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CONTENTS OF THE ISSUE

- i. Copyright Notice
 - ii. Editorial Board Members
 - iii. Chief Author and Dean
 - iv. Contents of the Issue
-
1. Teacher Questioning in College English Class: A Guide to Critical Thinking. *1-5*
 2. Bangladeshi Engineering EFL Learners' Attitudes towards Learning English: A Comparison between Public University and Private University Students. *7-16*
 3. Prompting Learners' Active Participation in an EFL Class. *17-24*
 4. Influence of Socio-Economic Background on Social Adjustment Development of Adolescents with Hearing Impairment in Oyo State. *25-27*
 5. Promoting a Culture of Scholarship in Higher Education. *29-38*
 6. A Cross Disciplinary Assessment of Job Performance among Teachers of Secondary Schools in Cross River State, Nigeria. *39-43*
 7. Relationship between Resource Availability and Performance in French Subject in Public Secondary Schools in Vihiga County-Kenya. *45-72*
-
- v. Fellows and Auxiliary Memberships
 - vi. Process of Submission of Research Paper
 - vii. Preferred Author Guidelines
 - viii. Index



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Teacher Questioning in College English Class: A Guide to Critical Thinking

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Abstract- Amidst the great revolution in China's education system, promoting critical thinking in school education to prepare students for the needs of modern world has been advocated by more and more educators. Critical thinking is a learned skill that needs to be cultivated by effective instruction. Research suggest that teacher questioning plays an important role in promoting students' critical thinking through classroom interaction. This article reviews literature on how critical thinking relates to teacher questioning instructional approach and advocates effective use of teacher questioning technique in college English class to actively engage students in the learning process and guide them to critical thinking.

Keywords: *China, college English class; teacher questioning; critical thinking.*

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Teacher Questioning in College English Class: A Guide to Critical Thinking

Wang Lihui ^α, Wang Huimin ^σ, Zhao Qun ^ρ, Lin Feng ^ω & Qin Yuqing [¥]

Abstract- Amidst the great revolution in China's education system, promoting critical thinking in school education to prepare students for the needs of modern world has been advocated by more and more educators. Critical thinking is a learned skill that needs to be cultivated by effective instruction. Research suggest that teacher questioning plays an important role in promoting students' critical thinking through classroom interaction. This article reviews literature on how critical thinking relates to teacher questioning instructional approach and advocates effective use of teacher questioning technique in college English class to actively engage students in the learning process and guide them to critical thinking.

Keywords: China, college English class; teacher questioning; critical thinking.

I. INTRODUCTION

Critical thinking, widely recognized as an essential skill for the knowledge age, is often regarded as "a fundamental aim and an overriding ideal of education" (Bailin & Siegel, 2003, p.188). A national survey in the United States showed that employers, policy-makers, and educators reached consensus that the dispositional as well as the skills dimension of critical thinking should be considered an essential outcome of a college education (Tsui, 2002).

Critical thinking skills are important because they enable students "to deal effectively with social, scientific, and practical problems" (Shakirova, 2007, p.42). To put it another way, in order for being able to live, work, solving problems, and making decisions effectively in our constantly changing world, merely having knowledge or information is not enough, learners must be able to think critically.

Amidst the great revolution in China's education system, promoting critical thinking has been advocated by more and more Chinese educators (Guo, 2013; Xu, 2013) and has been written into the college curriculum requirements by the Ministry of Education of the People's Republic of China in 2000 (Shen & Yodkhumlue, 2012). Thus cultivating a critical mind has become an indispensable part of college education in China. College English is a compulsory course in Chinese universities. In learning English, students are experiencing the culture of which the English language is part of, the history of the language, the literature of English-speaking countries, and the different thinking dispositions loaded to the English language. Students'

understanding, interpretation, and critique of these aspects engage the comprehension, application, analysis, synthesis, and evaluation activities in their cognition. That is critical thinking (Facione, 1990, p.3). Hence, integrating critical thinking into class to engage students in active learning has become a goal for college English teachers.

However, in a typical English class in China, language teachers usually dominate the class and do most of the talking, while most students are busy taking notes. In this way, students become accustomed to merely memorizing and recalling information, hence, being passive learners. As Clement (1979) stated that "we should be teaching students how to think. Instead, we are teaching them what to think" (p.1). The quote reflects this unproductive teaching and learning situation in the Chinese English class.

How can college English teachers integrate critical thinking into their English class and engage the students as active thinkers? The answer may be in our instructional methods.

II. CRITICAL THINKING AND INSTRUCTION

a) Definition

An early definition of critical thinking was proposed by Bloom. According to Bloom, critical thinking involves the cultivation of a set of skills such as knowledge, comprehension, application, analysis, synthesis, evaluation, and the ability to apply these skills in novel situations (as cited in Fahim & Eslamdoost, 2014, p.141). Ennis (1987) defines critical thinking as the skills introduced by Bloom (1956) in addition to the habits of using the skills. Critical thinking has also been referred to as the process of "thinking about thinking" (Flavell, 1979).

A high-profile definition about critical thinking was developed by American Philosophical Association Delphi panel of 46 experts, including leading scholars in this field such Ennis, Facione, and Paul:

We understand critical thinking to be purposeful, self-regulatory judgment which results in interpretation, analysis, evaluation, and inference, as well as explanation of the evidential, conceptual, methodological, criteriological, or contextual considerations upon which that judgment is based. ... The ideal critical thinker is habitually inquisitive, well-informed, trustful or reason, open-minded, flexible, fair-minded in evaluation, honest in facing

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personal biases, prudent in making judgments, willing to reconsider... and persistent in seeking results which are as precise as the subject and the circumstances of inquiry permit. (Facione, 1990, p.3)

Critical thinking has significant theoretical and educational implications in that it has been found to be associated with other higher-order cognitive and meta-cognitive abilities. According to Phan (2010), critical thinking ability plays a pivotal role in shaping learners' motivation and self-efficacy in the learning processes.

b) *How Critical Thinking Relates to Instructional Methods*

Critical thinking is not an inborn capability, rather, it is a learned skill that needs to be cultivated by teaching and practice (Perkins & Salmon, 1989). However, merely memorizing facts or accept what they read or are taught, students won't be able to develop critical skills, because critical thinking requires students to use higher-order thinking skill to think about their own thinking. Therefore, lecture and rote memorization do not promote critical thinking; critical thinking must be developed, practiced, and continually integrated into the curriculum by engaging students in interactive investigations of intellectual activities so that they can discover and understand important cognitive rules for themselves (Wong, 2007).

In the 1980s, western educators advocated a shift from knowledge-based instruction to new educational approaches in which the main focus is to foster thinking ability of learners (Fahim & Eslamdoost, 2014). Since then, a large number of empirical studies have been conducted to devise activities and strategies to translate this objective to real instructional approaches integrated into classroom and to examine the effects of different instructional approaches aiming at promoting critical thinking among college students.

Findings of research in this vein showed that instructional approaches such as concept mapping (Khodadady & Ghanizadeh, 2011), problem-based learning (Nargundkar, Samaddar, & Mukhopadhyah, 2014), inquiry-based learning (Ku, Ho, Hau, & Lai, 2014), and questioning approach (Shen & Yodkhumlue, 2012; Yang, 2008; Yang, Newby, & Bill, 2005) contribute to critical thinking. Recently, a comparative study investigating the effects of different instructional approaches on critical thinking in online learning settings showed that questioning was the most effective in advancing critical thinking skills (Kalelioğlu & Gülbaharand, 2014).

III. THINKING IS DRIVEN BY QUESTIONS

a) *Questioning Instructional Approach*

Thinking is driven not by answers but by questions. Teacher questions that stretch students' mind, invite curiosity, stimulate interest, and instill a

sense of wonder can not only keep students engaged but also can develop their critical thinking ability.

Brown and Kelley, in their book "Asking the Right Questions: A Guide to Critical Thinking", documented the premise that students' critical thinking is best supported when teachers use critical questioning techniques to engage students actively in the learning process (Brown & Kelley, 1986). Examples of the questions include:

- What do you think about this?
- Why do you think that?
- What is your knowledge based upon?
- What does it imply and presuppose?
- What explains it, connects to it, leads from it?
- How are you viewing it?
- Should it be viewed differently?

Questions stimulate students' ideas, engage them in clarifying their thinking, assessing their evidence, making inference, and promote the depth and breadth of their thinking. Therefore, when questioned about their thinking process, students can begin thinking about their thinking.

Students engaged in questioning process benefit from the clarification of concept, emerge of new ideas, and enhancement of problem-solving skills. By questioning, teachers assess students' knowledge, explore students' ideas, correct misunderstanding, and encourage students to think at higher cognitive levels.

b) *Theoretical Basis*

Teacher questioning instructional approach can be seen as teaching practice based on Piaget's cognitive constructivism learning theory (Piaget, 1953; Powell & Kalina, 2009) which proposes that knowledge is not passively received but is actively constructed by the learner and Lev Vygotsky's social constructivism learning theory (Powell & Kalina, 2009; Vygotsky, 1962), which emphasizes that social interaction is an integral part of learning. Both the two theories value the question-and-answer instructional approach and suggest that constructivism applied to education is characterized by teachers as facilitators and students who actively construct their own understanding based on their existing knowledge (Powell & Kalina, 2009, p.245).

Teacher questioning in language classrooms can also be seen as is in line with the features of Communicative Language Teaching (CLT) method. In CLT (Richards & Rodgers, 2001), students are expected to interact with the teacher and fellow students, and to use the target language both as a means of communication and as an object of learning. By responding to teachers' questions, students learn the language and also learn to think and communicate with the language.

c) *Questioning in College English Class in China*

Recently, more and more Chinese educators have noticed the importance of employing questioning instructional approach in college English class. However, these previous studies mainly focused on the relation between teachers' questioning behavior in the classroom and students' oral output (David, 2007; Hu, 2004; Zhou & Zhou, 2002) and how questioning instructional approach enlivens classroom atmosphere, facilitates interaction between teachers and fosters positive teacher-learner relationship (Sun, 2012). Very few research have discussed the potentiality of teacher questioning in promoting students' critical thinking in the Chinese context (Shen & Yodkhumlue, 2012). Therefore, it is important that college English teachers be aware of the power that teacher questioning plays in nurturing critical thinking and strategically employ questioning techniques to advance students' ability to learn, discover, understand, and solve problems on their own.

d) *Guiding Students' Critical Thinking*

According to questioning expert and educational consultant Lee Hannel (Hannel & Hannel, 2005), teachers who ask the right questions kindle fires of critical thinking and create effective problem solvers.

Bloom (1956) described seven different types of questions. These include: memory, translation, interpretation, application, analysis, synthesis, and evaluation. Other researchers identified more types of questions and argue that different types of questions have different effects (Elder & Paul, 1998).

For example, questions on information guide students to search and revisit their knowledge base and assess the quality of their knowledge; questions on interpretation guide students to examine how they organize and give meaning to information and to consider alternative ways of giving meaning; questions on assumption guide students to examine what they take for granted; questions on implication guide students to follow-up where their thinking is going; questions on relevance guide students to discriminate between what does and what does not bear on a question; questions on precision guide students to give details and be specific; questions on consistency guide students toward thinking about contradictions.

Situated within the problem-solving framework, teacher questioning may also become a tool for controlling students' behavior (Nunan, 2007, p.80) and, therefore, brining them to both intellectual and social-emotional growth (Folsom, 2006) conducive to effective learning.

For example, questions that require student to observe, may instill students the habit of observing and find valuable clues and information that would otherwise be habitually ignored; questions that require students to think and react in another person's position may evoke them to place themselves into another persons shoes to

solve conflicts in a decent way; questions that require students to look for connections among seemingly unrelated ideas or things may guide students to logically integrate their thoughts, to make sure that it makes sense within a reasonable systems of some kind.

IV. EFFECTIVE QUESTIONING

To engage students effectively with questions, educators proposed several strategies (Caram & Davis, 2005; Wang & Wang, 2013).

First, teachers should create a classroom culture open to dialogue in which students are encouraged and willing to respond, and feel comfortable thinking through an answer rather than simply having an answer. Positive body language such as smiling, nodding agreement to constructive responses can encourage students to participate in discussions. Teachers should pose questions in nonthreatening ways and receive answers in a supportive fashion. Harsh tones should be deliberately avoided in posing questions and responding to answers.

Second, teachers should select an appropriate level of questions based on students' needs and tailor questions so as to elicit maximum number of responses. Tricky questions and those that simply require a Yes or No response should be avoided because tricky questions may frustrate students and simple Yes-or-No questions without further probing rarely contribute to critical thinking.

Third, teachers should be explorative in mind, allow an indeterminate number of acceptable answers, and open the floor to students' ideas. In this way, the interaction is dialogic and interactive and can create opportunities for students to use English to communicate their thinking with the teacher and peers.

Fourth, teachers should use both pre-planned and emerging questions. Pre-planned questions are those prepared by the teacher to engage students in brainstorming, introduce new concepts and topics, and steer the students' thinking toward specific directions. Emerging questions may derive from students' responses and reactions. Most of the time, emerging questions would bring depth and breath to the discussion and guide both the teacher and the students to unexpected higher-level thinking.

Fifth, teachers should give sufficient wait time. Wait time is the amount of time the teacher waits for students to respond. Generally, five or ten seconds are needed for students to generate responses. Questions at higher cognitive levels tend to require longer wait time. Sufficient wait time is necessary for students to think at higher levels.

Sixth, teachers should respond to students' answers. Listen carefully to the answers given by students; do not interrupt unless where they seem unfocused or straying far off course. Respond to

constructive answers with positive reinforcement. Keep questioning and probing until the student run out of thinking because only when an answer generates a further question does thought continue its life as such.

V. CLOSING THOUGHTS

Improving students' critical thinking ability is considered to be an important aspect of teaching at the university level by most educators today. Traditional instructional method in China's college English class as it is usually practiced does not meet the real-world need for developing students' critical thinking ability. Hence, how to cultivate students' critical thinking ability has gained increasing attention in research in China. Drawing from previous research, teacher questioning is an effective instructional approach that promote students' critical thinking. In order for the teacher questioning instructional approach to work as an effective teaching tool in the college English classroom, it is crucial that teachers strategically use and formulate questions of different type and effect to guide students toward critical thinking.

To promote students' critical thinking in college English class in China, equally important may be the shift of focus of curriculum and assessment system. Research (Landsman & Gorski, 2007; Sandholtz, Ogawa, & Scribner, 2004; Sheldon & Biddle, 1998; Wong, 2007) suggest that the standardized curriculum and focus on test scores undermine teachers' ability to address critical thinking in the classroom. The emphasis on "teaching to the test" distracts the learning process from student-centered instruction and places the emphasis on the content. Therefore, to promote critical thinking in English language classroom, besides continuous search for effective instructional approaches, further studies on a shift of focus of curriculum and assessment system would be equally desirable.

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Bangladeshi Engineering EFL Learners' Attitudes towards Learning English: A Comparison between Public University and Private University Students

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Keywords: *attitude, tertiary level, english language learning.*

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I. INTRODUCTION

With the spread of internationalization and globalization, English has become the primary language of communication around the world. Knowing this language can facilitate anyone with many opportunities like good job, higher education, business relations and social and international connections and so on, language researchers and educators are trying to make English language teaching and learning more effective. As a result, recently the affective variables like attitude and aptitude (Krashen, 2002, Benin, 2002) which influence learning outcomes have become an important field of interest among them. In the literature a positive attitude is mostly associated with success and a negative attitude is associated with failure in foreign language learning. So, numerous studies have been conducted to recognize the attitudes of foreign language learners.

In Bangladesh both in private and public universities most of the students come from Bengali

medium background. In reverse, the medium of instruction is English in universities. This often create serious obstacle to their academic achievement. The researcher as an educator has observed that, students are generally not performing up to the marks in other subjects including English because of their poor command on English language. Although they are supplemented with English courses, their performances are not satisfactory. One of the probable underlying reasons can be learners' negative attitudes. Unfortunately, this area is still unexplored by other Bangladeshi researchers or educators. Consequently, the study aims to investigate Bangladeshi engineering EFL learners' attitude towards learning English.

II. LITERATURE REVIEW

a) Attitude

Attitude is mainly an area of interest for the psychologists. Attitude is the focus of social psychologists for explaining human behavior (Ajzen, 2005). According to Hosseini and Pourmandnia (2013) attitude is a kind of mental state of reaction to a particular 'idea, object, person or situation.' Gardner (1985) has also mentioned that, attitude is something that is measured through some other components like individual's reaction to a particular thing. He defines attitude as

"An evaluative reaction to referent or attitude object, inferred on the basis of individual's beliefs or opinions about the referent."

Attitude is a combination of three components (Gardner, 1985, Millon, Lerner and Weiner, 2003, Weiten, 2013, Jain, 2014, McLeod, 2014). They are:

Affective component: It means what the person feels about the attitude component. It is related to the person's emotion about the target object (McLeod, 2014).

Behavioral component: It means the impact of the attitude on the person's action or behavior (McLeod, 2014).

Cognitive component: It means the person's 'belief' or 'knowledge' about the target object (McLeod, 2014).

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The current study will investigate Bangladeshi engineering EFL learners' attitude towards English language learning based on these three components of attitude.

b) *Attitude and foreign or second language learning*

In order to learn a language it is not enough only to get the knowledge about the language but also one needs inspiration to learn the language (Hossain and Pourmandnia, 2013). The inspiration most of the time comes from a person's positive attitude.

Language attitude can be positive or negative. Whatever it is, it reflects 'linguistic difficulty or simplicity, ease or difficulty of learning, degree of importance, elegance, social status etc.' of the learners. (Richard, Platts, and Weber, 1985).

Second language learners' attitude to learning the language does not grow over night. It gradually develops as the learners get exposure to the language, the language speaking communities and experience the learning context. Benin (2002) cited from Gardner (1985) that, Second language learners' attitudes to language learning are influenced by two types of factors.

Firstly, there are factors that influence the attitude even before starting learning the language. Secondly, there are factors that influence the attitude during learning the language.

Benin (2002) explains that, before entering into a learning context, second language learners may have either positive or negative attitude to learning the language. These attitudes are influenced by how the learners feel about the language or the people who speak the language. Moreover, Benin (2002) also cites from Gardner (1985) that here learners' motivation also plays an important role in determining their attitude before beginning to learn the language.

Benin (2002) further points out, attitude to learning a second language may develop when the learners are already learning it. He asserts that, these attitudes can be either good or bad for the learners. In this situation the language course the learners are taking and the teachers under whom they are learning will create either positive or negative attitude. At this stage also learners' attitude to learning the second language is influenced by factors like their anxiety, their parents' attitudes to that language, their intensity of motivation.

Gardner (1985) also mentions that, it is the language training which creates positive attitude towards the foreign language culture, foreign language learning, and foreign language speaking community. The present study will focus on the attitudes that learners grow during attending the English courses offered by their universities.

Brown (2000) thinks that, a positive attitude accelerates the language learning success and the success reinforces the attitude whereas a negative attitude causes low motivation and failure in language

proficiency. He also thinks that, it is possible to change the negative attitude by direct exposure to target language and language speaking group and culture. An indirect exposure to the language like movies, television, books, newspaper, and magazine produce lower motivation. They create low motivation among learners.

So, in a nutshell it can be said that, learner's positive attitude and learning success are complementary to one another.

Du (2009) talked about the influences of learner's attitude on Second Language Learning (SLA). The influences are following:

- L2 learners with positive attitude learn the language easily and quickly. On the other hand, L2 learners with negative attitude learn the language slowly.
- Learners' attitudes determine learners' commitment. Learners who give up learning in halfway are passive. They possess lower commitment and their achievement is also lower than learners with positive attitude.
- Attitude controls the class performance. Learners with positive attitude are more active in class and possess higher grade.

c) *EFL in Bangladeshi Context*

In most Bangladeshi schools, colleges teaching and learning English is completely exam oriented (Chowdhury and Karim, 2014). Teachers only teach those skills which will help students to get good grades in their public exams. At secondary and higher secondary levels speaking and listening are not tested. Accordingly, listening and speaking skills remain untaught (Chowdhury and Karim, 2014). Students barely feel any interest to do anything in English except reading or writing the things that are beneficial for their exams. Moreover, the teachers' competence in teaching English is often not up to the standard (Sultana, 2014). All these things together are generating poorly English competent learners for the higher level of education.

These poorly competent students, majority of who are from Bengali Medium schools and colleges (Sultana, 2014) join different public and private universities in Bangladesh. Both in private and public universities class lectures are delivered in English. All the things students read or write in the class are in English. They have to speak in English in the class. Even the exams are conducted in English (Sultana, 2014). The researcher observed that, this sudden change at this stage of education often makes students perplexed.

To help these students to deal with their linguistic difficulties, in both public and private universities they are supplemented with remedial English courses (Sultana, 2014). The names of these courses vary from university to university, such as English I, English 101, Basic English etc. whereas the contents are more or less same. Sultana (2014) finds

that, these courses are not being fruitful enough. But, before imposing any complain on the courses, it would be wise to fathom the attitudes of the learners.

d) *The public and private university division*

The differences between public universities and private universities and their students both in Bangladesh and the world is a very popular topic among researchers. In Bangladesh since the establishment of Dhaka University in 1921, public institutions had been the mere place for higher education until 1993. As the pressure of students grew, the government passed the private university act in 1992 (Comission, 2009). Since then private universities have brought great changes in higher education sector of the country. In a study by Mazumdar (2013) it is found that, the level of satisfaction about the institution is higher among the students of private universities than that of among the students of public universities. Yet, the demand to study in a public university has remained very high. Limited cost, dormitory facilities, qualified teachers attract students to the public universities. Hence, every year a huge number of students compete to get admission in the limited number of seats in the public universities. According to Khan and Jawad (2015) in 2015 more than three lakh students competed for the 6582 seats in Dhaka University. Among the rest 2.94 lakh students, some of them will get chance in other public universities. But even that won't suffice either as seats are limited. Consequently, many of those students will take admission in different private universities. Therefore, it is generally believed that, those who get chance in public universities are the best students of the country. Naturally, people question the qualities of those who got admitted in private universities. These differences have led to a number of researches between the students of private and public universities, for example difference in ability to assess higher education between public and private university students in Pakistan (Mansoor, 2004), difference between male students of public and private university (Zaman and Muhammad, 2012), and differences in code switching between public and private universities (Chowdhury, 2013). All these debates and researches stimulated the writer to compare the second language learning attitudes of the students of public and private universities in Bangladesh.

III. STATEMENT OF THE PROBLEM

Researchers and educators have long been trying to upgrade the status of teaching and learning English. They are voicing many socio-economic, logistic and educational deficiencies of teaching and learning English in Bangladesh. Many of those issues have also been addressed. Yet, it cannot be claimed that, Bangladesh university EFL learners are satisfactorily good in English. So, there is a need to look deeper into

the problem: the minds of the learners. Nevertheless, little is known about how Bangladeshi EFL learners react when they learn English. Hasan (2010) has very partially discussed the attitudes of high school level learners' attitudes to English speaking Bangladeshis and English language. On that account, the researcher explores Bangladeshi engineering EFL learners' attitude to learning English. In the scope of the study, it will also seek the differences between the attitudes of public and private university learners.

IV. RESEARCH QUESTIONS

The current study will seek the answers of the following questions:

- What are the attitudes of Bangladeshi engineering EFL learners to English language learning in terms of their feeling, cognition and behavior?
- Is there any major difference between the attitudes of public university engineering EFL learners and private university engineering EFL learners to English language learning?

V. AIMS OF THE STUDY

- To increase positive attitude of learners.
- To facilitate learners with successful learning.
- To make learners and educators aware about learners' attitude to learning foreign language.
- To make teaching English more effective.

VI. SIGNIFICANCE OF THE STUDY

The study has multifold importance. To begin with, it will enable the education planners and course designers and educators to realize exactly how they should approach their students. If the students' attitudes are known, it will be easier for them to address the psychological barriers of the group of students to language growth. Then, the study is directly beneficial for the learners. In some cases may be learners are not actually aware about their attitudes. This study will help them to examine their own attitudes and take care of their negative attitudes.

VII. RESEARCH DESIGN

The study exploits a quantitative approach. To conceive the attitudes of engineering EFL learners a questionnaire survey was conducted. The particulars of the research design are reported below:

Reliability: A reliability test ensures whether the research tool leaves the same result if it is conducted in different times with the same population (Kimberlin and Winterstein, 2008). The acceptance of a research paper is increased through a reliability test. For testing reliability the steps suggested in Radhakrishna (2007) were followed. At first a pilot study among 20 students from the target population who were supposed to participate in the final survey was conducted. Then a

Cronbach's alpha test was run to ensure the internal reliability of the questionnaire items. The total internal consistency of all 34 questionnaire items is 0.716 which

is good. The individual internal consistency for the three attitude categories (emotional, cognitive and behavioral) are given below:

Serial	Attitude category	Number of items	Internal consistency
1.	Emotional attitude	12	0.720
2.	Cognitive attitude	12	0.740
3.	Behavioral attitude	10	0.808

Questionnaire development: For collecting data about engineering EFL learners' attitude towards English language learning, a 34 items questionnaire was used. While developing the questionnaire, Soleimani and Hanafi's (2013) attitude test questionnaire which was adopted from Zainol Abidin, et al. (2012) was consulted and modified for the context of Bangladeshi students. The questionnaire items were carefully adopted, developed and selected based on the researcher's primary observations of students' attitude towards learning English.

Participants: In this research 67 students who are majoring in Computer Sciences and Engineering (CSE) from United International University and Jahangirnagar University participated. They are the first year students of their respective universities and they are taking this English course as a mandatory made by their universities. 34 of the participants were from Jahangirnagar University and 33 were from United International University.

Selecting the participants: The external validity of a research can be ensured by proper method of selecting the research participants who are representative of the particular type of population (Ondercin, 2004). Considering the advantages of convenience sampling (Leard Dissertation, Convenience Sampling, 2012) the participants were selected on their availability. For collecting data from private university engineering EFL learners, a group of CSE students who were doing English I course under an English teacher in UIU were

selected. Before collecting data both the teacher's and students' consents were taken. Data were taken during the class. The researcher personally administered the data collection procedure. For collecting data from public university the particular English teacher who was taking class with CSE students were contacted first. The teacher arranged the data collection at a different time other than the class time. The teacher informed his class about the research and the students who were willing to participate, appeared on that time. Since JU is far from the researchers' place, the data were collected through a research assistant.

Data Analysis: In order to find students' attitude towards English language learning descriptive statistics was used. In the results two aspects of descriptive statistics are shown: 'Mean' to show the average attitude of the students and 'Standard Deviation' to show how students varied in their responses. To find if there is any difference between the attitudes of public and private university students' attitude to English language learning an 'Independent T-test' was conducted. SPSS version 16.0 was used to find the results.

VIII. FINDINGS OF THE SURVEY

a) Overall emotional, cognitive and behavioral attitude of Bangladeshi Engineering EFL learners

This section will explain the findings of the attitudes of engineering EFL learners in Bangladesh. The findings are as follow:

Table 1 : Descriptive report of engineering EFL learners' emotional attitude to English language learning

Serial	item	N	Mean	Std. Deviation
1	I feel excited if I can communicate in English with others	67	1.7463	.74556
2	My English class is so interesting. I enjoy my English class a lot.	67	2.1642	.68749
3	When I study English subject, I feel inspired to learn my other subjects too as the books are written in English	67	2.1791	.86909
4	I feel very nervous when my teacher ask me to say something in English	67	2.7015	1.26748
5	I feel very shy to practice speaking with my friends and family	67	2.9403	1.26588
6	I feel bored when I have to do exercises (reading, writing, grammar etc.) in my class	67	3.2090	1.16173
7	I feel much tensed before my English exam	67	3.4925	1.18543
8	If I perform bad/get less marks than my expectation in English Exam, I lose all my interests to study this subject	67	3.2537	1.28326
9	When I fail to communicate in English (inside/outside) class, I feel I am not a smart person	67	2.6418	1.12414
10	I think learning English is a waste of time and energy	67	4.3284	.97527
11	I wish I could drop this course	67	4.1791	.90328
12	To be honest, I have little interest to learn English	67	3.1493	1.39538

Items 1, 2, 3, 11 and 10 are indicators of positive attitudes. The table affirms that learning success enhances their positive feeling and which in turn can bring more success (item-1). Students also realize the importance of learning English (item-10), which can motivate them to have a positive attitude when learning English. Students are quite positive about the English courses that are offered in their universities, and they are very much willing take and study those courses (items 2, 11).

Item numbers 6, 7, and 8 signal lightly positive attitudes. Students enjoy English activities in class sometimes and they remain somewhat stress free before their English exam which in turn can increase their motivation and strengthen their positive attitude. Besides, bad performance in English exam sometimes contributes to build up negative attitudes too.

On the other hand, item numbers 4, 5, 9 and 12 indicate students also have some negative attitudes. They experience anxiety while trying to speak in English. As long as a student cannot overcome his/her shyness and anxiety it is not possible to achieve the language. Even Their linguistic failures lead to grow a negative attitude even about their personality and skills; hence, it causes lack of confidence. In Bangladesh English is taught from class one. Yet when a student comes to the university he/ she knows very little about using the language in real life situation. In university also the major stress on grammar. Therefore, students gradually lose their interest to learn English. Students have also admitted their mild lack interest to learn English (item-. If learners lack genuine interest for learning the language, it becomes tough both for the learner to learn the language and teacher to teach the language.

Table 2 : Descriptive report of engineering EFL learners' cognitive attitude to English language learning

Serial	item	N	Mean	Std. Deviation
1	I think learning English is important because it makes me more educated	67	1.5821	.81926
2	I don't understand most of the lectures of my English class	67	3.6418	1.06886
3	I can't summarize the important point of something that is written in English	67	3.4179	1.10302
4	I can't properly express my feelings, thoughts, ideas in English	67	3.0149	1.09396
5	Frankly speaking, I study and know English as much as I need to pass the exams	67	2.8507	1.25835
6	I can use the knowledge of English subject when studying other subjects	66	1.9242	.91669
7	Learning English helps me to communicate more effectively like talking to teachers, foreign friends , different officers etc.	67	1.7164	.88431
8	I am not satisfied with my English skills	67	2.2090	1.05223
9	I don't know what to do to improve my English communicative skills	67	3.0746	1.15881
10	I often compare myself with my classmates to judge my English proficiency	67	2.5373	1.17200
11	learning English seems difficult and complicated to me	67	3.2239	1.25313
12	I want to study English more in future and gain more knowledge about this language	67	1.7463	.91027

Bangladeshi engineering EFL learners in some cases are highly positive in their cognitive attitude towards learning English. Students think that, learning English is importance for their development which unfolds their motivation. They also agreed that, they can utilize their knowledge of English courses when studying their major courses. Furthermore, they believe these courses help them to make better communication. In this sense the English courses in universities are meeting their objectives to some extent. Universities in Bangladesh aspire to create professionals who can communicate with world and make a better future for themselves and their nation. They try to use different methods of teaching English which help learners to learn English for real needs. Item 10 exposes that, Engineering EFL learners in Bangladesh compare their English skills with their peers to judge their own skills.

This kind of meta-cognitive awareness about their own learning will promote their autonomy and increase their level of success. Finally, the participants showed their desire to learn English even after the courses are over. This means they are very positive learners.

The mean scores of 2, 3, 4, 9 and 11 illustrate moderately positive attitudes of the participants. Students think they are moderately capable of understanding English class lectures, expressing themselves and improving their English skills. This may be because the medium of instructions is English, so they get used to it as time passes. The universities also introduce advance ways of improving English skills, so the engineering students are also becoming efficient in learning English. Participants also agreed that, they have mild difficulty in learning English. Needless to say, although Communicative Language Teaching (CLT)

method has been introduced in Bangladesh since the 90s, the teaching of the four skills is still questionable. Specially, in secondary and higher secondary level students hardly practice any authentic skill. Since the basis is weak, even at the university level they struggle to achieve the language.

The mean scores of item number 5 and 8 evince highly negative cognitive attitudes of engineering EFL learners of Bangladesh. Participants acknowledged that, they want to learn English only to pass the exam.

The exam oriented learning of English can never help them learning English for real purposes. Students forget most of the things they learnt in the class immediately after the exams are over. This happens because these courses still stick to a lot of grammars and the materials often fail to arouse interests among the learners to continue learning outside the class. Consequently, students live on with strong dissatisfaction about their English skills (item-8).

Table 3 : Descriptive report of engineering EFL learners' behavioral attitude to English language learning

Serial	item	N	Mean	Std. Deviation
1	when I see someone in my class is speaking in English, I want to practice speaking with him/her	67	2.1940	.94129
2	I try to make friendship with those who are good in speaking English in my class	67	2.3582	1.11058
3	If I don't understand a topic, I don't hesitate to ask my teacher to explain it again more clearly	67	2.4030	1.08795
4	I try to practice English speaking like native speakers do	67	2.2239	.98197
5	If I miss my English class, Later I ask my teacher and friends about what were taught and I try to take their help to understand those topics	67	2.1194	.94584
6	I don't pay attention when my English teacher explains the lesson	67	3.7164	.95037
7	I keep myself updated about the latest ways of leaning and improving English	67	2.4478	1.01926
8	While studying English, if I don't get confused about a topic, I take help of internet to understand it clearly	67	2.1343	1.19209
9	I practice English communicative skills that I learn in my English class with my family	67	2.9104	1.23988
10	I try to develop my English communicative skills whenever I get chance	67	1.9254	.89296

Bangladeshi Engineering EFL learners have absolute positive behavioral attitude to learning English as can be seen from table 3. The overall mean scores of this table range from 1.9 to 3.7. Students are very much active in their behavioral attitude to learning English. They try to increase their communicative skills by participating in conversation with more efficient peers and family members (item-1, 2, 9). Additionally, they try to communicate with native speakers which is a positive approach to improve their English communicative skills. They are interested to avail teacher's or peer's help in order to overcome their lack in learning. Even they are very enthusiastic about asking teachers' clarification during the class lecture which indicates both their intensity of motivation and positive attitude. These participants have also affirmed that they utilize modern technologies like internet to improve their English skill. It cannot be doubted they are the language learners of the era of technological advances. For the recent years, the use of Computer Assisted Language Learning (CALL) in private universities has increased (Joher, 2014). It will make them more independent and self-aware learners. Item number 10 unveils that, students are highly interested and involved in developing their English skills. Item number 6 is mildly positive. It means students

sometimes don't render enough concentration during the English lecture.

b) *The differences between the attitudes of public and private university engineering EFL learners*

The second research question aimed to find the major differences of attitudes between public and private university engineering EFL learners. Therefore, the following tables and discussion will focus only on the major differences found in the Independent T-test.

Table 4 : Differences of emotional attitudes between public and private university engineering EFL learners

Item		T.	Sig. (2-Tailed)	Status	Public University Mean Score	Private University Mean Score
If I perform bad/get less marks than my expectation in English Exam, I lose all my interests to study this subject	Equal variances assumed	-2.074	.042	Sig.	2.9412	3.5758
	Equal variances not assumed	-2.084	.041			
I wish I could drop this course	Equal variances assumed	-2.255	.027	Sig.	3.9412	4.4242

Table 4 manifests two significant differences of emotional attitudes between public and private university learners. To be clear, no significant difference was found in other ten items of their emotional responses. Findings witness that, public university learners grow more negative attitudes than private university learners following their bad performance in English exam. One possible explanation for this can be

public institutions have less opportunities and exposure to learn English. This table also elucidates that, private university learners are more prone to drop English course than public university learners. This is because there is always the option to take the course throughout the education years. But this opportunity is not available in public universities as they offer English courses once in a year.

Table 5 : Differences of cognitive attitudes between public and private university engineering EFL learners

Item		T.	Sig. (2-Tailed)	Status	Public University Mean Score	Private University Mean Score
Frankly speaking, I study and know English as much as I need to pass the exams	Equal variances assumed	-2.398	.019	Sig.	2.5000	3.2121
	Equal variances not assumed	-2.401	.019			
learning English seems difficult and complicated to me	Equal variances assumed	-3.259	.002	Sig.	2.7647	3.6970

Table 5 reports two significant differences of cognitive attitudes of the two groups of students. Here also no significant difference was found with rest ten items of cognitive attitudes. This table unfolds that, public university learners are keener on exam oriented learning of English than private university learners. May be it is because private universities are highly concerned with the English medium instructions. They continuously monitor students' English which is not done in public universities. As a result, private university learners are bound to learn English for their betterment. Moreover, it has also been found that, public university learners find learning English more difficult. Because of better modern facilities in private universities, they excel public university learners in overcoming their learning difficulties.

Interestingly, no significant difference between public and private university engineering EFL learners

has been found regarding their behavioral attitudes. This may be because both are aware that, learning English is important and they behave likewise.

c) Discussion of the findings

The findings of the study have strong connection with the theoretical and research literature. Benin (2002) emphasizes that, the course and the course teachers are important sources of positive attitude. In table 1 it can be seen learners have positive emotion regarding their English class, teacher and courses. The participants of this study experience anxiety and lack of confidence while trying to speak in English. Benin (2002) has mentioned learners' anxiety produces negative attitude. Similarly, Lo (2013) found that, Japanese students face shyness and anxiety and lack of confidence when trying to communicate in English. The participants of this study are positive and

not willing to drop their English courses. Du (2009) also stated that, positive learners do not give up learning halfway. Soleimani and Hanafi (2013) found that, Iranian learners have highly positive emotional attitude towards learning English whereas Bangladeshi engineering EFL learners have somewhat positive emotional attitude to learning English.

Secondly, in table 2 learners have affirmed that, they motivated to learn English. Benin (2002) cited from Gardner (1985) that, learners' motivation determine the type of their attitude. So, theory suggests Bangladeshi EFL learners are quite positive learners. Tahaine's (2013) study on Jordanian students and Chalak and Kasanian's (2010) study on Iranian students also confirm that, the participants are motivated learners. Bangladeshi EFL learners have mild difficulty in expressing themselves, understanding lectures, and improving their English skills. According to Richards, Platts and Weber (1985) these learning difficulties are the reflections of negative attitude. Similar results were found in Asmari's (2013) study on Saudi undergraduate learners and Shivaraman, Balushi and Rao' (2014) study on Omani EFL learners. In contrast, Soleimani and Hanafi's (2010) research on Iranian Medical students revealed that, they have highly positive cognitive attitude to learning English. Thereupon, it can be summed up that, Bangladeshi engineering learners are most in congruence with their similar learners in other countries. Moreover, in table 3 Bangladeshi engineering EFL learners have very positive behavioral attitude to learning English. They try to involve in activities which will enable them to improve their English. Du (2003) affirmed that, learners with positive attitude are active and successive thriving learners. The findings of Soleimani and Hanafi's (2013) study are identical. On the other hand, study of Shivaraman, Balushi and Rao (2014) and Lo (2013) indicate Omani and Japanese students not that much active in learning English. Therefore, it seems Bangladeshi engineering EFL learners gave a greater prospect of learning English to face the competitive world.

Finally, in table 4 and 5 it is evident that, private University learners have more positive attitudes than public university learners. In a study Bektas-Cetinkaya and Oruc (2010) they have found that private university learners spend more time in learning English than public University learners do. In Chepchieng, Kiboss, Sindabi, Kariuki, Mbugua' (2006) research they also found that private university learners have more positive attitude to their university campus.

So it can be concluded that, the differences between the attitudes of Bangladeshi public and private university EFL learners to learning English is not a detached phenomenon. Rather it is one of the universal conditions of learning English.

IX. RECOMMENDATIONS

Firstly, the exam oriented learning of English is the greatest obstacle to both teaching and learning English. Using authentic materials like reading literary texts, authentic writing activities like keeping journal, writing letters, role playing, listening to music or topic of interest can change this attitudes. These types of activities will not only help them overcoming their anxiety and lack of confidence, but also will help them to practice English skills outside the class.

Secondly, helping students overcome their emotional barrier is pertinent. Because of little exposure to the language, they can hardly come out of these mental barriers. So, more and more exposure both inside and outside the class should be made. It can be done by arranging debates, speaking games which they can also do outside the class. Teachers can also personally encourage the students to raise the level of confidence.

Thirdly, in public universities the classes are large and hardly have any technological support. On the other hand, the classes in private universities are comparatively small; hence, individual students get more attention. Then the use of technology also makes students of private universities to learn better. Therefore, to motivate and enhance learning success of the students of public universities, the number of students in class should be reduced to at least half and the use of technology should be increased.

In addition, the study can be reproduced in a larger version. This study was conducted in a very small size among only 67 students of one private university and one public university. Consequently, the results may not be generalized for all the undergraduate engineering students of the country. So, to get a more valid result, further study with larger group of participants from many more public and private universities should be administered.

Finally, the emotional and cognitive attitudes that Bangladeshi engineering EFL possess, can be directly related to and also inherited from their language learning experiences in secondary and higher secondary levels. As a result, the researcher strongly recommends that, more studies on the attitudes of secondary and higher secondary level learners ought to be carried out.

X. CONCLUSION

The study under consideration has helped to get important insight into both public and private university Bangladeshi engineering EFL learners' attitude to learning English. Both groups possess moderately positive attitude learning English. They also own some very strongly influential negative attitudes. The findings also suggest that, public university students have more negative attitudes than private

university students. Therefore, it can be understood that, Bangladeshi engineering EFL students need to boost their attitudes to have better success in learning English. To say the truth, it is not easy to deal with learners' attitude as Elyidirim and Ashton (2006) mention it is a complex feature of human social and psychological practices. In this circumstance, the teachers, the planners and the learners of Bangladesh should work together to strengthen learners' positive attitude and to increase learning success.

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Prompting Learners' Active Participation in an EFL Class

By Guey, Ching-Chung

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Abstract- This paper seeks to explore the dynamic relationships between cognitive, affective, and psychomotor components of EFL learners in the classroom, to work out solutions to the problems encountered by those reticent learners. This paper also attempts to describe the underlying dynamic of the three components by borrowing the ideas from physics and mathematics such as Newton's three laws along with important concepts from vector calculus (∇_{del} , $\nabla \cdot f$, $\nabla \times f$) in order to determine the relative rates (gradient), level of diversity, and level of curl among the three components. The description on the basis of three-dimensional coordinates helps clarify the complexity involved in the types of reticent EFL learners, each of which features unique combinations of the three components, and specific instructional approaches of different orientations (cognitive, affective, and behavioral, or combined) are suggested such as Jigsaw, Vygotsky's social-constructive, content-based, task-based, competence-based, and operant conditioning, and the like, to deal with EFL reticent learners of different types. The model presented in this paper ushers more empirical studies on relevant issues in EFL instruction.

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Abstract- This paper seeks to explore the dynamic relationships between cognitive, affective, and psychomotor components of EFL learners in the classroom, to work out solutions to the problems encountered by those reticent learners. This paper also attempts to describe the underlying dynamic of the three components by borrowing the ideas from physics and mathematics such as Newton's three laws along with important concepts from vector calculus (∇ - del, $\nabla \cdot f, \nabla \times f$) in order to determine the relative rates (gradient), level of diversity, and level of curl among the three components. The description on the basis of three-dimensional coordinates helps clarify the complexity involved in the types of reticent EFL learners, each of which features unique combinations of the three components, and specific instructional approaches of different orientations (cognitive, affective, and behavioral, or combined) are suggested such as Jigsaw, Vygotsky's social-constructive, content-based, task-based, competence-based, and operant conditioning, and the like, to deal with EFL reticent learners of different types. The model presented in this paper ushers more empirical studies on relevant issues in EFL instruction.

I. RETICENCE IN EFL PARTICIPATION

Reticence, or passive participation in an EFL classroom, has long been a common phenomenon and has received growing attention in recent years (Burgoon, J., & Koper, R, 1984; Zou, 2004). While some EFL learners have been used to being listeners in learning other subjects (e.g., math, physics, history, and what not), these EFL learners are still reticent in language classrooms (especially for speaking and listening related subjects) where active participation and interaction are essential. Reasons behind such a reticence can be: fear of losing face, low proficiency in the target language, previous negative experiences with speaking in class, cultural beliefs about appropriate behavior in classroom contexts, incomprehensible input, habits, lack of confidence, and personality (Zou, 2004; Miller & Aldred, 2000). Among these reasons, passive habits can be significant in that other factors such as low proficiency, incomprehensible input can be neutralized by posing questions for clarification (active participation), while personality factors (such as introversion) or lack of confidence is a matter of quantity of response, which may have little to do with reticence, and is not the focus of what the English instructors are concerned (Liu & Jackson, 2007).

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This paper thus seeks to explore the phenomenon behind reticence (mainly on habit formation) through a mathematical model, and suggests solutions to the problem. In what follows, Newtonian's laws will be adopted as a ground rationale, followed by the application of existing learning theories (such as Vygotsky's constructivism, and Skinner's operant conditioning, Bloom's learning objectives) on the bases of the operations of partial derivatives in mathematics.

II. RETICENCE AS A FUNCTION OF INERTIA

Students' reticence in an EFL classroom can best be analogized as a state of inertia, which is the first law in the framework of Newtonian's classical mechanics. *That is, the velocity of a body remains constant unless the body is acted upon by an external force.* By analogy, every student, as well as the teacher, persists in his state of being at rest or of moving uniformly straight forward, except insofar as it is compelled to change its state by force impressed. In the EFL classroom settings, reticent students will remain reticent until a positive force (impact) is received, whereas the active student will remain active until a negative force acts on him. Mathematically stated:

$$\sum F = 0 \Rightarrow \frac{dv}{dt} = 0 \quad (01)$$

(F - the total extra force that acts on the individual, dv- the derivative of velocity, and dt - derivative of time (acceleration). This tendency of objects in nature to want to remain in the same state and to resist any changes unless the object is forced to do so is called the inertial property. The inertial property then is the resistance to change; the object will not change unless it is forced to or somehow motivated by attractive or repulsive effects to change (Dean Hamden, 2009). How much attractive or repulsive force is needed to cause effects to change is another issue, which has to do with the second Newtonian law. Hence the second law: The acceleration of a body is parallel and directly proportional to the net force F and inversely proportional to the mass m, i.e., $F = ma$. The mass can be taken outside the differentiation operator by the constant factor rule in differentiation. Thus,



$$F = m \frac{dv}{dt} = ma \quad (02)$$

(where F is the net force applied, m is the mass of the body, and a is the body's acceleration.) Thus, the net force applied to a body produces a proportional acceleration. In other words, if a body is accelerating, then there is a force on it. By analogy, students' performance in class, either active or passive (as reticent), can be the function of their strength of *inertia*. Here *duration of inertia* can be one of the estimators of the strength of inertia; thus the longer the duration of inertia, the stronger it is. Therefore, the minimum amount of attractive or repulsive force to counteract or change original inertia must be greater than F . The acceleration, a , also be seen as F divided by m . Thus, the more F is, the more a , and the more m , the less a , when F is fixed. By analogy, if a student's being reticent in class has become a trait (long duration of inertia, thus large m), then the instructor will have to exert F , strong enough to counteract m , to create any desired effect a , (i.e., toward being more active). It is worthy of note that F can be both the attractive and repulsive force, with the former moving students toward being active in class, while the latter toward being even more reticent on the part of students. Yet, the teacher can also respond differently after exerting F onto learners, depending on the effects of the F . If F is the attractive by nature, then the teacher will also receive such a force (as encouragement or reinforcement for next moves), and vice versa, which can also be suggested by the third Newtonian law.

As the Third law indicates: The mutual forces of action and reaction between two bodies are equal, opposite and collinear. That is, to every action there is always opposed an equal reaction: or the mutual actions of two bodies upon each other are always equal, and directed to contrary parts. Specifically, whenever a first body (the teacher) exerts a force F on a second body (the student), the second body (student) exerts a force $-F$ on the first body (teacher). F and $-F$ are equal in magnitude and opposite in direction. This law is sometimes referred to as the action-reaction law, with F called the "action" and $-F$ the "reaction". The action and the reaction are simultaneous. Note also that though the forces are equal, the accelerations are not: the less massive body (e.g., student) will have a greater acceleration due to Newton's second law. The third law can be stated mathematically as follows:

$$\sum F_{a,b} = -\sum F_{b,a} \quad (03)$$

(Where $F_{a,b}$ are the forces from B acting on A, and $F_{b,a}$ are the forces from A acting on B.)

The variables F , m , and a , in Newtonian laws can be very complicated, each of which has manifolds. F and m are the cumulative forces from instructions

inclusive of teaching/learning methods, material inputs/output, activities, tests, teaching/learning styles, teaching/learning objectives, and the like, whereas a can be a dependent measure of the ratio between F and m . The multidimensional nature of the instructional settings can best be mathematically reflected through the concepts of partial derivative, integrative, and matrix. In the following the relationships among the three main educational objectives as initiated by Bloom's taxonomy will be interpreted mathematically.

a) Bloom's taxonomy

Benjamin Bloom (1956) identified three domains of educational activities: Cognitive: mental skills (Knowledge), Affective: growth in feelings or emotional areas (Attitude), and

Psychomotor: manual, physical skills or motor responses. Much later, Anderson and Krathwohl (2001) modified Bloom's original model and proposed six sub-categories of cognitive domain (from simple to complex in the hierarchy below): *remembering, understanding, applying, analyzing, evaluating, and creating*. There is hierarchical nature among the sub-categories. Note that students' creativity is the ultimate objective of instruction in cognitive domain, but in order to help students reach such a goal state, the teacher needs to lead students to go through *remember, understand, apply, analyze and evaluate* what is learnt. The affective domain is more concerned with *values*, or more precisely perhaps with *perception of value issues*. The affective domain also manifests subcategories from *Receiving, Responding, Valuing, Organizing and Conceptualizing, to characterizing by value or value concept*. Students will have to display their willingness to learn by *receiving*, before they can do the *responding*, and then learning can gradually become part of students' *value system* on the basis of *value organization and conceptualization*. Lastly, the psycho-motor domain also manifests subcategories from *imitation, manipulation, precision, articulation, to naturalization* (Dave, 1975). Theoretically, dynamic relationships exist at least in the three domains, and in the sub-category of each domain. There is mutual interdependence among these three domains. In other words, instruction or learning as a whole must include these three components to be effective and meaningful; success in one component must be supported by success in the other two components but with different proportions. In the following, the possible combinations in terms of success (desirable: +) and failure (undesirable: -) in each of the three domains (cognitive, affective, and psycho-motor) will be described to reflect "reticence" mathematically, followed by more complex mathematical operations on the inter-relationships of these three components.

III. PARTIAL DERIVATIVES OF THE THREE COMPONENTS

If the three components (cognitive, affective, psychomotor) can be given a positive value [+], or a negative [-], each of which represents a desirable or

undesirable state, respectively. For example, the values [+ , + , -] represents the situation when learners' cognitive state is positive (desirable), affective positive (desirable), whereas psychomotor negative (undesirable). Then, all the possible combinations can be listed as:

- Case 1: [Cognitive +, Affective +, Psychomotor +]
- Case 2: [Cognitive +, Affective +, Psychomotor -]
- Case 3: [Cognitive +, Affective -, Psychomotor +]
- Case 4: [Cognitive -, Affective +, Psychomotor -]
- Case 5: [Cognitive +, Affective -, Psychomotor -]
- Case 6: [Cognitive -, Affective -, Psychomotor +]
- Case 7: [Cognitive -, Affective -, Psychomotor +]
- Case 8: [Cognitive -, Affective -, Psychomotor -]

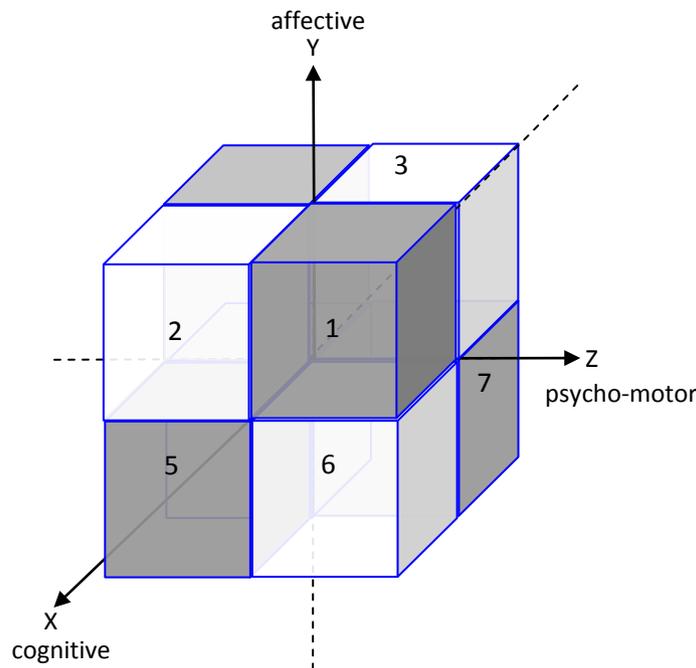


Figure 1 : Eight phases of three domains

Among the above 8 Cases, EFL learners under Cases 2, 4, 5, 8 can be categorized as reticent in that their psycho-motor aspects (oral performance) are not desirable. However, what can EFL instructors do to improve the situations? As indicated from the negative value sign (-), EFL learners under Case 2 must receive instructions that focus on psycho-motor aspect, focus on both affective and psychomotor aspects under Case 4, focus on both cognitive and psychomotor under Case 6, and lastly, focus on all the components (cognitive, affective, psychomotor) under Case 8.

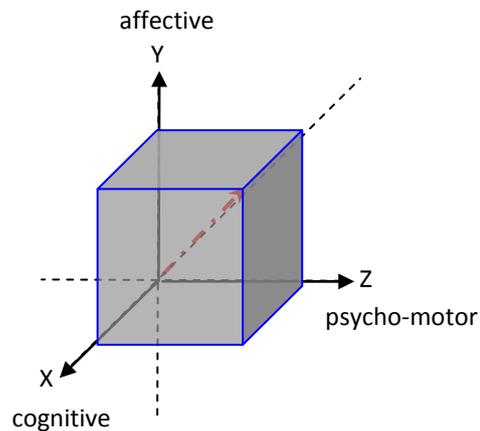


Figure 2 : The three domains on Phase One

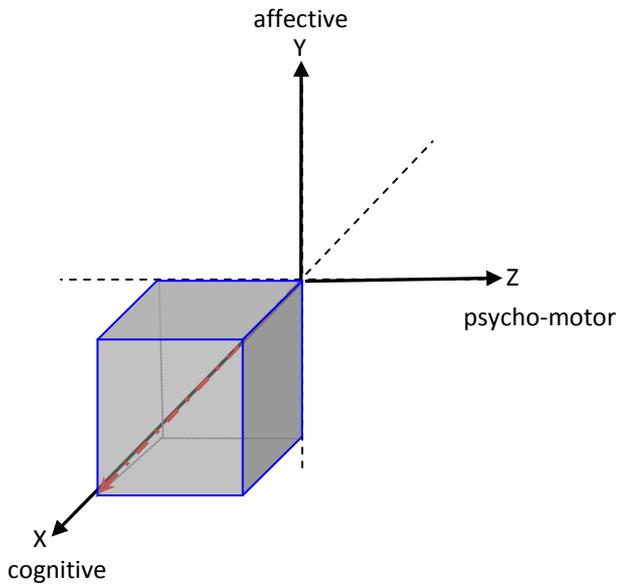


Figure 3 : The three domains on Phase Five

Since these three components make up the learning status with each one independent of the others, it is convenient to conceive them as a vector with three different coordinates. Their interrelationships can be further elaborated through the operations of vector calculus and vector integrals. Such an attempt is to further explore the relative strength of the three components in terms of different proportion of rate of change, which helps provide a guideline for instructors to give the optimal instruction that is based on the principle of 'equilibrium' among the three components.

In general the states of the three components in a given situation can be specified as (Holzner, Steven, 2005):

$$\left\langle \frac{\partial F}{\partial cog}, \frac{\partial F}{\partial aff}, \frac{\partial F}{\partial motor} \right\rangle \quad (04)$$

(Where F- a given learning or instructional state, ∂cog - partial derivative on cognitive aspect, ∂aff - partial derivative on affective aspect, $\partial motor$ - partial derivative on psycho- motor aspect.)

In order to explore more of each of the components along with their relative values, we will adopt some useful operations such as: ∇ (del), ∇F , $\nabla \cdot F$, $\nabla \times F$ and so on. First of all, we will illustrate the rate of change of each component in terms of the mathematical symbol as:

$$\langle \nabla \times F \rangle_{motor} = \nabla cog F aff - \nabla aff F cog = \frac{\partial F aff}{\partial cog} - \frac{\partial F cog}{\partial aff} \quad (11)$$

$$\nabla F = \left\langle \frac{\partial F}{\partial cog}, \frac{\partial F}{\partial aff}, \frac{\partial F}{\partial motor} \right\rangle \quad (05)$$

An important example of a function of several variables is the case of a scalar-valued function $f(x_1, \dots, x_n)$ on a domain in Euclidean space \mathbb{R}^n (e.g., on \mathbb{R}^2 or \mathbb{R}^3). In this case f has a partial derivative $\partial f / \partial x_j$ with respect to each variable x_j . At the point a , these partial derivatives define the vector

$$\nabla f(a) = \left(\frac{\partial}{\partial x_1}(a), \frac{\partial}{\partial x_2}(a), \dots, \frac{\partial}{\partial x_n}(a) \right) \quad (06)$$

This vector is called the gradient of f at a . If f is differentiable at every point in some domain, then the gradient is a vector-valued function ∇f which takes the point a to the vector $\nabla f(a)$. Consequently, the gradient produces a vector field.

This expression also shows that the computation of partial derivatives reduces to the computation of one-variable derivatives.

$$\nabla = \left[\frac{\partial}{\partial x} \right] i + \left[\frac{\partial}{\partial y} \right] j + \left[\frac{\partial}{\partial z} \right] k \quad (07)$$

a) Level of Curl

It is also important to know just when changes (level of curl) in any of the three components (cognitive, affective, and psycho-motor) will occur. Since these three components are interdependent, with triad relationships, changes in one component are subject to the relative strength of the other two components. For example, changes of cognitive component (from desirable to undesirable) depend on the relative strength of the other two components (affective and psycho-motor). In vector calculus, $[\nabla \times F]$, referring to the level of curl, can offer good reference for understanding componential changes in F . Let's assume the three coordinates x , y , and z , as denoted below:

$$\langle \nabla \times F \rangle_z = \nabla_x F_y - \nabla_y F_x = \frac{\partial F_y}{\partial x} - \frac{\partial F_x}{\partial y} \quad (08)$$

$$\langle \nabla \times F \rangle_x = \nabla_y F_z - \nabla_z F_y = \frac{\partial F_z}{\partial y} - \frac{\partial F_y}{\partial z} \quad (09)$$

$$\langle \nabla \times F \rangle_y = \nabla_z F_x - \nabla_x F_z = \frac{\partial F_x}{\partial z} - \frac{\partial F_z}{\partial x} \quad (10)$$

Accordingly, replace x with [cog] (cognitive component), y with [aff] (affective component), and z with [motor] (psycho-motor component), respectively, then we have,

$$\langle \nabla \times F \rangle_{cog} = \nabla_{aff} F_{motor} - \nabla_{motor} F_{aff} = \frac{\partial F_{motor}}{\partial aff} - \frac{\partial F_{aff}}{\partial motor} \tag{12}$$

$$\langle \nabla \times F \rangle_{aff} = \nabla_{motor} F_{cog} - \nabla_{cog} F_{motor} = \frac{\partial F_{cog}}{\partial motor} - \frac{\partial F_{motor}}{\partial cog} \tag{13}$$

The meaning of any of the above equations, to take Equation (09) for example, is: the level of curl, $[\nabla \times F]$ is the difference between $[\nabla_{cog} F_{aff}]$ (the value of affective component under the rate of change of the value of cognitive component) and $[\nabla_{aff} F_{cog}]$ (the value of cognitive component under the rate of change of the value of affective component). And if the

difference is positive, then the direction of change of [motor] component is desirable, and if the difference is negative, then the direction of change of [motor] component is undesirable. Note that the critical difference value for direction change must also fit into the confidence level in probability statistics. To specify, (μ - critical value of difference)

If $\langle \nabla \times F \rangle_{motor} \geq \mu \rightarrow$ psycho-motor component grows *more desirable*

If $\langle \nabla \times F \rangle_{motor} \leq \mu \rightarrow$ psycho-motor component grows less *desirable*

Also,

If $\langle \nabla \times F \rangle_{cog} \geq \mu \rightarrow$ cognitive component grows *more desirable*

If $\langle \nabla \times F \rangle_{cog} \leq \mu \rightarrow$ cognitive component grows less *desirable*

Similarly,

If $\langle \nabla \times F \rangle_{aff} \geq \mu \rightarrow$ affective component grows *more desirable*

If $\langle \nabla \times F \rangle_{aff} \leq \mu \rightarrow$ affective component grows less *desirable*

b) *Solutions to problems of the types of EFL Reticent learners*

components shed lights on solutions to the problems of classroom instruction such as [reticence] in EFL classroom.

As indicated above, the relative strengths as well as the direction of changes in each of the three

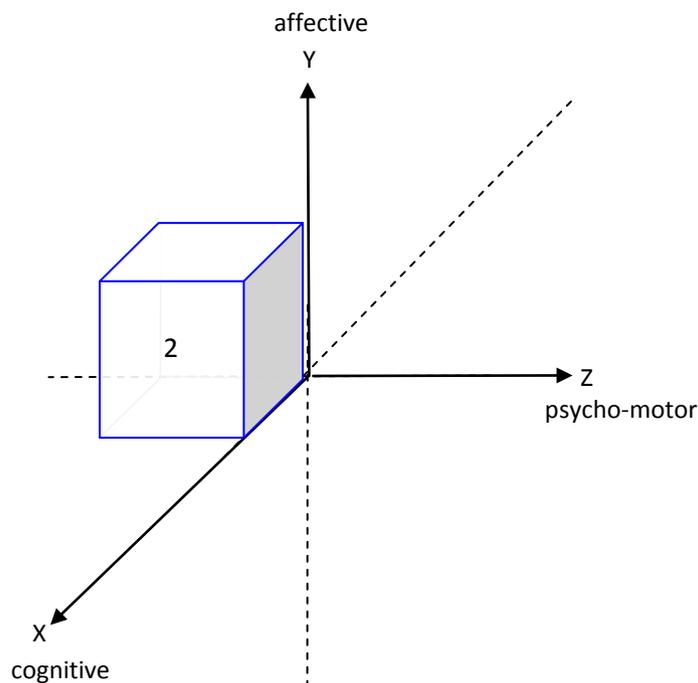


Figure 4 : The three domains on Phase 2 (where Cognitive +, Affective +, Psychomotor-)

$$\langle \nabla \times F \rangle_{motor} = \nabla_{cog} F_{aff} - \nabla_{aff} F_{cog} = \frac{\partial F_{aff}}{\partial cog} - \frac{\partial F_{cog}}{\partial aff} \tag{11}$$

$$\langle \nabla \times F \rangle_{cog} = \nabla_{aff} F_{motor} - \nabla_{motor} F_{aff} = \frac{\partial F_{motor}}{\partial aff} - \frac{\partial F_{aff}}{\partial motor} \tag{12}$$

$$\langle \nabla \times F \rangle_{aff} = \nabla_{motor} F_{cog} - \nabla_{cog} F_{motor} = \frac{\partial F_{cog}}{\partial motor} - \frac{\partial F_{motor}}{\partial cog} \tag{13}$$

If instructors wish students to become more active in terms of psychomotor phase (to actively raise questions or be involved in discussion), then the dynamic among the cognitive, affective and psychomotor phases must be created as: $\langle \nabla \times F \rangle_{motor} \geq \mu$, i.e., to enhance the changing rate of affective state over that of cognitive phase (as $\frac{\partial F_{aff}}{\partial cog} - \frac{\partial F_{cog}}{\partial aff}$ indicates). To be more specific, instructors may resort to techniques arousing learners' interests, rather than giving more knowledge about the learning content.

In the same vein, in the case of Phase 4 (as indicated in Figure 5), where learners show negative sign on both cognitive and psycho-motor aspects, things become easier in that $\langle \nabla \times F \rangle_{motor} \geq \mu$ will be more likely to exist, as $\frac{\partial F_{aff}}{\partial cog} - \frac{\partial F_{cog}}{\partial aff}$ is more readily to reach $\geq \mu$. It is logical, yet worth further verification, that when learners' cognitive phase is lower than their affective phase, they are more readily to create motor responses by asking questions or be involved in group work.

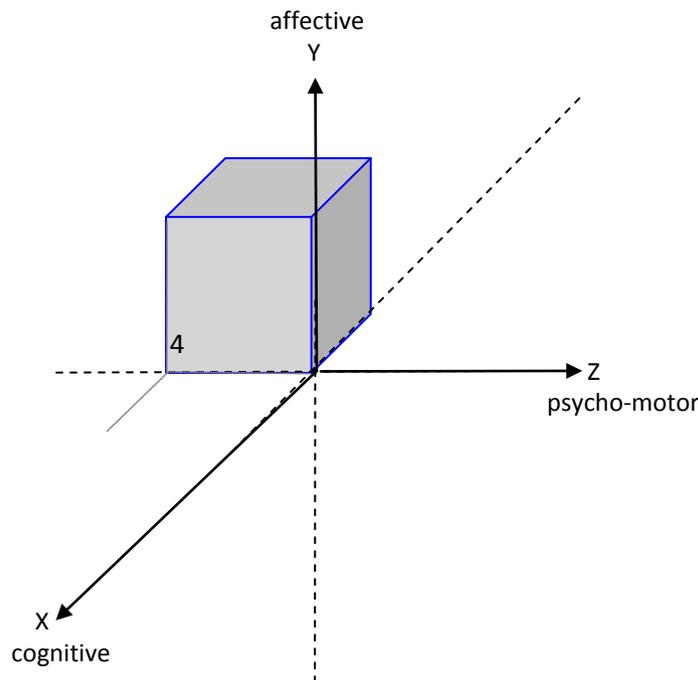


Figure 5 : The three domains on Phase 4 (where: Cognitive -, Affective +, Psychomotor -)

Next to Phase 8 (as in Figure 6), where learners show negative signs on all the phases, things become a little tricky in that to create $\langle \nabla \times F \rangle_{motor} \geq \mu$, the changing rate (slope) of cognitive phase must be made greater than that of affective phase, (as $\frac{\partial F_{aff}}{\partial cog} - \frac{\partial F_{cog}}{\partial aff}$ is more readily to reach $\geq \mu$, if $\frac{\partial F_{cog}}{\partial aff}$ is greater than $\frac{\partial F_{aff}}{\partial cog}$). Again, such a

situation implies that instructors may focus more on cognitive phase, to help students create motor responses.

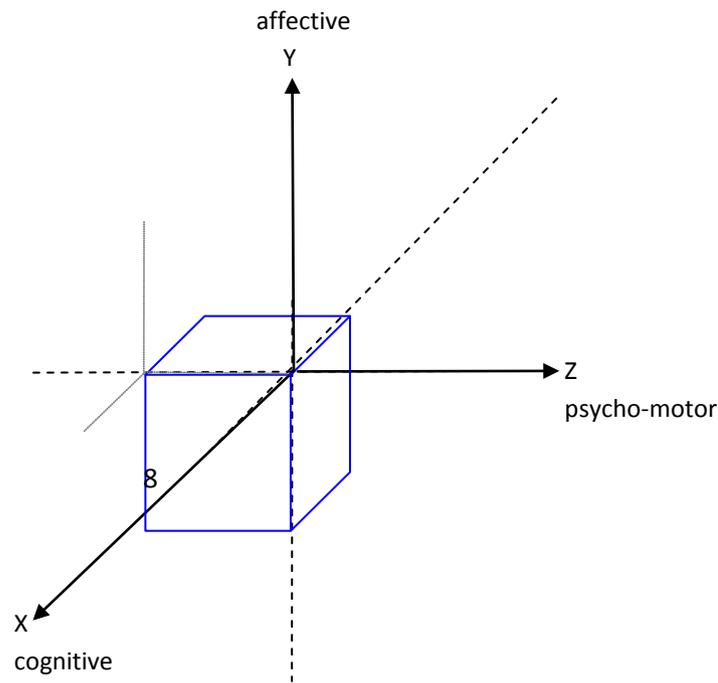


Figure 6 : The three domains on Phase 8 (where: Cognitive -, Affective -, Psychomotor -)

IV. CONCLUSION

Borrowing the ideas from other fields of discipline has a lot of advantages, especially when dealing with two totally different fields such as physics and psychology or even language instruction, though this may also usher a lot of disputes and criticism. In this paper, attempts have been made to integrate the laws in physics with the problems in a foreign language classroom. Undeniably, there are intrinsic differences between the laws in physics such as gradient, diversion, and curl and those found in educational psychology or instructional psychology, and direct borrowing them and mixing them may always go wrong. However, in the present paper, ideas from physics have been ruminated and checked whether they also fit into the framework of instructional psychology. Two instant benefits can be found by doing so. First, in the field of instructional psychology, the approaches adopted are often vague in terms of empirical studies, the ideas in physics based on objective calculation in the forms of equations, which clearly indicate the relationship among the variables, are more specific and objective, thus enhancing the validity and reliability of instructional relevant fields. Second, if the suggestions from the application of ideas from physics are not robust enough after further experimental verification, then at least we learn what may or may not have effect, but what if there is more insights coming from the process of integration. Innovation is required in the field of instruction. The suggestions for the solving problems of reticence in language classrooms are, in every sense, tentative, and worthy of further empirical validation.

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Influence of Socio-Economic Background on Social Adjustment Development of Adolescents with Hearing Impairment in Oyo State

By Egaga, Patrick I. & Aderibigbe, S. Akinwumi

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Abstract- This paper investigated the influence of socio-economic background on social adjustment development of adolescents with hearing impairment in Oyo state. The study used 48 participants comprised of 24 males and 24 females who were purposely selected for the study. The research was based on simple descriptive survey research method. Two research instruments were used to gather data for the study. The two sets of questionnaire are Socio-Economic Questionnaire (SEQ) and Social Adjustment Questionnaire (SAQ). One hypothesis was tested and the result showed that adolescents with hearing impairment from high socio-economic background socialized and adjusted well than their counterparts from low socio-economic background. The paper recommended among others that awareness program should be mounted on the news media to parents and other stakeholders by professionals on the care and needs of the adolescents with hearing impairment.

Keywords: socio-economic, social adjustment, development, adolescent, hearing impairment.

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Influence of Socio-Economic Background on Social Adjustment Development of Adolescents with Hearing Impairment in Oyo State

Egaga, Patrick I. ^α & Aderibigbe, S. Akinwumi ^σ

Abstract- This paper investigated the influence of socio-economic background on social adjustment development of adolescents with hearing impairment in Oyo state. The study used 48 participants comprised of 24 males and 24 females who were purposely selected for the study. The research was based on simple descriptive survey research method. Two research instruments were used to gather data for the study. The two sets of questionnaire are Socio-Economic Questionnaire (SEQ) and Social Adjustment Questionnaire (SAQ). One hypothesis was tested and the result showed that adolescents with hearing impairment from high socio-economic background socialized and adjusted well than their counterparts from low socio-economic background. The paper recommended among others that awareness program should be mounted on the news media to parents and other stakeholders by professionals on the care and needs of the adolescents with hearing impairment.

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I. INTRODUCTION

Among the variables constituting in environmental settings, the home is the most important for early development and shaping of the child's personal characters. The home environment is a subset of the total environment. It is a sub-environment that needs to be stimulating, explorative, interactive, mobile, acceptable and encouraging especially during the early years of life (Ogunniyi, 2001).

Socio-economic status of individuals in a society is factored by the income, educational achievement, occupational level of the family, all which are related to one another. Virtually all societies are stratified according to socio-economic indices and are marked by differences in almost all facets of life-be it environmental conditions child care interactions, value, attitudes and expectations. Furthermore, the status of socio-economic variables begins to affect children even prior to their entrance into the world. The child's physical care, parental teaching, family interaction and opportunities for development vary with the socio-economic position of the family.

Many people have in time past and recently expressed their concern about poor social and psychological adjustment of the children with hearing impairment. It is then, important to remember that, it is difficult to maintain or attain an ideal child when parents appear to be neglectful, disinterested in his child and also fail or unable to provide the basic necessities of life that will enhance his level of adjustment. Further, it should be noted that a child starts life in the social and economic position of his/her family. In fact, physical care, medical, type of education, food and other opportunities for development vary with the socio-economic position of the family.

Consequently, the social adjustment of the children with hearing impairment will be duly affected either positive or negatively (Aderibigbe, 1995). Individuals in our society are generally social creatures that need to interact with others to meet their emotional, social and biological needs. In situations where we cannot readily communicate our needs and aspirations to people we desire to relate with, our days would turn out to be colourless and lonely, devoid of the basic necessities of the warmth and nurturance that social contacts and relationships bring to our lives. Such is the plight of person that is hearing impaired. They have problems of coping with the challenges of daily living. This is because they find it difficult to express themselves affectively to their families at home, peer groups in school, as well as friends and relatives at social gatherings. An individual that is hearing impaired and unable to communicate effectively his/her feeling and desires to others will find enjoyment of life to be limited and become more vulnerable to physical or emotional sufferings (Ogunniyi, 2001; Eze, 1994).

The social adjustment of the hearing impaired suggests a smooth relationship between the individual and the environment. In this sense, the adjusted individual interacts in a harmonious way with the world in which he or she lives. Fundamentally, the term, social adjustment is often used to refer generally to harmony in the interpersonal relationships. An individual's level of social development depends always on how such a person understands and perceives the world around the individual. In the same way, the individual's; cognitive level is a product of the person's perception of solidarity

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with a certain social system and its requirements (Adeyemi, 2014; Lieshort and Ingram, 1997).

The child who is loved and adequately cared for learns to look on the world as a friend, loving place in general. The child who is neglected and unloved views the world in a very different way, becoming withdrawn or timid, or he may fight back become aggressive. Sensitivity to social expectations develops as children experience reciprocity in the family, school, neighbourhood and peer group (Ogunniyi, 2001; Aderibogbe, 1995).

This paper therefore examined the influence of socio-economic background on social adjustment development of adolescents with hearing impairment.

a) Hypothesis

The null hypothesis was tested at 0.05 level of significance. There is no significant difference between the social adjustment development of hearing impaired adolescents from high socio-economic background and low socio-economic background.

III. RESULTS

Table 1 : showing the Socio adjustment development of students with hearing impairment from high and low socio-economic backgrounds

Variables	N	X	SD	DF	T-cal	t-value	P
High socio-economic background	24	49.6	6.82	96	2.06	2.08	.05
Low socio-economic background	24	47.5	6.03				

The table shows that the calculated t-value of 2.06 is less than the critical t-value of 2.08 at 0.05 alpha level of significance. Therefore the hypothesis which states that there is no significant difference between the social adjustment development of hearing impaired adolescents from high socio-economic background and low socio-economic background is hereby rejected. The result showed that the participants in the low socio-economic background are disadvantaged and need help. This is because they were not adequately exposed to social activities while their peers in the high socio-economic background were encouraged to interact well with the environment.

IV. DISCUSSION

The result reveals a significant difference in the social adjustment development of students with hearing impairment. The hypothesis was thus rejected. The result was consistent with that of (Adeyemi (2014; Ogunniyi, 2001; Aderibogbe, 1995). Students from educated and wealthy homes seem to have better social adjustment capability. They are exposed to different types of recreational facilities and activities than their peers from illiterate and poor homes. They attend picnics with other members of the family.

II. METHODOLOGY

The target population comprised of students with hearing impairment from Ijokodo High School, Ibadan and Durbar Grammar School, Oyo. Purposive sampling technique was used for the selection of forty-eight (48) participants comprised of 24 males and 24 females. The research was based on simple descriptive survey research method.

a) Instrument

Two research instruments were used to gather data for the study. The two sets of questionnaire are Socio-Economic Questionnaire (SEQ) and Social Adjustment Questionnaire (SAQ).

b) Procedure

The questionnaire was personally administered by the researcher to the students at their schools on different days of the week. It was administered under normal classroom conditions.

V. CONCLUSION

This study has revealed that the socio-economic background of parents has been found to be a factor influencing the social adjustment of adolescents with hearing impairment. Students from high socio-economic background have opportunities to socialize and adjust well in the society than the students from low socio-economic background.

VI. RECOMMENDATIONS

Professionals should counsel the parents of adolescent with hearing impairment to give affection, love, understanding, adequate nutrition, medical attention, access to education to their children. Awareness programmes should be mounted on the news media on the care and needs of the adolescent with hearing impairment.

Regular Parents Teachers Association meetings should incorporate counselling session to inform parents on how to care and provide the basic necessities of life to adolescents with hearing impairment.

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Promoting a Culture of Scholarship in Higher Education

By Dana DeHart

University of South Carolina, Colombia

Abstract- Increasing need for accountability, combined with competition for educational resources, necessitates movement toward a culture of scholarship at institutes of higher education. Transitioning toward such a culture, particularly for smaller institutions or those focused primarily on teaching, can be challenging due to changing expectations on issues such as workload and productivity. As part of a broader effort to build infrastructure at a single academic institution, we describe a case study to inform a process of cultural change to promote scholarship. We reviewed existing literature on scholarship and productivity, and we interviewed 30 faculty and doctoral students at a transitioning college of social work regarding their scholarship. Analyses were conducted using provisional, axial, and selective coding and MaxQDA software. We identified five key themes for promoting a culture of scholarship, including protecting time for research, building staff supports, engaging students, developing research resources, and cultivating professional growth and discourse. Specific recommendations in the five areas and a checklist of strategies can be used to implement change at other institutions. The suggested strategies are derived from faculty and student perspectives, thereby allowing those held to expectations to take a lead role in building infrastructure within an evolving academic context.

Keywords: *academia; capacity building; productivity; professional development.*

GJHSS-G Classification : *FOR Code: 130103*



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Promoting a Culture of Scholarship in Higher Education

Dana DeHart

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I. INTRODUCTION

Colleges and universities are under increasing pressures to garner external funding and increase scholarly productivity. In particular, rising concerns of accountability have been associated with quantification strategies used to denote productivity of institutions, departments, and individual faculty (Sullivan et al., 2012; e.g., AcademicAnalytics.com; Google Scholar's H-Index; the Chronicle of Higher Education's Faculty Scholarly Productivity Index). Fleming (2008) describes multiple ways in which such scholarly productivity benefits universities. Foremost, public and private funders are increasingly drawn to top-tier research institutions, providing direct support for research as well as generating indirect costs for facilities/maintenance of academic institutions. Further, scholarship that leads to evidence-based products or services can gain support of funders in both government and corporate sectors, and private donors are often drawn to support institutions that are vital contributors to

innovation and scientific discovery. Finally, scholarship promotes visibility and attracts media attention, garnering interest of the general public as well as prospective students. This can contribute to more competitive faculty salaries and benefits, enhanced job satisfaction for faculty who balance roles of research and teaching, increased engagement within and across professional disciplines, and benefits to student learning through this immersion in research culture. Yet, promoting a culture of scholarship, particularly research scholarship, can be challenging, particularly for those colleges and universities that have traditionally focused solely on teaching. Evolving expectations may impact workload, challenge professional skills, and threaten self-concept of professionals. Some professionals believe the pathway to scholarship is ill-defined or that top-down pressures are exerted upon them in ways that deny their autonomy in the educational context (Beddoe, 2011; Fleming, 2008; Joubert, 2006; Karvinen-Niinikoski, 2005).

The present manuscript examines supports and challenges in development of culture of scholarship in higher education. Specifically, we examine a shift to include greater research scholarship at one university where teaching had been the primary focus. To set the foundation for this study, we review existing literature on scholarly productivity from diverse academic fields, including studies on balancing institutional expectations for scholarship and leveraging professional networks for productivity. Then, as a case study that serves to inform other academic institutions in advancing a culture of research scholarship, we conduct interviews with faculty and doctoral students at a single college of social work to examine their expressed needs for supporting research productivity. Finally, we recommend practices that can be implemented in a variety of academic contexts to support scholarly engagement of faculty and students. We propose a framework for cultural change, and a checklist is provided for institutions to implement supports that promote a culture of scholarship.

a) *Defining Scholarship*

Scholarship is usually defined in terms of research or the knowledge produced by academic study (e.g., Merriam-Webster.com; OxfordDictionaries.com; TheFreeDictionary.com). In his seminal work for the Carnegie Foundation, "Scholarship Reconsidered," Boyer (2000) echoes that being "scholarly" usually means "being engaged in research and publication"

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(p.14). He provides a more nuanced definition, delineating four types of scholarship. The scholarship of discovery contributes to knowledge and the intellectual climate of higher learning. The scholarship of integration assists in making connections across disciplines, placing concepts in context, and elucidating research findings. The scholarship of application engages knowledge with consequential problems of the world, rendering knowledge helpful to individuals and institutions. Finally, the scholarship of teaching dictates that academic work becomes consequential only as it is understood by others. Boyer underscores that good scholarship necessitates not only engaging in original research, but also “stepping back from one’s investigation, looking for connections, building bridges between theory and practice, and communicating one’s knowledge effectively to students” (p.16). Boyer and others emphasize the importance of productivity, or the measuring of faculty member outputs, as a means for understanding scholarship in all of its manifestations. Examples might include articles or creative works published in journals, books and chapters, monographs, and so on (Horta et al., 2012).

b) *Balancing Research, Teaching, & Service*

It is impossible to discuss scholarship without first discussing the nexus between research, teaching, and service. Following from Boyer’s ideas about the intersection of these activities, Horta and associates (2012) note that conventional analyses of the connections between research and teaching define concepts too narrowly. Teaching, for instance, cannot be understood simply as course load, but also includes activities closely intertwined with research productivity, such as supervision of graduate-level students. Leveraging these linkages between research and teaching (e.g., teaching by integrating students into research-oriented activities) is key to increasing outputs of faculty members.

Still, faculty face an ongoing struggle in balancing demands of research, teaching, and service. In a study of scholarship and mentoring among nursing faculty, Turnbull (2010) identified the balancing teaching and research as an issue mentioned by every participant in the study. Although participants highly valued teaching, they said that it took time away from doing research and clinical practice. Santo and associates (2009) conducted a survey of faculty in a school of education to examine barriers and supports to scholarly productivity. Most participants in this study felt that they had inadequate time to conduct research, reporting that they could not protect periods of uninterrupted time, and that time spent on research was about one-third the time spent on teaching. Requests for release time and reduced teaching load were among the top expressed needs of faculty. Santo and associates found that faculty who chose not to pursue

service-related interests were more productive in research. However, such a choice is often not an option, nor is it desirable if research productivity must come the expense of engagement with colleagues, the profession, and communities.

Taylor, Fender, and Burke (2006) used an online survey to examine relationships between research productivity, teaching, and service activities of 715 academic economists. The study revealed that both teaching and service commitments had significant negative impacts on research productivity. Teaching an additional 3-credit course during the regular academic year reduced research productivity by 9.6%, and teaching during the summer had a greater impact, with a 17.7% decrease in productivity. The authors found that all forms of service had a negative impact on productivity; one committee assignment per year was associated with a 7% decrease in productivity, committee chair assignments were associated with a 17% decrease, and service in positions such as department chair or program director were associated with more substantial decreases in productivity.

Yet, in discussing higher education, we must acknowledge that the key social responsibility of these institutions is to impart that education--to teach. Service engagement is also a necessity for functioning within a community context, and research is critical for advancing education and practice, as well as for promoting sustainability of academic institutions. Fleming (2008) suggests that institutional change must create conditions allowing integration of research alongside teaching, rather than placing research as a mere addition to an already heavy workload. He states that course loads and service duties may render development of a research program “functionally impossible for individuals who are not tethered to their computers and willing to sacrifice substantial portions of their life outside work to their careers” (p.13). Indeed, such integration of research and teaching already exists within higher education. Gottlieb and Keith (1997) studied the research-teaching nexus in eight industrialized countries, noting that teaching and research were not mutually exclusive activities; rather, there appear to be “research cadres” who spend more time on research (a mean of nine more weekly hours) and “teaching cadres” who spend more time on teaching (a mean of 5-7 more weekly hours, depending on the country). Both groups furthered the dual mission of higher education by contributing to research and teaching (the authors acknowledge that they did not investigate the service mission).

c) *Leveraging Professional Networks for Productivity*

Discussion of scholarship must also address the importance of professional networks to productivity. Professional mentoring, collaboration, networking, and visibility are important components of building a culture

of scholarship within an organization as well as across organizations to build the discipline nationally and abroad. Turnbull (2008) defines mentoring as "a relationship of depth and duration between an advanced career person and a less experienced faculty person" (p. 573). She notes that this relationship may be formal or informal and may extend beyond the professional to the personal domain (i.e., for psychosocial functions), but the main intent of the relationship is to further the professional and academic development of the mentee. She states, "Academic staff who are appropriately mentored acquire academic values, are guided aptly with practical advice, learn to establish a collegial support network, and experience personal and professional growth" (p.577). In her study of nursing faculty, Turnbull found that mentoring was a productive facilitator for improving scholarly productivity, but there was little mentoring occurring--in part due to lack of qualified and experienced academics to guide junior faculty, particularly in the skills of writing and publishing. Turnbull notes that mentoring must be supported by administration and senior faculty and must permeate the organization from the top down. Turnbull concludes that mentoring is just one of many strategies needed to develop a culture of scholarship.

Beyond mentoring, broader collaboration with colleagues and community partners is also a contributor to scholarship. Martinez, Floyd, and Erichsen (2011) conducted a qualitative study of highly productive scholars in the field of school psychology. The most common strategy cited by these psychologists in building their own scholarship was developing collaborative relationships with colleagues, students, and community partners such as schools. They described themselves as active participants in research groups, and they shared article authorship with a small number of colleagues on clusters of publications. These productive scholars advised others to form partnerships and take different roles on different projects (e.g., leader, follower). Martinez and associates (2011) note that highly productive scholars collaborate with their own mentors as well as with graduate and undergraduate students. The synergy cultivated by these scholars was not limited to professional networks, in that they also sought to establish connections across their own projects (e.g., using common methods in multiple studies) and products (e.g., grant applications, presentations, reviews, original research articles, lesson plans).

Maryath (2007) conducted a study of the most productive authors in the field of educational psychology, asking these authors to provide insights on their strategies for successful scholarship. The most common attribution for being highly productive was collaboration, noted by over half of the sample. This included being mentored, mentoring others, collaborating on projects, and collaborating for mutual

feedback on the writing process. In their study of scholarly productivity among academic economists, Taylor, Fender, and Burke (2006) found that co-authorship was associated with higher productivity; increasing the number of coauthors by one initially increased average annual research productivity by 22.5%, but the impact diminished over addition of multiple coauthors. Although most studies provide support for the idea that professional networks promote productivity, some researchers caution that these associations are complex, depending on the measure of collaboration (e.g., connectedness, network size), type of productivity (e.g., presentations, publications, grants), and time frame for measurement (e.g., 2 years, 5 years; Katerndahl, 2012). Katerndahl (2012) suggests that managing collaborative networks may require effort and take time to cultivate, and that judicious use of collaborative networks is needed to improve overall scholarly productivity.

A final consideration in building and managing professional networks concerns travel to professional meetings, particularly in the interest of building networks beyond one's own institution. Fleming (2008) notes that travel allocations at many colleges and universities stagnate at under \$1,000 annually per faculty member. While this may be sufficient to cover a modestly priced domestic conference, it is insufficient for international travel—a necessary expenditure to maintain credibility of the institution within global research forums. This also limits ability of mid-career faculty to gain international prominence necessary for advancement to the upper echelons of their discipline--a time in the research career shown to be associated with wavering productivity and job satisfaction (Taylor, Fender, & Burke, 2006; Santo et al., 2009; Selingo, 2008). Engaging these faculty in personally fulfilling and productive scholarship may be enhanced through competitive travel grants, formal mentoring (given and received), awards for peer-recognition of accomplishments, and other activities to promote meaningful connection with academic communities at their home institutions and beyond.

d) *The Current Study*

As is evident from prior literature, a key struggle in scholarship involves balancing research, teaching, and service, with teaching load linked to reduced productivity- as conventionally defined. The literature also indicates that successful scholars collaborate in multiple ways and with students, junior colleagues, peers, and senior colleagues or mentors. The current study is intended to delve further to identify challenges to scholarship as well as potential strategies to promote scholarly productivity. The study is part of a broader effort to build research infrastructure within a college of social work at a large, public university. We interviewed faculty and doctoral students to gather information

about strengths and challenges in building a culture of scholarship.

II. METHODS

This project was granted exemption from full review by a university internal review board on human subjects research.

a) Sampling & Participants

Participants were faculty and students from a single college of social work within a public university in the Southeastern United States. The college had a long history supporting quality teaching, with many senior faculty who had been hired for their skill as teachers and whose scholarship concentrated on teaching. In recent years, newer research-oriented junior faculty were recruited, and the college sought methods of building research infrastructure to support integration of research, teaching, and service.

Thirty-seven faculty (all faculty) and seven doctoral/postdoctoral students (students their first year at the college) were invited to participate in voluntary needs assessment interviews in the Fall of 2013. Of those invited, 23 faculty and all 7 students participated (68% response rate). Participants included 2 tenured faculty, 13 tenure-track junior faculty, 6 research faculty, 2 clinical faculty, and 7 doctoral/postdoctoral students. Eight participants were licensed social workers. Participants included 23 females and 7 males. They ranged in age from 26 to 63, with an average age of 39 years. Seventy percent were White, 17% Black, and 13% Asian. Non-participants received at least two invitations to participate, and were primarily tenured faculty ($n = 7$), clinical/teaching faculty ($n = 5$), and research faculty from a single college-affiliated institute ($n = 3$).

b) Interview Procedures & Prompts

Interviews were conducted by the author as part of an organizational needs assessment to assist in building college infrastructure. Prompts helped to structure the interviews, but a conversational tone was maintained via a recursive model of interviewing (Minichiello, Sullivan, Greenwood, & Axford, 2004; Turnbull, 2010), through which prior conversations were permitted to influence structure and content of the research interview. Participants were asked to provide an overview of their research content and methods, followed by specific prompts about their scholarship goals, activities, professional networks, challenges, strengths, and needs. Some prompts addressed issues to be used in providing individualized mentoring to interviewees (e.g., career trajectory). Other prompts addressed more general infrastructure needs of the college. The latter will be the focus of this study. Examples of relevant prompts include:

- What challenges do you face in your pursuit of your professional goals?

- What are some things that the college can do to support you?
- What are the college's most pressing needs in building research infrastructure?

Interviews took less than one hour each to complete.

c) Field Notes, Transcription, & Analysis

The interviewer kept detailed field notes during each interview, and these were transcribed immediately following each interview. Transcripts were analyzed using MaxQDA software, using techniques of provisional coding (Saldana, 2009) and grounded theory (Straus & Corbin, 1991). Provisional codes were developed based on each interview prompt (e.g., "infrastructure needs," "professional development"). The author read through each transcript applying/adjusting provisional codes and developing new codes as appropriate. Axial coding was used to identify dimensions of codes, develop memos, and establish relationships among these. Selective coding was used to integrate and refine ideas into recommendations for action.

III. FINDINGS

Regarding challenges in scholarship, gaps in support, and infrastructure needs, a number of themes were prominent. These include having sufficient time to balance research and service workloads, enhanced staff support and research tools to assist in scholarship, cultivating a culture that facilitates professional discourse, and accessing opportunities for professional growth and development.

a) Balancing Research, Teaching, & Service Workloads

The primary challenge to scholarship discussed by faculty was 'time.' Faculty members described having a wealth of opportunities for independent and collaborative work, but noted that heavy service commitments precluded taking advantage of such opportunities. They attempted to be strategic in choosing which opportunities to pursue, but they noted that it was sometimes difficult to say 'no' to requests. It was noted that benchmarks for teaching quality within the college had always been high, and that greater expectations for research productivity--in conjunction with heavy service loads--presented a weighty burden on faculty. Faculty indicated that they desire a culture that values strong teachers and quality research, as well as good 'citizens' in performing service for the college.

Faculty felt that improvements could be made in balancing expectations if faculty were encouraged to view their contributions as investments in the future of the college. They also desired strong, decisive measures to protect time and minimize interruptions (e.g., reduce labor-intensive service for junior faculty, promote effective use of meeting time, enact more judicious use of emails). An example of one such recent innovation by the college is 'blocking' one day a week to

hold faculty committee meetings (i.e., all meetings college-wide are held on a single day of the week, with rotation of committees on different weeks), which was positively received by faculty.

b) *Staff Supports & Tangible Resources*

Faculty were appreciative of recent additions to college infrastructure, including one-on-one mentoring from a dean for research, budget support from a grants manager, and editing and graphic design from media staff. Regarding the former, faculty and students expressed that periodic review of their professional goals and career trajectories was helpful, as was ad-hoc review of draft manuscripts and proposals. It was suggested that tools or templates for tracking progress may enhance this type of individualized support, helping to clarify direction and priorities for professional activities. Such tools and/or focused discussions could also be utilized in small-group contexts for shared developmental turning points, as in recently implemented meetings for those faculty undergoing pre-tenure review.

Some faculty noted that media support could expand to include assistance in translating research to practice through applied tools (e.g., curricula, online media). One such effort that is in progress includes distilling faculty publications into PowerPoint presentations posted on the college Website so that findings are more accessible to practitioners, policymakers, and the general public. Faculty also mentioned that media staff could support faculty through training or assistance in reframing grant proposals and technical reports into publishable manuscripts.

Faculty suggested several other areas for strengthening staff support. These included more focused development and follow-through in assisting faculty to apply for foundation funding, more routine and comprehensive maintenance of information-technology resources (e.g., annual universal updates for common software, training on conferencing options), staffing to book faculty travel, and data management staff to assist in quality assurance of field placements and academic courses. Numerous faculty noted a need for statistical consulting; specifically, they desired consultants who were knowledgeable not only in statistics, but who also were familiar with norms for publishing in social science journals.

Regarding new resources that could be developed, a number of faculty shared their experiences from colleges where pre- and post-award staff handled 'everything but the science' of grants management. Representative resources include a shared network drive with sample proposals for different funding agencies, templates for common proposal inclusions such as budgets and organizational capacity statements, tip sheets with cost breakdowns for

expenditures, and information on review criteria for various funders. A worksheet with the timeline for proposal development could outline tasks to be performed and dates for completion.

Faculty noted that at some institutions, support staff assist not only with budgets and letters of support, but also in tasks such as literature review and formatting of references. Staff could also assist in organizing individual reviews of proposals by peers or full 'mock reviews' involving colleagues from within and across disciplines to provide input on grant proposals.

c) *Scholarly Discourse*

One of the most commonly mentioned needs for promoting a culture of scholarship in the college was the need for more discourse among faculty and PhD students about their own work. Faculty wanted more presentations of individual faculty research, which they suggested could be adjacent to other events on the college calendar (e.g., prior to faculty meetings) or done as a series of brief presentations in a half-day. Some faculty suggested that events be mandatory, while others suggested that individual researchers call ad-hoc meetings of interested collaborators when they needed feedback or wanted to recruit co-authors. Doctoral students also wanted to learn more about faculty research, including greater exposure to statistical analyses and methodological design. Greater visibility of faculty and student research through brownbag presentations, displays of research posters in common areas, and linked articles and briefs on the college's Webpage could promote use and citation of one another's work, promoting the college as a whole.

Many faculty also mentioned development of ongoing writing groups to encourage exchange of ideas, constructive critique, collaboration, and shared accountability for development of regular writing habits. However, several faculty noted that such efforts had failed to keep momentum in the past. Some faculty had experimented with project-specific writing groups, day-long or multi-day writing 'boot camps,' and online writing forums. These were all viewed as helpful.

Both junior and senior faculty expressed a need to build synergy from overlapping interests among faculty members. Junior faculty desired conceptual input and guidance from senior colleagues, while senior faculty hoped to have junior colleagues who could assist on project teams. As one means of addressing this and other needs pertaining to professional discourse, the college has recently implemented funding for interdisciplinary work groups. These workgroups bridge disciplines across the university and bring faculty and doctoral students together for regular discussions. Developing these types of intentional relationships across departments, especially those involving students as well as junior and senior faculty, are intended to set the foundation for funded research as well as for

expanding connections to community agencies and resources.

d) *Professional Development Opportunities*

Faculty suggested numerous areas for their own professional development, many of which pertain to methodological skills (i.e., structural equation modeling, social network analysis, grantsmanship, time management). Additional topics of interest included advanced methods like multilevel/hierarchical modeling and causal inference (e.g., propensity score analysis, instrumental variable analysis), statistical 'refreshers,' intermediate and advanced qualitative methods, survey design for large-scale data collection, innovative methods such as GIS, and meta-analysis or systematic review. Faculty were also interested in training on project management, specifically managing teams of faculty and student researchers; this is an essential component of growing one's own research endeavors.

Doctoral students were interested in learning more about their career options, including different types of faculty appointments (e.g., research, clinical, tenure-track), government and nonprofit jobs, and the job search process. Some were interested in working toward independence and positioning themselves for competitive funding, such as early career development awards. Others wanted to learn about funding opportunities suited to graduate-level work, such as dissertation grants, travel funding, and other small grants. Doctoral students also wished for more exposure to quantitative and qualitative analyses, as well as training in how to write for journals, perform revisions, and so on. Doctoral students wanted to build their own teaching skills through hands-on experience.

IV. CONCLUSIONS

Our findings yielded numerous insights on how to build a culture of scholarship in higher education. As in other studies (Santo et al., 2009; Turnbull, 2010), balancing workloads between research, teaching, and service was one of the most frequently mentioned challenges to scholarship for faculty. In particular, service loads—largely unexplored in existing academic literature—presented a challenge to faculty. This is important to note, specifically in reference to institutes of higher education that are undergoing organizational change; service is likely to increase exponentially for organizations in flux.

Faculty also advocated for more deliberate protection of time for research activities, as well for staffing and resources to assist in managing research activities. Continued support of media staff, grants management staff, and technology staff were seen as essential to research productivity. Faculty also wanted tools to support grants development, including templates for budgets, grant preparation timelines, and so on. Faculty and doctoral students desired more

engagement of students in faculty research, an effort that might be aided by early training of incoming students on performing literature reviews, preparing posters, and other basic aspects of research. This type of engagement is absolutely essential to leveraging the connections between research and teaching, as suggested by Boyer (2000) and Horta et al. (2012). Both faculty and students wanted more active exposure to scholarly discourse, including workshops or discussions to build synergy among scholars with common research interests.

Based on these findings, we propose five general recommendations for building a culture of scholarship. These include protecting time for research, building staff supports, engaging students in faculty research, developing research resources, and cultivating professional growth and discourse. Each is discussed in more depth below, and Table 1 provides a summary of specific strategies within each of these five areas.

a) *Protect Time for Research*

One of the most salient needs for increasing a culture of scholarship involved protecting time for research. This can be accomplished in numerous ways, including strategies like relegating committee meetings to specific days of the week, using email more judiciously, and encouraging faculty to tenaciously guard time in their own schedules for writing and research. Meeting time can be used more effectively if agendas are clear and materials are distributed in advance, committee membership is streamlined, and processes are established for handling some tasks outside of meetings if full committee discussion is not warranted. Faculty were especially adamant that time of junior faculty should be well protected, with faculty who had already achieved tenure not only taking on a greater share of the service load of the college, but also acting as mentors and advocates to minimize labor-intensive duties for junior faculty.

Creation of a research culture may require reduction in teaching loads. Yet, reduction of teaching load solely through faculty buy-outs may put disproportionate numbers of adjunct faculty in university classrooms, changing the nature of students' educational experiences (McMurtry & McClelland, 2009). Fleming (2008) points out that class size is a key determinant of workload, observing that more research-intensive institutions often adopt a less personal approach to teaching. That is, students interact less with professors and more with teaching assistants or support staff, and these persons play a key role in grading assignments, providing feedback on papers, fielding inquiries by phone and email, and providing academic counseling. This approach may sacrifice regular direct student access to professors, which is likely to impact quality of the educational experience. Increasing

research may also limit faculty service to local communities. Thus, striking a balance that allows quality teaching, community-engaged service, and innovative research is indeed a challenge.

One of the most elusive aspects of balancing research, teaching, and service is achieving high valuation among faculty and administrators for each of these essential components of higher education. This would allow some faculty to strategically select commitments that inspire their passions as well as promote institutional growth. Whether this might take the form of separate research-oriented and teaching-oriented “cadres,” as those identified by Gottlieb and Keith (1997), or some other more integrated structure would be a good topic for further exploration. Recognizing and rewarding achievement in all three areas of research, teaching, and service is a necessary step to creating a culture in which faculty appreciate their collective contributions to the overall vitality of higher education.

b) *Build Staff Supports*

Building staff supports help alleviate faculty workloads with dedicated staff who lend specialized expertise in areas including fiscal management, grants management, editing and media development, data management, statistical analysis, and information/technology. Staff can assist in identifying funding opportunities, serving as a liaison with foundation funders, gathering letters of support, developing budgets, assembling and formatting proposals, and other tasks essential to grantsmanship. Editing, media, and information/technology staff can assist in translating research products into user-friendly formats and making these accessible to a variety of audiences. Statistical consultants can assure that faculty have timely and appropriate designs for proposals, presentations, and publications. Technology staff can assure that software updates, video and teleconferencing, and meeting set-up require minimal efforts from faculty other than a simple scheduling request.

c) *Engage Students in Faculty Research*

Assuring that students are motivated, prepared, and engaged in research with faculty members contributes to growth for the students as well as to efficiency and expansion of faculty efforts. Colleges can implement strategies for recruiting doctoral students whose interests and skills align with existing faculty specialty areas. This might include individualized efforts to reach out to specific students or particular schools, matching of college funds with faculty grant funds for sponsoring students on faculty research projects, and developing funded practicum opportunities that can be marketed to a strong graduate student cohort. Incoming students can be prepared to engage in research through universal, brief training sessions on topics such

as literature review, preparing abstracts and PowerPoint slides, and presenting findings in poster and oral formats. Dorrance and associates (2008) demonstrate that modest efforts on the part of faculty and staff organizers can improve faculty-student research partnerships and promote productivity of both faculty and student researchers. Training may also be used to improve engagement of international students in the academic and local community, with specific attention to address language and cultural barriers, transportation, peer support, and connection to community partners.

d) *Develop Research Resources*

Research resources can serve as tools and models for development of scholarly products. This includes housing sample proposals and review criteria from a variety of funders on a shared drive or Intranet, developing boilerplate models for grant budgets and organizational capacity statements, developing templates and tip sheets for budget development, sample letters of support, timelines for grant development, and so on. Protocols can be developed for soliciting individualized peer feedback or mock reviews for grant proposals, including opportunities for graduate students to assist in organizing reviews.

e) *Cultivate Professional Growth & Discourse*

Perhaps most essential to scholarship is engagement of faculty with one another for discussions about their own research, learning about innovative methodologies, and opportunities for collaboration, networking, and professional growth. Foremost, exposure to faculty and student research should be multifaceted, including brownbag presentations, posters in common areas, articles and presentations on faculty Webpages, and workshops for collaborative development of scholarly products (e.g., writing groups, topical interest groups). Particular attention might be devoted to group meetings at shared turning points such as mentoring groups for incoming faculty, discussion groups on pre-tenure review, and ongoing professional development workshops on methodology, career development, and workplace issues.

Ironically, though faculty express a lack of time to conduct research, they nevertheless demonstrate interest in increased discourse around their work. Briar-Lawson and associates (2008) note that moving faculty from being solo scholars to teams of researchers requires strategies such as identifying intersecting interests and hiring both tenure-track and research faculty with corresponding interests and priorities of the faculty as a whole. An important part of creating synergy and fostering development of a culture of scholarship is having faculty at varying ranks with overlapping interests, which allows non-duplicative collaborative partnerships, mentoring, and shared connections to local, national, and international partners. Attesting to

dynamics of collaboration aiding in productivity, Worley (2011) conducted a study of academic 'stars' (i.e., highly productive scholars) in the field of criminal justice. These faculty members emphasized importance of working with students and other faculty not only to share a workload, but also to cultivate inspiration and interests, to help direct one's path toward successful endeavors, and provide diverse perspectives that inform high-quality scholarship. Senior faculty can provide conceptual and academic leadership to assist junior faculty grow toward independence, and junior faculty can provide an energizing force with new perspectives on the field. Aside from informal mentoring, more deliberate approaches that provide systematic feedback might be considered; this could include mentoring committees (if faculty size permits) as well as focused attempts to assure that junior faculty are connected with colleagues who can provide support for achievement of professional goals.

Finally, professional travel is central to promoting visibility of researchers on a state, national, and international level. Conference attendance helps strengthen professional networks among those working in the same field as well as across fields with common content interests. Topical interest groups at conferences provide opportunities for leadership in the field, as well as for forging bonds for multi-site projects, co-authored papers, and so on. For students, conference travel provides valuable engagement with the profession and with models of scholarship. To this end, travel stipends and competitive travel grants can promote scholarship for faculty and student researchers.

f) *A Framework for Cultural Change*

Implementing these recommendations may support a culture of scholarship, but cultural change requires integrative framing to bring all involved parties along in the change process. In academia, routine challenges of organizational change may be compounded by sharp philosophical and social divisions between research-oriented and teaching-oriented faculty. Trowler (2005) suggests social practice theory as a framework for improving faculty receptivity and promoting implementation of change initiatives. Specifically, Trowler emphasizes engaging in shared activities and communities of practice, negotiating

identities through relational processes, construction and signification of meaning through discourse, identification of tacit assumptions and implicit theories that may influence the culture, understanding rules of appropriateness and development of recurrent practices that reinforce cultural change, and using technologies to facilitate change of the constructed worldview. Trowler underscores that, while policy science is used for top-down prescriptive initiatives, policy scholarship situates understanding of change in the cultural and ideological milieu of those persons and institutions involved. Creating shared processes and understandings in the change process helps assure that change initiatives will fall on ground that is "fertile" rather than "hostile" (p. 27). Further, invoking a theory of change such as social process theory provides the "radar and improved diagnostic and prescriptive tools" (p. 29) to assist during the change process.

g) *Limitations & Summary*

Findings from our interviews are limited in that they draw from a single college of social work at a public academic institution. Thus, findings may not apply to disciplines beyond social work or to smaller colleges and universities. However, it may be those smaller colleges and universities that will most likely benefit from some of the strategies suggested here, in that these are the institutions that may be in most need of infrastructure development. Another limitation is that faculty at this institution are predominantly assistant professors, and there was some selection bias, with tenured faculty, clinical faculty, and research faculty less likely to participate in interviews. Thus, patterns identified here may attest to development needs as perceived by junior tenure-track faculty more than by other faculty. Given previous findings that both productivity and job satisfaction may dip for mid-career scholars (Taylor, Fender, & Burke, 2006; Santo et al., 2009; Selingo, 2008), future research might examine challenges and facilitators of scholarship among tenured faculty and those faculty who are not on the tenure track. These findings, in conjunction with promising practices from extant literature, provide concrete suggestions for building a culture of scholarship directed toward engagement, support, and professional fulfillment for faculty and students.

Fig. 1 : Strategies for Promoting Scholarship

Protect Time for Research

- Block committee meetings to specific days of the week
- Use email more judiciously
- Encourage faculty to schedule protected time for writing and research
- Use meetings effectively with clear agendas and pre/post tasks
- Streamline committee membership
- Minimize labor-intensive duties for junior faculty
- Reduce teaching loads
- Increase class size

- Utilize teaching assistants for grading and correspondence
- Recognize and reward achievements in research, teaching, and service

Build Staff Supports

- Assist in identifying funding opportunities
- Gather letters of support
- Assist in budget development
- Assist in assembling and formatting proposals
- Assist in translating research reports into user-friendly formats
- Assist with statistical analyses
- Regular software updates
- Set up of video/audio conferences

Engage Students in Faculty Research

- Recruit students whose interests and skills align with faculty
- Match funds for sponsoring students on faculty projects
- Develop funded practicum opportunities marketed to students
- Provide training sessions on research
- Provide immersion training for international students

Develop Research Resources

- Keep sample proposals and review criteria on a shared drive
- Develop boilerplate models for budgets, capacity, etc.
- Create tip sheets for budget figures
- Provide sample letters of support
- Create timelines for grant development
- Develop protocols for organizing peer feedback or mock reviews
- Create visual tools for setting goals and mapping progress of individuals

Cultivate Professional Growth & Discourse

- Schedule brownbag presentations
- Display research posters in common areas
- Link articles and presentations to faculty Webpages
- Host workshops for collaborative development of scholarly products
- Host group meetings at shared turning points
- Provide opportunities for ongoing professional development
- Recruit faculty at varying ranks with overlapping interests
- Encourage collaboration between faculty and their mentors, students, peers
- Promote mentoring at all levels
- Provide travel stipends and competitive travel grants

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A Cross Disciplinary Assessment of Job Performance among Teachers of Secondary Schools in Cross River State, Nigeria

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Abstract- A sample of 1062 teachers was selected from an estimated population of 21,240 teachers spread across the 203 public secondary schools in Cross River State of Nigeria. An instrument called Teachers' Affective Characteristics Questionnaire was used for data collection. The data were analysed using One-Way Analysis of Variance (ANOVA) test statistic. Results of the study showed that teachers' academic disciplines significantly influence their job performances in terms of lesson delivery, students' assessment/evaluation, classroom management, and student discipline. It was concluded that it was those teachers who had education as their disciplines that were better in overall job performance than their counterparts who do not belong to the discipline of education. The study concludes that teachers should be encouraged to pick higher degrees in education after their first degrees as this will improve their job performance.

Keywords: *disciplinary assessment, job performance, teachers.*

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Abstract- A sample of 1062 teachers was selected from an estimated population of 21,240 teachers spread across the 203 public secondary schools in Cross River State of Nigeria. An instrument called Teachers' Affective Characteristics Questionnaire was used for data collection. The data were analysed using One-Way Analysis of Variance (ANOVA) test statistic. Results of the study showed that teachers' academic disciplines significantly influence their job performances in terms of lesson delivery, students' assessment/evaluation, classroom management, and student discipline. It was concluded that it was those teachers who had education as their disciplines that were better in overall job performance than their counterparts who do not belong to the discipline of education. The study concludes that teachers should be encouraged to pick higher degrees in education after their first degrees as this will improve their job performance.

Keywords: disciplinary assessment, job performance, teachers.

I. INTRODUCTION

Over the past two decades, there has been very little research directly examining the relationship between educational level and job performance. This, as noted by Benson, Fine gold and Mohrman (2004), is particularly surprising given the fact that it was during this time period when educational opportunities increased substantially and when most organizations raised their educational qualifications for jobs. It was also during this period too, that most state governments begun to emphasize the need for all primary and post-primary institutions to have only professionals in education as teachers. In Cross River State, for instance, government has since the year 2001 implemented the on a minimum qualification of NCE for teachers in primary schools and First Degree for teachers in Secondary schools. In furtherance of this policy, it does appear that most state governments in Nigeria are beginning to emphasize that all teachers must have educational qualifications to enhance their productivity. This is in line with the opinions of some authorities who have conducted researches in education.

Breman (2001), for instance, asserted that if a nation is to live up to societal expectation of producing highly skilled labour and research oriented individuals to meet with present day economic and scientific challenges, then the job performance of its teachers must be viewed with special interest. In the classroom, teachers' job performance is crucial in students' progress and development. The progress of students is directly linked to the successful teaching learning process in the classroom. Teachers job performance relate to what teachers do in the classroom and how that affects students learning.

Thomas and Feldman (2009) compared education level with job performance and discovered a positive relationship between education level and different job behaviours in task and citizenship, and negatively related to counterproductive performance like on-the-job substance use and absenteeism. Gede and Anike (2011) in a similarly study on staff of the Bayelsa State Ministry of Education discovered that the higher the qualification of the staff of secondary schools the better their job performance. The study reports an adverse effect of poor staffing on job performance and recommend among other things, recruitment of qualified teachers.

Students' academic performance or achievement is an important index for the measurement of teachers' job performance. Any teacher whose students come out at the end of an instruction with good grades in the school subject(s) taught can be adjudged as having performed very well in his job. It has, however, been discovered that there has been differential academic achievement of students in Nigeria (Unanma, Abugu, Dike and Umeobiko; 2013), and this has been and is still a source of concern and research interest to educators, government and parents. Many researches works have been carried out to examine the phenomenon and to discover the factors that may be responsible for the ugly trend. A few of these researchers have identified teachers' academic disciplines as having some influence on students' academic performance.

Unanma et al (2013) examined the relationship between teachers' educational qualification and their students' performance in chemistry. The result of the study revealed a positive relationship between teachers'

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qualifications and students' academic achievement. The study concluded that the higher the professional qualification of the teachers, the better the achievement of their students. In an earlier study carried out by Gede and Lawson (2011) using 50 employees out of 221 on the staff, it was discovered that teachers' professional qualifications influence their job performance.

II. METHODOLOGY

The design adopted in this study was survey. This design was chosen because of the largeness of the sample size and the fact that the team used questionnaires in collecting data required for the study. A sample of 1062 teachers was selected from a population of about 21,240 teachers in state public schools. At the time of this research, the state ministry of education was concluding recruitment of teachers, so it was difficult to be exact on the number of teachers on the roll. By this selection, however, the study adopted about 5% of the population as sample. The sampling techniques used for selecting the sample were stratified random and purposive sampling techniques with the different Local Government Education Authorities as the basis of stratification. Each of the 18 education authorities was considered as a stratum. Five per cent of the number of schools in each education authority was selected for the study. After the selection of schools, the researchers selected the teachers purposely from the schools, at convenience, to meet the 5% target.

The study area was Cross River State of Nigeria. The state is made up of 18 education authorities

(one each in each local government, area). The area is made up of 203 public secondary schools with Calabar education authority having the highest number of schools.

An instrument called teachers' performance rating scale (TPRS) was used for data collection. This rating scale was administered to students to gather data on the job performance of teachers. Four dimensions of teachers' job performance, namely, lesson delivery, assessment/evaluation, classroom management, and student discipline, were measured in the scale using eight items each. The instrument was face validated by the research team and trail tested for internal consistency using Cronbach Alpha reliability estimate method. The reliability coefficients ranged from 0.71 to 0.86 for the sub-scales.

III. RESULTS

The hypothesis tested stated that teachers job performance does not differ significantly based on their academic disciplines. The independent variable in this hypothesis is teachers' academic disciplines categorized into three dimensions, namely: B.Ed or equivalent, PGDE or equivalent and BA/B.Sc or equivalent. The dependent variable is teachers' job performance in terms of lesson delivery, students' assessment evaluation, classroom management, and students' discipline. One-way Analysis of Variance (ANOVA) test statistic was employed in analyzing the data. The results are presented in tables 1 and 2.

Table 1 : Summary of descriptive statistics for the influence of teachers' academic disciplines on their job performance

S/N	Teachers' job performance in terms of	Academic disciplines	N	\bar{X}	SD
1.	Values orientation	B.Ed. or equivalent	121	24.27	3.69
		PGDE or equivalent	800	28.86	4.10
		B.A, B.Sc or equivalent	141	23.18	3.50
		Total	1062	24.76	3.96
2.	Student Assessment/evaluation	B.Ed. or equivalent	121	9.64	3.16
		PGDE or equivalent	800	12.26	4.19
		B.A, B.Sc or equiv.	141	9.31	2.89
		Total	1062	9.74	3.28
3.	Classroom management	B.Ed. or equivalent	121	21.32	3.47
		PGDE or equivalent	800	25.67	3.07
		B.A, B.Sc or equiv.	141	20.03	3.40
		Total	1062	17.97	3.94
4.	Student Discipline	B.Ed. or equivalent	121	17.31	3.30
		PGDE or equivalent	800	22.56	3.45
		B.A, B.Sc or equiv.	141	17.00	3.98
		Total	1062	17.97	3.94
5.	Overall job performance	B.Ed. or equivalent	121	72.20	10.24
		PGDE or equivalent	800	89.34	9.51
		B.A, B.Sc or equiv.	141	69.85	10.64
		Total	1062	74.21	11.42

Table 2 : One-way ANOVA for the influence of teachers' academic disciplines on their job performance

S/N	Job performance in terms of	Source of variation	SS	Df	MS	F
1.	Lesson delivery	Between	2861.503	2	1430.752	110.139*
		Within	13756.843	1059	12.990	
		Total	16618.348	1061		
2.	Students' Assessment/ Evaluation	Between	1043.872	2	521.936	53.379*
		Within	10354.777	1059	9.778	
		Total	11398.649	1061		
3.	Classroom management	Between	2671.042	2	1335.521	147.082*
		Within	9615.821	1059	9.080	
		Total	12286.863	1061		
4.	Student Discipline	Between	3431.972	2	1715.986	139.163*
		Within	13058.972	1059	12.331	
		Total	16490.208	1061		
5.	Overall job performance	Between	37801.997	2	18900.99	198.845*
		Within	100662.177	1059	95.054	
		Total	138464.174	1061		

*P<.05, critical F = 3.00

Results of analysis in Table 2 shows that the calculated F-ratios for lesson delivery (110.139), students' assessment/evaluation (53.379), classroom management (147.082), students' discipline (139.163), and for overall job performance (198.845) are each greater than the critical F-ratio of 3.00 at 0.5 level of significance, using 2 and 1059 degrees of freedom. This means that at all dimensions of consideration, teachers' job performance differ significantly based on their academic discipline. Based on these results the null hypothesis was rejected.

Since the results show significant influence of academic discipline on teachers' job performance, a post-hoc test was carried out to determine the pair-wise mean difference(s) among the groups that, was or were responsible for the influence. The method of post-hoc analysis used was fisher's least significant difference (LSD). Results of the analysis are presented in table 3.

Results of post-hoc analysis were as follows for the different sub-variables of teachers' job performance:

Lesson delivery: Comparisons for B.Ed versus PGDE (t=12.74), B.Ed versus B.A/B.Sc (t=2.47), and PGDE

versus B.A/B.Sc (t=17.61) were each greater than the critical t0value of 1.96 at .05 level of significant. This means that there is a significant difference among all the group means. Results from mean values show that teachers with PGDE were better in their lesson delivery (X=28.86) than those with only B.Ed (X=24.27) and B.A/B.Sc (X=23.18).

Student Assessment/Evaluation: Comparisons for B.Ed versus PHDE (t=8.38), and PGDE versus B.A/B.Sc (t=10.55) were each greater than the critical t-value of 1.96 at 0.5 level of significance, indicating that there were significance differences among these pair-wise comparisons. Results from the mean values show that teachers with PGDE (X=12.26) were better in students' assessment /evaluation than their counterparts with B.Ed (X=9.64) and BA/B.Sc (X=20.93) indicating that there is a significant difference among all the group means. Results of mean values show that teachers with PGDE (X=12.26) were better in job performance (X=25.67) than teachers with B.Ed (X=21.32) and those with B.A/B.Sc (X=20.03).

Table 3 : Fisher's LSD for teachers' job performance based on their academic disciplines

S/N	Teachers' job performance	Academic disciplines	1 (n=121)	2 (n=800)	3 (n=141)
1.	Lesson delivery	B.Ed. or equivalent (1)	24.27 ^a	4.59 ^b	1.09
		PGDE or equivalent (2)	12.74* ^c	28.86	5.68
		B.A, B.Sc or equiv. (3)	2.47*	17.61*	23.18
		(MSW=12.990)			
2.	Student assessment /evaluation	B.Ed. or equivalent (1)	9.64	2.62	0.33
		PGDE or equivalent (2)	14.44*	25.67	5.64
		B.A, B.Sc or equiv. (3)	4.13*	20.93*	20.03
		(MSW=9.080)			
3.	Classroom management	B.Ed. or equivalent (1)	21.32	4.35	1.29
		PGDE or equivalent (2)	14.44	19.12	1.47
		B.A, B.Sc or equiv. (3)	0.54	5.15*	17.65
		(MSW=10.188)			

4.	Student Discipline	B.Ed. or equivalent (1)	17.31	5.25	0.31
		PGDE or equivalent (2)	14.95*	22.56	5.56
		B.A, B.Sc or equiv. (3) (MSW=12.331)	0.72	17.70*	17.00
5.	Overall job performance	B.Ed. or equivalent (1)	72.20	17.14	2.35
		PGDE or equivalent (2)	17.58*	89.34	19.49
		B.A, B.Sc or equiv. (3) (MSW=95.054)	1.97*	22.35*	69.85

* $P < .05$

- Group means are along the principal diagonals
- Differences among group means are above the principal diagonals
- T-values are below the principal diagonals

Student discipline: Comparisons for B.Ed versus PGDE ($t=14.95$), and PGDE versus B.A/B.Sc ($t=17.70$) were each greater than the critical t-value of 1.96 at .05 level of significance indicating significant difference among the group means. The mean values show that it was teachers with PGDE ($X=22.56$) that were better in students discipline than their counterparts with B.Ed ($X=17.31$) and those with BA/B.Sc ($X=17.00$).

Overall job performance: The results show that teachers with PGDE ($X=89.34$) were the best in overall job performance, followed by those with B.Ed ($X=72.20$) and then by others with B.A/B.Sc degrees ($X=69.85$).

IV. DISCUSSION OF FINDINGS

Results of the study showed that teachers' job performance significantly differ based on their academic disciplines. The results show that at all dimension of teachers' job performance it was teachers who have PGDE degree or its equivalent as their qualification that perform better in lesson delivery, student assessment/evaluation, classroom management and student discipline than their counterparts with B.Ed degree or its equivalent and those with B.A/B.Sc or its equivalent. Results on overall job performance also show a significant difference based on academic disciplines with holders of PGDE out performing holders of other degrees, followed by holders of B.Ed degrees and then by holders of other degrees. The findings replicate that of Thomas and Feldman (2009) who compared education level with job performance and discovered a positive relationship between education level and different job behaviours in task and citizenship. The same study found a negative relationship between education level and counterproductive performance like on-the-job substance use and absenteeism. The result also replicated the findings of Gede and Anike (2001) and Ubanma et al (2013) who independently found that professional qualification influenced job performance.

The implication of this finding and the replications hinges on the issue of paper qualification which has been of concern to many people in different works of life. A good number of people in Nigeria feel that the country has placed too much emphasis on

paper qualification instead on the productivity of would be employees. Some go the extent of feeling that a good number of people who never went to school may actually do better on the job than those with certificates of school attendance. The result of this study has proven this assessment wrong. The findings show clearly that the higher the qualifications of teachers the better their performance. The results also show that the more professionally qualified a person the more likely his ability to perform professional tasks. The study therefore recommends that educational institutions especially primary and secondary schools should encourage professionalism. Schools should discourage the current trend in which teachers are made to teach subjects they did not study at the university even when the subjects seem related to what they actually studied. Government should find a way of ensuring that only teachers with education degrees are allowed to teach in our primary and secondary schools.

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Relationship between Resource Availability and Performance in French Subject in Public Secondary Schools in Vihiga County-Kenya

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Abstract- French subject was the first foreign language to be taught and examined in Kenya. This subject however, has continued to register low enrolment, as well as poor performance in the national examination. This study examined the role of resource availability on student's performance in French language in secondary schools. The study adopted correlational designs. The target population included all the schools teaching French subject, in Vihiga County. Stratified random sampling technique was employed to select 10 schools out of 14. The schools were grouped into National, County and Sub-County schools. One-way ANOVA technique was used as the main analysis method. The findings from the study revealed that human resources, school physical resources and financial resources have the most significant relationship with the performance of students in French subject. However, the study also found that teachers were not exposed to teacher professional development activities and a handful had attended in-service (seminar) on French language pedagogy. The study concludes that most teachers had not attended any refresher courses as well as inexperienced, explained why the performance of French was dismal. More than two thirds of the schools did not have libraries, meaning that learners were denied the opportunity to interact meaningfully with books.

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I. INTRODUCTION

a) Background to the Study

i. Study Area

Vihiga County is located in the western region of Kenya and constitutes 5 constituencies namely: Emuhaya, Sabatia, Vihiga, Vihiga, Luanda and Hamisi. It borders Kakamega County to the North, Nandi County to the East, Kisumu County to the South and Siaya County to the West. The County covers an area of 530.95 sq. It has an annual average rainfall of between 1,800mm and 2000mm and average temperature of 24c. The County has hilly terrain and a good amount of forest cover such as Kibiri Forest which is an extension of Kakamega Forest. Agriculture is the main economic activity. Crops planted include: tea,

maize, millet, bananas, avocado, papayas, sweet potatoes and cassava. Livestock rearing is also practiced in the county.

ii. The Teaching of French in Kenya

Language plays a critical role in the education of any given people. Around the world from 2000-2015, there are more and more children and adults who, for personal, aesthetic, academic and economic reasons, are becoming multilingual. It is a fact that there are more bilingual brains on the planet than monolingual ones (Awoniyi, 2002). Whether it is to find new literatures, friends or business markets, or to maintain a connection with the historic past of a heritage language, there are many reasons to learn something of a second language. There are a number of advantages of being exposed to a second language, including cognitive advantages that can arise from achieving a particular level of proficiency in a second language.

Halliday (2007) said that the role of a language in the education process is a special aspect of the relation between language and social structure since language is the principle means of culture transmission. The fundamental assumption in education theory and practice is the adjustment of the child to the life and culture of his society (Awoniyi, 2002).

Awoniyi argued that it is hardly possible to take away a child's first language without adverse consequences and that no greater injustice can be committed against a people than to deprive them of their language. Bearne (2009) quoted a definition from the Cox Report that defines language as a system of sounds, meanings and structures with which we make sense of the world around us. It functions as a tool of thought, as a means of social organization, as a repository and means of transmission of knowledge, as the raw material of literature and as the creator and sustainer or destroyer of human relationships Bearne, (2009). It changes inevitably over time and as change is not uniform, from place to place. Apparently, language seems to be a major tool of defining our individual identities. Lawton (2009) said that we are human largely by means of language and that our view of reality is bound up with language. He perceives language as the uniquely human attribute, which enables us to learn, think creatively and change our social environment.

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Globally, there are over 6500 languages in the world and French is rated among the World's major languages and perhaps one of the most promoted foreign languages in Africa. Richard and Rodgers (2000) pointed out that in the sixteenth century, however, French, Italian and English gained an importance as a result of political changes in Europe, and Latin gradually became displaced as a language of spoken and written communication. The authors went on to say that as the status of Latin diminished from that of a living language to that of an occasional subject in the school curriculum, the study of Latin took on a different function. Authors also say that the study of classical Latin the Latin in which the classical works of Virgil, Ovid and Cicero were written and analysis of grammar and rhetoric became the model of foreign language study from the seventeenth to the nineteenth centuries. Consequently, children entering grammar school in the sixteenth, seventeenth and eighteenth centuries in England were initially given a rigorous introduction to Latin grammar, which was taught through learning and grammar rules, study of declension and conjugation, translation and practice in writing samples, sentences, sometimes with no use of parallel bilingual text and dialogue (Kelly, 1969; Howatt, 1984).

iii. *The Teaching of French in Kenya Secondary School*

In Kenya, though French is a foreign language with its origin in France, it has steadily risen to a level of

another nationally recognized language defying hurdles ranging from indifferent individual attitudes and biases of the discriminative government language policies. According to Chimerah (2007), French has phenomenally risen especially in the second half of the 19th century as to capture the interest of social-linguists, foreigners, tourists, educationists, writers and others. The current 8-4-4 Secondary Education French curriculum since introduction has since been evaluated and revised to remove unnecessary overlaps across subjects and levels. Previously it was also overburdening parents in provision of facilities, equipment and materials needed and also that teachers were inadequately prepared to handle practical subjects such as French.

In the former Western Province, Omusoga (2009) indicated that French subject at secondary schools continued to register low enrolment as well as poor performance in national exams. Despite the effort made by the government and the French Embassy to promote the teaching and learning of the subject, schools continued to register poor performance despite low enrolment. This is evident from the Kenya Certificate of Secondary Education (KCSE) performance data from the Ministry of Education. The Table 1 indicates the performance of French in Vihiga County since 2011.

Table 1.1 : Performance of French in Vihiga County since 2011

School	2011	ENT	2012	ENT	2013	ENT
1.Mudavadi Girls	8.2857	7	8.000	9	5.167	18
2.Vihiga High	5.5385	13	6.000	15	6.444	9
3.St.Clares Girls	4.0556	18	4.500	4	3.7586	25
4.Kegoye Secondary	4.0000	3	4.000	1	2.000	1
TOTAL		41		29		53

Source: Ministry of Education Science and Technology, (2013)

From the table above it is evident that despite the few numbers in enrolment, most schools did not perform well as displayed by St Claires, and Kegoye. Consequently, most schools' performance is not stable for example Mudavadi posted 8.00 in 2012 and then 5.167 in 2013. The performance of French in these schools over the years is worrying as a declining trend is observed.

b) *Statement of the Problem*

Despite the critical role French subject plays nationally, regionally and internationally, its performance in national examinations is still below expectation. Besides, its role as an economic, political, social and technological medium cannot be overemphasized let alone its growing influence in international circles. In Kenya, French plays a crucial role in national development; first, French nationals are among the

tourists that come to Kenya and may in one way or another need to communicate with the locals, secondly to communicate with major investors which are French speaking and thirdly French is an examinable subject in national examinations and has a stake in the future of Kenyan students who may want to pursue further studies abroad.

Various students sitting for KCSE courses take French as an additional language and as the best foreign language they can study with aspirations for further education or employment. Despite all these efforts to make the teaching of French and to help improve the student's mastery of the French language, there are still many challenges facing the performance of the subject in secondary schools as a growing foreign language in Kenya.

Imoh (2002), in his study stated some of the factors affecting French language teaching, including inadequacy of materials, the unsatisfactory acquisition of basic language skills by students and the incompetence of language teachers. Consequently, Amugune (2013) observed that Christian Religious Education had low enrolment and performed poorly because of inadequate teaching and learning resources for example, textbooks for learners and reference materials for teachers.

Studies have been done on effects of teaching/learning resources on performance of mathematics (Yara & Otieno, 2010) but there is no research however that has been undertaken to discern the relationship between resource availability on performance in French subject in Vihiga County. Therefore, this study examined the relationship between resource availability and performance in French subjects among secondary schools in Vihiga County- Kenya.

c) *Research Questions*

This research study was guided by the following research questions

- What is the relationship between human resource and performance of students in French subject in KCSE?
- What is the relationship between physical resources and performance of students in French subject in KCSE?
- What is the relationship between financial resources and performance of students in French subject in KCSE?

d) *Hypotheses*

H_a 1: There is a relationship between level of human resource and performance in French subjects in secondary schools.

H_a 2: There is a relationship between level of physical resource and performance in French subjects in secondary schools.

H_a 3: There is a relationship between level of financial resources and performance in French subjects in secondary schools.

e) *Significance of the Study*

This research study is significant in that it will provide all the stakeholders in education with information of the true status of French in Kenyan Secondary Schools. This will be based on human resources available, Infrastructural set-up, instructional materials present and the enrolment of students.

The administration will be able to provide the necessary materials resources for teaching French, to select qualified and experienced teachers and to create the necessary environment for effective teaching and learning French.

Teachers on the other hand will be able to identify the needs of the students as a whole this will foster new and improved teaching and learning strategies, appropriate resources and materials needed for improved learning, and their management. They will be able to offer necessary guidance to students in the selection of elective subjects and careers.

The ministry of education will be able to facilitate the training of adequate teachers of French and organize professional development of teachers through in-service programs, to liaise with schools to provide adequate instructional and infrastructural facilities for learning the subject.

f) *The Scope and Delimitation of the Study*

This study was conducted between the months of July and August 2014. The study focused on the relationship between resource availability and performance in French subjects among secondary schools in Vihiga County- Kenya. It targeted the high school teachers and students of French within Vihiga County.

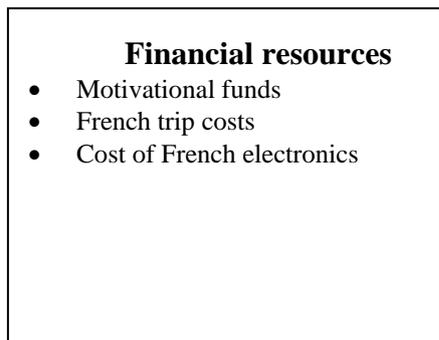
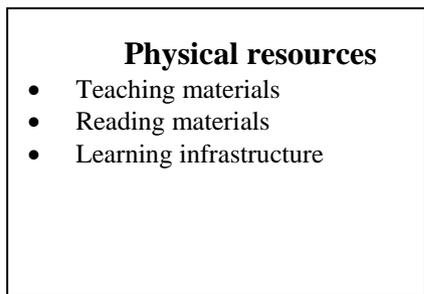
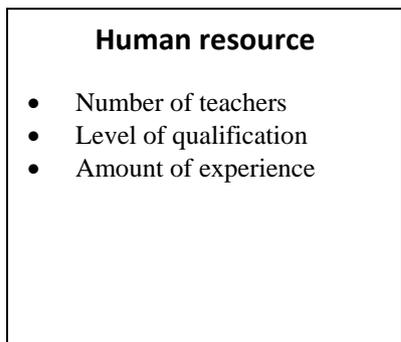
g) *Conceptual Framework*

The conceptual framework outlines a model that the study was employ in analyzing the relationship between resource availability and performance in French subjects among secondary schools in Vihiga County-Kenya.



Independent variable

Resource Availability



Dependent Variable

Performance in French

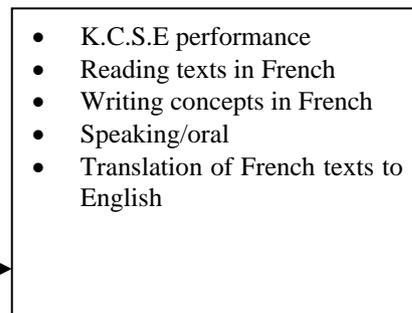


Figure 1 : Conceptual Framework

Human resources or human capital are the set of individuals who make up the workforce of the school. In this case the teachers who teach French are the main focus of the human resource in school. The success of the school in teaching French is heavily reliant on the talent and strength of these teachers. The hiring of experienced teachers with track records of excellence within their teaching career ensures that the mission and goals of the school will be carried out efficiently and with competence.

Physical resources are fundamental for effective teaching and learning hence every organization must

have the appropriate physical resources to survive. Physical Resources include a proper work space, good learning and teaching materials both for the teacher and the student, and working French teaching electronics.

Financial Resources refers to the funds needed to run French related projects in the school. Finances are needed to purchase French electronics, Pay French motivational speakers, organize French Days, award students who perform better among other functions. Financial resources can be obtained from a variety of sources, the easiest being from the accounts of the school collected in form of fees, grants and donations.

Alternatively, loans and lines of credit may be granted from financial institutions, friends and relatives, private investors and even the government.

II. LITERATURE REVIEW

a) *Social Learning Theory*

The theoretical framework for resource availability is based on the fact that most human behavior is learned observationally through modeling and socialization. From observing others, one forms an idea of how new behaviors are performed, and on latter occasions this coded information serves as a guide for actions (Bandura, 1977).

This theory is guided by the assumptions and principles that humans are social beings who learn by observing the behavior of others and the outcomes, that is, the reinforcements and punishment associated with that behavior. That the person whose behavior is rewarded is called the role model and the process of imitation is called modeling, Learning can sometimes occur without change in behavior. This behavior may occur at a later time or may never occur, and finally, cognitive processes play an important role in learning. Some of these cognitive processes include attention, memory, rehearsal, motivation and expectations of reinforcements or punishment, (Ormrod, J.E, 2004).

There are two core concepts of social learning theory, these includes: The idea that people can learn through observation and the internal mental state are an essential part of this process. Bandura identifies three basic models of observational learning which include: a live model which involves an actual individual demonstrating or acting out a behavior, a verbal instructional model which involves description and explanations of behavior and a symbolic model which involves real or fictional characters displaying behavior in books, films, television programs or online media.

This theory was relevant to this research study when considering the resources; the study involved the human resources which in this case is the availability of a model because learning in this context is a result of watching the behavior of models in the environment. For example live demonstrations of a behavior or skill by a teacher typify the notion of modeling.

Another aspect is the availability of instructional resources. These are the teaching and learning material used for teaching-learning. This is relevant with the symbolic model which involves real or fictional characters displaying behaviors in books television programs and online media. These materials are used to stimulate learning and facilitate attention, retention, reproduction and motivation.

b) *Resource Allocation Theory*

A critical component in the systemic approach of performance in education is the effective use of resources. As education systems are redesigned to

create high performance in all schools, systems must also be redesigned for greater efficiency and effectiveness (Odden & Busch, 2008). The twenty first century supports this need for considering efficient structures in school reform. Resources can and must be used better if ambitious education reform goals and student performance improvement are to be achieved. Research has produced a great deal of information about how resources are distributed to school districts. However, there is insufficient data in the research on how to put dollars to productive use (Picus & Fazal, 2005). Another well-established fact is that spending for instruction represents about 60 percent of state and local operating expenditures (Odden& Busch, 2008; Picus, 2001; Picus & Fazal, 2005). High-spending districts generally spend higher percentages of their funds for instruction than low-spending districts, although there are exceptions (Adams, 2007). Researchers established that school districts in the USA are basically consistent in the way they allocate resources (Miles & Darling-Hammond, 2008). When funding levels rise due to state aid or property tax increases, these districts use operating funds primarily for smaller class sizes and teacher pay increases (Picus & Fazal, 2005). When more program or categorical funds are available, districts enhance instructional programs with new technology, teacher aides, and professional development linked to the program. Some researchers have begun to examine resource allocation in districts undergoing reform to see if new reform ideas also change thinking about resources. So far, they have learned that reform-oriented districts continue to retain control over most operating resources rather than decentralizing allocation decisions to the school or classroom (Adams, 2007).

These six strategies are: provide teachers with more generalized roles and reduce specialized programs, use flexible student grouping, organize the school to support stronger personal relationships between students and teachers, provide more common planning time for teachers, implement longer instructional time blocks, and make creative use of the school day and staff. Odden & Archibald (2001) from the Consortium for Policy Research in Education (CPRE) recently published research that describes what schools do to reallocate resources in response to higher standards.

This theory relates to this study in that it implies that school decision makers may be able to reallocate resources more efficiently than they are doing using current policies. These studies point to the need to examine data generated by districts and schools, as well as large national datasets, to identify alternatives for allocating resources towards improving its performance in KCSE results (Monk & Hussain, 2000). This theory also suggests that studying resource distribution can still yield results that will help state and local



policymakers improve schooling for all children through the efficient use of resources.

c) *Critique of the theories*

i. *Critique of the Social Learning Theory*

This theory was important in education as it easily handles inconsistencies in behaviors of students, it brings an accurate picture of how behavior is learned, it offers a way to integrate social and cognitive theories, and explains a large number of behaviors. However the same theory has its weaknesses as it applies too heavy of an emphasis of what happens instead of what the observer does with what happens, it does not take into account physical and mental changes, and finally it doesn't take in account that what one person views as punishment, another person may view as a reward (Ormrod, 2004).

One of the greatest strengths of social learning theory is that it combines several important models of learning. It is clearly behaviorist in that it advocates that children are motivated to imitate a behavior if that behavior is seen as resulting in praise or some kind of reward. It is cognitive in that this learning process goes from imitation to mastery, a point is reached where the model is no longer necessary and the child can go her/his own way. Using certain insights from the other general models makes this theory attractive as an educational theory.

On the other hand this theory raises questions from the Social Learning Theorists who believe that learning occurs through a modeling of behavior, dependent on environmental factors. Again cognitivists would disagree because behavior is really not a factor of learning. Learning occurs regardless of a change of behavior. The environment could have an effect on the learning but cognitivists believe that the instruction enables the learner to look past the environmental factors and organizing the information that is important. Like any theory, however, social cognitive theory also has limitations such as that it cannot explain why learners attend to some modeled behaviors and not others, it cannot explain why learners can reproduce some behaviors they observe but can't reproduce others, it can't account for the acquisition of complex abilities such as learning to write, it cannot explain the role of context and social interaction in complex learning environments. For example, research indicates that student interaction in small groups facilitates learning (Fernandez-Berrocal & Santamaria, 2006). The processes involved in these settings extend beyond simple modeling and imitation (Eggen P. & Kauchak, 2010).

The act of teaching is fundamentally concerned with passing ideas, skills attitudes from teachers to learners. Mutebi and Matora, (1994) have emphasized the effect of instructional materials utilization on teaching and learning. According to them, we learn and

remember 10% of what we hear 40% of what we discuss with others and as high as 80% of what we experience directly or practice. In this case the adequate human resources, material resources and a good environment cannot be over emphasized for effective teaching and learning process.

ii. *Critique of the Resource Allocation Theory*

This theory is important to this study in that it implies that school decision makers may be able to reallocate resources more efficiently than they are doing using current policies. These studies point to the need to examine data generated by schools, as well as large national datasets, to identify alternatives for allocating resources towards improving its performance in KCSE results (Monk & Hussain, 2000). This theory also suggests that studying resource distribution can still yield results that will help state and local policymakers improve schooling for all children through the efficient use of resources.

But even with this more refined notion of relevance used to Buttress Fuller's argument, the doctrine of Resource Allocation still would not apply in the manner Allan, De Smith and Feldman seem to suggest, that is, as a threshold consideration excluding review of discretionary resource allocation decisions. One is that institutions already do quite often balance the interests of represented and unrepresented parties.

Secondly, the representation of diverse interests in such cases is an important relevant concern, and adjudication is evolving to take account of it. First, one must recall that the dispute is not between two private citizens (Picus & Fazal, 2005). There is admittedly an important concern about the quality of representation of the public interest in such cases. The point being made here is that there is a channel for representing the interests of the public and that the state is relatively well-positioned for providing it. To the extent one wishes to say that the state does not take its responsibility seriously in this regard, it only bolsters the claim that oversight is needed of administrative decision-making.

d) *Review of Empirical Studies*

i. *Human Resources and Student Performance in French Subject*

Aregbeyen (2011) examined the quality of teachers and students' performance in schools in Nigeria, 40 secondary schools were selected purposively. Systematic random sampling was adopted in the selection of the students. Descriptive research design was used. Schools were categorized into four: Public elite schools, Public non-elite schools, Private elite and private non-elite schools and explained that the effects that teachers have on students' achievement are largely undisputed. He used a sample of 400 students and 200 teachers; the students' performance was measured by their scores in English Literature and

Mathematics. One way ANOVA was used to test hypothesis. The composite measure of the quality of the teachers covered qualification, experience, patience, creativity and communication skills were utilized. The obtained results suggested that the observed variations in the students' performance across the four categories of the schools were significantly explained by the difference in the quality of teachers.

The sample used in the study was adequate only that the method used for sampling may cause bias when it comes to selecting the respondents. Method used to test hypothesis (ANOVA) data was relevant because the researcher sought to find out the significance of the difference in students' performance and quality of teachers across the 4 categories of schools.

Furthermore, Ibukun, Oyetakin, Iyomo, Akinfolarin & Ayandoja (2012) examined the impact of human resource allocation and utilization on the academic performance in Ondo State Secondary schools, Nigeria in their study; they recognized teacher quality as the independent variable and student academic performance as the dependent variable. A sample of 900 teachers, 100 head teachers were selected by use of purposive random sampling, data was collected by use of questionnaire; descriptive survey design was used and t-test used to test the hypotheses; There is no significant difference between the quality of teachers allocated to junior public and junior private school and the academic performance of students in Ondo State. The study revealed that no significant difference existed in the quality of teaching staff and students academic performance between the public and private schools whereby according to the study, most public schools had qualified teachers as compared to Private schools where graduate teachers without teaching qualification were higher (21%) than in public junior schools (18%).

The sample used in the study was adequate but the use of questionnaire alone to collect data was an oversight. The study of the quality of teachers may be examined from different perspectives, for example, the teaching and learning skills applied in the classrooms and their effectiveness was to be collected through the use of observation schedule, and teachers' proficiency in the preparation of curriculum materials to be reviewed through document analysis. The use of survey design when examining the impact of an independent variable on a dependent variable is disputable as the latter should be investigated by experimental designs.

Nambuya (2013) examined school based factors influencing student academic performance at KCSE, Kenya. The study used descriptive survey design, targeted all 12 secondary schools in the district, the target population included 12 head teachers, 24 form 3 and 4 class prefects and 12 directors of study purposive sampling techniques was used to sample the

respondents, observation schedules and questionnaires were used to collect data from the head teachers, class teachers and director of studies, Descriptive research design was used to analyze data, The study revealed that human resource was not well handled since most of the head teachers and directors of studies do not employ well trained school workers and their numbers were not enough to handle all students.

Even though the study outcome agrees with most researchers whereby the teacher- student ratio and experience greatly impacted on student performance, the sample of 4 class prefects was not adequate for the study to come up with generalization of the entire population, the tools used to collect data were also not adequate as there are some information that needed to be ascertained through document analysis for curriculum materials for example the schemes of work, lesson plans and records of work to find out teacher effectiveness.

The results of the study negated Newstrom & Davis (2002) study on quality and teacher training and student achievement which indicated that trained teachers do make a difference and in particular teacher qualification, experience and amount of education and knowledge were positively related to student achievement. It is worth noting that it is the teacher who translates the broad general curriculum goals into learning experiences and the method of presenting content. They do most of the evaluation. Therefore, the teacher initiates, develops and directs student learning so as to realize good results in the national exams.

In accordance with the results outcome, Muhammad & Rashid (2011) equally demonstrated that academic qualification, professional qualification, refresher courses or trainings and teacher experience are the most important qualities of a teacher. The qualities like academic qualification and knowledge of the subject matter, competencies, skills, and the commitment of a teacher have an impact on teaching and learning process. Metzler & Ludger (2010) in their study found that teacher quality is a key determinant of student learning and subsequent academic achievement.

Kombo (2005) observed that the learners regard the teacher as a source of power, resources (knowledge and skills) as well as personal satisfaction (such as recognition, approval and acceptance). In the classroom, the teacher is expected to play multiple roles, which include teaching, guidance and administration. Olembo, Wanga & Karugu (1992) acknowledged that the demands on the teacher change considerably during their career. In view of the continuous renovation and development of teaching knowledge and of the constant change taking place within educational systems, it does not seem possible to equip the teacher trainee with all knowledge and skills required for an entire professional life. Shiundu &

Omulando (1992) observed that given their vital role in curriculum implementation, teachers need appropriate and relevant training to be able to teach. In addition, they need encouragement alongside a continuous training process to update their skills.

Sanders & Rivers (1966) were of the view that students who are assigned to several ineffective teachers in a row have significantly lower achievement and gains in achievement than those who are assigned to several highly effective teachers in a sequence. Kuenzi (2008) argued that certain teacher attributes like verbal ability, subject matter knowledge, pedagogical knowledge, years of experience and certification status influence student achievement. According to Coleman et al., (1996), teachers' verbal ability is related to student achievement and that the relationship may be differentially strong for teachers of different types of students. Murnane (1985) observed that verbal ability is hypothesized to be a more sensitive measure of teacher's abilities to convey ideas in clear and convincing ways.

Research clearly indicated that teacher expertise is the most significant school-based influence on student learning Saracologlu, (2000). School improvement always calls for enhancing the knowledge, skills, and dispositions of teachers. Whatever course of action a school adopts, success usually hinges on providing support and resources for teachers to strengthen existing expertise or to learn new practices.

Qualification of French teachers weighs heavily on language performance, in secondary schools thus compromising quality of education. The Ministry of Basic Education has failed to employ enough teachers thus leading to an acute teacher shortage. The student-teacher ratio stands at 60:1. What is not clear however is how teachers in public schools cope with this situation in their day to day activities in their classrooms.

Globally, the bedrock of adequate foundation and training of needed manpower irrespective of area of specialization has been a function of the sound products from the teacher education in that country (Edobor, 2007). He further asserted that no educational system rises above the quality of her teachers anywhere in the world, thus the growth and development of courses in the world largely depends on the quality and adequacy of teachers in those areas of professional endeavor. The availability of human and material resources in the teaching and learning of vocational course in secondary schools confirmed that Education in skill based courses requires not only facts and information but also involves changing people's attitudes. To actualize this dream, qualified teachers must be employed in the right numbers.

According to (Galloway, 2000), teachers require constant training exposure and interactions with professional experts through seminars, symposia workshops and conference. This will help to improve

their competencies and professionalism. That in-service training must be given to the existing teachers and supporting staff. This is to bring them abreast with the latest technologies in their various skills. Consequently, Smith (2006) pointed that if instructors are inflexible and unclear, they are much more likely to be difficult to learn from which is a major concern to students.

Consequently, Cantrel & Kane (2013) on the measure of effective teaching, conducted a study in the USA, concluded that the quality of teachers directly affected test score results regardless of a student's past performance. The research confirmed that groups of teachers previously identified as more effective caused students to learn more, and groups of teachers who had been identified as less effective caused students to learn less. In as much as teacher effectiveness may affect student's performance directly, we cannot rule out other factors that include student's factors which are also crucial to performance. These may include students IQ, family background, and attitude towards the subject just but to mention a few, hence we cannot generalize that poor performance is entirely the effect of the teacher on the student.

In relation to these studies, it is evident that the teachers place in student's performance cannot be over emphasized. Given their importance, the government together with the Ministry of Education should ensure that the training of teachers of French should be effective in order to bring out competent teachers that will be able to meet the teaching and learning objectives of French language in Kenya. This can be achieved through regular in-servicing of teachers to ensure quality and standardized teaching through the use of adequate, relevant and up to date teaching and learning materials. Moreover, the training of teachers should be done in a manner that conforms to the current trends in education; and that measures should be taken to ensure the adequacy of teachers and that every child is taught by professionally trained and qualified teachers.

ii. *Availability of Physical resources and performance in French*

Dorman (2008) argued that school physical resources refer to school's physical structure, equipment and other teaching and learning resources, class size among others. Environment in an educational setting refers to the emotional atmosphere, tone, ambience, or climate that prevails in a particular setting.

Kurdzioleck, (2011) in her dissertation examined classroom resources and their influence on learning in Texas USA, claimed that educationists and policy makers believed that by providing more resources they could improve student learning outcomes. To their frustration this turned out not to be entirely true. Resources may be necessary but they aren't sufficient. Resources themselves are not self-enacting, that is, they do not make change inevitable, and differences in their effects depend on differences in their use, Cohen

Raudenbush, & Ball, 2002; Grubb, 2008). Kurdziolek conducted a case study for four years; she used several designs, that is, delayed treatment design for year one study and quasi experimental design for year two study. For year one study, a sample of 95 teachers and 1621 students was used. Stratified sampling technique was used to select both teachers and students. Data was analyzed from Grounded theory perspective. She used interviews, observation and achievement tests to collect data. Treatment teachers were given a set of new resources to use: a combination of curriculum educational software and teachers professional development control group teachers were asked to use their usual curriculum. Year 1 study results demonstrated by randomized control testing the successful use of technology in class settings, however there was little information on how the students and teachers actually interacted with resources. Students from both conditions were given a pre-test before their unit as well as an identical pot-test once the unit was completed.

The results from the year one study indicated that students in the treatment condition had a higher mean difference score or gain score as compared to their peers in the control condition. This indicated that students from the treatment group learned more than students in the control group.

The study examined classroom resources and their impact on learning such studies are conducted by use of experimental designs which was used in the study. The researcher in general used a mixed design where she combined qualitative and quantitative analysis. The sample acquired is adequate and the data collection instruments are adequate as well as appropriate for the study.

Kurdziolek study agrees with Scheerens (2003) who concluded after a study that availability of teaching/learning resources enhances the effectiveness of schools as they are basic things that can bring about good academic performance. Shiundu and Omulando (1992) argued that the head teacher as a manager plays an important role in whatever goes on in school. The head teacher is responsible for proper execution of the school curriculum, provides necessary teaching and learning resources, motivates teachers, supervises formative evaluation, ensures that the curriculum is well-implemented according to the school vision and mission and finally sets mechanism for the curriculum evaluation and innovation. School management therefore, should endeavor to provide necessary resources for the support of teaching and learning especially the purchase of relevant textbooks, building and equipping laboratories with correct apparatus and chemicals to facilitate effective learning in the school.

Adalikwu (2012) examined the influence of instructional materials (teaching aids) on academic performance of students in chemistry Nigeria; He used

quasi experimental design for the study. Five schools were selected through stratified sampling, 100 students who studied Chemistry were selected from the five schools through simple random sampling techniques. He grouped the students into two: 50 students were placed in Experimental group and were taught with instructional materials and another 50 control group taught without instructional materials, Chemistry Achievement Test (CAT) was used to gather data, and independent t-test used to test hypothesis at 0.05significance level. The hypothesis tested was the influence of instructional materials on student academic performance in Chemistry. He found out that students taught with instructional materials performed significantly better than those taught without instructional materials, and that the use of instructional materials generally improved students understanding of concepts and led to high academic achievements.

The study only looked at one variable; instructional material and its influence on students' performance in Chemistry as opposed to the current study that examined resources in totality and its relationship with performance in French subject, the experimental research design used was relevant as it not only measures opinions but the actual effects of the independent variable on the dependent variable, except that it may be difficult to have a true control group, and to assign subjects to the experimental and control group. In as much as the researches are related, the current one examined the extent to which the variables are related hence correlation survey design was used. The sampling techniques used were relevant and the sample used was adequate. The t-test for testing the hypothesis was relevant as the researcher only had one independent variable and given the nature of the research design. The current research used one way ANOVA to assess the relationship between the resources and performance. The results obtained hence cannot be far from the truth.

Nambuya (2013), when examining school based factors influencing students' academic performance at KCSE Teso south looked at the influence of physical resources on student's performance as one of the independent variable. The study used descriptive survey design, targeted all 12 secondary schools in the district, the target population included 12 head teachers, 24 form three and four class prefects and 12 directors of study. The study employed census sampling to sample all the all the 12 schools, and purposive sampling technique to sample 12 head teachers, 24 class prefects and 12 DOS, observation schedules and questionnaires were used to collect data from the head teachers, class teachers and director of studies, document analysis was used to capture academic performance in schools. Descriptive research design was used. The study revealed that in most schools, in the district, physical resources were not well

developed and this affected the performance of students in the district.

The study sought to investigate the influence of physical resources on performance but the researcher used descriptive survey design instead of experimental or quasi experimental designs, the census sampling technique for selecting schools was relevant but the purposive sampling is not relevant for quantitative studies the researcher did not test hypothesis, hence it is not clear if there is a significant difference between the mean performances of schools with different levels of physical resources.

From the foregoing, it is clear as observed by Nijhuis (2005) that school environment is of paramount importance to promote learning. This type of atmosphere prevailing in school is a perpetual inspiration for the children to learn more and more. Further, he argues that classroom environment is the total of all social, emotional, mental and physical factors that make overall contribution to the teaching learning process within the classroom. Goddard, Hoy and Hoy (2000) and Heck (2000) observe that favorable learning environment also improves academic and professional standards of the school and leads to higher achievement.

Class size is yet another important aspect within the school factors. Fabunmi and Okore (2000) viewed class factors as very important in the teaching-learning activities, particularly when students' academic performance is being considered. He continues that class size is an important factor in relation to academic performance of students. In addition, he argues that there is consensus among various researchers and educationists that, the lower the class size or teacher pupil-ratio, the higher the achievement and that student' achievement decreases as class size increases. In view of this fact, it could be said that teacher-pupil ratio is one of the important factors determining good academic performance.

iii. *Financial resources and performance of students in French subject in KCSE*

Financial resources are a key element among educational resources. They are mainly used for acquisition of other resources such as physical facilities, text books and human resources (Lumuli, 2009). Equally, according to behavioral scientists effective worker performance requires motivation ability and reward system that encourages quality work. (Ivancerich et al, 1994).

Diane, Zena Rudo, Cynthia Schneider & Lotte (2003), conducted a study on the examination of resource allocation: Connecting spending to student performance in the USA. The purpose of the study was to explore differences in fiscal spending and staffing allocation in relation to varying levels of student achievement and identify resource allocation practices and challenges related to the process of improving

student performance. The study included Arkansas, Louisiana, New Mexico and Texas. 12 improvement schools were selected, the identified improvement districts were divided into 3 groups of varying sizes: small (800-1999), Medium (2,000-10,000) and large (more than 10,000) students. The 12 districts were selected on the basis of consistent improvement in student's performance not on the basis of consistently high performance. Interviews focus groups and surveys were used for data collection, ANOVA was used to examine the differences between the high and low performance groups in fiscal and human resource allocation. Group means of 5 years of data were compared.

The findings from the research demonstrated a strong relationship between resources and student success. High performance district showed different resource allocation patterns in specific fiscal and staffing categories than low performing districts. A general pattern emerged where higher performance was associated with higher spending for instruction, core expenditures and number of teachers and with lower spending for general administrative staff. In all the 4 states high performing districts spent more on instruction as a share of current expenditures while in 3 states high performing districts spent more on instruction per pupil and employed more teachers 1000 students.

Munda, Odebero, (2014) studied the influence of education costs on students' academic performance in Kenya- Bungoma County secondary schools. The study sought to investigate the relationship between unit cost and students' academic performance in secondary schools. The study used descriptive survey research design. The schools were grouped into two: County schools and District schools, proportionate random sampling was used to select 13 District schools and 7 County schools, and 80 class teachers in 20 schools. The study used structured questionnaire with open/closed ended questions to collect data from the respondents. Pearson correlation was used to measure the degree of relationship between unit cost and student performance at a significance level of 0.05. The Pearson correlation was used to test the relationship between school average unit cost and performance. The results revealed a significant positive relationship existed between unit cost and academic performance, and the government's effort to provide financial subsidy to education were still not adequate to cover vulnerable groups.

The study sought to find out the influence of education costs on students' academic performance but went ahead and used descriptive survey design instead of experimental designs. Apart from that, the targeted population only included the school class teachers and left out the school heads that are key in the study as they are the ones tasked with the collection

and management of funds in the schools. Inadequacy is also observed in the data collection instruments where the questionnaires were the only instruments used yet there could be vital documents that needed to be analyzed.

Richard (2001) determined if certain financial resources were related to academic achievement in Georgia public schools. Four predictor variables representing different financial resources were compared with a criterion variable representing different financial resources were compared with a criterion variable representing differences were statistically held constant to reduce their possible effects. The four financial variables were Per-Pupil Expenditure, Average Teacher Salary, Per-Pupil Local Revenue, and Per-Pupil District Wealth, all measured by dollar amounts. The criterion variable was the Georgia High School Graduation Test Pass Rate, measured by percent for each school district. The three covariates were socioeconomic status, race, and special education enrollment, all measured by a percent for each school district. Participants in the study were the 180 public school systems in Georgia, although seven were excluded because they did not have secondary schools, but instead transported their students to a nearby district ($n = 173$). The most recently available data were obtained from the Georgia Department of Education (GDOE) in August 2001 for the 1999-2000 school years.

Following the organization and summation of descriptive statistics, correlation coefficients were reported and compared. Next, a simultaneous multiple regression analysis was conducted, and the results were reported. Since interaction between the variables modified certain relationships, it was also necessary to show how these relationships were modified. The results were conclusive. Average Teacher Salary was found to have a statistically significant ($p < .05$) and moderately positive relationship ($r = .41$) with academic achievement. However, none of the remaining three financial variables (Per-Pupil Expenditure, Per-Pupil Local Revenue, Per-Pupil District Wealth) had anything more than a weak relationship with academic achievement. The analysis supported the value of Average Teacher Salary as a predictor of academic achievement. The findings of this study imply that when financial resources were used for higher average teacher salaries, the results were higher academic achievement.

The study sought to find out the influence but went ahead to use descriptive survey design. Inadequacy observed in data collection instruments applied, only one instrument used that is questionnaire yet documents of school income and expenditure needed to be analyzed to see how finances were acquired.

According to Fermanich (2003), the effects of schools and teachers on student achievement was

found to have three main types of studies: production function studies, effective schools studies, and school effects/teacher-effects studies. Production function studies such as those reviewed by Hanushek (1989) and reviewed by Hedges et al. (2004) found, at best, a questionable link between resources and student learning. However, it is also the case that these studies tend not to include fully specified models of how learning transpires in a classroom. The second group, effective schools studies, shows that effective schools tend to have certain characteristics, but these are not necessarily linked to level of resources in a school. The third group, school- and teacher-effects studies, uses regression analysis to show how various characteristics of schools and teachers are related to student-level outcomes, including achievement. In terms of the effect of school-level resources, most of these studies have not looked directly at this issue. This study looks both directly at this issue and at some of the other variables found to influence student achievement cited in studies next.

At the school level, some studies have shown a negative relationship between the size of a school and student achievement, suggesting that smaller schools may be more conducive to learning (Andrews, Duncombe, & Yinger, 2002). A number of studies have analyzed the relationship between per-pupil spending and student achievement, with the majority showing no relationship (Hanushek, 1989), although many of those models used a district-level measure of per-pupil spending rather than an actual measure of expenditures per student at the school level. For a more extensive summary of the variables at the student, classroom, and school levels that affect student learning gains, Odden et al. (2004).

Current resources can and must be used better if ambitious education reform goals and student performance improvement are to be achieved. Research has produced a great deal of information about how dollars are distributed to school districts. However, there is insufficient data in the research on how to put dollars to productive use (Picus & Fazal, 1995). From recent studies, it is known that at least 80 percent of most school district budgets are spent at and within school sites for a wide range of student services such as instruction, school leadership, counseling services, supplies, and materials (Odden & Archibald, 2001). The remaining expenditures support the superintendent's office, tax collection, insurance coverage, and other business and operating expenses.

Another well-established fact is that spending for instruction represents about 60 percent of state and local operating expenditures (Picus, 2001). High-spending districts generally spend higher percentages of their funds for instruction than low-spending districts, although there are exceptions (Hartman, 2008).

According to a report by World Bank (2005), unit cost of classroom construction can be reduced through evaluation of the choice of technology and building materials with respect to cost, quality maintenance requirements as in community managed construction and in use of locally available input. Similarly, Shepherd (2009) focuses on better schools for less money as in United Kingdom. This were necessary through breakdown of construction cost which opened up avenues for rationalization of school construction methods and ultimately for controlling school construction cost and inspiring economies by setting cost limits on all proposed construction. Aoki et al., (2002) recommend the reduction of construction costs by as much as half through the use of more modest but still safe and adequate design standards; the use of lower cost local construction materials; and through mobilizing community labor to help build schools.

No educational system can be run without financial resources, this is evident as indicated by researches conducted, it is in fact because of financial implications required in teaching and learning that governments have come out to fund learning through the program of free education for all where the government allocates funds to support teaching and learning in public schools. However, the program needs to be closely monitored and evaluated to find out the extent to which it is implemented and whether it is reaching the intended beneficiaries and to provide room for accountability from those managing the funds so as avoid cases of misappropriation of funds meant to improve educational systems in the country.

iv. *KCSE Performance*

Globally, school performance has been seen as a function of school resources. However, learning resources are likely to be subject to diminishing returns such that mathematics text book is likely to add substantially to learning effectiveness, but additional text books are likely to contribute successively smaller amounts (Hurd, 2005).

Adebayo, (2007) in his study of French language teaching and productivity enumerated the factors affecting the French language to include: policy deficiency of not making the subject compulsory at all educational levels, unqualified teachers, attitude of many students to the language, insufficient funding and curriculum combination of the subject with other subjects.

Studies conducted by Odden et al. (2004) indicated that the school process affects KCSE performances are the school processes. This is due to the fact that schools have control over how school input are organized and managed, teaching practices they use and the climate they create for student learning. They also reveal that a number of policies and practices have been shown to affect performance. Some studies

have shown that school organizational practices which include teachers and parents in decision making, affect student achievement in middle and high schools as in USA.

However, communal organizations, including democratic governance had no impact on achievement (Rumberger, 2005). Aoki (2002) identified teacher quality as the most important determinant of school effectiveness; KCSE performance. As such, Hanushek, (2003) said that high quality teachers are ones who consistently obtain higher than expected gains in student performance. Research has demonstrated that a wide variety of individual student characteristics are related to student test scores, including demographic characteristics such as ethnicity and gender, family characteristics and structure and academic characteristics such as previous achievement and retention (Rumberger et al.,2005). Ibid further noted that student characteristics influence student achievement not only at an individual level but also at aggregate or social level that is social composition of students in a school which in turn influence student achievement apart from the effect of student characteristics at an individual level.

According to Aoki et al., (2002) student factors such as poor health can be a major cause of low learning achievement .Also, physical or learning disabilities effect achievement if proper assistance is not given. Also, violence influence KCSE performance. Education Minister Sam Ongeru in TSC (2009) says that post-election violence of early 2008 caused disturbances, displacement of students and teachers, loss of learning time as well as closure of schools in the affected areas as a result drop in the candidates' performance in KCSE, he further identified school unrests as determining KCSE performance as they lead to destruction of school facilities.

v. *Measures of Effectiveness*

Globally, studies have shown that that cost have little meaning or value unless they are set against educational results and the results are weighted against the objectives Coombs and Hallack (1972). This implies that despite scarce resources, the effectiveness of cost - saving measures need to be assessed. Ominde, RoK (1964) showed that large schools secure maximum economies of building and equipment as full use of certain space can only be obtained where there are three or four streams. Kosgei et al., (2004) added that recurrent expenditure per pupil had an inverse relationship with the size of the school as increase in size of the school triggers reduction in recurrent expenditure and hence the school realizes substantial amount of savings. Rumberger & Palardy (2005) say that large schools are more effective in improving student learning than midsized schools. However, large

schools have significantly lower test scores than medium sized or small schools.

According to studies conducted in Africa by Guellemette (2005), it was found out that reducing class size has proved expensive. Also, later primary (three and six) and secondary grades finds no significant improvement in student performance from smaller classes. For example, in US, over the past quarter century a steady decline in pupil-teacher ratio had no corresponding measure of student achievement. (Ibid) further observes that a wide discrepancies in pupil-teacher ratio across countries and time show little relationships to achievements as in science and mathematics test, countries such as South Korea with very large sizes routinely outperformed richer countries such as US and Canada where classes are much smaller. Cooper, Valentine, Chariton & Melson (2003) indicate that modified school calendars were associated with higher achievement for economically disadvantaged students. They say that extended school calendar is a panacea to where there is a great need for additional schools and classrooms as the existing buildings are in use year round.

Studies conducted in Kenya by, IPAR (2007) associated poor governance to rampant corruption at administration and board levels with regard to procurement of school equipment, consumables, learning materials and hiring of teachers and non-teaching staff. Therefore, poor board management increases transactional cost of secondary education. On education technology, Anderson (2005) said that it has been demonstrated to increase student learning cost effectively hence enhance quality of education both by increasing availability of up to-date teaching materials and providing the most highly qualified teachers with the means of reaching wider audience. In addition, Pritchett & Filmer (2007) added that education production function is determined by an underlying pedagogical process. This theory shows that in multi-grade schooling, student learning compares very favorably with learning outcomes in traditional classrooms. Also, double-shift schools can allow students adequate instructional time without impairing learning (Aoki, 2002).

e) *Knowledge Gap*

Studies have been conducted to determine the factors that affect student performance in different subjects. The foregoing literature review embodied some studies that depicted the position of resource availability against student performance in schools globally, regionally an in Kenya. Reports from these studies have served as useful guides to the present study; however there are emerging gaps that needs to be filled for knowledge advancement.

Aregbeyen (2011) examined the quality of teachers and students performance in schools in Nigeria. The composite measure of the quality of

teachers covered qualification, experience, patience, creativity and communication skills. The obtained results suggested that the observed variations in the students' performance were significantly explained by the difference in the quality of teachers. The emerging gap involves the context of the study area which is Nigeria as opposed to the current study that will be conducted in Vihiga County- Kenya. In as much as both studies focus on French teaching and performance, the current study looked specifically at teachers as opposed to the current study that also involved physical as well as financial resources and how they relate to student performance. Equally time factor cannot be left out as these two studies were conducted in different time frame.

Focusing still on studies conducted, Nambuya (2013) examined school based factors influencing student academic performance at KCSE Kenya, the study revealed that human resource was not well handled since most of the head teachers and directors of study did not employ well trained school workers and their numbers were not enough to handle all students hence poor performance of students. Even though the studies used the same variables, this study generally looked at students' performance as opposed to the current study that specifically looked at French subject. The study also sought to find out how each variable influenced performance while the current study sought to find out the relationship between each variable and performance of French subject. The method used for sampling the respondents is different whereby the previous study used purposive sampling technique, and the current study used simple random sampling technique which is better as it is free from bias.

Furthermore, in what concerns physical resources, Adalikwu (2012) examined the influence of instructional materials (teaching aids) on academic performance of students in chemistry in Nigeria. He found out that students taught with instructional materials performed significantly better than those taught without instructional materials, and that the use of instructional materials generally improved students understanding of concepts and led to high academic achievements the study only focused on one variable that is the instructional material which is a section of all the resources required in teaching and learning of a given subject, consequently the subjects in focus of study are different that is French and chemistry. The context is also different whereby the study was conducted in Nigeria.

On the other hand, it is clear that very few studies had been undertaken in assessing the relationship between financial resources and student performance. Diane et al. (2003) examined resource allocation; connecting spending to student performance in the USA, while Munda et al. (2014) studied the influence of education costs on student performance in

Kenya. From the foregoing, it is evident that there has been no study to establish the relationship between financial resources and performance in French subjects among secondary schools in Vihiga-County, also none addressed in-depth investigation on this subject thus leaving a potential gap in literature that this study sought to fill. This study therefore aimed at assessing the relationship between resource availability and performance in French subjects among secondary schools in Vihiga County- Kenya and identifies ways of improving KCSE performance in secondary schools in Vihiga County. By filling this gap, the study would contribute to the body of knowledge available on the issue.

III. RESEARCH DESIGN AND METHODOLOGY

a) Research Design

The study employed a correlational research design. Correlational research design was used to describe in quantitative terms the degree to which two or more variables are related. It involved the collection of data on two or more variables on the same group of subjects and computing a correlation coefficient. Stanovich (2007), this design also provides an accurate and efficient means for describing people's thoughts, opinions and feelings. The researcher described in quantitative terms the degree to which two variables are related. This enabled the researcher to assess the degree of relationship between these two variables.

b) Target Population and sample size

The target population of the study included all the schools teaching French language, all head teachers of schools teaching French subject, all teachers teaching French subject and all students studying French subject in Vihiga County-Kenya.

Head teachers were included in the study because they are decision makers and as pedagogical leader he gets to know what goes on in class and school as teachers report to him. As a supervisor he is tasked with deploying staff, allocating time to subjects taught in school, providing teaching and learning materials and creating an atmosphere conducive to effective teaching and learning. Teachers were selected because their training and experience is important to student's performance, through them the researcher found out the teaching and learning materials present and frequently used in teaching-learning process, their attitude towards the subject and views on performance, and the challenges they face in the implementation of the French curriculum as they have firsthand experience through their interactions with the students.

Table 3.1 : Target Population

Target Group	Frequency
Head teachers of Schools Taking French	14
French teachers	20
Total	34

c) Description of sample and sampling procedure

10 schools out of 14 schools were randomly selected by simple random sampling. The sample size of teachers was derived from 20 teachers of French in schools in Vihiga County using Krejcie & Morgan (1970) table as quoted by Kathuri & Pals (1993). (See appendix VI). According to the table a target a population size of 20 teachers was represented by a sample size of 19. School were stratified into 3 stratum namely, national, county and sub county. Random sampling was used to select teachers of French subject in each school to constitute the sample. This was done by assigning teachers numbers. All head teachers in the sampled schools participated in the study.

Table 3.2 : Sample and Sampling Procedure

Target Group	Numbers of schools	Target population	Sample size
Head teachers of Schools Taking French		10	10
French Teachers			
National level	2	6	6
County level	6	12	11
Sub County level	2	2	2
Total	10	20	19

d) Description of Research Instruments

i. Teachers Questionnaire

Structured questionnaires were used to collect the required information from the study population. By using self-administered questionnaires information about resource availability and performance in French subjects in Public Secondary Schools in Vihiga County and other related data was obtained. The questionnaire consisted of 3 sections, the first section included the researchers introduction and instructions, the second section had the respondents' background information, the third sought to find the relationship between human resource and performance of students in French subject in KCSE, the fifth examined the relationship between physical resources and performance of students in French subject in KCSE and finally the last section sought to find out the relationship between financial resources and performance of students in French subject in KCSE.

ii. *Interview schedule for Head Teachers*

Interviews are questions that are asked orally, it can be structured or open ended questions. Oral interviews were used to ask questions and obtain data from the head teacher. A question which cannot be included in the questionnaire due to their elongated nature will be phrased to fit the informants' level of understanding. This made it possible to access intensive data that covers wider scope of research. The method also provided reliable and accurate information in an intensive manner that give satisfactory results. The interviews were audio taped and transcribed. The interview schedule had two sections; the first section involved the researcher's introduction, while the second section consisted of the availability of resources in the schools.

iii. *Observation Schedule*

In this regard the observation checklist was used to observe the teaching and learning resources for French subject adopted by the respective secondary schools that is likely to impact on the performance of students in French together with the physical, teaching and learning resources available/functional in the schools.

iv. *Document Analysis Schedule*

Document analysis schedule was used to collect recorded information related to the research study. This included mark books to find out the performance of students in French classes, records of work and the schemes of work to establish the teaching and learning materials used by the teachers. This method is ideal because it enabled the researcher to obtain unobtrusive information at the pleasure of the researcher and without interrupting the researched.

e) *Validity and Reliability*

i. *Validity of Research Instruments Results*

Validity of the instruments was assessed in terms of the extent to which the results of the research instruments serve the particular interpretations and uses for which they are intended. An aptitude scale is considered valid, for example, to the degree to which its results conform to other measures of possession of the aptitude. Validity therefore refers to the extent to which an instrument asks the right questions in terms of accuracy. The content validity of the questionnaire was determined through discussing the items in the instrument with the lecturers from the department and colleagues to check both the content coverage and the clarity of the questions. Advice given by these people helped the researcher determine the validity of the research instruments.

ii. *Pilot Study of Research Instruments*

The questionnaire and interview schedule were piloted in 2 schools in the neighboring Kakamega County a locality similar to the study area but not

involved on the study to test how they work. In this regard 2 teachers and 2 pupils not involved in the study were asked to complete the questionnaire. The head teachers of the schools were interviewed. Data collected from the pilot study was used to rephrase and reorganize the format of the questionnaire. Piloting was important as it enabled the researcher to assess the willingness of the respondents to co-operate in the study, the eminent obstacles to data collection and helped to determine the validity and reliability of the instruments results.

iii. *Reliability of Instruments Results*

The questionnaires were designed carefully to ensure no ambiguity and that all respondents understood and responded to all issues in exactly the same way as expected by the researcher. This involved the rating scales that include the attitude questions and were computed in Likert scales. The test re-test method was used to test the reliability of the instrument results. Questionnaires were administered twice after an interval of two weeks and the results compared. The split half was used to determine a reliability index through Pearson's Product Moment Correlation coefficients. The study found that all the variables had a reliability index of 0.7.

f) *Description of Data Analysis Procedures*

Quantitative analysis, editing, coding, data entry, cleaning and recoding activities were done by using SPSS (version 19.0). Composite averages were analyzed using descriptive statistics. Descriptive data was analyzed using frequencies, percentages, means and standard deviations. For inferential statistics ANOVA was used to test the hypotheses. The schools were grouped in terms of those with: Inadequate Resources, Moderate Resources and Adequate Resources.

IV. RESULTS

a) *Demographic Characteristics of Respondents*

The demographic information of the respondents is considered very crucial not only for subsequent discussions of the findings but also for the authenticity and generalization of the results. This section, therefore, presents respondents' background information considered crucial for discussions in this study such as gender, age, highest level of education and teaching experience.

i. *Age of the Respondents*

The age of the respondents was sought by the researcher. The findings are illustrated in figure 2. From the findings, clear majorities (58.5%) of the respondents were between 31-35 years, 23.7% of the respondents were between 36-40 years, 14.8% of the respondents were between 41-45 years and 3% of the respondents were below 30 years. This implies that most teachers had some experience in the teaching of French subject.

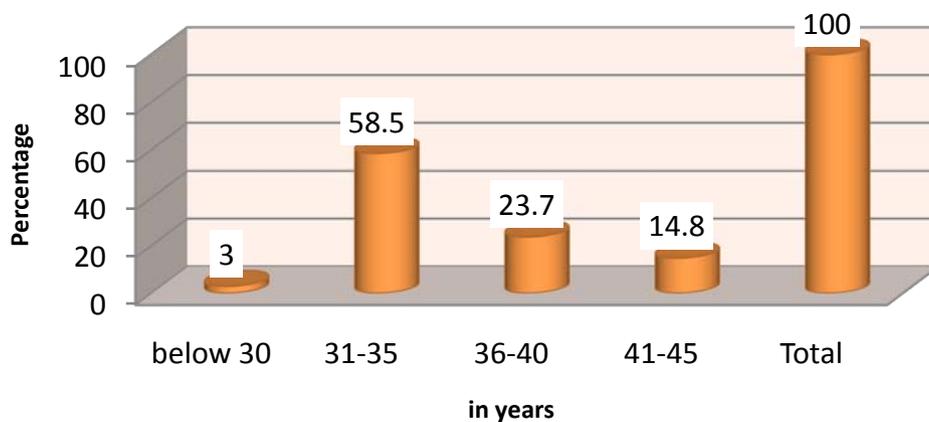


Figure 2 : Age of the Respondents

ii. Gender

The study put into account the gender of the respondents which was considered relevant to this study. Figure 3 illustrates the results. As evidenced in the findings, 64% of the respondents are female whereas 36% of the respondents are male. From the

above findings, it was clear that majority of the teachers were female which indicates a bias regarding teaching of French. This could be as a result that more females venture into languages as compared to their male counterparts.

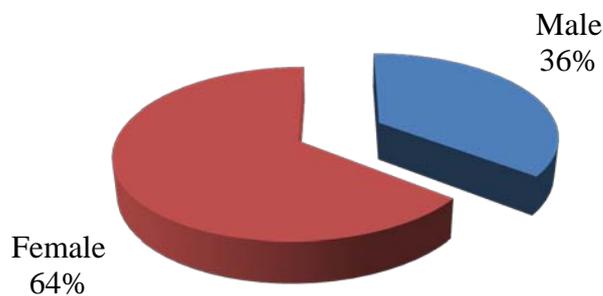


Figure 3 : Gender

iii. Teachers' Qualification

The academic qualification of teachers is one of the most important factors that determine acquisition of language skills. As such, the researcher sought to establish the teachers' academic qualifications. The results of the study are as presented in Figure 4. It was revealed that 41.5% of the respondents were diploma holders, 40% of the respondents had Certificate level of education, 11.9% of the respondents were degree holders, 5.9% of the respondents were at P1 level and 0.7% of the respondents had Master's level of education. The study noted that this was very important that schools should employ and retain competent and qualified staff because most of their activities require the use of knowledge, skills and abilities.



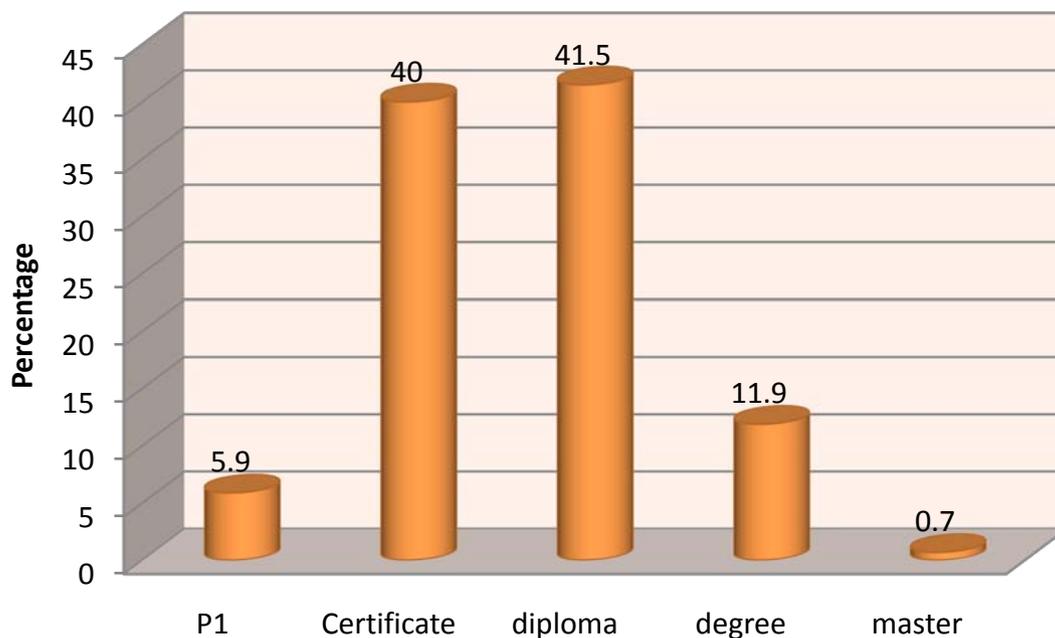


Figure 4 : Teachers' Qualification

iv. Teaching experience

The teaching experience of a teacher enables the teacher to interact more freely with the children especially during activity times. Figure 5 shows the respondents work experience in the school. From the findings in Figure 5, 46.7% of the respondents had an experience of 11-20 years teaching, 40% of the respondents had taught for 6-10 years, 8.1% of the respondents had taught for 1 to 5 years and 5.2% of the

respondents had an experience of over 20 years. Since most of the teachers had an experience over 11 years, they are able to interact freely with children and contribute to the development of their language skills. With such a rich teaching experience coupled with their wealthy professional qualifications, teachers were therefore expected to be knowledgeable and hence able to give reliable information as sought by the study.

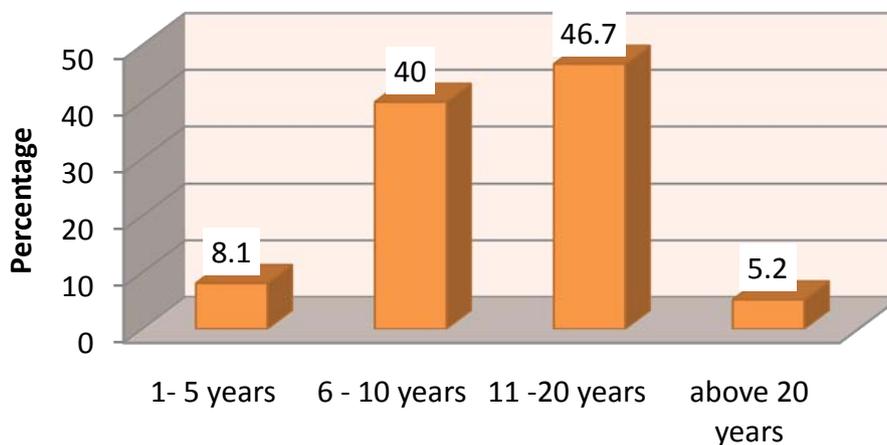


Figure 5 : Teaching Experience

b) Human Resource and Performance of students in French subject in KCSE

The study also sought to establish the perception about aspects of human resources and their

relationship with performance of students in French subject. The results were summarized and presented in Table 4.1.

Table 4.1 : Aspects of Human resources and student performance in French subject

	F	%	Mean	Std. Deviation
Teachers of French subject are well qualified in teaching	7	38.8	1.91	0.422
The school has adequate number of French subject	7	39.9%	4.31	0.728
French teachers are committed in teaching French subject	8	43.6%	2.67	0.701
The school administrative is very supportive to teachers of French	9	48%	3.9	0.842
Teachers of French are well motivated to teach the subject	8	42.9%	2.09	0.922
Our teachers of French subject seem to be well experienced in teaching	6	34.1%	3.71	0.501

From the findings presented in Table 4.1, majority of the respondents 7(38.8%), mean = 1.91, strongly disagreed that teachers of French subject seem to be well qualified in teaching while 7 (38.89%) of them agreed with this fact. 7 (39.9%), mean = 2.31, also agreed that the school has adequate number of French subjects and this might be because of the school following a set out curriculum. However, 8(43.6%), mean = 2.67 disagreed that teachers of French are committed in teaching French subjects despite majority of the respondents, 9 (48%), mean = 2.90, agreeing that the school administration is very supportive to teachers of French subjects and that 8 (42.9%), mean = 3.09, of the respondents disagreed that the teachers of French are well motivated to teach the subject although the teachers are well experienced to teach the subject as agreed to by majority of the respondents, 6 (34.1%), mean = 3.71. Past research findings have revealed that teacher quality is a major factor in determining student performance because it is well known that an academically qualified teacher has more authentic knowledge about the relevant subject than the academically less qualified teacher. The findings above have shown that although teachers are qualified and receive support from the administration, they seem to be not motivated enough to teach and are not well motivated to teach.

Considering research question of the relationship between Human Resource and Performance of Students in French, the study indicates that teachers handling French in the schools under study were trained professionals. The analysis revealed that a good number of teachers were university graduates and diploma holders. But in as much as most of them were trained professionals, it was observed that majority did not adhere to the expectations of teaching skills required for implementing the curriculum. For example most teachers went to class with no notes or lesson plan, while others did not keep records of work and marks for consistency, continuity and keeping track of student's performance hence it proved difficult to explain student's behavior at the end of the lesson and this affected the effectiveness of teaching and learning.

c) *School physical Resources Affecting Performance in French*

The researcher sought to find out the availability of school physical resources and their relationship with the performance of French at K.C.S.E. Such resources included teaching and learning resources, school management styles, school physical facilities, class size among others. Table 4.2 indicates teachers' views.

Table 4.2 : Availability of Physical resources

		Yes	No	Not sure
Textbook books for French subjects	Frequency	1	13	4
	Percent	4.4	83.9	21.7
Well maintained Classrooms	Frequency	1	13	4
	Percent	8.1	60.5	22.4
Exercise books	Frequency	1	12	5
	Percent	6.5	66	27.5
Internet	Frequency	1	6	11
	Percent	5.6	32.4	62
Computer lab	Frequency	1	7	9
	Percent	8.1	38.3	52.6
Manual for French subjects	Frequency	9	4	5
	Percent	52.3	20.6	27.1
Journal for French subjects	Frequency	5	5	8
	Percent	26.7	25.9	47.4
Curriculum catalogues for French subjects	Frequency	3	5	5
	Percent	14.6	25.9	25.9

Well maintained classroom furniture	Frequency	2	8	8
	Percent	13.4	44.5	42.1
Charts for demonstrations	Frequency	3	8	7
	Percent	16.2	44.6	39.2
Electronic media to teachers	Frequency	3	5	9
	Percent	18.4	27.4	54.2

The findings in Table 4.2 revealed that the text books for French subjects are less available, 13 (83.9%) Although well maintained classrooms are available, 13(60.5%), in some schools, the classrooms as a resource are not adequately available. The findings also indicate that well maintained classroom furniture is medium available, 8 (42.1%). In addition to this, exercise books were found to be less available, 8 (44.8%) as well as the manuals for French subject, 7 (41.4%), Journals for French subject, 7 (39.9%), curriculum catalogues for French subjects, 6 (33.6%) as well as charts for demonstrations, 6 (33.9%), all these were found to be less available indicating inadequacies in terms of reading materials.

In terms of availability of modern technology for teaching/ learning of French subject, the findings revealed that internet is less available in majority of the schools, 11 (62.0%) with 6 (31.5%) of them indicating that internet is not available. In addition to this, computer labs were found to be less available, 9 (52.3%) with 7 (37.7%) indicating that computer labs were not available at all. As indicated, most of the schools are ill equipped with the modern technology needed in the teaching/learning of French subject. Although some schools were found to be having electronic media, 5 (27.4%) the number is insignificant thus qualifies the fact that in majority of the schools, computer labs are less available with some schools not even having computer labs.

This gives an indication that majority of the schools have not invested in new technology that can aid in the learning of the French subject. As a consequence, even the teachers do not use modern technology in aiding their teaching and thus the full benefits of using modern technology in learning of French subject are not fully utilized. This would definitely affect the performance of the students in the subject especially when compared to schools which have fully embraced the use of modern technology in teaching of French as well as the changing trend of learning of French as well as other foreign languages. The use of technology, specifically multimedia, for foreign language instruction has expanded rapidly in the last two decades. Research on the effect of technology-enhanced instruction on achievement and studies of student attitudes regarding learning with technology have also increasingly been reported (Salaberry, 2001) while a number of benefits for students related to the general use of technology in classrooms have been identified and include increased motivation,

improvement in self-concept and mastery of basic skills, more student-centered learning and engagement in the learning process, and more active processing, resulting in higher-order thinking skills and better recall (McGrath, 1998). Additionally, there seems to be a beneficial multimedia effect, especially for low achieving students, when it is used to illustrate concepts and organize factual information. Furthermore, students also appear to gain confidence directing their own learning. While these benefits have been identified, the findings in this study indicated that the schools fail to realize these benefits because majority are ill equipped with modern technology and this might impact negatively on their performance.

Concerning school physical resources, the study established that only one school had a French library, while the other 6 had school main library with only course books, while 2 only had book stores. Lack of that important facility denied both students and teachers the opportunity to access reference materials and ample space especially for students to do private studies when out of class.

The analysis indicates that teaching and learning resources were inadequate in almost all the sampled schools especially those that fell in the district school category. Schools lacked the necessary textbooks like language course books, the few that were available students had to share in a ratio of one book to three learners.

School management committee's styles were also found to impair schools' quest for impressive academic performance. The school's management did not to allocate funds to those resources that directly affected student academic wellbeing. Second, when a chance arose to employ BoM teachers, in most cases they went after those they could pay cheaply. School principals did not escape the blame because some of them could not send teachers for in-service courses because they had financial implications.

d) *Financial Resources and Performance of Students in French Subject*

An assessment of the availability of financial resources was also carried out. French teachers were asked to indicate the extent to which they agreed with selected aspects of school finances. The findings summarized and presented in Table 4.3.



Table 4.3 : Financial Resources

		YES	NO	Not Sure
The school has adequate funds to support French subjects	Frequency	8	8	2
	Percent	46.	42	11.9
The school has income generating activities	Frequency	1	7	10
	Percent	3.4	40.3	56.3
Parents financially support school programs such as French class	Frequency	5	8	5
	Percent	27.8	45.5	26.7
Government financial support school operations	Frequency	3	11	4
	Percent	18.3	58.9	22.8
The schools has received aids and grants from donors, NGOs among others	Frequency	0	5	22
	Percent	60.2	28.4	11.4
The schools has not experienced any financial shortage	Frequency	4	6	9
	Percent	22.7	33.9	44.5

From the findings, majority of the respondents agreed that the schools have adequate funds to support French subjects, 8 (42%) although majority of these schools do not have their own income generating activities, 10 (56.3%) indicating that majority of the schools depend on the government for financial support with the support being at least adequate given that the majority of the respondents, 6 (33.5%) noted that the government financially supports school operations but the support is not adequate given that 5 (25.4%) of the respondents agreed that the government does offer financial support for school operations. In addition to this, parents do not give adequate financial support to the school programs such as French classes, 5 (30.2%). Given that there was no adequate support from both the government and the parents, majority of the respondents, 7 (41.4%) disagreed that the school has received aids and grants from donors, NGOs among others and though there was some form of support in terms of aids received, these findings showed that it was not adequate and given that this is the case, 7 (39.9%) disagreed that the schools do not experience any financial shortage.

From the findings it is evident that most schools were grappling with the issue of inadequate funds since most of them depended on the school fees paid by students and money paid by the government for each student that in real sense is not enough to support effective running of school programs and many a time it delays due to one reason or another thus stifling the programs, most students from these schools come from poor backgrounds hence may not be able to pay school fees on time, or may not be able to pay at all. As a result, most schools cannot be able to afford modern/required facilities for keeping up with the current trends of teaching and learning the French subject.

Majority of the schools had only one radio and hence they would share with other subjects. This will limit the frequency of administering the listening comprehension as one has to work with the program of other teachers using the same radio. Others opted for the cheap electronics hence compromise on the quality

of voice production and hence poor performance in the listening comprehension examination. Most teachers did not use charts for demonstrations in classrooms mainly because the charts are not readily available, and because some did not have the French rooms hence don't have a place to place them as they keep on moving from one classroom to another.

Co-curricular activities and educational trips are crucial in student learning as they play a major role in promoting a student's social behavior. Most schools participate in drama and poems that boosts self-esteem and mastery of language phonetics and literature; equally it gives a student a chance to learn from others as well as promoting healthy competition amongst them. Insufficient finances frustrated the implementation of such programs as a number of schools did not participate fully in the activities because of that.

Consequently, it is clear that most head teachers did not allow their teachers to attend professional development programs and trainings organized by the ministry of Education due to high costs associated with such programs, as a results most of them lagged behind since knowledge keeps on changing with time and hence the poor performance observed in the County.

e) Performance in French

The specifics of the performance of French at KCSE for the period 2009 to 2013 are summarized in Table 4.4.

Table 4.4 : French KCSE mean scores, deviations and their percentages in sampled Schools

KCSE Year	Mean score	Deviations	(%) Deviation
2013	4.030	0	0
2012	4.296	+0.266	6.600
2011	4.380	+0.084	1.955
2010	4.385	+0.005	0.114
2009	4.512	+0.127	2.896

The results in Table 4.5 indicate that performance of French in Vihiga County over the five years under study has not been encouraging despite the positive deviations. The findings have shown a steady decline in the KCSE means scores for the French subject from the year 2009 (mean score = 4.512, SD = 0.217) to the year 2013 (mean = 4.030, SD = 0.000) which indicates a mean grade of D+ over the five years. In addition to this, though the mean score has been declining over five years, the findings also revealed that the mean scores for each of the years was still way below par because in each year, the mean grade for French in KCSE was D+. This indicates that the French subject has been experiencing poor performance over the years and the results are still declining which shows that there have been no effective solutions put in place to reverse the trend or it might imply that the solutions put in place to address the negative trend are not working at all.

f) Tests of Hypotheses

The study adopted ANOVA method to evaluate how each of the identified variables that is: school

Table 4.5 : ANOVA Summary Table

Source of Variation	SS	Df	MS	F	P-value	F crit
Between Groups	6480.933	2	3240.467	41.23486	3.36E-14	3.075853
Within Groups	8958.759	114	78.58561			
Total	15439.69	116				

Since the above table shows that the calculated value of F is 41.23486 which are more than the F critical of 3.075853 at 5% level, we reject the null-hypothesis.

The results indicate that there is a significant difference between mean French achievement scores of students in schools with different levels of human resource availability. These findings revealed that human resources have the second most significant relationship with the performance of students in French subject especially in terms of effectiveness and experience which agrees with Murnane (1985) who noted that teacher experience and quality argued that student learning is heavily influenced by teachers' effectiveness and their years of experience.

Furthermore, it was observed from the findings that the teaching experience of majority of the teachers was below five years, meaning they were relatively young in the field hence had not gathered sufficient expertise in language teaching/learning. To make

human, physical and financial resources relate to performance in French. The selected students KCSE scores were used to determine the differences in the mean scores. The schools were grouped into three, that is: Schools with adequate resources, moderate resources, and schools with inadequate resources.

The following null hypotheses were tested using one way analysis of variance (ANOVA) at 0.05, level of significance.

Decision Rule: If F observed is < 3.075853, do not reject the null-hypothesis If F observed is ≥ 3.075853, reject the null-hypothesis

i. ANOVA Summary Table

a. Human Resources

H₀₁: There is no significant difference between mean French achievement scores of students in schools with different levels of human resource availability.

matters even worse, one third of the teachers hired by BOM stayed in schools hardly for a term or two which caused the element of inconsistency and lack of continuity which adversely affected their performance. The study also found that teachers were not exposed to teacher professional development activities. Of the 12 teachers who took part in the study, a quarter were engaged in K.C.S.E marking, a handful had attended in-service (seminar) on French language pedagogy, while the bulky of them (two thirds) were not engaged in any. Lack of professional development for most of the teachers was occasioned by inability of the school principals to sponsor their teachers for training because of the financial implication involved, as well as the fact that some teachers were hired by the BOM thus temporal in schools. The same sentiments were echoed

by Muhammad and Rashid (2011) that academic qualification, professional qualification, refresher courses or trainings and teacher experience were the most important qualities of a teacher.

From the findings, the fact that a whopping majority of teachers had not attended any refresher courses is a cause for alarm, a fact attested to by Olembo et al. (1992) who acknowledge that the demands on the teacher change considerably during his career. They further observe that in view of the continuous renovation and development of teaching knowledge and of the constant change taking place within the educational systems, it does not seem possible to equip the teacher trainee with all the knowledge and skills required for an entire professional life. After carrying a study in Ankara, Saracologlu (2000) found that teacher expertise is the most significant school-based influence on student learning.

He further argued that school improvement always calls for enhancing the knowledge, skills and dispositions of teachers. He concludes that whatever course of action a school adopts, success usually hinges on providing support and resources for teachers to strengthen existing expertise or to learn new practices. It is worth noting that professional activities give teachers' confidence hence perfecting their teaching ability as it exposes one to modern trends in teaching methodology. The researcher concludes that given that most teachers lacked professional training, had not attended any refresher courses and were inexperienced, explained why the performance of French was dismal.

The findings indicated that majority of the schools could not maintain a class average of 45 students because they were faced with the perennial problem of student academic nomadism. On further inquiry, the researcher was informed that most students moved from one school to the other due to factors such as; failure to pay school levies, the close proximity of

b. Physical Resources

H_{02} : There is no significant difference between mean French achievement scores of students in schools with different levels of physical resources.

one school to the other, clan politics and the belief that school A will perform better than B in national examinations. This greatly hampered the schools' efforts to ensure good performance in the language as these schools continued to receive new students each term, while at the same time losing some to others. The researcher found that it was quite difficult for teachers across the schools to keep track of their learners' progress as far as the grasp of vital language tips was concerned. The findings also indicate that some schools had a class size of between 51 and 60 students which was way beyond the ministry guidelines. This was because they lacked enough classrooms due to massive student enrollment following the launch of free tuition in public schools. Teachers in particular confessed that it was practically not possible to give individual attention to each learner due to large class size, and the fact that they had a second subject to teach explaining why performance was dismal.

The findings in terms of class size were similar to those of Fabumni & Okore (2000) who in their study in Nigeria found that, the lower the class size or teacher pupil-ratio, the higher the achievement and that student achievement decreases as class size increases.

The study revealed the staffing condition of the sampled schools where it was observed that French teachers on average handled 25-28 lessons per week both in French and their second teaching subject. According to the Ministry of Education an ordinary classroom teacher is supposed to have 27 lessons per week, while Heads of Departments (HoDs) a minimum of 12 lessons and a maximum of 18 lessons per week. It therefore, meant that those teachers were overburdened especially when you add the other school administrative roles assigned to the such as being Heads of Department like guidance and counseling, games, examinations and career, languages among others. With that kind of workload, it was difficult for those teachers to rise to the occasion and deliver positive results in terms of performance.

Table 4.6 : Physical Resources
ANOVA Summary table

Source of Variation	SS	Df	MS	F	P-value	F crit
Between Groups	7359.807	2	3679.903	51.92016	9.33E-17	3.075853
Within Groups	8079.886	114	70.87619			
Total	15439.69	116				

Since the above Table shows that the calculated value of F is 51.92016 which are more than the F critical value, we reject the null hypothesis of no difference in the population means. Since the null has

been rejected, there is a significant difference between the mean French achievement scores of students in schools with different levels of physical resources. The results in Table 4.6 indicate that a majority of teachers

considered teaching and learning resources as a major factor responsible for dismal performance. Other factors were school physical facilities, school management styles, and school environment constituting. In addition to this, the findings on the relationship between school physical resources and performance revealed the existence of a relationship between the two variables which also accounted for the third most significant relationship.

The significance of teaching/learning resources cannot be gainsaid; an assertion confirmed by Scheerens (2003) who argues that availability of teaching/resources enhances the effectiveness of a school as they are the basic things that can bring about good academic performance. School management styles are also found culpable as findings indicate that they don't always give priority to resources that directly

affect academic performance when it came to allocating financial resources. Physical facilities like class rooms and libraries are also elusive in many schools. A fraction of the schools had swollen classes over and above the maximum of 45 set by the ministry of education, meaning teachers were unable to cope with the numbers when it came to individual attention. The findings are similar to those of Fabumni (2000) from his study in Nigeria that class size affects performance and that the lower the class size, the higher the achievement and vice versa. More than two thirds of the schools did not have libraries, meaning that learners were denied the opportunity to interact meaningfully with books.

c. Financial Resources

H_{03} : There is no significant difference between mean scores of students in schools with different levels of financial resources.

Table 4.7 : Financial Resources

ANOVA summary table

Source of Variation	SS	Df	MS	F	P-value	F crit
Between Groups	3429.131	2	1714.566	16.27405	6.06E-07	3.075853
Within Groups	12010.56	114	105.3558			
Total	15439.69	116				

Since the above Table shows that the calculated F is 16.27405 which are more than the F critical value of 3.075853 at 5% level, we reject the null-hypothesis of no difference in population means. Since we have rejected the null-hypothesis, there is a significant difference between the mean achievement scores of students in schools with different levels of financial resources. School management styles were found to influence performance of students especially because the school administration has been given the mandate to allocate funds to different vote heads and departments. This is so because financial resources are a key element among educational resources as they are mainly used for acquisition of other resources such as physical facilities, text books and human resources (Lumuli, 2009).

The school administration also may consider working hand in hand with the parents, community and the sponsors to source for funds that will enable the successful running of the schools. From the findings, a percentage of teachers indicated that most school head teachers did not treat the French teaching and learning with much importance as the compulsory subjects, some confessed that the funds allocated to their departments were inadequate as compared to other departments that contributed to the inadequacies observed. This attitude displayed by teachers mostly affected the teachers and this worked negatively on their motivation. According to behavioral scientists effective worker performance requires motivation ability and

reward system that encourages quality work (Ivancerich et al, 1994).

V. DISCUSSION

a) Summary of study

Despite the critical role French subject plays nationally, regionally and internationally, its performance in national examinations is still below expectation. Besides, its role as an economic, political, social and technological medium cannot be overemphasized let alone its growing influence in international circles. Thus, the main purpose of the study was to determine the relationship between resource availability and performance in French subject in public secondary schools in Vihiga County-Kenya. The study sought to answer the following. What is the relationship between human resource and performance of students in French subject in KCSE? What is the relationship between physical resources and performance of students in French subject in KCSE? What is the relationship between financial resources and performance of students in French subject in KCSE? The study was based on production function theory of education. The study employed a correlational survey research design. The sample size of teachers sample size of 19 teachers of French was randomly selected and 14 head teachers were purposively selected. A structured questionnaire, interview schedule, documentary guide and observation schedule were used for data collection. Descriptive data was analyzed using frequencies, percentages

means and standard deviations. For inferential statistics ANOVA was used to test the hypotheses.

From the study findings, the average age of the teachers of French was 31 to 35 years of age while 64% of the teachers are female which shows that more females engage in languages subjects as compared to males. Majority of the French teachers are diploma holders representing 41.5% while only 12.6% (degree and masters) of them have a higher qualification than a diploma giving an indication that the teachers do not upgrade their knowledge and skills and this might have an impact on the performance in the subject. This is despite that fact that most of the teachers have taught for 11 to 20 years representing 46.7%. Although there were low levels of education qualifications and higher experience, the findings also revealed that teachers of French subject seems to be well qualified in teaching while the number of French subjects was adequate and this might be because of the school following a set out curriculum. However, 43.6% of the teachers are not committed in French despite that the school administration is very supportive to teachers of French of English subjects because the teachers of French are not well motivated to teach the subject although 34.1% of the teachers are well experienced to teach the subject.

The findings also revealed that French subjects are less available in over 50% of the schools although majority of the schools have classrooms in some schools, the classrooms as a resource are not adequately available. In addition to this, exercise books were found to be less available as well as manuals for French subjects, Journal for French subjects, curriculum catalogues for French subjects as well as charts for demonstrations. In terms of availability of modern technology for learning of French subject, the findings revealed that internet is less available in 62.0% of the schools with 31.5% of the schools have no internet. In addition to this, computer labs were found to be less available in over 50% of the schools. Given that most of the schools are ill equipped with modern technology that can be used to aid in the learning of French subject, electronic media for teachers was also found to be not available and this qualifies the fact that in majority of the schools, computer labs are less available with some schools not even having computer labs.

The study findings also revealed that 42% of the schools have adequate funds to support French subjects. However, majority of these schools do not have their own income generating activities, which indicates that majority of the schools depend on the government for financial support with the support being at least adequate given that less than 30% of the schools are supported by the government financially to support school operations although the support is not adequate. In addition to this, parents do not give adequate financial support to the school programs such

as French classes. Given that there was no adequate support from both the government and the parents, 41.4% of the schools do not receive aids and grants from donors, NGOs among others and though there was some form of support in terms of aids received, these findings showed that it was not adequate and given that this is the case less than 39% of the schools do not experience any financial shortage.

i. *Human Resources*

The study findings have indicated that the availability of human resources influenced the performance of students in French. Past research findings have revealed that teacher quality is a major factor in determining student performance because it is well known that an academically qualified teacher has more authentic knowledge about the relevant subject than the academically less qualified teacher. The findings above have shown that although teachers are qualified and receive support from the administration, they seem to be not motivated enough to teach and are not well motivated to teach. The study also found that teachers were not exposed to teacher professional development activities. Lack of professional development for most of the teachers was occasioned by inability of the school principals to sponsor their teachers for training because of the financial implication involved, as well as the fact that some teachers were form 4 leavers thus temporal in schools.

ii. *Physical Resources*

The results of the study indicated that the availability of physical resources affected significantly the performance of the students in French subject and thus, teaching and learning resources are a major factor responsible for the performance of students in French subject. In addition, because classes were not adequate not well equipped for French classes it can be noted that the physical facilities especially classes had a bearing on performance according to school principals.

iii. *Financial Resources*

The findings also revealed that the financial resources affected the performance of the students in French subject. Although this was the case, the availability of financial resources was important in improving the performance of the students in French, the schools received inadequate support from the government, parents as well as NGOs and thus they would fall short in terms of physical resources and thus affect the performance of the students and this can be seen in terms of the declining trend of performance in terms of KCSE results and the perennial mean grade of D+ in the French subject.

b) *Conclusions*

On the basis of the findings of the study, the following are the conclusions made.

- The results of French subject have been declining over time with a lower mean grade and this is

because the schools have been facing inadequacies in terms of human resources especially in terms of experience and knowledge base of the teachers.

- In addition to this, majority of the schools that offer the French subject are ill equipped when it comes to the use of modern technology for teaching and learning of the French subject. Physical resources in terms of availability of classes as well as teaching materials and learning materials that can be used to aid in the teaching and learning of the French language are not readily available.
- Finally, the schools rarely receive enough funding from the Government, parents and other stakeholders to support the teaching and learning of French subject.

c) Recommendations

Based on the research findings and conclusions, the study made the following recommendations.

- In The Ministry of Education and the Teachers Service Commission may consider posting adequate qualified teachers to all schools as well as enforcing a policy on who should be hired as a teacher by the BoM. Teachers to be constantly engaged in refresher courses, seminars and symposia to update their skills on language pedagogy.
- Efforts to be made by school authorities, the Ministry of Education, county authorities and other stakeholder to provide new technology, enough physical resources like teaching/learning resources, class rooms and libraries. This can be done by bringing all the stakeholders together so that discussions can be made on how to enhance this support.
- The school management, the parent teacher association and the government may come up with means that will ensure that all subjects are funded adequately, and that the school management is held accountable when it comes to the management of the funds.

d) Suggestion for Further Studies

This study was limited to relationship between resource availability and performance in French subject in public secondary schools in Vihiga County-Kenya. Thus, for future research, researchers should try to generalize the research to other counties. Also, the study was limited to French subject only, thus further study should also put into consideration the resource availability and performance in other subject such as English subject.

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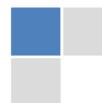
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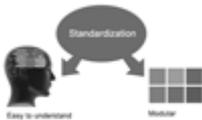


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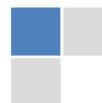
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Before start writing a good quality Computer Science Research Paper, let us first understand what is Computer Science Research Paper? So, Computer Science Research Paper is the paper which is written by professionals or scientists who are associated 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.

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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.

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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.

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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.

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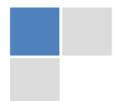
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- Submit all work in its final form.
- Write your paper in the form, which is presented in the guidelines using the template.
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A purpose of organizing a research paper is to let people to interpret 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.



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- 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
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- Submitting a manuscript with pages out of sequence

In every sections of your document

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- Use past tense to describe specific results
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- Shun use of extra pictures - include only those figures essential to presenting results

Title Page:

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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
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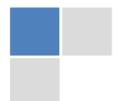
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- Shield the model - why did you employ this particular system or method? What is its compensation? You strength remark on its appropriateness from a abstract point of vision as well as point out sensible reasons for using it.
- Present a justification. 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:

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- 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.

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- 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.

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- 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

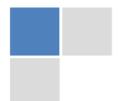
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- Make a decision if each premise is supported, discarded, or if you cannot make a conclusion with assurance. Do not just dismiss a study or part of a study as "uncertain."
- Research papers are not acknowledged if the work is imperfect. Draw what 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
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<i>Introduction</i>	Containing all background details with clear goal and appropriate details, flow specification, no grammar and spelling mistake, well organized sentence and paragraph, reference cited	Unclear and confusing data, appropriate format, grammar and spelling errors with unorganized matter	Out of place depth and content, hazy format
<i>Methods and Procedures</i>	Clear and to the point with well arranged paragraph, precision and accuracy of facts and figures, well organized subheads	Difficult to comprehend with embarrassed text, too much explanation but completed	Incorrect and unorganized structure with hazy meaning
<i>Result</i>	Well organized, Clear and specific, Correct units with precision, correct data, well structuring of paragraph, no grammar and spelling mistake	Complete and embarrassed text, difficult to comprehend	Irregular format with wrong facts and figures
<i>Discussion</i>	Well organized, meaningful specification, sound conclusion, logical and concise explanation, highly structured paragraph reference cited	Wordy, unclear conclusion, spurious	Conclusion is not cited, unorganized, difficult to comprehend
<i>References</i>	Complete and correct format, well organized	Beside the point, Incomplete	Wrong format and structuring



INDEX

B

Braunschweig · 20, lii

C

Chaloupka · 20, lii

E

Ethnocentrism · 12

G

Guatemala · 22, 25

J

Juxtaposing · 13

M

Modularized · 9

P

Prefabrication · 9

S

Schermbeck · 20, li

Szczyпка · 20, li



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