, just a workout 3 times a week, between 20-30 minutes is completely feasible in long-term, becoming a new daily habit.

Checking capacity of assessment - self-assessment - appraisal was done by grades from 1-10, of a 64-times exercise, well known by students. Scoring executions was "in pairs", at the witness group, regardless to the psychosocial relationships (conditions - rejection, indifference) between the two partners, the experimental group pairs were formed by reciprocal preferences (who do you want to work with). Thus, each student after the exercise received three grades: their own grade (self evaluation), partner's mark and teacher's grade.

## VI. DATA INTERPRETATION

Assessment and self-assessment of the female students included in the study, led to different results for both groups in training. The quality of the assessment and self-assessment is shown in the following table:

Group	Self Evaluation			Partner's Assessment		
	Equilibrium	Overassessm.	Underassem	Equilibrium	Overassessm.	Underassem
Experimental	22(73,3%)	7(23,3%)	1(3,3%)	25(83,3%)	4(13,3%)	1(3,3%)
Control/Witness	3(10%)	23(76,7%)	4(13,3%)	10(33,3%)	19(63,3%)	1(3,3%)

From the statistical analysis and graphics result the following:

### a) the ability to self-assessment

\* Subjects in the control group have a poor ability to evaluate their technical execution: thus 76.7 % (23) of the students overestimate their exercises, giving higher grades than the teachers', few are those who correctly evaluates the performance (10%) or they give lower grades than they deserve;

\* Experimental group subjects are better to discern. Thus, most (73.3 %) had scores close to those given by teachers and even fewer are overestimate (23.3%).

**Conclusion:** Here we find the best gap between frontal organization of the lesson, the awareness and proofreading is done in general and individual training

organization where students know their own objectives, requirements and working permanently.

### b) the capacity assessment

\* Control group subjects overestimate the percentage is 63.3 % (19) and 33.3 (10) gave grades/scores almost equal in value to the teacher:

\* Experimental group subjects are obviously more skilled in assessing their executions partners. The vast majority (83.3 %) is close to those of the teacher and very few (13.3 %) give generous scores.

### Checking of the capacity of evaluation and self evaluation of the students

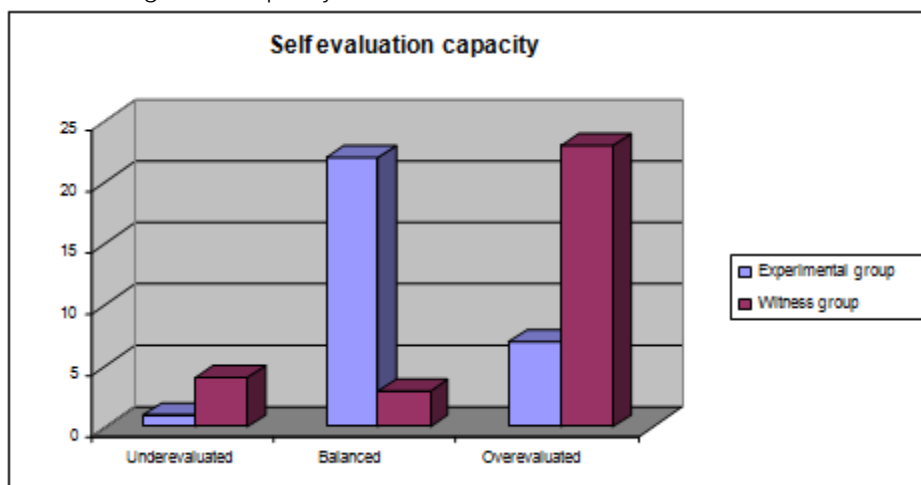


Figure 1 : Self-evaluation capacity in experimental group versus witness group

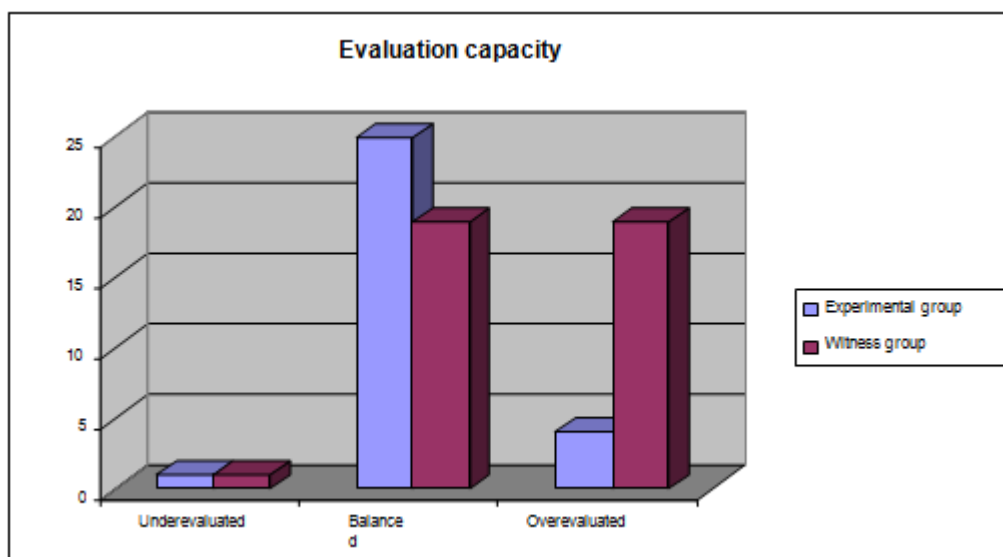


Figure 2 : Evaluation capacity in experimental group versus witness group

## VII. CONCLUSIONS

The homogeneity of evaluation capacity (higher in the experimental group) is made especially using formative methods - self-evaluative that favored mutual assistance and corrections to the work in pairs. This pairing procedure of the executors led both to stimulate interest in their partner's behavior and to improve psychosocial relations.

Evaluation and self-evaluation are didactic operations that educate a number of personality traits of the students, such as the judgment between right and wrong, social prestige, self-awareness and self-confidence, self-knowledge and aspiration for better performance.

In relation to the extent to which students have tried to be objective and demanding in the two groups there were identified three types of attitudes: balanced,

undervaluation and overvaluation. We find that students who completed a balanced self - assessment have gained a high prestige (leaders) in the context of social relations.

Practicing exercise independently aims to cultivate the habit of having a good posture, a large synchronized breathing, all of which contribute to the preservation and strengthening of health.

Each individual notes mark a clear evolution of the subject's involvement in self-analysis, self-awareness, ability to observe and improve the efficiency of the program through self-training.

The active participation of the students, which assesses and evaluates, makes them more involved, more aware of the mistakes they make and offers the possibility to correct themselves quickly encouraging them to improve their results.



This type of formative evaluation helps in preparing and motivating the student to practice and through reverse connection helps the teacher to guide effectively the instructive educational process.

Therefore, it will be appreciated that the assumptions, in the spirit which was the research held, were confirmed.

Systematic practice of aerobic gymnastics following a particular program, rigorously designed, under a relatively high motivation, differentiated treatment of the subjects, the cultivation of the capacity to assess the achievements of the group and the self-assessment of the individual, will permit the creation of a routine in aerobic gymnastics.

## VIII. RECOMMENDATIONS

\* Optimization of the preparation process by selecting and applying the most appropriate methods and procedures for learning (individualized use);

\* A focus on female students modeling personality, treating each as a unique personality including their aspirations and ideals.

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**15. Use of direct quotes:** When you do research relevant to literature, history or current affairs then use of quotes become essential but if study is relevant to science then use of quotes is not preferable.

**16. Use proper verb tense:** Use proper verb tenses in your paper. Use past tense, to present those events that happened. Use present tense to indicate events that are going on. Use future tense to indicate future happening events. Use of improper and wrong tenses will confuse the evaluator. Avoid the sentences that are incomplete.

**17. Never use online paper:** If you are getting any paper on Internet, then never use it as your research paper because it might be possible that evaluator has already seen it or maybe it is outdated version.

**18. Pick a good study spot:** To do your research studies always try to pick a spot, which is quiet. Every spot is not for studies. Spot that suits you choose it and proceed further.

**19. Know what you know:** Always try to know, what you know by making objectives. Else, you will be confused and cannot achieve your target.

**20. Use good quality grammar:** Always use a good quality grammar and use words that will throw positive impact on evaluator. Use of good quality grammar does not mean to use tough words, that for each word the evaluator has to go through dictionary. Do not start sentence with a conjunction. Do not fragment sentences. Eliminate one-word sentences. Ignore passive voice. Do not ever use a big word when a diminutive one would suffice. Verbs have to be in agreement with their subjects. Prepositions are not expressions to finish sentences with. It is incorrect to ever divide an infinitive. Avoid clichés like the disease. Also, always shun irritating alliteration. Use language that is simple and straight forward. put together a neat summary.

**21. 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 to your topic. You may also maintain your arguments with records.

**22. Never start in last minute:** Always start at right time and give enough time to research work. Leaving everything to the last minute will degrade your paper and spoil your work.

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

**24. Never copy others' work:** Never copy others' work and give it your name because if evaluator has seen it anywhere you will be in trouble.

**25. Take proper rest and food:** No matter how many hours you spend for your research activity, if you are not taking care of your health then all your efforts will be in vain. For a quality research, study is must, and this can be done by taking proper rest and food.

**26. Go for seminars:** Attend seminars if the topic is relevant to your research area. Utilize all your resources.



**27. Refresh your mind after intervals:** Try to give rest to your mind by listening to soft music or by sleeping in intervals. This will also improve your memory.

**28. Make colleagues:** Always try to make colleagues. No matter how sharper or intelligent you are, if you make colleagues you can have several ideas, which will be helpful for your research.

**29. Think technically:** Always think technically. If anything happens, then search its reasons, its benefits, and demerits.

**30. Think and then print:** When you will go to print your paper, notice that tables are not be split, headings are not detached from their descriptions, and page sequence is maintained.

**31. Adding unnecessary information:** Do not add unnecessary information, like, I have used MS Excel to draw graph. Do not add irrelevant and inappropriate material. These all will create superfluous. Foreign terminology and phrases are not apropos. One should NEVER take a broad view. Analogy in script is like feathers on a snake. Not at all use a large word when a very small one would be sufficient. Use words properly, regardless of how others use them. Remove quotations. Puns are for kids, not grunt readers. Amplification is a billion times of inferior quality than sarcasm.

**32. Never oversimplify everything:** To add material in your research paper, never go for oversimplification. This will definitely irritate the evaluator. Be more or less specific. Also too, by no means, ever use rhythmic redundancies. Contractions aren't essential and shouldn't be there used. Comparisons are as terrible as clichés. Give up ampersands and abbreviations, and so on. Remove commas, that are, not necessary. Parenthetical words however should be together with this in commas. Understatement is all the time the complete best way to put onward earth-shaking thoughts. Give a detailed literary review.

**33. Report concluded results:** Use concluded results. From raw data, filter the results and then conclude your studies based on measurements and observations taken. Significant figures and appropriate number of decimal places should be used. Parenthetical remarks are prohibitive. Proofread carefully at final stage. In the end give outline to your arguments. Spot out perspectives of further study of this subject. Justify your conclusion by at the bottom of them with sufficient justifications and examples.

**34. After 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 through which your research is going to be in print to 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 in your research.

## 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 criterion for grading the final paper by peer-reviewers.

### Final Points:

A purpose of organizing a research paper is to let people to interpret your effort selectively. The journal requires the following sections, submitted in the order listed, each section to start on a new page.

The introduction will be compiled from reference matter and will reflect the design processes or outline of basis that direct you to make study. As you will carry out the process of study, the method and process section will be constructed as like that. The result segment will show related statistics in nearly sequential order and will direct the reviewers next to the similar intellectual paths throughout the data that you took to carry out your study. The discussion section will provide understanding of the data and projections as to the implication of the results. The use of good quality references all through the paper will give the effort trustworthiness by representing an alertness of 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 the 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

Mistakes to evade

- Insertion a title at the foot of a page with the subsequent text on the next page
- Separating a table/chart or figure - impound each figure/table to a single page
- Submitting a manuscript with pages out of sequence

In every sections of your document

- Use standard writing style including articles ("a", "the," etc.)
- Keep on paying attention on the research topic of the paper
- Use paragraphs to split each significant point (excluding for the abstract)
- Align the primary line of each section
- Present your points in sound order
- Use present tense to report well accepted
- Use past tense to describe specific results
- Shun familiar wording, don't address the reviewer directly, and don't use slang, slang language, or superlatives
- Shun use of extra pictures - include only those figures essential to presenting results

### **Title Page:**

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



### Abstract:

The summary should be two hundred words or less. It should briefly and clearly explain the key findings reported in the manuscript-- must have precise statistics. It should not have abnormal acronyms or abbreviations. It should be logical in itself. Shun citing 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 approach 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. Yet, use comprehensive sentences and do not let go readability for briefness. You can maintain it succinct by phrasing sentences so that they provide more than 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 maintain the initial two items to no more than one ruling each.

- Reason of the study - 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 quantitative data; results of any numerical analysis should be reported
- Significant conclusions or questions that track from the research(es)

### Approach:

- Single section, and succinct
- As a outline of job done, it is always written in past tense
- A conceptual should situate on its own, and not submit to any other part of the paper such as a form or table
- Center on shortening results - bound background information to a verdict or two, if completely necessary
- What you account in an conceptual must be regular with what you reported in the manuscript
- Exact spelling, clearness 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 to comprehend and calculate the purpose of your study without having to submit to other works. The basis for the study should be offered. Give most important references but shun difficult to make a comprehensive appraisal of the topic. In the introduction, describe the problem visibly. If the problem is not acknowledged in a logical, reasonable way, the reviewer will have no attention in your result. Speak in common terms about techniques used to explain the problem, if needed, but do not present any particulars about the protocols here. Following approach can create a valuable beginning:

- Explain the value (significance) of the study
- Shield the model - why did you employ this particular system or method? What is its compensation? You strength remark on its appropriateness from a abstract point of vision as well as point out sensible reasons for using it.
- Present a justification. Status your particular theory (es) or aim(s), and describe the logic that led you to choose them.
- Very for a short time explain the tentative propose and how it skilled the declared objectives.

### Approach:

- Use past tense except for when referring to recognized facts. After all, the manuscript will be submitted after the entire job is done.
- Sort out your thoughts; manufacture one key point with every section. If you make the four points listed above, you will need a least of four paragraphs.



- Present surroundings information only as desirable in order hold up a situation. The reviewer does not desire to read the whole thing you know about a topic.
- Shape the theory/purpose specifically - do not take a broad view.
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#### **Procedures (Methods and Materials):**

This part is supposed to be the easiest to carve if you have good skills. A sound written Procedures segment allows a capable scientist to replacement 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 for the least amount of information that would permit another capable scientist to spare 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 object, mention the specific item describing a way but draw the basic principle while stating the situation. The purpose is to text 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:**

- Explain materials individually only if the study is so complex that it saves liberty this way.
- Embrace particular materials, and any tools or provisions that are not frequently found in laboratories.
- Do not take in frequently found.
- If use of a definite type of tools.
- Materials may be reported in a part section or else they may be recognized along with your measures.

#### **Methods:**

- Report the method (not 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 - details how procedures were completed not how they were exclusively performed on a particular day.
- If well known procedures were used, account the procedure by name, possibly with reference, and that's all.

#### **Approach:**

- It is embarrassed or not possible to use vigorous voice when documenting methods with no using first person, which would focus the reviewer's interest on the researcher rather than the job. As a result when script up the methods most authors use third person passive voice.
- Use standard style in this and in 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.

#### **Results:**

The principle of a results segment is to present and demonstrate your conclusion. Create this part a 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. Carry on to be to the point, by means of statistics and tables, if suitable, to present consequences most efficiently. You must obviously differentiate material that would usually be incorporated in a study editorial from any unprocessed data or additional appendix matter that would not be available. In fact, such matter should not be submitted at all except requested by the instructor.





## Content

- Sum up your conclusion in text and demonstrate them, if suitable, with figures and tables.
- In manuscript, explain each of your consequences, point the reader to remarks that are most appropriate.
- Present a background, such as by describing the question that was addressed by creation an exacting study.
- Explain results of control experiments and comprise 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 in manuscript form.

### What to stay away from

- Do not discuss or infer your outcome, report surroundings information, or try to explain anything.
- Not at all, take in raw data or intermediate calculations in a research manuscript.
- Do not present the similar data more than once.
- Manuscript should complement any figures or tables, not duplicate the identical information.
- Never confuse figures with tables - there is a difference.

### Approach

- As forever, use past tense when you submit to 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 part.

### Figures and tables

- If you put figures and tables at the end of the details, make certain that they are visibly distinguished from any attach appendix materials, such as raw facts
- Despite of position, each figure must be numbered one after the other and complete with subtitle
- In spite of position, each table must be titled, numbered one after the other and complete with heading
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### Discussion:

The Discussion is expected the trickiest segment to write and describe. A lot of papers submitted for journal are discarded based on problems with the Discussion. There is no head of state for how long a 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 implication of the study. The purpose here is to offer an understanding of your results and hold up for all of your conclusions, using facts from your research and generally accepted information, if suitable. The implication of result should be visibly 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 with prospect, and let it drop at that.

- Make a decision if each premise is supported, 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 the experiment might be personalized to accomplish a new idea.
- Give details all of your remarks as much as possible, focus on mechanisms.
- Make a decision if the tentative design sufficiently addressed the theory, and whether or not it was correctly restricted.
- Try to present substitute explanations if sensible alternatives be present.
- One 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 available information
- Submit to work done by specific persons (including you) in past tense.
- Submit to generally acknowledged facts and main beliefs in present tense.



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<i>Introduction</i>	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
<i>Methods and Procedures</i>	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
<i>Result</i>	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
<i>Discussion</i>	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
<i>References</i>	Complete and correct format, well organized	Beside the point, Incomplete	Wrong format and structuring



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