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Discovering Thoughts, Inventing Future

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Examining English Language Teachers' Beliefs in the Context of English Language Education Reforms

By Eba Mijena

Wollega University, Ethiopia

Abstract- This study was aimed to examine English language teachers' beliefs about the teaching and learning of English language in the context of English language education reforms in western Ethiopia. It made survey with 125 school teachers from 43 schools. Data were collected during the ELT Enhancement Workshop organized by Wollega University at three of its campuses in the months of February 2013, March 2013 and April 2014. The questionnaire focused on gathering data on teachers' current thinking using the Likert Scale. The data collected using questionnaire were analyzed using percentages. These data were substantiated with the data collected using interviews. The findings of the study have shown that in spite of the introduction of various teacher development programmes (like CPD, induction, ELIP and other related workshops), English language teachers have mixed beliefs about the use of language teaching approaches. The study, therefore, suggests that the pre-service and in service trainings which address teachers' beliefs need to be the focus area in the future professional development programmes for ELT teachers in the study area.

Keywords: *beliefs, mixed belief, context, language education reforms, teacher development programmes.*

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Eba Mijena

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Keywords: beliefs, mixed belief, context, language education reforms, teacher development programmes.

I. INTRODUCTION

English language has become the language of every nation and the major tool for global communication. It is used in every sector for different purposes around the world. Among the various sectors where English is prominently used is a school. In most schools, English is used as a medium of instruction or taught as a subject or it is used as a medium of instruction and taught as a subject. This indicates that English is a valuable tool in education and for quality of education. This valuable tool need to be taught properly for the attainment of the goal required. Nevertheless, the teaching and learning of this tool might be affected by various factors. Among these, teacher beliefs about the teaching and learning of English could be mentioned as the major one.

One important question, which can be raised along with teachers' beliefs, is what these beliefs can cause. Different scholars (like Stuart and Thurlow, 2000) indicated that teachers' beliefs are considered as important variable in teaching. No doubt that belief affects everything and it is generally agreed that what teachers do in the classroom is mirrored by what they

believe and their beliefs often operate as a filter through which instructional judgments and decisions are made (Farrell & Lim, 2005). Moreover, McDonough (1991) indicates that beliefs affect behavior. He says "... what we believe we are doing, what we pay attention to, what we think is important, how we choose to behave, how we prefer to solve problems, *form the basis for our personal decisions* as to how to proceed" (p.9) [Italics mine]. From this, one can see that beliefs determine actions and decisions. This is because as Borg (2001) explains individuals are committed for the beliefs they hold. It is clear that beliefs are the best indicators of the decisions individuals make throughout their lives (Dewey, 1933). Teacher beliefs affect the materials and activities they choose for the classroom. When generally seen, teachers' beliefs influence their consciousness, teaching attitude, teaching methods and teaching policies, and finally, learners' development.

Beliefs about teaching and learning affect the processes, procedures to be used and all other actions taken by the teacher. This can be seen from different points of views. It is believed that two main approaches, i.e. the behaviourist and constructivist, prevail among teachers. The behaviourist principles claim that learning occurs through the passive transmission of information from one individual to another whereas the constructivist principles argue that learning occurs when a learner actively constructs meaning from elements in the environment. This central idea behind constructivism, that human learning is constructed, that learners build new knowledge upon the foundations of previous learning, conflicts with the key tenet of behaviourism – that reception, rather than construction leads to learning (Hoover, 1996).

What are the origins of the beliefs individuals hold? The direct forward answer could be the lived experience. In line with this, Johnson (1994) and Richards and Lockhart (1994) believe that beliefs are formed as a result of a person's education and experience, established practice, teachers' personality factors, educational principles, research-based evidence, and principles derived from an approach or method. This indicates that past experiences and other factors play significant role in affecting individuals' beliefs. It is also believed that "teachers' belief systems are founded on the goals, values, and beliefs teachers

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hold in relation to the content and process of teaching, and their understanding of the systems in which they work and their roles within it" (Richards and Lockhart, 1996:30). Real and effective change in teachers' can only occur through a change in their beliefs (Kennedy and Kennedy, 1996).

The English language teaching in Ethiopia has adopted the problem-solving approach since the introduction of the new Education and Training Policy in 1994. It is believed that this innovative approach leads to the quality of English language teaching and learning. For the effective implementation of this innovative approach, the present government introduced different professional development strategies like English Language Improvement Program (ELIP), Continuous Professional Development (CPD), Induction and other capacity building strategies with the introduction of Teacher Education System Overhaul (TESO) in 2003. Moreover, the teaching materials and the methods of teaching, currently in use also promote teaching English for effective communication. In spite of all these efforts, however, parents and other stakeholders comment that the current teaching practices in Ethiopian schools could not bring about the required change. One can ask "Why teachers' practices have not changed?" This question will lead one to look at how teachers think of the teaching and learning of English language teaching as this will affect what teachers do in their teaching. Therefore, this study will try to answer the following research question: What beliefs do English language teachers hold about the teaching and learning of English in the context of English language education reforms in western Ethiopia? One might introduce an earth-shaking methodology, idea, material or anything but for me these are nothing unless they are supported with proper beliefs.

II. MATERIALS AND METHODS

a) *Research Design*

The major purpose of this study was to examine the beliefs hold by western Ethiopia English language teachers (with particular reference to the three towns of Wollega (Nekemte, Shambu and Gimbi) in the context of English language education reforms. The research in here employed a descriptive survey research design.

b) *Samples and Sampling Techniques*

Data were collected from 125 school teachers of Nekemte, Shambu and Gimbi towns who participated in the two days workshop organized at each respective town by Wollega University in the months of February 2013, March 2013 and in the month of April 2014 on the theme *Enhancing ELT in Schools*. The teachers involved in the study hold the qualification of diploma and first degree with experiences varying from 5 (five) years to 36 (thirty six) years in teaching either English or other

subject. These teachers teach English in schools from Grade 1 to Grade 12. All teachers who took part in the workshop were the samples of this study. Out of the 125 teachers, 15 of them were chosen for the interview. The 15 teachers involved in the interviews were purposefully selected to include teachers teaching from different grade levels (First Cycle Primary Level, Grades 1-4; Second Cycle Primary Level, Grades 5-8, and Secondary Level, Grades 9-12). All the interviews conducted were audio-recorded and properly transcribed by playing the tape two times. The transcription was made properly incorporating what the interviewer (I) and the responses from the respondents (R where $R_1, R_2, R_3 \dots R_{15}$ was used for the 15 respondents).

c) *Instruments*

The present study employed questionnaire and interviews as data gathering tools. The data collected using questionnaires were analyzed quantitatively while the data gathered through interviews were analyzed qualitatively. The questionnaire for data collection included a survey questionnaire of two parts: background information and beliefs of language teaching difficulty, language teaching approach, teaching preference of language skills, language proficiency and motivation. The items of the questionnaire were designed based on the practices in the teaching and learning of English. Five-point Likert scale was used and participants were asked to gauge their beliefs by indicating the extent to which they agreed with each statement using (1) SD = strongly disagree, (2) DA = disagree, (3) N = neither agree nor disagree, (4) A = agree, or (5) SA = strongly agree. These were merged into three (agree, undecided and disagree) to make it easy for analysis which were presented in percentages.

III. RESULTS AND DISCUSSION

As indicated earlier, the study was focused on examining beliefs about English language teaching and learning held by English language teachers in the context of English language education reforms in Western Ethiopia with particular reference to the three towns of Wollega (Nekemte, Shambu and Gimbi). Based on the result of descriptive statistics, present study indicated that participants held various beliefs about language teaching and learning.

a) *Data analysis*

i. *Difficulty of Language Teaching and Learning*

In item No. 1, teachers were asked to indicate their agreement with the statement "The beginning of teaching English from Grade 1 will make its teaching and learning complex to teachers and students". The results were indicated in the chart below.

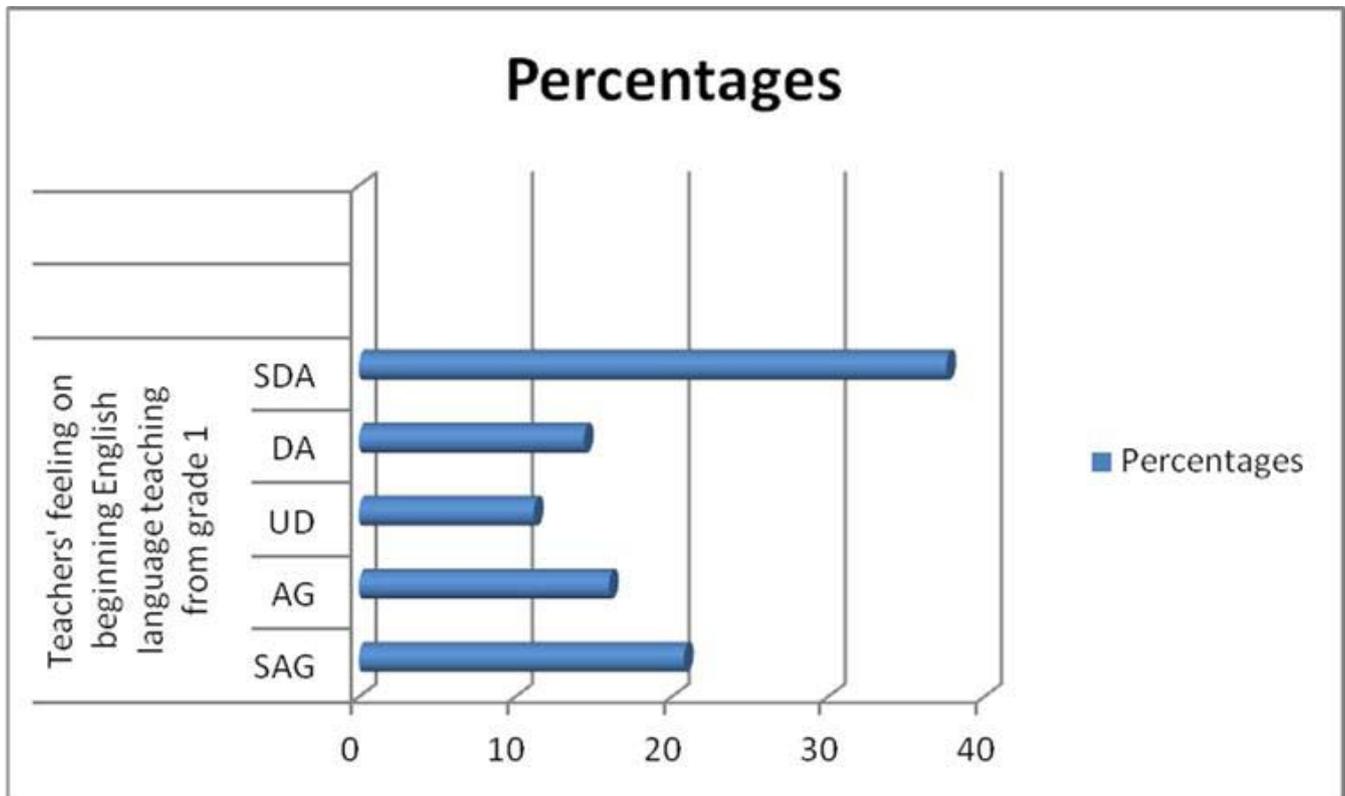


Figure 1 : Beginning English language teaching from grade 1 will make its teaching difficult for children

As can be seen in the graph, even if the majority of the teachers disagreed with the statement, around 36.8% of the teachers still feel that the beginning of English language teaching and learning from Grade 1 makes it complex to teachers and students. Those who agreed with the statement were asked the reason why they believe so. Most of them indicated that English is very difficult for Ethiopian children as it is not their mother tongue. The sample transcripts from the interviews are indicated below:

I: What do you feel about the importance of beginning English language teaching and learning from Grade 1?

R₄: For me, beginning English language teaching and learning from Grade 1 in Ethiopian schools is making the students not to understand their lessons. Students at all cannot understand it. They cannot speak a single word in English and cannot write a single sentence. I do not believe that it is important to begin from Grade 1. It has to begin when students are matured enough. For teachers also it is challenging.

R₆: Beginning the teaching of English language from Grade 1 is good but children cannot understand it. So, if children do not understand, it is a waste as I believe.

R₁₁: English language is difficult for children. All children do not want to talk in English. This is because they do not know it.

I: Why do you think students cannot be at English or cannot understand it?

R₆: You know most of the students are lazy in English. And English is difficult.

As can be seen in the interview transcripts, teachers believe that English language is difficult for children and students cannot learn it. There are teachers who feel that teaching English to children is a challenging business. In other words, this shows that the teachers themselves feel that beginning English language teaching from Grade 1 is making teaching and learning challenging. Nevertheless, one can ask that "Is it really the beginning of English from Grade 1 which makes its learning difficult?" This might not be the case. Properly trained teachers who are confident enough will make it possible. It can therefore be assumed that such feelings can have adverse effect on the quality of teaching and learning, which can in turn affect the quality of education. Teachers were also asked to indicate their agreement about the statement "Teaching English is easy".

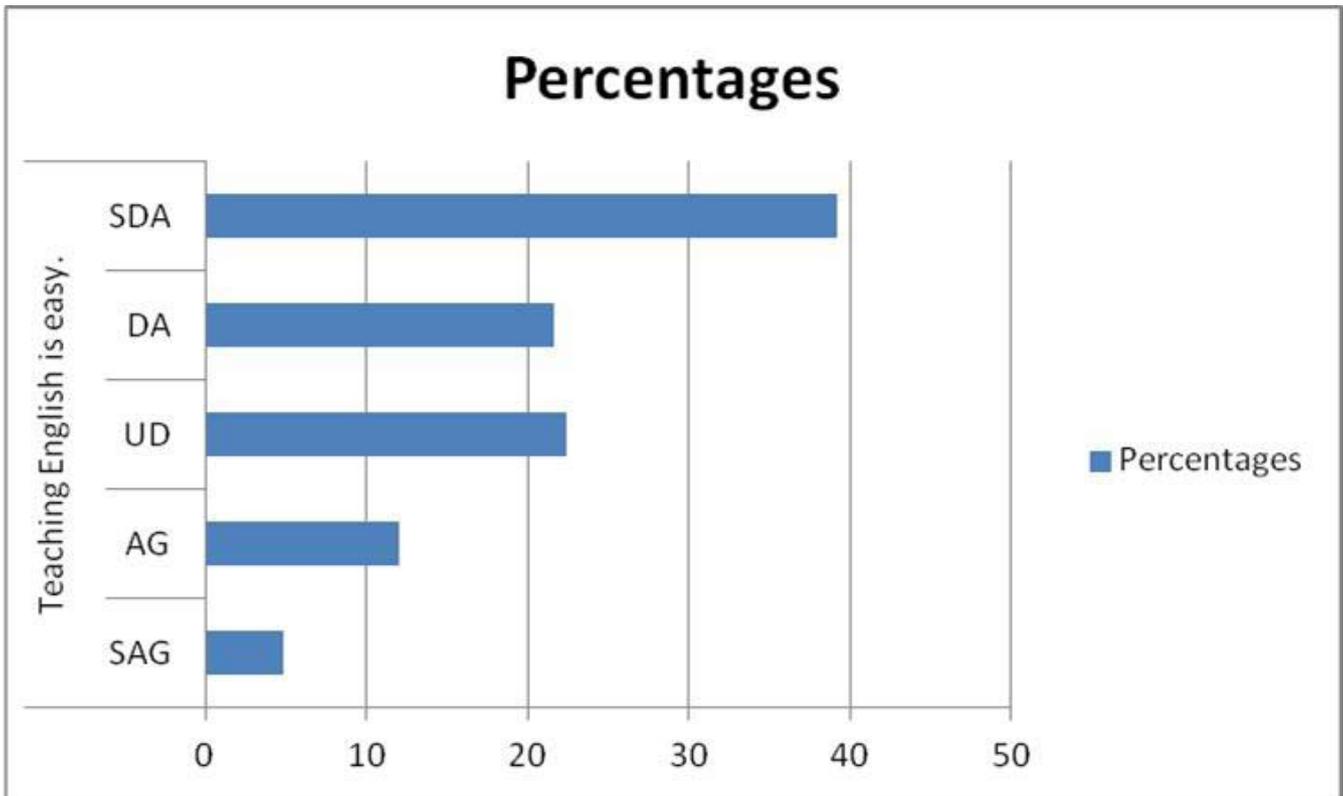


Figure 2 : Teaching English is Easy

As depicted above, the majority of the teachers (60.8%) felt that teaching English is difficult. This is consistent with the above (Question 1) finding whereas only 16.8% felt that the teaching of English is easy. Therefore, one can easily understand that the teaching of English is perceived as difficult with the majority of them. Such kind of feeling can affect teachers' teaching of the subject.

In Item No. 2, teachers were asked to indicate their feelings about grammar in this way: "Grammar is easier to teach and learn than other skills". 51.8% of

them agreed with the statement while 29.8% disagreed with it. The remaining 18.4% neither agreed nor disagreed with the statement. The implication here is that those who believe that grammar is easier than any other language skill would give emphasis to the teaching of it than any other language element.

b) *Emphasis given to language skills*

Here, teachers were asked the most important language skill in English language teaching. The results were indicated in the following table.

Table 1: The most important language skill

S.No	Importance of Language Skill	Agree	%	Neutral	%	Disagree	%
3.	It is pronunciation which is the most important element in language teaching	47	37.5	21	16.8	45	32
4.	It is reading which is the most important element in English language teaching	47	37.6	21	16.8	57	45.4
5.	It is vocabulary which is the most important element in English language teaching	58	46.4	17	13.6	50	40
6.	It is listening which is the most important element in English language teaching	43	34.4	36	28.8	46	36.8
7.	It is grammar which is the most important language element for students to learn in English language	60	48	21	16.8	44	35.2
8.	It is speaking which is the most important element in English language teaching	75	60	18	14.2	32	25.6
9.	English skills should be taught in this order: listening, speaking, reading and writing.	97	77.6	7	5.6	21	16.8

In Table 1 above, teachers were asked to indicate their level of agreement about the statements given. These have been discussed below.

i. *Pronunciation*

In Item No. 3, as indicated in the table, 37.6% of the respondents felt that pronunciation is the most important element in language teaching while 45.6% of them disagreed with the statement. The remaining 16.8% neither agreed nor disagreed with the statement. The results show that there are still teachers who favor pronunciation other than the other language skills which might have impact on their classroom teaching.

ii. *Reading*

In Item No. 4, 37.6% of the teachers agreed that reading is the most important skill in the teaching of English language while 45.4% disagreed with the statement. The remaining 16.8% responded 'Neutral'. This shows that teachers have had different thinking about the statement. These differences lead to the differences in classroom practices, which will affect the quality of teaching. The results show that there are still teachers who favor reading other than the other language skills which might have impact on their classroom teaching.

iii. *Vocabulary*

In Item No. 5, 46.4% of the teachers indicated that vocabulary is the most important element in the teaching of English while 40 % disagreed with the statement. The remaining 13.6% responded 'Neutral'. This shows that teachers had different thinking of vocabulary. These differences lead the differences in classroom practices, which will affect the quality of teaching. One can also see that there are still teachers who favor vocabulary other than the other language skills which might have impact on their classroom teaching.

iv. *Listening*

In Item No. 6, 34.4% of the teachers agreed that listening is the most important element in the teaching of English while 36.8 % disagreed with the statement. The remaining 28.8% responded 'Neutral'. This shows that teachers had different thinking of listening. These differences lead the differences in classroom practices, which will affect the quality of teaching. One can also see that there are still teachers who favor listening other than the other language skills which might have impact on their classroom teaching.

v. *Grammar*

In Item No. 7, 48% of the teachers agreed that grammar is the most important element in the teaching of English while 35.2% disagreed with the statement. The remaining 16.8% neither agreed nor disagreed. This shows that teachers have had different thinking of grammar. These differences lead the differences in classroom practices, which will affect the quality of teaching.

vi. *Speaking*

In Item No. 8, 60% of the teachers agreed that speaking is the most important element in the teaching of English while 25.6% disagreed with the statement. The remaining 14.2% neither agreed nor disagreed. This shows that teachers have had different thinking of speaking. These differences lead the differences in classroom practices, which will affect the quality of teaching.

vii. *Writing*

In Item No. 9, 77.6% of the teachers agreed that it is writing which is the most important element in the teaching of English while 16.8% disagreed with the statement. The remaining 5.6% neither agreed nor disagreed. This shows that teachers have had different thinking of writing. This difference leads the differences in classroom practices, which will affect the quality of teaching.

In summary, the above results indicated that teachers had different feelings about the importance of language skills which might affect their actual classroom practice. The results showed that teachers hold mixed beliefs about the place of language skills in the teaching and learning of English. Some believe that it is writing which is the most important while others say it is speaking and still while others believe other language skill or language element is more important than the other while the language teaching and learning theories and philosophies recommend that language skills are equally important. The most core point observed in the analysis is that a minimum of 43% of the teachers have shown their agreement that one language skill or element is more important than the other. This thinking of the teachers might lead to the differences in their emphasis during classroom teaching.

In Item No. 10, an attempt was made to present the above questions in a different way where teachers were asked to rank the language skills and elements in their order of importance from the most important to the least important (from the most important, 1 to the least important, 7). The responses from the respondents were summarized in the following table.

Table 2 : Ranking language skills

Language skills and elements	Rank													
	1st	%	2nd	%	3rd	%	4th	%	5th	%	6th	%	7th	%
Speaking	7	5.6%	3	2.4%	33	26.4%	15	12%	19	15.2%	26	20.8%	4	3.2%
Listening	6	4.8%	3	2.3%	13	10.4%	20	16%	57	45.6%	37	29.6%	30	24%
Grammar	61	48.8%	42	33.6%	20	16%	9	7.2%	16	12.8%	9	7.2%	2	1.6%
Pronunciation	17	13.6%	13	10.4%	15	12%	21	12.8%	12	9.6%	7	5.6%	12	9.6%
Vocabulary	21	16.8%	51	40.8%	28	22.4%	14	11.2%	7	5.6%	5	4%	7	5.6%
Writing	2	1.6%	6	4.8%	7	5.6%	19	15.2%	8	6.4%	16	12.8%	29	23.2%
Reading	11	8.8%	7	5.6%	9	7.2%	27	21.6%	6	4.8%	25	20.5%	41	32.8%

Table 2 above shows that grammar 61(48.8%), vocabulary 51(40.8%) and speaking 33(26.4%) were ranked first, second, and third according to their importance. The three language elements: grammar, vocabulary and speaking appeared as the first three most important language skills/elements while the other skills like listening, reading and writing were not among the top ranked skills. The findings shown in Table 1 and Table 2 indicate some inconsistencies in teachers' responses. Even if grammar and vocabulary are indicated among the first three top chosen language skills in both tables, writing and speaking are not in the list of the top priorities for teachers. The findings from both tables (Table 1 and Table2) indicate that grammar and vocabulary are chosen as the most preferred areas for teaching by teachers. Nevertheless, the present approach to the teaching and learning of English language in Ethiopian schools promote that all language skills are equally important as proficiency in the particular language cannot be attained by ignoring one or the other skill. These days, it is recommended that grammar and vocabulary are taught in integration with other skills than being taught as separate entities. The responses to the interviews made also indicated the same view. Here is one of the sample interview transcripts:

I: Which language skill or language element do you like teaching most? Why?

R₁: I prefer and love teaching grammar. This is because if students learn grammar in a good way, they can write correct sentences and they speak correct statements. You know grammar is the basis for every skill.

R₃: Vocabulary grammar and pronunciation. If students have good pronunciation, if they know different words and if they know correct tenses, they can know the language well. These are very important

for my students. In Grade 8, Grade 10 and Grade 12 national examinations also grammar questions are more than others and as a result a teacher must give attention to them. If you take listening and writing why do I give much time for teaching? It is not there in classroom examination and in the national examination. So teaching them is important but it not help students in examinations.

Here, one can see that different factors and beliefs affect teachers' preferences of teaching the language skills. The first one is that they believe that the focus on grammar, vocabulary and pronunciation improve the quality of English language learning. Second, they believe that the focus on grammar in classroom teaching help students a lot in writing the classroom and national examinations as most of the examinations are grammar dominated ignoring the other skills like speaking, listening and writing. From this second reason, it is not very difficult to understand that the nature of classroom and national assessments determine the types of language skills and language elements preferred to be taught in classrooms. This is what many authors (like Arthur, 1989) state as wash back effect. As indicated elsewhere in this paper, it is the existing practices which affected teachers' beliefs.

c) *Approaches to teaching and learning English language*

This section (Item No. 11-20) deals with examining the teaching approaches preferred by English language teachers in the context of the current English language education reforms. It is believed that the teaching approaches preferred by teachers determine the quality of teaching a particular language skill or element and in turn this affects the learners' proficiency in the language skill. Here, teachers were requested to indicate their agreement with seven

different statements which were indicated in the following table.

Table 3 : Approaches to the teaching and learning of English

S.No	Statement	Agreement					
		Agree	%	Neutral	%	Disagree	%
11.	Language skills should be taught in integration	45	36	18	14.2	62	49.6
12.	English language teachers should keep students from making any error	101	80.8	13	10.4	11	8.8
13.	Students learn English when they fully engage in it	64	51.2	17	13.6	44	35.2
14.	English language teacher needs to explain the lesson bit by bit to help students understand it fully	76	60.8	25	20	24	19.2
15.	English language teachers should talk more than students in the classroom as they have to be models.	48	38.4	12	9.6	65	52
16.	Students learn English best when a teacher gives notes, and asks students to copy the notes into their notebooks and explains to them properly	42	33.6	14	11.2	69	55.2
17.	Reading is taught by asking students read aloud turn by turn in the classroom	48	38.4	21	16.8	56	44.9
18.	Students need to be properly taught the rules of English language and memorize them not to deviate from the correct form or rule	61	48.2	33	26.4	31	24.8
19.	The teacher has to translate everything into mother tongue to help students understand English fully	27	21.6	15	12	82	65.6
20.	English skills should be taught in this order: listening, speaking, reading and writing	97	77.6	7	5.6	21	16.4

As depicted in Table 3 above (Item No.11), 36% of the teachers agreed with the idea that language skills should be taught in integration while 49.6% disagreed with it. The remaining 14.2% neither agreed nor disagreed with the statement. The results show that there are teachers who believe in integration of language skills while the others do not.

Regarding keeping students from making any error in English language classrooms (Item No.12), 80.8% of the teachers indicated that English language teachers should keep students from making any error while only the remaining 8.8% did not agree with the statement. From these results, it is possible to see that teachers give their attention to keeping students from making any error. Error correction seems the majority of the teachers. The present classroom context requires teachers to help their learners learn the language through practice, error correction should not be the major task of a classroom teacher.

Table 3 above (Item No. 13) also shows that 51.2% the teachers felt that students learn English when they fully engage in it while 13.6% did not decided their agreement and 35.2% have shown that they neither agree nor disagree with the statement. The present language teaching and learning theory suggests that students should fully engage in the learning of the language (Richards and Rodgers, 2001). Even if the majority of teachers believe that students learn English

when they fully engage in it, about half of them were still not sure of the fact that students should fully engage in the learning of English or don't at all agree with the statement. If teachers do not believe in engaging students in the learning, they might be inclined to use the teacher-fronted approach.

The other important issue (Item No. 14) discussed here is how teachers feel about lesson explanations in English language teaching classrooms. Here, majority of the teachers (60.8%) indicated that English language teacher needs to explain the lesson bit by bit to help students understand it fully while only 19.2% disagreed with the statement. This clearly implies that after more than 20 years of the introduction of problem-solving and learner-centered approaches, teachers' thinking of teaching English has not shown any change. As indicated above, even if the majority of teachers (where 51.2% agree) indicated that they agree fully with engaging students in learning, there are still teachers who do not agree with the idea.

Regarding the reaction of teachers towards the statement "English language teachers should talk more than students in the classroom as they have to be models" (Item No. 15), 52% of the respondents disagreed with the statement while 38.4% have shown their agreement. The remaining 9.6% neither agreed nor disagreed. From these results, it is possible to observe that quite a large number of teachers (38.4%) believe

that teachers should talk more than the students in the classroom. This finding is not in line with the role of teachers in the modern language classrooms, which indicate that teachers are facilitators than technicians.

Regarding the reaction of teachers towards the statement "Students learn English best when a teacher gives notes, and asks students to copy the notes into their notebooks and explains to them properly" (Item No. 16), 33.6% agree with this statement while 55.2% do not agree with it. 11.2% neither agreed nor disagreed. There are still quite a large number of teachers who think that students learn best when a teacher gives notes, and students copy the notes into their notebooks which accompanied by explanations from teachers.

Regarding the reaction of teachers towards the statement "Reading is taught by asking students read aloud turn by turn in the classroom" (Item No. 17), 38.4% agreed whereas 44.8% disagreed. 16.8% neither agreed nor disagreed. Reading is a silent activity and has to be done silently (Nuttal, 1986). Nevertheless, there are still teachers (almost half) who still think that reading is done aloud and tend to follow the traditional way of teaching it.

Another important factor included in the study was to see how teachers react to the statement "Students need to be properly taught the rules of English language and memorize them not to deviate from the *correct form or rule*" (Item No. 18). Here, 48.2% of the teacher agreed with this statement while 26.4% did not and 24.8% neither agreed nor disagreed. Surprisingly, the majority of the teachers still believe that students need to be properly taught the rules of English language and memorize them not to deviate from the correct form or rule. Nevertheless, it is not the memorization of rules that promote the learning of the language but the meaning which out ways. Elsewhere in this paper, most of the teachers preferred grammar and vocabulary to other language skills and elements which support this view.

The teachers involved in the study were asked their feeling about the statement "The teacher has to translate everything into mother tongue to help students understand English fully" (Item No. 19). The results indicated that 21.6% of the teachers agreed with the statement while 65.6% disagreed with it and 12% of the respondents neither agreed nor disagreed. Even if the majority of the respondents have disagreed, the data imply that there are still teachers who believe that translating everything into mother tongue is proper to help students. The modern literature on language teaching and learning recommends the use of mother tongue when there is a need, particularly when explaining complex concept is required and when teaching some key words.

The last question in this category was to see teachers' current thinking about the statement "English skills should be taught in this order: listening, speaking,

reading and writing"(Item No. 20). The analysis of teachers' responses about this indicated that 77.6% of the teachers agreed with the statement while 16.4% disagreed and 5.6% neither agreed nor disagreed with the statement. The results here go with the findings on integration of language skills elsewhere in this paper. While the language skills need to be taught in integration, majority of the teacher indicated that language skills should be taught in some sequence, listening coming first followed by speaking.

I: How do you think teachers should teach to help students effectively learn English language? Why?

R₁₃: Teachers should teach in learner-centered approach, giving learners notes which are compiled from different books like "Grammar in Use". Teachers must help learners understand the meanings of words which are important in speaking and writing.

I: Why is it important to compile and give student notes from different books?

R₁₃: Giving students detailed and well organized notes from different books help students to be competent in their examinations and language use.

From the analysis made above, it seems that the belief of spoon-feeding learners by giving explanation bit by bit and teachers talking more in the classrooms seems dominating the current teachers' thinking and classroom practices. Many scholars (like Richards and Rodgers, 2001) indicate that the present classroom atmosphere should promote independent learning which help students develop self confidence. The results found here however make student only expect from their teachers than helping them learn on their own.

d) *English language proficiency*

Another important factor (Item No. 21) analyzed in this study was the teachers' feeling in relation to language proficiency "English has to be taught by native speakers to help students proficient in the language". In this case, 41.6% of the teachers agreed with the statement while 44.6% of them disagreed with it and 13.6% of them neither agreed nor disagreed.

Regarding the reaction of teachers towards the statement "A language teacher should have a native-like accent"(Item No. 22), 51% of the respondents agreed with the statement while 37.6% of them disagreed with it and 15.2% neither agreed nor disagreed. This kind of belief will become very dangerous as it might result in an adverse effect. It is of course impossible to have and not important to have a native-like accent. Intelligibility is at the center than having the native-like accent.

Regarding the reaction of teachers towards the statement "English is taught to produce a native-like accent" (Item No. 23), 35.6% agreed with the statement while 44% did not agree with it and 10.4% of the

respondents neither agreed nor disagreed with the statement.

e) *Motivation*

Motivation is one of the different factors which affect the classroom practices. Thus, teachers were asked to indicate their feeling about the statement "Teaching English is an enjoyable business" (Item No. 24) and the responses have shown that 22.4% of the respondents agreed with this statement while 68.8% disagreed. 8.8% of the teachers neither agreed nor disagreed. Interview was made with those who did not agree with the statement where the following responses were obtained:

I: Is teaching English enjoyable to you?

R₁: No, from the very beginning teaching English language was not my first choice. My interest was to learn law but I did not score the required result in Grade 10. The only option I had at the moment was to join either Technical and Vocational Education Training (TVETs) or Teacher Education Institutions (TEIs).

I: Is teaching English enjoyable to you?

R₂: Yes, but my interest was to be trained in another field like nursing.

I: Why you prefer nursing?

R₇: You can have your own business if you are a trained nurse but you remain poor if you become a teacher like me.

I: Is teaching English enjoyable to you?

R₁₄: No, you know when I joined TEIs, my first choice was Civic and Ethical Education and I am trained in Civic and Ethical Education but I am teaching English.

The sample transcripts show that majority of the teachers teaching English at the moment in western Ethiopian schools do not enjoy teaching English for various reasons. First, English was not their preference of study but they studied it because they did not have any other option. Second, some of them had the interest to study other fields like nursing because they create opportunity to start their own business. Third, they are made to teach English irrespective of their training. It seems that different factors have affected their interest and motivation.

IV. CONCLUSIONS AND RECOMMENDATIONS

English language is taught as a subject beginning from Grade 1 and is used as a medium of instruction beginning from Grade 9 in Ethiopian schools. Its teaching began with the beginning of the first public school in 1908 which has counted more than a century. Nevertheless, English language is one of the subjects where students are not capable enough in line with the level of proficiency expected from them. To address the challenges, the MoE (2002) has conducted a study

which focused on identifying factors which affected the quality of teaching in Ethiopia. The findings of the study indicated that poor preparation of teachers is one among other factors. To address the poor preparation of teachers, the Ethiopian government suggested different professional development packages among which the English Language Improvement Program (ELIP), Induction, Continuous Professional Development (CPD) and other workshops can be mentioned.

Despite the efforts made by the government, parents, teachers, and the government complain that there is dwindling in the quality of English language as a result of poor teaching practices. The findings of this present study have shown that English language teachers had mixed beliefs about English language teaching and learning approaches. This means that while there are teachers who dominantly use the behaviorist principles and traditional approaches, quite a few claim that they use the constructivist principles. The teachers' reactions tell the concerned bodies that something has to be done with teachers' belief system. Teachers' beliefs affect not only their teaching, but also filter new input, suggesting significant implications for the implementation of educational innovations and teacher development.

Thus, this study recommends that an intensive, well planned, organized and consistent preservice and inservice professional development programs must be in place to address teacher beliefs. These professional development programs should not be for mere launching of a particular program but it has to attain its purpose. Hence, it should provide on-going practices accompanied by support, feedback, and reflection while teachers practice the implementation of innovative ideas or approaches. Fullan (2001) and Richards (1998) suggest that teachers need more time, training, and on-going support to shift their classroom for an innovation to succeed and the training programs must help them articulate their beliefs and use them to reflect on their teaching.

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Knowledge Bias: Perceptions of Copying among Lecturers and Students of Education Case Study of a Teaching College

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Abstract- Everywhere in the world, the academically immoral and unethical behavior of copying in academic institutions no longer shocks anyone. In this study, the authors argue that this phenomenon is prevalent even within academic institutions of education intended for the training of teachers. That is, students who soon would be responsible for the ethical code of their students. This phenomenon of copying is based on three main factors: Students, the academic institution, and the teaching staff. The students' perception of copying was examined through questionnaires and it can be stated that the phenomenon is considered significantly normative. The lecturers' perception was examined through in-depth interviews and it is emphasized that they are indeed aware of the phenomenon being widespread. Nevertheless, they also think that the institution sets double standards regarding it. On the one hand, the academic institution declares its intent to stamp out the copying phenomenon, while simultaneously encouraging it by being overly tolerant and by not addressing the issue when it does arise in disciplinary committees. Therefore, a self-reinforcing cycle emerges with the students seeing the phenomenon as significantly normative, the academic institution setting double standards, and the lecturing staff finding itself stuck between a rock and a hard place when dealing with the problem.

Keywords: *knowledge-bias; learning-processes; copying; ethical code; education.*

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Knowledge Bias: Perceptions of Copying among Lecturers and Students of Education Case Study of a Teaching College

Yoav Gal ^α & Adiv Gal ^σ

Abstract- Everywhere in the world, the academically immoral and unethical behavior of copying in academic institutions no longer shocks anyone. In this study, the authors argue that this phenomenon is prevalent even within academic institutions of education intended for the training of teachers. That is, students who soon would be responsible for the ethical code of their students. This phenomenon of copying is based on three main factors: Students, the academic institution, and the teaching staff. The students' perception of copying was examined through questionnaires and it can be stated that the phenomenon is considered significantly normative. The lecturers' perception was examined through in-depth interviews and it is emphasized that they are indeed aware of the phenomenon being widespread. Nevertheless, they also think that the institution sets double standards regarding it. On the one hand, the academic institution declares its intent to stamp out the copying phenomenon, while simultaneously encouraging it by being overly tolerant and by not addressing the issue when it does arise in disciplinary committees. Therefore, a self-reinforcing cycle emerges with the students seeing the phenomenon as significantly normative, the academic institution setting double standards, and the lecturing staff finding itself stuck between a rock and a hard place when dealing with the problem.

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I. INTRODUCTION

It is not possible from past studies to conclusively conclude that academically immoral behavior among students of higher education is gender-related. Some studies find that the percentage of males behaving in an academically immoral way during their studies is greater than that among females (Bowers 1964; Jensen et al. 2002; Newstead et al. 1996). Others have found opposite results (Graham et al. 1994), and some have found no gender-related differences in academically immoral behavior during studies (Yardley et al. 2009). This study began with the main intent of identifying the general perception of education students towards copying, with the gender question remaining secondary. However, totally unexpectedly, over 96% of questionnaire responders in the chosen education

college were women. Therefore, the results were gender biased by definition and so also were their ramifications.

However, the global phenomenon of copying, academically immoral behavior and transgression of ethical rules in colleges and universities has been increasing over the years (Ogilby 1995; Murdock and Anderman 2006; Schmelkin et al. 2008). Some persons, such the Dean of Duke University, have declared that 10% of students taking the final exam in Fuqua College of Business were caught copying (Conlin 2007). Others (McCade and Bowers 1994; Bowers 1964) speak of a much wider phenomenon, especially in institutions training future executives. In these institutions, the phenomenon reaches 50% of students who copy during their studies. Some allude to it as an epidemic (Simkin and McLeod 2010). According to their data, upwards of 80% of students copy during their studies. Additional studies back up these findings, and report high percentages of copying students, at 60% (Rokovski and Levi 2007), at 70% (Klien et al. 2007), and at 56% (McCabe et al. 2006).

The phenomenon has not passed over Israel either. Prof. Asa Kasher, an expert on ethics, states not only that the phenomenon is widespread in Israeli academia, but that it is also well known to the management of the university institutions and that they choose to ignore the subject (Kasher 2012). Kasher claims that this silence is part of the problem, and that ignoring the copying phenomenon does not fix it. Peled and Haldi (2011) also studied the phenomenon in three academic colleges in Northern Israel, and the results show that among Arabic-speakers copying is largely perceived as legitimate. This perception by students is accompanied by lowering of standards in academic institutions, intended to draw students paying particularly high tuition rates (Frey 2010).

The phenomenon of copying, academically immoral behavior and transgression of ethical rules in colleges and universities is based on three primary elements that mutually reinforce each other's decision making processes in a feedback loop. These three elements are:

- *Students*
- *Academic institution*
- *Teaching staff*

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From the students' point of view, there are many explanations and excuses for copying and academically immoral behavior. One of the main motivations for these improper behaviors among students is the desire for success, the perception that winning is all, and that all means are legitimate for achieving this goal (Simkin and McLeod 2010; Williams et al. 2010; Shu et al. 2011). Another reason is pressure, and there are many students who see copying as a legitimate means to deal with the rat-race and with the many demands to "cut corners" (Murdock and Anderman 2006; Williams et al. 2010). Other studies found another explanation for improper behavior among students in academic institutions, and they claim that there is great variance in the definition of moral behavior and ambiguity, such as Palgia's definition (Jensen et al. 2002, 2008; Abdolmohammadi and Baker 2008). The murkiness in the definition and/or ambiguity regarding the question of what is included in the colleges' demands for academic integrity makes it difficult for the students. This ambiguity, and the demands from the students, which are different from those they are familiar with from high school, also cause the phenomenon of copying and lack of integrity during academic studies (Owunwanne et al. 2010). One should not think that academically immoral behavior is confined to the duration of studies in academic institutions and from then onwards all ethical rules are adhered to. Lovett-Hooper et al. (2007) found positive correlation among students between copying and general rule-breaking. Blankenship and Whitley (2000) also found a positive correlation between students who used a variety of false excuses and lies, and dangerous behaviors of reckless driving and drug use.

Sims (1993) and Thompson (2000) claim that academically immoral behavior of copying in academic institutions is a reflection of the immoral behavior that exists in the real life business world. It has also been found that there is a positive and significant correlation between lying at work and the frequency of copying in academic studies; that is, between unethical behavior at work and copying at studies (Sims 1993; Nonis and Swift 2001; Lawson 2004). The founder and president of Duke University's Center for Academic Integrity supports the claim that students are redefining morality in the academia. His claim is that peeking at the exam paper of the next student or the copying phenomenon simply aren't part of the lexicon of morality or ethics, and that these terms are "under the radar" for students (McCabe et al. 2006). One can also add to this group the students who are accountable only to themselves and do not see the assigned task as relevant to them. This is a sufficient excuse to reduce investment in studies and to actively seek out ways to copy. Occasionally this group will include students who did not understand the task at hand or did not fully understand the lecturer and they

also fall into inappropriate behaviors (Williams et al. 2010; Anderman et al. 1998).

The fields of study which have most of the academically immoral student behavior are the sciences, technology, engineering, mathematics and business (Newstead et al. 1996; Marsden et al. 2005). In an attempt to neutralize the effect of the field of study, it was found that there are students who begin academic studies with a low skill level and who are required to deal with demands for skills they do not have or did not acquire in high school. When students lack skills such as reading, writing, materials composition, scientific thinking, etc., they tend more to adopt academically immoral behaviors to make up for their lacking and limited skills (Williams et al. 2010).

Technological developments are an aid to copying in academic institutions (Etter et al. 2006). Information availability only helps the students to shorten their learning curve and invest more time in cheating, copying and lack of academic integrity. Email, smartphones (Johnson and Martin 2005), Twitter, Instagram, Facebook and other social networks have made communications and information transfer easier and more accessible to students, and copying and pasting have become common (Ma et al. 2008). Instead of thinking of answers to questions, of integrating information or solving problems given in lectures, the students send a question to all the "friends" and wait for an answer. In addition, the rise of websites that provide written papers on all academic levels and problem solutions in return for payment are also a factor that increases the copying phenomenon and academically immoral behavior in academic institutions (Boehm et al. 2009).

But not all the blame and responsibility for this ethical failure can be placed on the students. The students themselves raise another reason for the trend of copying, academically immoral behavior and disobeying ethical rules in colleges and universities. This reason is the double standards held by the institutions themselves. The implicit or even explicit message sent out by the institutions includes lack of punishment or very lenient punishment for those caught copying, or, as the saying goes, the righteous suffer while the wicked triumph (West et al. 2004; Rettinger and Kramer 2008; Simkin and McLeod 2010).

In the commercial competition for the heart and wallet of the student, the institution tries to minimize the costs to the student in order to create "satisfied customers". The commonly held and popular view sees the higher education system as a producer-consumer relationship. Students and their parents are often seen as the main customers of the educational or academic institution and these institutions today accept and treat them as such (Douglas et al. 2006). The product in this case is the combination of the degree at the end of the process, together with the total educational experience.

This experience includes the content of the studies, the quality of teaching and the material studied but also the management aspect, the quality of services and the social atmosphere in the institution (Gibson 2010). Customer satisfaction can be influenced by additional unique factors such as sufficiently rewarding post-graduation employment, and the expectation for a higher standard of living upon receipt of the degree (Browne et al. 1998). We can see that the management of the institution understands perfectly that it will profit if there is a high level of satisfaction among those studying there, that is, the customers. It is only logical that a satisfied customer will show a more positive attitude towards the institution and its processes than one with a low level of satisfaction (Tessema et al. 2012). As a result of this, satisfied customers are an important marketing asset for the institution and the accepted policy is to cultivate them in accordance with this understanding. From here the distance is short to making decisions that will discriminate between students in various selection processes in order to choose those students who will finish their studies with a high level of satisfaction. Accordingly, and unsurprisingly, it has been found that those who have a high grade point average experience greater satisfaction than those with a lower grade point average (Moro-Egido and Panades 2010). This is easily explained, but it is also easy to understand those decision makers and lecturers in the institution who would tend to be favorably biased towards those who show high levels of satisfaction while diverting those with lower levels of satisfaction to other study tracks, of lower prestige, lower quality, and preferably in other educational systems. Therefore, the evaluation and grading processes accompanying the learning processes in these conditions are suspect of being fundamentally biased. The bias here is in fact doubled, since in the first place those with high grades will be preferentially accepted, and in the second place, lacking sufficient applicants with high grades, the institution will lower its academic standards in order to generate higher grades for less qualified students as well, and so to turn them into satisfied customers.

The customers' satisfaction is important also because it will lead to: a) greater numbers of students registering to study in the next year, and b) sufficiently rewarding post-graduation employment, and the expectation for a higher standard of living upon receipt of the degree (Browne et al. 1998). Therefore, as part and parcel of the minimizing of costs there is also a lenient and very significantly forgiving attitude regarding adherence to the ethical code of the institution, minimal enforcement of copying prevention, and creation of a double standard which declares, on the one hand, that it is forbidden to copy, but on the other hand if the copying is not overt, the institution will turn a blind eye. We can see that the management of the institution

understands perfectly that it will profit if there is a high level of satisfaction among those studying there, that is, the customers. It is only logical that a satisfied customer will show a more positive attitude towards the institution and its processes than one with a low level of satisfaction (Tessema et al. 2012).

In spite of the pressure to please the customers, the academic institutions fully understand that turning a blind eye, ignoring the copying phenomenon and tolerating improper and academically immoral behavior are causing accumulated damage to the dignity and prestige of the institution (Gulli et al. 2007). The decline in student academic morality and the accelerating rise in cheating, copying and academically immoral behavior in business schools have driven the Association to Advance Collegiate Schools of Business to demand that ethics courses be put into the students' curricula (AACSB 2009). In addition, lack of academic integrity has long since transgressed the lecture hall boundaries and lecturer-student relations, and in many institutions the topic is addressed at institutional level (Boehm et al. 2009; Craig et al. 2010; Piascik and Brazeau 2010; Whitley and Keith-Spiegel 2002). In this manner an organizational culture is developing within the academic system that partially recognizes the existence of copying among students, who are clearly aware that their behavior is not ethical, but that the temptation is too great to resist. The institutional system, in its desire to satisfy its customers' wants, turns a blind eye and so sets a double standard that *de jure* forbids but *de facto* permits.

More specifically regarding students undergoing training at colleges specializing in teacher training, the entire educational system in which they learn and are trained does not contribute to upholding ethical values. The dominant contemporary pattern of teacher training is of a bureaucratic educational system. In most cases, this is a world view and attitude which places its greatest emphasis on exams, grades and degrees. Even if educational institutions try to change and to lead changes, the accepted didactic practices in today's educational system depend greatly upon principles rooted in the theories of the latter half of the 19th century. In this period various opinion leaders began examining the issue of the education of the individual, and on the basis of this, schools were built in parallel to and in the same manner in which factories were constructed. The educational system known to us today is organized, generally speaking, in a fashion similar to the organization of an assembly line factory. That is, it is made up of the teacher, a board, and rows of pupils who sit during a defined time frame and write down the things said to them by the instructor, whether freely or by dictation. This was part of the concept of socialization, which saw the process of knowledge accumulation as a process in which without the support of a responsible adult the child could not survive and

advance. In this process the pupil acquires a world view, skills, and the tools with which to meet professional demands. One can say with a great degree of confidence that the educational system cultivates conformity, and trains the next generation of workers to be a disciplined one. In this case conformity and going with the flow is achieved by encouraging the average type of student. The higher education system emphasized conformity and the internalization of occupational norms by teaching students to think within the boundaries of the field of study. Since the educational and the higher education systems invest significant and unceasing effort into sorting the students within them according to various metrics, the students are taught to think in a certain way and undergo socialization in accordance with their field of study and in accordance with their perceived status. It is not the place for this article to expand upon and to go into the details of the extensive literature existing regarding this, but an example of this kind of process can be seen in the submission guidelines for a student paper in the 2013 Fall semester, in one of the teacher training undergraduate colleges:

Paper number 1, submission date 8.12.13

- A. *You must answer one out of the two questions.*
- B. *The length of the answer must be between 2-3 typed pages and when I request 2-3 pages I mean it (1.5 spaced).*
- C. *Be sure to formulate your claim and to substantiate your arguments solely on the basis of the material learned in class and on the reading material. Do not rely on other sources (it will reduce your grade).*
- D. *Avoid giving examples (whether personal examples or examples given during the lecture) and stick to the relevant theories.*
- E. *Do not create a cover page or table of contents. Do not submit your paper in binders, plastic slipcovers or by electronic mail. Print your paper, staple it in the upper right hand corner and on the first page state your name, identification number and the number of the question you answered. Do not copy the question. Every work submitted in any other format will not be examined.*
- F. *The work must be submitted by 8.12.13 in class. Students who do not appear in class must verify that their work is submitted to my mailbox until 8.12.13 at 19:00. Papers submitted later that this without my written approval will not be examined.*

In addition to the fact that the tone of the guidelines is rather belligerent, one should pay special attention to guideline C. This is a sharp and clear message that in order to succeed in the assignment one must faithfully reproduce the views of the lecturer, in accordance with his statements in class, and that anything else will be met with sanctions. This, of course, is not a learning process, especially not in an institution

meant to train teachers. This guideline makes no didactic or pedagogical sense, and certainly is not appropriate for a culture of learning out of interest in proper learning processes. Moreover, what is the significance of the guidelines written above? The answer to that question is that the lecturer sends a very clear message to his students: There is the right 'School' Solution', and that solution is what I teach you in class. Take note that no one really cares what kind of learning process you are going through as long as on the one hand you do not fall below a certain minimal level of achievement, and that on the other hand you do not burden the system by thinking creatively. When this message is mapped to the dimension of student decision making and of cost/benefit analysis, the one educational ramification that this kind of message delivers is: copy, and on the one hand avoid getting caught while on the other hand do so in accordance with the lecturer's formulations.

The second section of the task, which has not been quoted above, is equally problematic since there is no clear guideline in the task framework. In addition, from analysis of the case it was found that there was no prior significant discussion of the required analysis process, and that the learning method was based on that the students were required, in addition to the obligatory classroom lectures, to read both mandatory and discretionary literature, without any reference to them being made in the classroom. That is, on the one hand the student is obligated to read on his own cognizance but without the lecturer's guidance. On the other hand, the student still has to address the material in the literature in accordance with the lecturer's intent. What is the result of all this? That almost immediately there develops a brisk market in summaries written by those few students who managed to get the meaning of the articles or who managed to obtain organized summaries from previous years without bothering to actually learn the material. It is especially worthwhile to read one of the messages received in the email inbox of one of the most highly regarded students, which summarized the issue excellently, and is an example of the lively conversation that takes place and is meant to obtain one of the summaries that would help deal with the lecturer's demands:

"I'm sending you this email after receiving many requests and pleas from desperate students over the past two days who have become addicted to your summaries, and can't study without them. I am therefore turning to you again, hoping that I'm not disturbing you. I request that you be so kind and generous as to send me the summaries you have made of the articles we will be tested on in two weeks' time".

In another case, reported in the course of research in the same college, one lecturer explained in the following words to his students:

"I am not qualified to judge your learning processes, but only the knowledge you have acquired. You need to answer the questions on the exam using the same words used in the lecture in order to get a high grade. Even if you obviously know the material but do not make use of the right combinations of words, you will not receive the maximal score".

As has been stated before, in this sort of case the lecturer communicates a very clear message to his students: There is a 'school' answer, and that answer is what I have said to you in class, and your learning process is unimportant as long as the right answer is provided. When this information is transferred to the decision making dimension and the cost / benefit analysis of the student, the insight given by this kind of message is that one should choose the well trodden and well understood path of school solutions, without caring how the solution has been obtained. This kind of learning process not only causes the lecturer to become indifferent and to fall to the lowest possible level of teaching, but also creates very strong resistance to changes that might demand greater effort.

One should remember that regarding this group, that of the lecturers, there is relatively very little research literature addressing the question of adherence to a code of ethics. But the vicious cycle model, made up of students, academic institution and lecturers, indicates that the lecturer group is situated in a complicated system of pressures, since this is its source of income, sometimes the main source of income for the lecturer's family. In a stormy and unstable economic world, it is not a simple matter to take one's occupational security lightly, and few would want to jeopardize their economic future for vague ethical principles. That is, on the one hand one does not want to blatantly violate the declarations of the institutional system, and of course it may be dangerous to go against the double standard. Therefore, the lecturers will seemingly adhere to a minimal level of the ethical code, but will ignore, as much as possible, ethical transgressions by students. On the other hand, the lecturers are exposed to student criticism and student feedback surveys, which in this aspect is intimidating in that their employment contract may not be renewed, which would harm their financial security and their status as lecturers in the institution (Gal and Gal 2014). The lecturers, even more than the students, are directly exposed to the institutional system's double standard and to possible penalty by negative feedback in the student surveys. They therefore, just like the students, have decision making processes that lead them to cost benefit analysis. The result is that lecturers tend as much as possible to ignore ethical failure, and so to strengthen the students' perception that they are indeed acting correctly, and therefore the lecturers tend not to file complaints regarding breaches of academic ethics against transgressing students (Parameswaran 2007).

By not filing complaints against copying students, not only is the phenomenon not eradicated, indeed the opposite is the case. Lack of response leads to spreading of the copying phenomenon and of academically immoral behavior (Schmelkin et al. 2008).

In a vicious circle, the lecturer avoids risk by not taking any strong steps against student behavior, and this in turn encourages the students to think that copying is the accepted norm, even though unethical. The considerations of both the lecturers and the students are strengthened by the academic institution's double standard, which arises from the desire to ensure satisfied customers. The question becomes even more interesting when the students are teachers in training. That is, those who will soon find themselves standing before a classroom of pupils and will responsible for safeguarding the ethical values that they themselves do not uphold. In this context it would be interesting to know how the educators of these future teachers perceive the phenomenon, which is the subject of this study.

II. RESEARCH METHODS

The attitudes of students of education were gathered by an attitudes questionnaire (table 1) which was correctly filled out by 185 first-year and third-year students (table 2).



Table 1: The questionnaire

Question#	Question description
1	I think that copying in an exam is a serious matter and should have significant consequences
2	The way I see it, there are many students who think that copying should be addressed forgivingly
3	Given the choice, students would choose most of their courses based on difficulty, preferring the easiest
4	Students, when choosing courses, will generally choose courses that interest them
5	There are some courses that do not interest me but that is no reason to neglect studies
6	When a student is not able to enter the courses he wants, he will consider copying in order to improve his grade
7	The way I see it, a rise in the level of knowledge correlates with a rise in the level of motivation to study
8	In my opinion, as one progresses in one's studies, there is less desire to work and there is more motivation to cut corners
9	Students who are close to finishing their studies appreciate greater honesty in exams
10	In my opinion, a first year student will feel good about helping a friend during an exam
11	A final year student has no strength left and no desire to devote himself to studies
12	First year students have a lot of motivation and desire to be noticed in their studies
13	Students in my department copy more than students in other departments
14	I think that the copying phenomenon exists to an equal degree everywhere in academia

The answers to the closed-ended questionnaire were on a 1-5 Likert scale. 1 means "completely disagree" while 5 means "strongly agree".

Table 2 : General facts about the participating students

Major field of study (n)	Minor field of study (n)	Year of study(n)	Gender(n)
Preschool	Special Education(63)	First(43)	Men(1)
			Women(42)
		Third(20)	Men(0)
			Women(20)
	Dialogic(55)	First(35)	Men(1)
			Women(34)
		Third(20)	Men(1)
			Women(19)
Special Education(26)	Sciences(26)	First(14)	Men(0)
			Women(14)
	Third(12)	Men(0)	
		Women(12)	
Elementary(21)	Sciences(21)	First(9)	Men(0)
			Women(9)

Major field of study (n)	Minor field of study (n)	Year of study(n)	Gender(n)
		Third(12)	Men(0)
			Women(12)
High school(20)	Sciences(20)	First(12)	Men(4)
			Women(8)
		Third(8)	Men(2)
			Women(6)

The lecturers' attitudes were discovered via the use of in depth interviews. The in depth interview included 7 main questions (table 3) which were the base for the interview that was then flexibly adapted onwards

according to the lecturers' answers. All in all, eight college lecturers were interviewed, all of whom held Ph.D. degrees and were of lecturer grade with tenure in an academic institution.

Table 3 : The questions asked of the lecturers, with special emphasis

Question number	Question	Special emphasis
1	Tell us about yourself and your connection to teaching and education	Personal development, the place of teaching in your personal life, the reasons you came to be teaching teachers
2	Students claim that the copying phenomenon is practically a norm. How is it expressed when you meet with students of education? Can you give an example?	Focus on exams and seminar papers
3	Studies claim that students come to academic institutions mainly to integrate into the workforce (to purchase a degree). What is the significance of this information? What are the reasons that students of education choose this occupation? How is this expressed in your meeting with students of education? Can you give an example?	What is the distance between education, self-development and 'purchasing a degree'?
4	Studies claim that technological development permits the 'cutting of corners' in ethical values during the school year. What is the significance of this information? How is this expressed in your meeting with students of education? Can you give an example?	
5	The phenomenon of copying, academically immoral behavior and disregard for ethical rules has been increasing globally. What is the significance for the teachers of the future? How is this opinion expressed among students of education? Can you give an example?	
6	What is the significance of the professional development process of the students during their training in the seminar for academically immoral behavior and disregard for ethical rules? Give examples.	
Question number	Question	Special emphasis
7	What, in your opinion, are the motives students have when they come to study?	
8	What do you think is the attitude of the academic institution towards academically immoral behavior and disregard for ethical rules?	

III. DISCUSSION

Although it was not the original intention of this study, the fact that mostly women answered the questionnaire (about 96 percent of the responders) prevented the possibility of conducting a gender-based comparison and the results are significantly biased on the base of gender. If anyone had the impression that women who choose the field of education and teaching as their future career would be characterized by a higher level of ethical values than that described in the literature as characterizing the typical student, then the findings show that this is not the case. The women in the college of education chosen as the test case are no different in their outlook than any other average academic rule breaker throughout the academic world, as described in the wide body of literature dealing with this topic. In addition, from a summary of the findings above it is rather clear that the female students understand well that the copying phenomenon is wrong and is incompatible with accepted ethical values, and that they know this throughout the course of their studies. The responses to question no. 1 indicate this clearly, as well as the significant negative correlation between questions 1 and 2. This finding is consistent with the many depictions in the literature dealing with the topic, and it is apparent that the students involved are not 'innocent'. That is, their actions do not result from ignorance or from a lack of knowledge, but are transgressions performed in full knowledge and awareness of the ethical significance of ethically improper behavior in a learning framework. In spite of this, the students choose to use this method in order to improve grades or to help a friend, as arises from the answers to questions 6 and 10.

When unlawful behavior is widespread, carried out with the understanding and awareness that it is wrong, with disregard for possible penalties and damage, the question that arises is, why? The answer is far less complex than it may have seemed. The lecturers themselves answer this question very clearly when they state that the perception among students of copying as a norm receives positive and continuous reinforcement from the double standards set by the academic institution that wishes to create satisfied customers. The lecturers are themselves greatly constrained in their choice of actions, being under pressure both from the students on the one hand, and by the institution which is their employer on the other, and oftentimes choose to turn a blind eye to the phenomenon, for as long as it is possible to do so. This of course is a feedback loop that only encourages the prevalence of the ethically improper behavior.

IV. QUESTIONNAIRE RESULTS: STUDENT OF EDUCATION PERCEPTION OF THE COPYING QUESTION

As stated in the beginning of this paper, out of 185 valid questionnaires that were collected, in a completely unplanned manner only 8 were filled out by men, so the study results can certainly be seen as gender biased. In addition, as can be seen from the questions above, there are various formulations for the different aspects of the problem at hand. In order to avoid the possibility of that people would answer on autopilot, both positively worded and negatively worded formulations were used, in such a way that the answer would be strong agreement, or strong disagreement in such a way as to create reversely scored answers.

Examining the descriptive results of the sample shows that out of all the questions the most extreme average result (mean=1.52) was also the one with the lowest standard deviation (STD=0.83), this namely being the answer to question no. 13: "Students in my department copy more than students in other departments". The interpretation of this result is that students in general do not agree with this statement, and in a relatively focused manner. One should note the way the question is phrased, taking it as given that students copy and the only question is whether in the immediate company of the respondent the phenomenon is more common. The answer, as stated, was negative, but now the question arises as to whether the adamant negative response was in regard to the general statement about students copying, or that perhaps it was the respondents' intent to state that in their immediate environment no one copies at all. The answer to this question can be derived from the responses to other questions. Question no. 2, which states: "The way I see it, there are many students who think that copying should be addressed forgivingly", had the average answer of moderate agreement (mean=2.59), with a relatively large variance (STD=1.23). Question no. 8, which states: "In my opinion, as one progresses in one's studies, there is less desire to work and there is more motivation to cut corners", the average answer was also one of moderate agreement (mean=2.76) and a relatively large variance (STD=1.10). Question no. 14, which states: "I think that the copying phenomenon exists to an equal degree everywhere in academia", also had an average answer of moderate agreement (mean=3.31), and a relatively large variance (STD=1.28). If we were to add the average answer to question no. 11: "A final year student has no strength left and no desire to devote himself to studies", which came out to a degree of agreement (mean=3.08, STD=1.12), then it is reasonably clear from these answers that the students in the college of education are definitely aware that the copying phenomenon exists in their

environment. The qualification they make is that they are not to be accused of copying more than others, but only to the same degree as others. Therefore, according to the accepted rule of 'everyone is doing it', and although de jure it is the wrong thing to do, one should not, in practice, regard the matter too harshly.

When examining the Pearson's coefficient ($\alpha=0.05$, $n=185$) of the linear relationship between every two variables in the questionnaire, additional results arose that define the students' perception of copying. A significant and strong correlation, especially for this type of study ($\rho=0.400$), was found between question no. 2, which states: "The way I see it, there are many students who think that copying should be addressed forgivingly", and question no. 6, which states: "When a student is not able to enter the courses he wants, he will consider copying in order to improve his grade". In contrast, a significant negative correlation ($\rho=-0.171$) was found between question no. 2 and question no. 7: "The way I see it, a rise in the level of knowledge correlates with a rise in the level of motivation to study". That is, those who agreed that there are students who are forgiving towards copying did not agree that there is a connection between the level of knowledge and the level of motivation to study. When the direct link between questions no. 6 and no. 7 was examined, no significant correlation was found, but by indirectly measuring the correlation of each of the questions with question no. 2 a more complex picture was seen. The students answered question no. 6 with an average answer of moderate disagreement (mean=2.30, STD=1.19), and question no. 7 with the average answer of strong agreement (mean=3.92, STD=0.98), but the correlation indicated, on the one hand, a significant positive link between the tendency to be lenient with regard to copying and justifying copying due to being in a course not of one's choosing, and, on the other hand, a significant negative link with acknowledgement of the connection between level of knowledge and level of devotion to studies.

In spite of the facts above, the average answer to question no. 1: "I think that copying in an exam is a serious matter and should have significant consequences" was of moderate agreement (mean=3.34, STD=1.18), similarly to the answer to question no. 2 which states: "The way I see it, there are many students who think that copying should be addressed forgivingly", and which had the average answer of moderate agreement (mean=2.59, STD=1.23). When examining the correlation, however, a significantly negative correlation was found ($\rho=-0.172$). That is, whoever agrees with the fact that copying is something that should be addressed seriously also thinks that the phenomenon should not be dealt with lightly.

An additional, important, significant and positive correlation ($\rho=0.320$) was found between question no. 6, which states: "When a student is not able to enter the courses he wants, he will consider copying in order to improve his grade", and question no. 10, which states: "In my opinion, a first year student will feel good about helping a friend during an exam".

The variable with which the general perception of the students regarding the subject of copying can be estimated consists of the sum of the answers to questions 2 + 6 + 8 + 10, which are all answers that express explicit agreement with the copying phenomenon. In order to examine whether the learning process itself had effect on this perception, special emphasis was placed in certain questions in order to distinguish between first year and last year students. It would seem from the results that there is indeed such a difference between study years. This is in light of the average responses to questions no. 8, 9, 10, 11, and 12 that express agreement with the statements that characterize differences. In question no. 8, which states: "In my opinion, as one progresses in one's studies, there is less desire to work and there is more motivation to cut corners", the average answer was of moderate agreement (mean=2.76, STD=1.10). In question no. 9, which states: "Students who are close to finishing their studies appreciate greater honesty in exams", the average answer was of moderate agreement (mean=3.36, STD=1.37). In question no. 10, which states: "In my opinion, a first year student will feel good about helping a friend during an exam", the average answer was of moderate agreement (mean=2.66, STD=1.15). In question no. 11, which states: "A final year student has no strength left and no desire to devote himself to studies", the average answer was of moderate agreement (mean=3.08, STD=1.12). In question no. 12, which states: "First year students have a lot of motivation and desire to be noticed in their studies", the average answer was of strong agreement (mean=4.27, STD=0.93).

An F-test conducted to examine the variances between the results of the first year students and those of the third year students showed that there was no statistically significant difference between the variances ($F=0.707$, $P=0.246$). A T-test performed to compare the results of last year students with those of first year students showed that there was no statistically significant difference in student attitudes between the years (One-tailed t-test, $t= 1.653$, $P=0.103$).

F-Test Two-Sample for Variances

Novices	Seniors	
10.549	9.957	Mean
9.080	10.480	Variance
113	72	Observations
112	71	Df
0.8664		F
0.2464		P(F<=f) one-tail
0.7070		F Critical one-tail

t-Test: Two-Sample Assuming Equal Variances

Novices	Seniors	
10.549	9.957	Mean
9.080	10.480	Variance
113	72	Observations
9.623		Pooled Variance
0		Hypothesized Mean Difference
183		Df
1.267		t Stat
0.103		P(T<=t) one-tail
1.653		t Critical one-tail

V. IN-DEPTH INTERVIEWS: LECTURER PERCEPTIONS OF THE STUDENT COPYING PHENOMENON

It may be that the most worrying finding in this research is that every one of the eight lecturers who participated in the in depth interviews, all Ph.D.s with many years of teachers training experience, acknowledged the fact that the copying phenomenon exists as a relatively accepted norm. Moreover, none of the interviewees claimed that students training themselves to be teachers were ethically different from any other student. That is, the lecturers see the students training themselves to be the educators of society's young as completely ordinary students, acting in accordance to a cost / benefit ratio, just like any ordinary students, and the choice of education as a vocation had no influence on their actual behavior during their studies. Beyond the ethical failure of the copying phenomenon, the topic of the lack of discipline was also expounded upon. D., for example, emphasized the topic of lack of discipline throughout the interview with her, and repeatedly noted the difficulties caused by faulty behavior upon the learning processes.

"This [the lack of discipline – G.G.] is a very painful point. I raise the issue in every staff meeting and the behavior [of the students – G.G.] is disrespectful. There are 'scenes', as I see it, in which you say: This is not good, this is not good. Not among people who are going to be teachers. I can give you an example: There

was an exam, and at the end of the exam the tester came to me, saying: Here, have a look at this, I wrote it all down. She wrote down an entire page of infractions of discipline during the exam. For example, there was a student who exited the room in the middle of the exam to speak on the phone. What is the meaning of this? I asked [the student – G.G.]: you are a teacher. Do you permit your pupils to leave the room in the middle of an exam to talk on the phone? The tester also reported two other test takers who chatted incessantly during the exam and the tester said it was a 'catastrophe'. My conclusion is that when a person is a student then he is a student, and he has a kind of box through which he totally cannot see in which direction he is going. He is a student, and students are permitted 'X' things by the institution, or that the institution does not emphasize their importance. There are codes of behavior that the institution can make clear, and should make clear [vigorously emphasizing by pounding on the table – G.G.], one two three, and copying falls into this. Students, if you are too lax with them, they cannot resist the temptation and then they copy, because they need the grades. I shout it out at every staff meeting and feel very alone in this fight."

This claim, which is not made only by D., when seen in the context of decision making processes, very clearly confirms that there is a perception of copying as being basically wrong, but seen in the light of the institution's double standards, they are not seen by the students as being a real wrongdoing. Therefore, in the student's cost / benefit analysis of getting the highest

grade possible with the minimal effort, there is no real fault in copying. There is great flexibility in the use of the word ethics, and the disciplinary norm in general is more open, including within it the question of copying.

Another lecturer, S., made it very clear when she said:

"I agree with the students that the copying phenomenon is a norm, and it is a norm everywhere, including the teacher training college. The students did indeed choose to study education, but they are not yet educators. They don't see themselves as educators. They have to pass the test, and they have a task that they have to complete with maximal success. They don't see it as a values issue at all, rather as: I have a goal, I have a mission, and I want to pass it successfully.

Adherence to a value system and maintaining an ethical code is something that one gets from his home background, but students today see it all as a ratio of cost to benefit. In theory there is a disciplinary committee mechanism, but it's not an everyday occurrence, and I don't know of a single student of mine who was expelled. I do, however, know of a student who came before the disciplinary committee after he was caught copying but immediately enlisted legal counsel who proceeded to 'attack' the college and the committee, and the matter was smoothed over. He wasn't even expelled from the course. There is an official regulation and institutional declaration that copying is forbidden, but under the radar the phenomenon continues to exist. The fact that students perceive copying as a norm is a fact, and the double standard set by the institution also contributes to this. One could bypass the ethical problem by ceasing the use of the old style of testing, but that's not happening. The great majority of lecturers prefer the old style exams because it's easier. It's learning by rote that can be checked by computer in a few minutes."

In fact, in all the in-depth interviews, in various formulations and varying emphases, there is the repeated assertion that a self-reinforcing feedback loop exists that begins with the perception of copying as a normative act in order to achieve the maximum benefit in return for the least effort on the part of the students, continues with the institution which in its turn has a policy of double standards that declares on the one hand that the value system must be upheld, while on the other hand turns a blind eye as much as possible to the phenomenon, and ending up with lecturers who find themselves between a rock and a hard place, between their desire to safeguard their place of employment and the need to compromise with both student norms and institutional norms, so that their most common mode of coping behavior is to try not to antagonize anyone. This behavior in turn strengthens the students' perception that copying is a legitimate norm. This vicious cycle, described above in the literary survey, is composed of students – academic institution – lecturers, and was repeatedly mentioned in all the in depth interviews with

the lecturers. All of them, in varying degrees, complained that the lecturer in the academic system is subject to a complicated system of pressures resulting mainly in ignoring the copying phenomenon as much as possible without exceeding the accepted norm, which is in any case quite lax. That is, a minimal adherence to the ethical code and ignoring of ethical breaches by students.

In an interview with L., she described how she became an educator of teachers as a development based on chance, without advance intent or a goal oriented value system. L. says of herself that although she sees the copying phenomenon as unacceptable at an ethical level, she can understand it on the psychological level. That is, already at the beginning of the interview, student copying arises as an existing and common phenomenon. It would seem that when entering the role of a student, there is an automatic shirking of the value of integrity. L. understands, on the psychological level, the axiom of the student who wants to achieve the maximum accomplishment with the minimum amount of effort, which brings with it a moral failure. She does not think it acceptable, but when she catches a student in the act she politely asks him to do the work again. This is in spite of the fact that according to the college regulations, copying requires disciplinary action. Even in the case of a wholly-copied work, the only consequence was that the student was required to redo the work. When lesser infractions are detected, the students are only required to correct them. L. emphasized that the students tend to complain vigorously whenever they are asked to exert themselves in their studies. The students explain away their unwillingness to invest themselves in their studies by their having to work in parallel to studying and they should not be overburdened. Their working also legitimizes a lower standard of adherence to ethical standards. Student complaints also in many cases cause lecturers to lower standards and to regard their role as being in a workplace where they have to compromise with the situation. L. does indeed think that the academic institution's fear of confrontation with lawyers and with students during disciplinary committee proceedings explicitly creates a double standard. Therefore a situation is created wherein the institutional system generally supports the copying phenomenon, and the lecturers do not desire to confront the issue and give up on fighting it.

G. also arrived at education by chance, not because of a lofty ideal, but more through the power of inertia. G. also knows of the phenomenon, and can even point out lecturers who lower the level of demands from the students and raise the grades they give out in order to be liked by the students. He even pointed out an exam that leaked out to the students before the exam day, and when the incident was discovered and the lecturer wanted to cancel it, the academic institution did

not permit him to do so. He claims that this 'rotten' situation is widespread and many lecturers do not want to confront either the institution or the students. The students perceive that there is a difference between the legal standing and the moral standing, and in many cases legality trumps although the act may be morally and ethically wrong. G. thinks that the system in general does not give backing to the lecturers who may want to uphold ethical standards. In his view, the entire system has to change, and one should avoid as much as possible giving tasks to the students that will almost certainly bring about copying.

VI. SUMMARY AND CONCLUDING REMARKS

Academically immoral behavior and disregard for ethical rules in colleges and universities is a phenomenon that has long since ceased to be a theoretical question on the fringe. The copying phenomenon has become a behavioral norm with considerable references in professional literature, in scientific conferences, and with widespread research activity. The copying phenomenon rests on a set with three main elements that reinforce each other's decision making in a process of mutual feedback. These three elements are: a) The students and their attitude towards the obligatory behavioral norms; b) The academic institution and the set of messages and values which it expresses and enforces; and c) The teaching staff and its need to bridge between the double standards system on the one hand, and the demands of the students, on the other hand.

From the students' point of view, one of the major reasons driving the copying phenomenon is the desire to receive a high grade, and all means are acceptable in order to achieve this goal. The institutional system on its part supports this trend by its own failure, which is expressed in its double standard. This is an implicit or explicit message expressed by the institutional system, and includes lack of punishment or limited punishment for transgressions. The view of the higher education system as a system of relations between producer and consumer leads to the situation where students and their parents are in many cases considered to be the main clients of the educational or academic institution, and these institutions care very much that their customers feel satisfied. Therefore, as part of the desire to reduce costs for the student there is also a very significantly forgiving and lax attitude towards questions of compliance with the institutions' ethical code, minimal prevention of copying, and creation of a mixed message that declares that while it is indeed wrong to copy, as long as the student doesn't go too far, it will be overlooked. The group of lecturers, which composes the third element, is under pressure of having to safeguard its livelihood and personal position. In a world which has unstable job security, it is no

surprise that the lecturers are hesitant to jeopardize their economic future for vague ethical values. That is, the declarations of the institutional system must not be broken, and of course the double standard cannot be directly confronted. Therefore, the lecturing staff will minimally and seemingly adhere to the values of the ethical code, but will ignore, as far as they are able, ethical transgressions by students. Similarly to the decision making processes of the students, the lecturers also act according to a cost / benefit analysis. The result is that in a self-reinforcing process, the lecturers turn a blind eye so as not to involve themselves in an undesirable outcome that could develop if they were to take an adamant stand against the students' behavior, and so strengthen the students' perception that copying is an accepted, if not ethical, behavioral norm. The institution in its turn strengthens the considerations of both the students and the lecturers by the double standard it sets, trying to ensure satisfied customers.

The main significance of the findings of this research is that 'business as usual' is no longer a viable option. The blurring of boundaries between permitted and forbidden, between right and wrong, and in general the value system that up till now had been considered clear and unambiguous, no longer supports this condition. There are no 'magic bullet' solutions to this problem, but it is clear that the way in which the student learns and is assessed should be significantly overhauled, and not with minor cosmetic changes. As the saying goes, "If the flame has fallen among the cedars, what will the wall moss say?", and if students of education see no fault in copying, we cannot criticize students from other disciplines for whom the values of education and ethics are not necessarily their motivating factors in studying. Therefore, "The writing is on the wall" is the right idiom for "the future is predetermined". The idiom generally implies that a bad event is imminent and the expression originates from the Book of Daniel (Old Testament), Chapter 5.

This study's findings reaffirm that no gender based differences were found in the perception of copying, and women as students do not differ in their attitude towards this subject from the findings reported in the literature regarding students in general. As for the fact that the students sampled in this work were all students of education who, at least in theory, should be motivated by ethical values, the results indicate that the respondents from the college of education were aware of the fact that the copying phenomenon was certainly occurring in their own environment. They do not, however, believe that they should be accused of copying in greater frequency than anyone else, but only to the same degree. Therefore, according to the "everybody's doing it" rule, although de jure it may be wrong, the phenomenon should not be addressed too harshly.

In the course of this research, and contrary to the research hypothesis, senior students were not found to have different attitudes towards copying than did novice students. Although these were students of education who were to find themselves shortly standing in a position of authority before a class of pupils in which they were functioning as teachers responsible for upholding their students' ethical code, no difference in their attitudes could be detected.

Finally, a point that is relatively sparsely covered in the professional literature, is that the lecturing staff, in a series of in depth interviews, acknowledged the existence of the copying phenomenon as a relatively accepted norm. Moreover, none of the interviewees claimed that the students training to be teachers were any different in their values from any other student. That is, the lecturers saw their students, who are training themselves to be the educators of the next generation, as completely ordinary students acting on the basis of a cost / benefit analysis typical of any ordinary student, and the choosing of teaching as a vocation had no effect on their behavior during their studies.

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Eliminating Helplessness in Pre-School Children Relying on Proprietary Programme Entitled Optimistic Kindergarten

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Abstract- Optimism is indispensable in increasing possibilities for achieving success. It is very crucial to develop optimism from the early childhood. Nice slogans and wonders about success do not constitute the basis of optimism. It seems that the way of one's thinking about experiences and "I will try to do something" attitude are the fundamentals of optimism. Undertaking work on learning optimism contributes to creating relaxed children and adults, which may be difficult nowadays. The aim of the article is to present such a method of working with children so as to enable them to develop themselves and live to the fullest while being motivated and ready to pick challenges waiting for everyone. The question is whether a child is willing to accept them and whether he or she can handle unpleasant consequences. It is vital that these consequences do not affect a child badly and hamper their further development.

Keywords: *optimism, helplessness, acquired helplessness, optimistic kindergarten.*

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Eliminating Helplessness in Pre-School Children Relying on Proprietary Programme Entitled Optimistic Kindergarten

Cecylia Mirela Nawrot

Abstract- Optimism is indispensable in increasing possibilities for achieving success. It is very crucial to develop optimism from the early childhood. Nice slogans and wonders about success do not constitute the basis of optimism. It seems that the way of one's thinking about experiences and "I will try to do something" attitude are the fundamentals of optimism. Undertaking work on learning optimism contributes to creating relaxed children and adults, which may be difficult nowadays. The aim of the article is to present such a method of working with children so as to enable them to develop themselves and live to the fullest while being motivated and ready to pick challenges waiting for everyone. The question is whether a child is willing to accept them and whether he or she can handle unpleasant consequences. It is vital that these consequences do not affect a child badly and hamper their further development.

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I. INTRODUCTION

*The man bent over his guitar,
A shearsman of sorts. The day was green.
They said, "You have a blue guitar,
You do not play things as they are".
The man replied, "Things as they are,
Changed upon the blue guitar"*

Wallace Stevens, *The Man with the Blue Guitar* (1937).

The first years of a child's life constitute a period in which it acquires certain skills enabling it to function in its closest environment. Every newborn in the initial phase of development is helpless. It acts by means of response. It communicates its needs through tears; however, it has not got any power to influence others to fulfil its necessities. While growing up a child consciously acquires skills enabling it to combat helplessness. Such a skill may be making the first steps to touch objects unreachable from the horizontal position or uttering the first words to communicate with its environment. It is the time in which a child learns how to control and manipulate its environment in order to achieve desired effects (Perleth, T. Schatz, M. Gast-Gampe, 2003). During the pre-school age while a child

attends kindergarten, it obtains new competences that help it to function in its peer group as well as the ones that may prove to be useful in relations with its siblings, teachers and parents. Appropriate and conscious guidance from adults is a key to success of a child in a kindergarten. The way in which it takes the world, uses various opportunities, establishes relations and picks challenges is influenced by adults significantly. Consciousness of kindergarten teachers and parents of methods of work with children so as to facilitate their development and instil resourcefulness is very important.

II. RESOURCEFULNESS VS. HELPLESSNESS IN PRE-SCHOOL CHILDREN

Every human being must set goals properly in order to achieve success. One must act accordingly to the plan of expected results, but primarily he or she must be motivated enough to be consistent. It is often the case that despite well-planned actions a problem which impedes further undertakings occurs. Motives are different and concern everyone (M. Levine, 2006). A child also sets some goals, and obstacles to attain them also appear in their lives. It frequently demotivates children and triggers helplessness. Consequently, it may dissuade children from taking other attempts.

Helplessness may be defined as a mental state which is connected with the lack of reaction in a particular situation since the negative effect is expected. No attempts are taken because for a helpless person it seems obvious that there will be no results. Helplessness may initiate sadness, apathy, frustration and pessimism. It usually stems from paying no attention to the problem, the inability to solve it and emergence of such states as unwillingness, fear and pessimism. It demotivates from having positive and open-minded attitude. Helplessness usually comprises the lack of belief in one's abilities, low self-esteem as well as inability to combat one's fears (M. Seligman, 1996). Repetitiveness of such states in life often leads to acquired helplessness which in the 50's was studied by Curl Paul Richter. In 1964 at the University of Princeton dr Martin Richter presented his thesis on the subject matter and introduced it into psychology (M. Seligman, 2010). According to the definition it is an acquired state

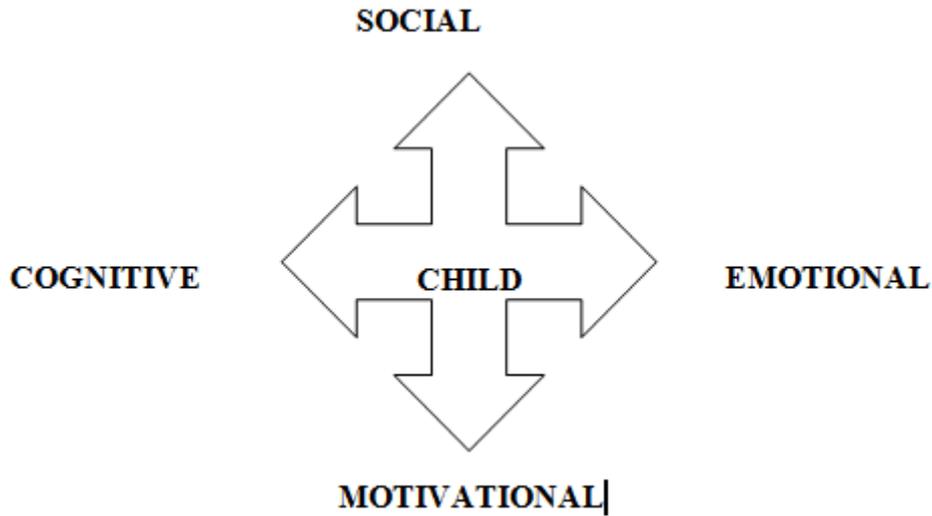
Author: Ośrodek Doskonalenia i Kształcenia Ustawicznego PARTNER (The Centre for Enhanced and Continuing Learning PARTNER) Ul. Berbeckiego 2/2 44-100 Gliwice Poland Private Kindergarten Stokrotka Ul. Studzienna 1 44-100 Gliwice. e-mail: partner25@onet.pl

whose main characteristics are repetitiveness of problems and fixing in one's mind that there is no cause and effect relationship between what is done and what is achieved. It seems that it is better not to pick challenges as one knows course of their actions and he or she may encounter difficult and sad situations. It is significant that people who receive help and support

right on time stop to fall in the state of helplessness. It also concerns a child who supported and guided properly can develop freely without experiencing failures (ibid, 2010).

Helplessness in children decreases a control of environment and one's behaviour. It frequently initiates four deficits:

Model 1 : Consequences of helplessness in children



Source: Self-edited material based on K. Przelowiecka, 2010.

A pre-school child manifesting the state of helplessness in the aspect of cognitive deficits has difficulties in comprehending a particular situation, and primarily, it learns new and easy tasks unwillingly. Such a child lacks motivation and is withdrawn. Therefore, teacher's observation, quick response to child's state and cooperation with parents are vital. In the social aspect difficulties are manifested through child's withdrawal from contacts with peers and teachers. Teacher's intervention is of great importance. A teacher should create such conditions for a child in order to look after a child who is cheerful and willing to cooperate. It is the task of a teacher to support child's relations with peer group as well as building up positive image of itself. A pre-school child gets discouraged very easily; thus, teacher's support is crucial. Proper stimulation and encouragement to try in order to achieve success is necessary and it conditions future functioning of a child in adult life. Motivational deficits cause the fact that a child does not take any actions, cannot focus on a particular task and accomplish it. Such a child finds engaging it into a task difficult. While encountering such difficulties, a teacher should motivate a child to remain active. A teacher should focus on child's strong sides (ibid, 2010). Only through working on positive sides, a desired effect may be achieved, and this in turn may initiate child's willingness to be active. Moreover, thanks to focusing on child's pros, it does not withdraw and tries again. Emotional difficulties in the state of

helplessness are fear, a lack of willingness, hope, sense and aim, and resignation. Teacher's work on releasing optimism in a child and creating such conditions so as to enhance positive emotions and attitude as well as satisfaction from the accomplished tasks is very crucial. If a teacher does not prevent from difficult behaviour and states in children, it may trigger future problems with learning, social isolation or improper behaviour and attitudes in society (C. Hehenkamp, 2005).

As a teacher responsible for kindergarten education, for 33 years, I have been observing children when they start education in the kindergarten and experience various states, emotions and situations. The first period in which a child cannot handle new situation is adaptation in the kindergarten. It is the most difficult time for both children and parents. Separation of a child with its parents for the time spent in the kindergarten and acceptance of reality may be a difficult moment for the entire family. It is a bitter pill to swallow for a child to accept that it must stay without parents. Although parents know that everything is all right, they are not ready for separation. In such a period teachers should build up the feeling of safety both in parents and a child as well as to pay special attention to the atmosphere in the kindergarten, especially in the changing room in which parents leave children. It is the time of close cooperation with parents in which a strategy to cope with difficult moments occurring at this time should be determined. Special attention should be paid to the

barriers in the communication with a child and a parent. Teacher's skills play a significant role as it is the teacher who stimulates the process and relations between with parents and children. Teacher's competences are vital in the life of every tutee. Teachers while working with the youngsters can have a substantial impact on its further development and education. He or she can stimulate tutees through behaviour, personality and attitude. Self-consciousness of teacher's power is of great importance as from the very beginning a teacher becomes a mentor for a child. It is the teacher who creates optimal conditions for child's development, inspires a child to act independently and helps to develop self-consciousness thanks to which a child entering school is ready to pick new challenges (C.M. Nawrot, 2014). Troublesome helplessness in pre-school children also occurs in relations with peers. Situations in which a child cannot solve a personal or a group conflict are very frequent. Further difficulties cause resignation and withdrawal.

Another aspect of helplessness in a pre-school child is communication of one's needs. The quality of relations in the kindergarten and communicating one's needs has an impact on child's social functioning, emotional and cognitive development as well as it contributes to child's development. Child's development depends on optimal conditions, proper didactic process, mental support and fulfilment of its needs (J. Izdebska, 2000, p. 100). Low motivation is a frequent obstacle in achieving success for children. A lack of determination to attain goals initiates the fact that a child does not feel satisfaction and external support from peers and its teacher (T. Gordon, 1991). Learning positive attitudes and behaviour should be enhanced in children in order to help them to become optimisms who have not got difficulties in solving problems, pick challenges and are proud of their own success. Working with children and relying on proprietary programme entitled Optimistic Kindergarten helps to promote positive thinking, optimism, cheerfulness and resourcefulness which in turn, helps a child to generate positive energy, parents' happiness and teacher's satisfaction with work.

III. HOW TO BECOME AN OPTIMIST? HOW TO WORK ACCORDING TO OPTIMISTIC KINDERGARTEN?

Optimistic Kindergarten was designed for pre-school education, headmasters, teachers, parents and children in Poland. Since 2004 more and more kindergartens have participated in the programme by Irena Dzierzowska and Cecylia Mirela Nawrot.¹ The aim of the programme is to support children and all adults

engaged in their development and education as well as development of social skills. The programme consists of 7 modules in which parents and teachers play the most important role while working with a child. It teaches them cooperation, ability to exchange experience, evaluation and common learning in order to improve pedagogical skills.

1. Upbringing.
2. Testing multiple intelligences.
3. Child's motivation and success.
4. Child's skills.
5. Cooperation with parents.
6. Development of pedagogical and senior staff of a kindergarten.
7. Promotion of a kindergarten.

Optimistic Kindergarten is a programme based on systematic work; it has been reviewed and is aimed at both public and private kindergartens. It meets the requirements of Pedagogical Innovation in which kindergartens participate. A kindergarten implements the programme, and then, after realizing seven modules, it is evaluated and applies to the chapter for obtaining the Certificate of Optimistic Kindergarten.

A book entitled Optimistic Kindergarten is included in the programme. There is a description and instruction how to implement the programme. In the first part of the book, development of a child in social, emotional and cognitive aspects is presented. Additionally, moral upbringing and the essence of optimistic upbringing are described. The second part comprises a family training of optimism, educational fairytales and a code of optimistic parents. The last part elaborates upon the issues connected with optimistic kindergarten such rainbow folders and optimistic adults.

The programme assists teachers in changing children's social attitudes, cooperating with parents as well as motivating parents to undertake new educational work on a child. Optimistic Kindergarten also influences teacher's attitudes, enhances the image of a kindergarten in the local environment, gives boost for innovation and develops creativity. In enables the change of a rainy day into a day which despite the weather is full of joy. The programme strengthens communication as it minimizes barriers in interpersonal communication, develops skills useful during school education and helps children to build positive image of themselves. A great emphasis is put on motivating children to overcome difficulties, which in turn, triggers success.

The programme is organised by "Partner" the Centre for Enhanced and Continuing Learning in Gliwice (I. Dzierzowska, C.M.Nawrot, 2004).

IV. CONCLUSION

Kindergarten education is the first stage of child's education. Kindergarten is a place which works

¹ Material compiled on the basis of proprietary programme Optimistic Kindergarten

in accordance with work standards, meets national requirements, and is subject to control, supervision and evaluation. It is the institution which seeks for the best solutions in order to perform their work. It is important to supplement basic programmes with educational packages which support teacher's work for the benefit of children in the XXI C. Modern parent wants a kindergarten to become an institution in which he leaves his child as well as gets support, assistance and help. A helpless child becomes a helpless student, and thus, it does not improve its educational achievements and graduates lacking the feeling of success. Therefore, it is important to put emphasis on programmes which alter social attitudes and behaviour, explain how to communicate, have fun, solve problem, be happy and attain goals.

The results of studies conducted in Poland by the authors of the programme were presented at the Symposium of Psychologists in which dr Martin Seligman was a special guest.

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The Basics of Arctic Pedagogy

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Abstract- The purpose of this article is to describe and define the special features of teaching and learning in the northern areas of Finland, especially in Arctic contexts. The article introduces the essence of Arctic pedagogy by introducing its challenges and goals, possibilities and significance. A model of Arctic pedagogy to be applied in northern education is outlined as a five-level action and teaching tool, which is manifested in learning processes, learning environments, teacherhood, educational leadership, and multi-professionalism. The cornerstones of Arctic pedagogy are adapting, understanding, and analyzing Arctic information in learning processes, student-centered caring teacherhood, wide-ranging networking to support learning, and communalism. The relationship between Arctic information, its implementation through Arctic pedagogy, and the goals of Arctic future skills are discussed.

Keywords: *learning, teaching, pedagogy, arctic.*

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Kaarina Määttä^α & Satu Uusiautti^ο

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I. INTRODUCTION

The purpose of this article is to describe and define the special features of teaching and learning in the northern areas of Finland, especially in Arctic contexts. The Arctic is a polar region located at the northernmost part of the Earth, consisting of the Arctic Ocean and parts of Alaska (United States), Canada, Finland, Greenland (Denmark), Iceland, Norway, Russia, and Sweden. The viewpoint of this article is based in Finland, a small country located in the North Europe. The area of Finland that is located in the Arctic is called Lapland. The population of Lapland consists of mainstreaming Finnish people but of the indigenous people of Sámi as well. This is a very typical situation in countries located in the Arctic (see e.g., Brody, 1987; Slezkine, 1994).

Finland has internationally highly appreciated and recognized education system (see e.g., Simola, 2005; Välijärvi, 2014), and teacher education has been considered one of its main pillars (Uusiautti & Määttä 2013a; Välijärvi et al., 2007). However, the realization of education is a topical concern in Finland because of our long distances and scarce population; and these features are especially pronounced in northern parts of Finland, above the Arctic Circle, in the area called Lapland.

In this article, the aim is to analyze how to organize teaching and learning so that education can best support the well-being of people living in the Arctic and thus also contribute to the vitality of Arctic regions.

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Teaching in the Arctic is defined here as “Arctic pedagogy” and our purpose is to analyze what Arctic pedagogy is, how to implement it, and why it is important.

We work at the department of education at the University of Lapland, which is the northernmost university in European Union. The purpose of this article is to produce a model of Arctic pedagogy to strengthen education in schools in Lapland and to further teacher education and its special features in the northern area. The article is based on our long-term experience of the area; we have lived and worked for decades in research and education tasks in Lapland. Simultaneously, we have witnessed the changes in teaching, students, and learning in Lapland.

Our research has focused widely on the educational special features of Lapland and the special circumstances of education and teaching in the area (see e.g., Kilpimaa, Määttä, & Uusiautti, 2012; Lakkala, Uusiautti, & Määttä, 2014). For example, we have studied the state of pupil welfare in Lapland (e.g., Heikkilä & Määttä, 2012; Lakkala, Uusiautti, & Määttä, 2013; Koskela, Määttä, & Uusiautti, 2013), early childhood education and growth environment in Lapland (e.g., Hoppo, Määttä, & Uusiautti, 2012a; Määttä & Uusiautti, 2012a, 2012b; Uusiautti, Hoppo, & Määttä, 2014), Sámi education (e.g., Keskitalo & Määttä, 2011; Keskitalo, Uusiautti, Sarivaara, & Määttä, 2014), and teachers' expertise and teacher education in the northern circumstances (Hoppo, Määttä, & Uusiautti, 2012b; Uusiautti & Määttä, 2013b, 2013c). In addition, we have studied educational leadership (Uusiautti & Määttä, 2014a; 2015). The findings of these studies from the basis of Arctic pedagogy.

Education is always context-bound. Therefore, research and research-based education at the University of Lapland are focused on the northern societies, environment, people, and their interaction. The mission of the University of Lapland is captured in its watchword “For the North, for the world”, and research on change in the Arctic and the North. According to the strategic profile of the University of Lapland, the impacts of global economic and political changes are felt more keenly in the Arctic than elsewhere (see also <http://www.ulapland.fi/InEnglish/About-us/Strategy-2025>). The purpose is to contribute to these aims of education and to the needs of the northern region from an educational perspective.

This article introduces the essence of Arctic pedagogy by introducing its challenges and goals,



possibilities and significance. A model of Arctic pedagogy to be applied in northern education will be outlined as the conclusion.

II. THE CHALLENGING TARGET AREA OF ARCTIC PEDAGOGY

The Arctic is a special area because of its history and conditions, which also influence educational solutions of the area (Brody, 1987; Byers, 2009; Kruse et al., 2009). The population of the Arctic increased rapidly as the health care improved and natural resources of the North were utilized systematically during the 1950s and 1960s. However, during the past few decades, the population growth has slowed down. In the current situation, many phenomena related to the demography (such as scarce population, means of communication, small student groups, and lack of available teachers) challenge education.

Likewise, the Arctic nature influence people's action in its own way (Ims et al., 2013): coldness (Hanson & Norberg, 2009; Young & Mäkinen, 2010) and variation of light (Hau et al., 2002) are the basic features of the area (see also Joy, Poe, Berman, & Davis, 1962; Pohjola et al., 2011; Pohjola, Kankaanpää, Moore, & Pastusiak, 2011). Long distances challenge both everyday life and means of earning living. Therefore, learning environments of the Arctic are located in many interfaces that occur not only physically but also mentally, culturally, geographically, linguistically, and environmentally, and within the transition from the traditional to technology (see e.g., Larsen & Fondall 2014; Nevgi, Virtanen, & Niemi, 2006; Niemi, 2003). The indigenous populations of the Arctic necessitate special cultural sensitivity in education that must be taken into consideration in Arctic education (see also Keskitalo, Uusiautti & Määttä, 2013, 2013; Keskitalo, Sarivaara, Uusiautti, & Määttä, 2013).

Arctic pedagogy means a new kind of realization of learning and teaching, surpassing the aforementioned boundaries and employing the opportunities offered by the social media and new technologies (see also e.g., Uusiautti & Määttä, 2014b). It aims at engaging learners of different ages in the local, regional, and global co-operation and life-long, life-wide learning regardless of whether it happened at school or work, or in the third age.

The level of Arctic information and knowledge is expanding, and, therefore, Arctic education should pay attention to how to enhance information seeking skills and understanding of how information is constructed and produced, how to evaluate reliability of the information, and how to master and analyze information entities (Nonaka & Konno, 1998). Teachers who work in the Arctic area must not just be considered distributors of information but guides and motivators who support

students' positive development and identification with the Arctic area.

III. THE OBJECTIVES OF ARCTIC PEDAGOGY

The objective of Arctic pedagogy is to strengthen the future skills of people and workplaces in the Arctic area by enhancing their communalism, collaboration, problem-solving skills, and opportunities to active learning that is based on their own premises and culture. Technology skills contributes to various skills but, in addition, it supports influencing opportunities and realization of equality and produces participation. It also creates a learning environment that promotes formal and informal learning by combining generations and their cultural legacies. Learning draws from various teaching and learning methods, such as peer learning and physical and virtual learning spaces.

Arctic pedagogy is based on the idea that information seeking skills, ability to evaluate the correctness of information and to analyze entities are crucial in learning. Arctic pedagogy is, therefore, not just about information distribution. Our society necessitates new kind of expertise and knowhow. From the point of view of Arctic pedagogy, it is necessary to pay attention to such basic skills and attitudes that promotes learners' entrenchment to and positive development in Lapland. Arctic information should be applied widely to provide students with favorable premises to adopt the core information that also makes it possible to renew, change, and deepen knowledge and learning.

The purpose of Arctic pedagogy is to tie Arctic information with teaching in various subjects and at the different levels of curricula. When designing learning entities, the Arctic special features could be noticed as teaching contents and supporting themes. Arctic information can be analyzed and applied in various cross-curricular learning projects. This is how the basis of Arctic pedagogy is created by drawing from the regional special circumstances to providing students with means to perceive the possibilities of the North as well as their own strengths as factors of learning and future success.

IV. THE IMPLEMENTATION AND ELEMENTS OF ARCTIC PEDAGOGY

Arctic pedagogy appears as a five-level action and teaching tool. It is manifested as follows:

- 1) Arctic pedagogy appears in learning processes.
 - (a) as goals: Arctic pedagogy aims at promoting learning and creating such learning conditions that learning becomes possible to everyone as life-long and life-wide in the Arctic circumstances realizing and recognizing, appreciating and renewing their special features.

- (b) *as methods*: The methods of Arctic pedagogy draw from the opportunities of new technologies as well as from the recognition of students' resources and strengths. Methods include distance, internet-based, and virtual teaching, and contact, small group, and peer teaching. Teaching applies a strength-based and caring pedagogical approach which pays attention to individual strengths in formal and informal, physical and virtual learning environments. Students will be motivated and activated with pedagogical solutions that are creative, bold, and individualized, and appreciate disparity.
 - (c) *as contents*: Arctic pedagogy combines Arctic information with teaching of various school subjects, learning entities, and themes at the different levels of curricula. The Arctic Centre is a research center at the University of Lapland producing multi-disciplinary research on the circumstances in the Arctic (see <http://www.arcticcentre.org/EN/RESEARCH>).
- 2) Arctic pedagogy appears in learning environments. The key terms of Arctic pedagogy are inclusion, innovation, and spatiality (physical and virtual spaces). Learning environments are perceived more widely than just classroom-based spaces. Especially, Arctic information is employed in learning environment, for example by visiting local nature, culture, and industry and commerce, and as related learning projects. Learning environments are designed so that they support students' positive development physically, socially, emotionally, and cognitively.
 - 3) Arctic pedagogy appears in teacherhood. Arctic pedagogy reflects on teacherhood not only as subject-specific discussion over Arctic questions but also as pedagogical skills, interaction skills, and strength-recognition and supporting skills that form the core of caring teacherhood. Teachers also need technological and networking skills to create various learning environments.
 - 4) Arctic pedagogy appears in educational leadership. Arctic pedagogy is also based on the idea of caring leadership that includes shared leadership, Arctic expertise as the strategic foundation of education, quality control, and teamwork. According to the caring leadership idea, teachers, educators, and education authorities can act as motivators, guides, and supporters of learners' learning, strengths and well-being, and positive development in general. Caring leadership in teaching is manifested as the teacher's interaction with students and other school personnel, students' parents and partners of the school.
 - 5) Arctic pedagogy appears in multiprofessionalism. Arctic pedagogy is strongly local and aims at including and entrenching Arctic information in teaching. Therefore, local agents, partners, networks, homes, other schools, and education professionals, school health care nurses and psychologists, and counselors form an important multiprofessional network that help implementing Arctic pedagogy.

The elements of Arctic pedagogy are illustrated in Figure 1.

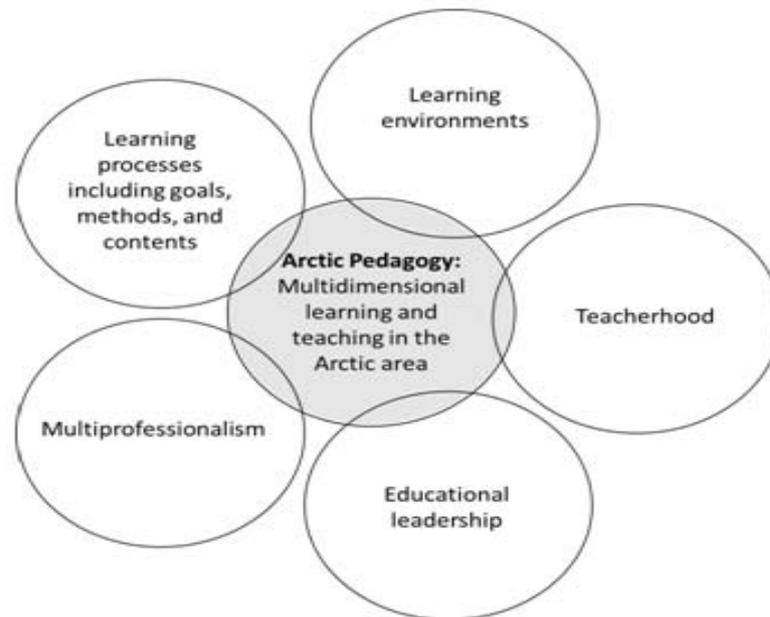


Figure 1 : The elements of Arctic pedagogy

V. THE IMPLEMENTATION AND ELEMENTS OF ARCTIC PEDAGOGY

The essential learning target of Arctic pedagogy is Arctic future skills that aim at maintaining and promoting the livelihood and well-being of the area. The cornerstones of Arctic pedagogy are adapting, understanding, and analyzing Arctic information in learning processes, student-centered caring teacherhood, wide-ranging networking to support learning, and communalism. For example, the Arctic Centre produces Arctic information through its many research projects.

The relationship between this foundation (Arctic information), implementation (Arctic pedagogy), and goals (Arctic future skills) is illustrated in Figure 2.

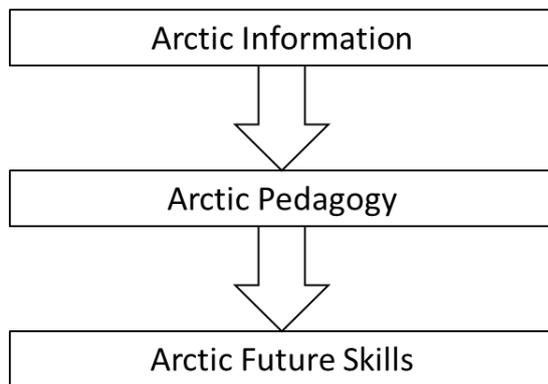


Figure 2 : Arctic information as the foundation of Arctic pedagogy, Arctic future skills being the goal

VI. CONCLUSION

The Arctic area is sparsely-populated and long distances determine the direction and arrangements of life and schooling. Schools are located in municipal centers even hundreds of kilometers from each other. In Lapland, school commutes are therefore long, including time to wait for the transportation (Koskela, Määttä, & Uusiautti, 2013). Actually, it is not a very long time since there still were boarding schools (Kilpimaa, Määttä, & Uusiautti, 2012; Lakkala, Määttä, & Uusiautti, 2013). The extraordinary circumstances also make it difficult to arrange parents' conferences or meetings with multiprofessional teams. There is lack of student health care personnel and specialized professionals (Koskela, Määttä, & Uusiautti, 2013).

Still, the nature and culture of the Arctic area, natural livelihoods, tourism (e.g., Pretes, 1995), and for example, mining industry (see e.g., Suopajarvi, 2014) provide special living and developmental opportunities (Larsen & Fondall, 2014). Many of those born in Lapland want to do their life's work in their home region – but it necessitates suitable education and employment opportunities (see McLean, 1997; Sarivaara, Uusiautti, &

Määttä, 2013). Therefore, Arctic future skills become invaluable.

It is not easy to renew education, and the old learning and teaching methods tend to be adopted from generation to another. New approaches should be actively invented and tested, and a bold, open-minded attitude is needed (see also Keskitalo & Sarivaara, 2014). Therefore, it is surprising how slowly the new technological opportunities are exploited in education (Blin & Munro, 2008). Arctic pedagogy is a teaching method that leans on the northern special features, but simultaneously seizes the modern possibilities and attempts to adopt them in northern education. Its fundamental goal is to enhance knowledge and appreciation of the Arctic special features so that the vitality of the area is maintained and strengthened. The future of the Arctic areas depends on the versatile and wide-ranging education of its people—on their future skills. This vision means that Arctic pedagogy has a unique and irreplaceable significance.

Arctic pedagogy should be developed through practical experiments and research for this is the only way to know which methods suit the area the best and support students' learning, entrenchment, and well-being. Consequently, the current research on Arctic pedagogy (see e.g., Keskitalo, Määttä, & Uusiautti, 2013; Leskisenoja & Uusiautti, 2015) is based on action research in which the new methods are implemented, evaluated, and renewed in the Arctic area in collaboration with teachers, students, and school authorities. When the elements of Arctic pedagogy are implicitly described at the practical level, their theoretical foundations can be deepened with interdisciplinary research. Research on the teaching experiences and practices provides new information to further refine practical applications.

The research-based model of Arctic pedagogy can become an established part of teacher training at the University of Lapland, and its implementation can be evaluated in the elementary schools and teacher training schools in the Arctic area. The goal is to enhance teachers' awareness of how to include Arctic questions in teaching methodologically and as regards the content.

Teacher training is an essential element to develop Arctic pedagogy. The Finnish research-based teacher training forms a suitable foundation to strengthen and further Arctic pedagogy (see Kansanen, 2006; Uusiautti & Määttä, 2013b). When teachers apply the pedagogy in practice and it is evaluated by research, the approach will be strengthened, refined, and molded according to the Arctic circumstances. Thus, Arctic pedagogy will be an important future-maker in the Arctic area.

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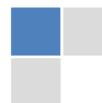
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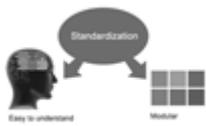
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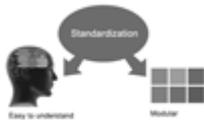
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Before start writing a good quality Computer Science Research Paper, let us first understand what is Computer Science Research Paper? So, Computer Science Research Paper is the paper which is written by professionals or scientists who are associated to Computer Science and Information Technology, or doing research study in these areas. If you are novel to this field then you can consult about this field from your supervisor or guide.

TECHNIQUES FOR WRITING A GOOD QUALITY RESEARCH PAPER:

1. Choosing the topic: In most cases, the topic is searched by the interest of author but it can be also suggested by the guides. You can have several topics and then you can judge that in which topic or subject you are finding yourself most comfortable. This can be done by asking several questions to yourself, like Will I be able to carry our search in this area? Will I find all necessary recourses to accomplish the search? Will I be able to find all information in this field area? If the answer of these types of questions will be "Yes" then you can choose that topic. In most of the cases, you may have to conduct the surveys and have to visit several places because this field is related to Computer Science and Information Technology. Also, you may have to do a lot of work to find all rise and falls regarding the various data of that subject. Sometimes, detailed information plays a vital role, instead of short information.

2. Evaluators are human: First thing to remember that evaluators are also human being. They are not only meant for rejecting a paper. They are here to evaluate your paper. So, present your Best.

3. Think Like Evaluators: If you are in a confusion or getting demotivated that your paper will be accepted by evaluators or not, then think and try to evaluate your paper like an Evaluator. Try to understand that what an evaluator wants in your research paper and automatically you will have your answer.

4. Make blueprints of paper: The outline is the plan or framework that will help you to arrange your thoughts. It will make your paper logical. But remember that all points of your outline must be related to the topic you have chosen.

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

6. Use of computer is recommended: As you are doing research in the field of Computer Science, then this point is quite obvious.

7. Use right software: Always use good quality software packages. If you are not capable to judge good software then you can lose quality of your paper unknowingly. There are various software programs available to help you, which you can get through Internet.

8. Use the Internet for help: An excellent start for your paper can be by using the Google. It is an excellent search engine, where you can have your doubts resolved. You may also read some answers for the frequent question how to write my research paper or find model research paper. From the internet library you can download books. If you have all required books make important reading selecting and analyzing the specified information. Then put together research paper sketch out.

9. Use and get big pictures: Always use encyclopedias, Wikipedia to get pictures so that you can go into the depth.

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

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



12. Make all efforts: Make all efforts to mention what you are going to write in your paper. That means always have a good start. Try to mention everything in introduction, that what is the need of a particular research paper. Polish your work by good skill of writing and always give an evaluator, what he wants.

13. Have backups: When you are going to do any important thing like making research paper, you should always have backup copies of it either in your computer or in paper. This will help you to not to lose any of your important.

14. Produce good diagrams of your own: Always try to include good charts or diagrams in your paper to improve quality. Using several and unnecessary diagrams will degrade the quality of your paper by creating "hotchpotch." So always, try to make and include those diagrams, which are made by your own to improve readability and understandability of your paper.

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

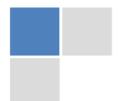
Key points to remember:

- 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 brevity. 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 an 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 abstract 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.
- As always, give awareness to spelling, simplicity and correctness of sentences and phrases.

Procedures (Methods and Materials):

This part is supposed to be the easiest to carve if you have good skills. A 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
- All figure and table must be adequately complete that it could situate on its own, divide from text

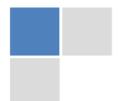
Discussion:

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- 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>Abstract</i>	Clear and concise with appropriate content, Correct format. 200 words or below	Unclear summary and no specific data, Incorrect form Above 200 words	No specific data with ambiguous information Above 250 words
<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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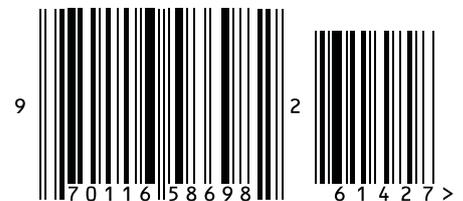


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