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# Teacher Educators' Contending Perspectives on Designing a Curriculum Underpinned by Knowledge Integration of Science Education Disciplines in South African Universities

By Kwanele Booi

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**Abstract-** The move from teaching disciplines in silos has been questioned as producing educators who are unable to teach integrated curriculum for integrated knowledge. South African Teacher Education Institutions have had to design teacher education and training curricula mandated by Department Higher Education and Training through the policy on Minimum Requirements for Teacher Education Qualification. This study adopted a qualitative method through case study which explored the conceptions and perspectives of science teacher educators of the principle of knowledge integration as suggested in the policy. Interviews were conducted with sciences teacher educators from a purposively sampled institution. For triangulation, documents of the new curriculum were also analyzed as tools to solicit data from the participants. Interview transcripts were coded and themes were extracted for data analysis. Findings demonstrated existence of contestations on the participants' views of how integrated knowledge in curriculum is. Further, findings unveiled that some design models used for curriculum design in the selected institution demonstrated attributes that work against knowledge integration with a reason of ensuring that discipline content codes and modalities are not to be tempered with.

**Keywords:** curriculum development; knowledge inte-gration; science teacher education; teacher educators; south africa.

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# Teacher Educators' Contending Perspectives on Designing a Curriculum Underpinned by Knowledge Integration of Science Education Disciplines in South African Universities

Kwanele Booik

**Abstract-** The move from teaching disciplines in silos has been questioned as producing educators who are unable to teach integrated curriculum for integrated knowledge. South African Teacher Education Institutions have had to design teacher education and training curricula mandated by Department Higher Education and Training through the policy on Minimum Requirements for Teacher Education Qualification. This study adopted a qualitative method through case study which explored the conceptions and perspectives of science teacher educators of the principle of knowledge integration as suggested in the policy. Interviews were conducted with sciences teacher educators from a purposively sampled institution. For triangulation, documents of the new curriculum were also analyzed as tools to solicit data from the participants. Interview transcripts were coded and themes were extracted for data analysis. Findings demonstrated existence of contestations on the participants' views of how integrated knowledge in curriculum is. Further, findings unveiled that some design models used for curriculum design in the selected institution demonstrated attributes that work against knowledge integration with a reason of ensuring that discipline content codes and modalities are not to be tempered with. This stance arose out of discipline specialists' fear that knowledge integration could lead to the lack of depth of content knowledge with possibility of production of inadequately prepared science educators. In conclusion, this study suggests that curriculum designers and developers could explore varieties of models of integrated knowledge production. This knowledge, if explored could have a snowballing effect which can be substantiated further as the current curriculum continues to be designed and implemented.

**Keywords:** curriculum development; knowledge integration; science teacher education; teacher educators; south africa.

## I. INTRODUCTION

The principle of integration in curriculum research in teacher education and training was introduced as an integral component of outcomes based education which had implications for organization and structuring of subject content knowledge from heterogeneous to multidisciplinary knowledge design (Gravette & Geyser, 2004; Jansen and Christie, 1999).

The Norms and Standards curriculum policy ushered in a new paradigm for teacher educators which Jansen & Christie (1999) considered to be a radical change that resulted in various misconceptions. Fullan (1995 and 2006) concluded that change is a process which is overloaded with new concepts, beliefs, attitude, interpretations and misconceptions to those who are engaged in it. Literature highlighted that there are protagonist and antagonist to change hence resistance to change is viewed by researchers in social sciences as a phenomenon that imposes challenges to new innovations and reforms in education (Goodson, 1994; Fullan; 2006 and Apple, 2004). This study considers the beliefs, attitudes, interpretations and conceptions of the natural Science teacher educators to be critical in the transformation of teacher education and training in the Higher Education Institutions (HEIs). The principle of integrated knowledge and integrated learning underpins the curriculum policy for teacher education and training; Minimum Requirement for Teacher Qualification (MRTEQ), (DHET, 2015), has implications for teacher educators in the field of Life Sciences in universities. The theory that informs this principle declares that there should be a shift in the conceptualization of knowledge from a homogenous disciplinary structure to a multi-disciplinary knowledge structure and integrated learning (pedagogy).

Research indicates that, since 1998 up to 2010, teacher education and training has struggled with the conceptualization of the natural Sciences curriculum model for implementing multi-disciplinary or integrated approach to knowledge acquisition (Bantwini, 2014; Bansilal, Brijlall, and Mkhwanazi, 2014; Jansen and Christie, 1999; Nkomo, 1997). The review of the Curriculum Policy for teacher education and training is another indication that teacher educators in Higher Education and Training face challenges in developing an adequate curriculum to implement multi-disciplinary and integrated learning. It is in this context that this study explores the perceptions of the Life Sciences teacher educator on knowledge integration for integrated learning.

Furthermore, it is on the basis of these perspectives that this study formulated a thesis that

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there is a possibility of antagonism and conflicts in the perspectives of the natural science teacher educators regarding the imposed principle of integrated knowledge and learning in the Minimum Requirements for Teacher Qualifications (MRTEQ). Researchers in higher education in South Africa pointed out that qualifications such as the Bachelor of Science degree offered in the faculties of science had restricted curriculum. As a result, academics qualified in specialized knowledge in the field of science, for example the streamlined combination of disciplines such as Botany, Mathematics Statistics, Chemistry, Biochemistry, Microbiology, Human physiology and Zoology. Most of the academics specialized in one or two of these disciplines (Sharma, 2017; Carl, 2012; Ahmad, 2014).

This is the scenario that this study assumes to be the reality facing the academics in faculties of Education: the need to shift from heterogeneous disciplines to the integrated knowledge model for integrated learning across discipline. It is assumed in this study that academics could be biased in the selection of themes driven by the passion of their specialization. If that is verified through the empirical study it will mean that natural Sciences teachers prepared by such academics will be ill-prepared to teach natural Sciences as it is supposed to be taught according to a multi-disciplinary model (Ahmad, 2014; Sharma, 2017; Conbleth, 1990; Carl, 2012).

These ideas and views provided a background to the problem investigated in this study which is stated as follows: How do Life Science educators perceive the shift from heterogeneous subject content knowledge to broad field knowledge structure? What approaches do they think are suitable for implementing the principle of integrated knowledge?

#### a) *Research Question*

- What are Science teacher educators' conceptions and perspectives of knowledge integration in a universities developing and training science educators?

#### b) *Literature Review*

The Higher Education and Quality Committee (HEQC) of the Council of Higher Education (2010: 73) emphasises that reviews of teacher qualifications take into account the needs of basic education for all:

"In choosing the area of education, and in particular, professional qualifications in education as the focus of this review, the HEQC took into account the fundamental role that basic education and the national schooling system have in the development of a democratic society. It also took into account the responsibility that higher education institutions have in this regard given their role in the training of teachers both in pre-service and in-service situations. The

selection of the specific type of qualifications to be accredited took into account the size of the enrolments as well as the strategic importance attached to mathematics and science in the broader developmental goals of the country".

Literature indicated that review committees were mainly concerned to design and develop curricula in the field of Science, Mathematics and Technology and to integrate applied competences (CHE, 2010: 86): 'A preferred area selected for review was the field of Science, Mathematics and Technology Education. In choosing specializations in relation to the B.Ed. and the PGCE, it was decided to review Senior Phase and the Further Education and Training band respectively. In this way the Review could provide insights into the quality of training received by teachers responsible for the entry and exit phases of the schooling process. Literature emphasises that streamlining the National Curriculum Statement, in terms of changes proposed by the ministerial committee in 2011, forced the Department of Higher Education to formulate policy guidelines that were in keeping with the proposal of the Ministerial Committee of the Department of Basic Education. The Department of Higher Education (DHET, 2011) gazetted the modified curriculum policy to guide the design and development of curricula for teacher qualification. The process of evaluating teacher qualification programmes resulted in departments undertaking the action presented (CHE, 2010: 87):

"The currency of the report's findings and their relevance, despite its delayed publication, is a sign of the persistency of the difficulties faced by the country in the area of basic education. It also highlights the complex relationship between higher education institutions' conceptualisation of teacher education and the understanding and experiences of the teaching profession operating among policymakers, government, unions, the broad public and the teachers themselves. In finalising the decision-making process, the HEQC Board took due cognisance of the strategic importance of the provision of teacher education nationally and took, in consultation with the Department of Education, a developmental view in those cases in which the closing down of programmes".

Research pointed out that the same cohort of academics who reported to have difficulty [or reluctance/resistance] in interpreting NSE regulators, were expected to align programmes with the guidelines provided in the Minimum requirements for Teacher Qualification (MRTEQ). The programme could have accommodated the provisions of the NSE, and at the same time been in a position to re-align existing programme design and curriculum structures with the principles of the new regulations. The panel reports indicate, however, that, on the whole, the staff of B.Ed. programmes were balanced in terms of the range of



disciplinary fields, the phase or learning programme specializations offered and the practical and theoretical components of the B.Ed. Reports point out that institutions of Higher learning are faced with the challenge and the problem of finding replacement staff with the appropriate professional and academic qualifications and experience, particularly in terms of equity. The report noted that institutions that provide teacher education qualifications often have staff members who are not engaged in scholarly activities such as research and other forms of structured inquiry. The DHET (2010) reported:

"This suggests that the level of staff qualification across the sector as a whole is generally low (the reason for this being again related to the history of teacher education and the process of its incorporation into universities) and in need of urgent attention at a number of institutions".

HEQC (2010) in the National Review of B.Ed. degrees offered in South African Higher Education Institution reported that: 'the B.Ed. is deemed to be the training of efficient classroom practitioners'.

Analysis of the guidelines provided by the CHE for aligning curricula and programmes for teacher qualification identified similarities between regulations in the NSE (2000) and those in the MRTEQ (2015). The chief difference was the explicit differentiation indicated in the knowledge matrix and the exit outcomes enshrined in the roles. The main emphasis remains on integration of learning which needs to be manifested in the knowledge mix in the programme.

Literature points out that integration or amalgamation of knowledge has introduced a remarkable discourse in curriculum research that is profoundly influencing the emerging trend in knowledge production globally and internationally (Gao et al 1994, Department of Education and training 1997). Gao et.al, 1994 asserted that there are various approaches to knowledge integration and integrated learning and in his view they are; trans-disciplinary knowledge production which means teaching across disciplines for the purpose of enabling learners to acquire skills, knowledge and competences and be able to transfer such skills and knowledge in their learning; Multidisciplinary knowledge production which means the clustering of themes from various disciplines which, allow students to explore knowledge and develop multiple skills; and interdisciplinary knowledge production which deals with the issue of learning of concepts that relate to other disciplines that are clustered in one theme.

The proponents of the knowledge integration theory advocated for the shift from fragmentation of subject or disciplinary knowledge to a broad field of knowledge (Slattery, 2010, Apple, 2004; Gravett et al & Geyser, 2004 and Fullan, 2006). This theory contested

for the generation of knowledge independent of proper context which is pursued by academics and researchers in universities.

Literature shows that integration of knowledge into a curriculum manifests some of the following images. The first group of models depicts integration of knowledge within a single discipline. Integration could take any of the following forms: fragmented models, connected models and nested models (Sharma, 2017; Zarry, 2012).

## II. METHODOLOGY

The case study research design was used for collecting data through in-depth interviews and curriculum design and development analysis documents (Kumar, 2005; Cohen, Manion and Morrison, 2010). The purpose of the choice of this methodology was to gain insight into how science teacher educators in sampled institution interpreted the principle of multidisciplinary, interdisciplinary and trans disciplinary concepts required in unpacking the principle of knowledge integration in their process of curriculum design (Babbie, 2002; Henning *et al*, 2004). Three natural sciences teacher educators who were involved in the process of re-curriculum of natural sciences curriculum were purposively selected as participants in the empirical study (Henning *et al*, 2004). The results obtained from the undertaken study were used as a springboard to launch the study nationally.

Permission was sought from the university's gate keepers as well as interviewees to collect data through in-depth interviews as well as requesting documents that were used for the re-curriculum of natural Sciences teacher education. Participants were informed of their right to confidentiality and pseudonyms were used instead of using their names (Cohen, Manion and Morrison, 2010; Kumar, 2005). Transcripts developed from interviews were used for open coding and themes were generated from codes and categories for data analysis purposes.

The analysis of the following documents was also carried out: (i) Templates outlining proposed scope of content for natural Sciences curriculum, (ii) proposed natural Science course outlines for all year levels in the Bachelor of Education qualification informed by MRTEQ policy were requested. Data collected by means of document analysis was therefore used to triangulate information collected by in-depth interviews (Cohen, Manion and Morrison, 2010).

## III. DISCUSSION OF RESULTS

*Institution Q:* brief historical background about the institution. This institution received the status of a university after the former white technikon which offered teacher education and training merged with two historical colleges of teacher education and training in

the province. It was thereafter called, a university of technology. The implication of amalgamation of these institutions was the sharing of physical and academic resources by individuals who could have diverse perspectives of philosophical foundations of educations and theories underpinning curriculum. This information was important in this study, for providing the historical context to the data collected from this institution.

a) *Participants' views and perceptions of integration of science disciplines*

*Participant: D*

Life Sciences discipline is a basket science because we draw from different disciplines and sub-disciplines. It is a philosophy-driven subject. Taking a bit from different disciplines makes the subject unique and currently, social sciences play a pivotal role in science teaching (social sciences, social justice, language and philosophy) feeding in the teaching of science hoping to get credible, viable, products that will enrich somebody as well as me, as a teacher educator. Science is not factual and as such there are so many disciplines acknowledged in the sciences. Life Sciences is not exactly like other sciences ... Social aspects are taken into consideration and acknowledging these aspects within the discipline adds value to the uniqueness in Life Sciences. There is quite a lot that is feeding into Life Sciences to make it an integrated discipline.

b) *Participant C responses on knowledge integration follows*

This implies that knowledge will be diluted to accommodate disciplines that are clustered to form a multi-disciplinary subject or a broad-field subject which has been formed through knowledge integration. The teaching of Life Sciences content knowledge in themes would help student to understand that knowledge of Life Sciences can be integrated. For instance, themes from Chemistry and Botany can be clustered to enable students to understand connections or integration. It is in that sense that I view the implementation of integration. Inquiry methods such as experiments or research are also suitable for integrating knowledge across sub-disciplines in Life Science Education. This is my view.

c) *Participant H response to the key question was*

I will first point to the issue of contestation being the main thing that overwhelmed discussions about what content? And how delivery will be made? The issue of ideological beliefs and theoretical principles took a long time to resolve, particularly because of the divergence in the views informed by our backgrounds. Really, I would say, in this regards that the unanimous conceptualisation of curriculum held during discussions appears to have been ignored in what is in the document. The curriculum officer who was an overseer of the process had dominant influence on the product.

The curriculum model, I would say is more of a fragmented modularised content knowledge which disregards the original draft wherein the thematic-approach was preferred.

*Probing question*

d) *Participants H response to the key question*

My response to this question will be more of the repetition of some of the things I have already said, however, I can say content supersedes the pedagogy. Students do require intensive knowledge of the disciplinary knowledge.

Time constraints is also an issue, big classes for laboratory work make it difficult to assist students who are challenged. In my view, such challenges have an effect on training a successful science teacher. Another challenge is that students who want to teach Life Sciences do not understand the academic content offered at the university. Some of them have not done some of the [central] themes of disciplinary knowledge. For example, not all students enrolled for Life Sciences teaching have done Physics and Chemistry.

The data from documentation for case studies [D], the merged institution, did not indicate the strategies of curriculum delivery. The course guide provided a list of assessment methods which were: group discussion, oral presentation and assignment, examinations and test. Documentation from case study [D] mentioned, self-discovery, problem solving and group discussion as methods

This category embraces the thematic approach as a means of showing interconnections and interrelatedness in selection and organisation of academic content knowledge for Life Sciences teaching in schools. A thematic approach focuses on the vertical articulation of knowledge from basic, simple conceptual and theoretical knowledge to complex and advanced knowledge.

Perceptions of knowledge integration were identified with views linked to teaching across disciplinary knowledge integration in curriculum design and development. The data, in curriculum blue prints reflect the maintenance of heterogeneity in specialized knowledge domains for acquisition of in-depth knowledge in Life Sciences. This implies that academics in the department of Science Education construed integration of knowledge to imply mixing topics (themes) form different specialized disciplines in Science Education. The scenario presented in the curriculum document for science education indicates the mixture of themes and topics taught to students in the school to enable them to teach Life Science competently in Further Education and Training phase.

Data classified under this category indicate that academics who shared this pattern of thought understood at least the importance of aligning the curriculum for preparing Life Sciences teachers with the

needs of students, the expectations of the work place and the national Life Sciences curriculum for schools called (CAPS) although their distrust of integration was a concern.

*Finding:* Learning outcomes identified from the curriculum documents presented learning outcomes as assessment criteria: for example, 'after completion of this module, students will be able 'to', 'or 'describe the characteristics/discuss the structure and functions of'... etc.

*Implication:* The finding manifested that non-alignment of learning outcomes and content as well as assessment criteria has negative implications for implementing the curriculum. The discrepancy noticed in other curriculum documents was the omission of assessment criteria or the fact that only assessment methods were highlighted.

*Finding:* The first item that was highlighted by the data was the fragmentation of subject content into discrete realities. There is a possibility that students are not able to link the concepts with conceptual knowledge acquired from subject content which is taught on a quarterly basis.

*Implication:* The organisation of knowledge in this case could create the impression, to students, that these disciplines are distinct or taught in silos

*Finding:* data highlighted that academics represented in this view in the sample were resisting the international trend in knowledge production which proposed a shift from heterogeneous subject content knowledge to hybridisation of knowledge from various related disciplines (Gao, 1994 and Fogarty, 1991).

*The implications:* This pattern of thought that appeared to be negative towards adoption of such international trends in knowledge production was not held by the overwhelming majority of participants in the sample. In this study such a reactionary, retrogressive trend is concerning: all academics should provide Life Sciences teacher trainees with knowledge that enables them to implement changes and meet the objectives of the espoused curriculum. Contestations about knowledge organisation and selection of subject content knowledge in the curriculum for Life Science education and training are viewed in this study as detrimental to the production of competent Life Sciences teachers in South Africa.

*Finding:* Semester courses, modularisation and thematic approaches identified from data and indicated a positive inclination towards knowledge integration which emphasised modularisation of themes across disciplines in the broad field of Life Sciences: Geography, Physical Science, Chemistry and Life Sciences such as observed in the plant kingdom and animal kingdom. Participants who shared this view highlighted in their responses that themes should be organised on a semester basis to enable students to

navigate through related themes from a subject's knowledge.

The data associated with this pattern of thought points out challenges encountered by students teaching broad knowledge of Science at schools. Such challenges informed the design and development of the Life Sciences curriculum in the reviewed program. Consideration of the need for infusion of topics into the reviewed curriculum came into being because there were gaps in student knowledge.

*Finding:* According to this view, the product that resulted from the process of the Review of Life Sciences did not introduce any substantial changes.

*Implication:* This implies that the Curriculum Review for preparing Life Sciences teachers was just 'pouring an old wine into a new glass'. This shows that recommended attributes of a competent Life Sciences teacher, as promulgated in the policy for minimum requirements for teacher education qualification (MRTEQ), were ignored.

Data point to contrasts that surfaced from utterances that appeared to be in support of this perception.

*The way I see it, we are taking the field of Science as integrated knowledge but at the same time we look at the learners as a homogenous group. There are areas where you need a person to focus on one discipline; particularly a specialist in a certain Area of Life Sciences.*

*Finding:* Lack of interrelations between the description of the core subject content and learning outcomes was considered as a matter of great concern. However, the topics, as presented, manifested vertical articulation as recommended by Bruner's spiral model.

*Implication:* Learning of linear topics, according to Killen (2003:90), does not add value in the acquisition of integrated knowledge. Killen (*ibid.*) states that: "packing the curriculum with many topics results in superficial understanding for many students".

From the curriculum templates approved by CHE for the university curriculum that is being stated as institution Q, documents document revealed the same views and mind-sets unearthed from the interviewees. The organisation of topics or themes in this case indicates adherence to the notion of content-driven curriculum. The sequential list of the scope in the form of topics points to the vertical articulation of learning progression in the faculty of Education (Science Education). The scope of work displayed in the curriculum document shows that topics are aligned with specialized disciplinary knowledge in Life Science for example, Chemistry, Biochemistry, Zoology and Botany.



#### IV. CONCLUSIONS

This study arguable suggest that the interim solution to problems pointed out that the institution could come up with an interim programme which covers different levels such as; life sciences for natural science; physics for natural sciences and have physics for physics major (FET).

In curriculum studies there is not much provided for integration of knowledge in this situation and such curriculum is viewed as being erratic (now and then one stumbles on a concept that originate from a sub-discipline) and yet there is no room to cater for it. A subject specialist within a sub-discipline just alerts students as and when a cross cutting concept is used, though a huge need for team work was viewed as necessary.

In this institution the faculty of education offers a variety of disciplines, to some extent, but with the new curriculum the choices are a bit streamlined. There is no room for diversity of disciplines especially in the conceptualisation of sub-disciplines. Integration of knowledge if properly addressed could benefit the program because the demand out there is looking for specialists and yet attracting more teachers who can be competent in other sub-disciplines forming sub-disciplines of multidisciplinary subjects is seen as being important. Content caters for everything but in terms of curriculum developed from MRTEQ, there are limitations of for FET phases (still to be researched in depth). Therefore, work places are looking for people who are well rounded. Hence, this study suggested the importance of multiple stakeholders' involvement in unpacking the policy for curriculum design and development in order to share their convergent and divergent perspectives of who the envisaged teachers should be that would measure to required 21<sup>st</sup> century educators endowed with skills to adequately teach school sciences curriculum as a conglomerate of integrated disciplines and as such be equipped to teach sciences across disciplinary boundaries.

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## Initiation of Blended Learning through Kannada Wikipedia, Issues and Challenges - A Case Study

By Dr. Shivaprasad Y.S, Dr. M.T. Rathie & Prof. Kavitha. A

*Deemed to be University*

**Abstract-** Globalization has brought about a lot of technological changes in the field of Higher Education. Digital Learning is one among them. In many Academic Institutions, the medium of Instruction is English, so it continued to be the Language for the Technology enabled Teaching and Learning as well. When Knowledge Creation and Dissemination happen only through English, the Vernacular languages get marginalized. A not exposed to English section of society also gets marginalized. Each civilization has its own knowledge traditions. Due to Colonialism and other reasons, there is a break in this knowledge tradition, and it becomes sectarian. Even though, most of the held researches prove the existence of a local system of Knowledge Production, Preservation, and Dissemination in the vernacular languages, these already marginalized sections have not built their knowledge tradition on a par with the one of English. The Knowledge Acquisition through English and vernacular languages go hand in hand, but there is still a gap. It is the responsibility of the Academics to narrow this gap and to bring in the marginalized sections of the society to be the realm of knowledge. Wikipedia, a revolutionary and democratic source of knowledge has embarked upon creating and strengthening the Vernacular Knowledge Tradition by involving the higher educational institutions. Wikipedia has taken up the responsibility of making available a pile of social and cultural data to the younger generation and the public at large, through the vernacular languages in a digital form.

**Keywords:** digital learning- higher education- knowledge creation- cu experimentation..

**GJHSS-G Classification:** FOR Code: 130309



*Strictly as per the compliance and regulations of:*



# Initiation of Blended Learning through Kannada Wikipedia, Issues and Challenges - A Case Study

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**Abstract-** Globalization has brought about a lot of technological changes in the field of Higher Education. Digital Learning is one among them. In many Academic Institutions, the medium of Instruction is English, so it continued to be the Language for the Technology enabled Teaching and Learning as well. When Knowledge Creation and Dissemination happen only through English, the Vernacular languages get marginalized. A not exposed to English section of society also gets marginalized. Each civilization has its own knowledge traditions. Due to Colonialism and other reasons, there is a break in this knowledge tradition, and it becomes sectarian. Even though, most of the held researches prove the existence of a local system of Knowledge Production, Preservation, and Dissemination in the vernacular languages, these already marginalized sections have not built their knowledge tradition on a par with the one of English. The Knowledge Acquisition through English and vernacular languages go hand in hand, but there is still a gap. It is the responsibility of the Academics to narrow this gap and to bring in the marginalized sections of the society to be the realm of knowledge. Wikipedia, a revolutionary and democratic source of knowledge has embarked upon creating and strengthening the Vernacular Knowledge Tradition by involving the higher educational institutions. Wikipedia has taken up the responsibility of making available a pile of social and cultural data to the younger generation and the public at large, through the vernacular languages in a digital form.

This paper discusses the scope for occupying a big space in the Language Wikipedia through a systematic training given to undergraduate students. The perils and pitfalls, the students undergo in the process of acquiring the technical knowledge and then creating his or her article are discussed. This Christ University Experimentation has borne fruit, but a lot has to be done to achieve a reputable status for Indian language Wikipedia with reference to Kannada.

**Keywords:** digital learning- higher education- knowledge creation- cu experimentation.

## I. INTRODUCTION

Print media had a vital role in the field of Education just about two decades ago. The books in all the disciplines like Humanities, Social Sciences, Commerce, Management, Law, Medical Sciences, etc.

were in the printed form. So the reader used to go where the book was. Now the world has changed, you can access knowledge through gadgets from where you are or wherever you go. Earlier, you need to print the book to get the information in "as is where is" condition. But now, through Digital media you can edit, make corrections, and update information continually. This manuscript briefs about the issues and challenges faced while digitizing Kannada texts through Kannada Wikipedia, as part of Digital Learning. To add to the few existing digital sources in the Kannada language like Kannada Varnamalegalu (Kannada alphabets), Pre-school Learning Kit- Kannada kids' songs, Kannada Rhymes, Panchantantra Tales, Dictionaries, Encyclopedias & Digital Libraries, Grammar, Vocabulary, Reading & Writing, Listening & Speaking, Online Course Materials, News & Media, Arts, Films, & Music etc., such a Blended Learning was incorporated in the Undergraduate Curriculum containing the most essential elements of High-Quality Digital Learning namely Student Eligibility, Student Access, Personalized Learning, Advancement, Quality Content, Quality Instruction, Quality Choices, Assessment & Accountability, Funding and Delivery.

Universities and Colleges in India also realize that the Internet is a boon for the current Educational System. Students often refer to informative websites for their projects and assignments, with Wikipedia articles topping the list of the reference resources that are easily accessible. Although English Wikipedia is more viewed and referred by the students, of late, there has been an increase in both readership and voluntary editorial contributions to the Indic language Wikipedia such as Hindi, Tamil, Kannada, and other language versions of Wikipedia.

This project is an initiative towards developing e-content for Kannada Wikipedia as part of Digital Learning. The *Wikipedia Foundation* awarded *Centre for Internet & Society* a two year grant to act as an anchor and catalyze the growth of Indian Language Wikimedia Communities via the Indian undergraduate language classrooms at Christ University, Bangalore. This was in order to instill Writing skills (ability to write in an objective passion), Digital Information literacy skills, the Ability to critically engage with a concept/theme and Language Proficiency Skills in the students.

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Christ University and CIS have co-designed and jointly developed and implemented relevant training programmes to achieve this objective. The endeavor has been to bring Teaching-Learning processes on to free and open digital platforms including Indian language Wikipedia. The Kannada Wikipedia is the Kannada language edition of Wikipedia incepted in June 2003; it is moderately active till today.

## II. IMPLEMENTATION AND PROCESSUS

Writing and editing articles in Kannada Wikipedia is a part of the Continuous Internal Assessment for undergraduate students of Christ University since 2013. Students in first and second-semester B.A/B.Sc./B.Com/BBA and students in third and fourth semester B.A/B.Sc./B.Com do their projects with Wiki source and Wikipedia respectively. In every section of the I and II year classes, select student ambassadors take up training to help out the other students to participate in the project. Students also get the Orientation by the CIS-Access regarding the knowledge about the process and procedures of Wikipedia project. Lab sessions too are conducted by CIS to test the typing skills. The members of the faculty go through Wiki training to facilitate the technical process.

The students enter details like Name, Registration Number, Class, Course, and their Areas of interest on the Moodle page to create a user account. And then, they work towards creating wiki contributions of rare books of Kannada literature from Digital libraries using crowd sourcing initiatives which in turn encourage Kannada literary, technical and digital enthusiasts to be new editors, to contribute and enrich Kannada Wikimedia projects.

The objective of this programme is to encourage the students to acquire the necessary skills in digital learning, equip themselves to create new knowledge and to edit the existing articles available in Wikimedia. This effort gave more digital space to the Indian languages. The change from the traditional mode of learning languages to the digital has been well received and appreciated by the student community. They have immensely benefited from the Wikipedia content creating and editing experience. It has also helped them to develop their language, writing skills, and research aptitude and knowledge. As of, December 2015, our students have digitalized three out of fifteen novels of Shri Niranjan, a well-known Kannada Novelist to wiki source. Rangammana Vathara, Vimochana, and Abhaya are the books that have been digitalized by Christ university undergraduate students.

## III. ASSIGNMENT AND EVALUATION

For CIA I, the first-semester B.A/B.Sc/B.Com students have to type one page from any one of the

novels of Shri. Niranjana assigned by the teacher and the second-semester students will have to create a user page and write about themselves in 200 to 250 words and develop the same with inter-Wiki links sections, images, etc. for a CIA-3. The assessment of CIA-1 is based on the number of Bytes typed by the students without any mistakes, and the CIA-3 is on whether the student has followed the given rubrics like the usage of proper language, formatting of Bold, Italics, Sections, Images, etc. to create the article.

The third-semester students create an article on Language, Literature, and Culture in Kannada in about 500 words in the sandbox; develop the same with Language Usage, Sections, References, Links, (Internal and External) principles and get it live. The assessment pattern followed with the selection of topic, the length of the article, and above said criteria.

The fourth-semester students have to create subject-specific articles. B.A/B.Sc./B.Com students have to select the topic on their subjects like Humanities, Sciences, Commerce, and Management respectively following the similar task. This Continuous Internal Assessment will be assessed based on Wiki data Linking, inter-language linking, adding the article title and username in the Christ University Project Page, Putting a message in any user's talk page as well as in article's talk page. All the four semesters carry 20 marks each for CIA-1 and CIA-3, with the specified criteria.

## IV. ANALYSIS

The target and strategy of CIS as implemented in our project is to improve quality, increase participation, increase reach and encourage innovation in Kannada and other Indian languages Wikipedia and Wiki source. In general, the Kannada Wikimedia projects lack in concentrated efforts, so enhancing the articles with reliable sources is the need. With our initiatives, we understand that crowd sourcing efforts will help to develop the same.

CIS has been conducting the workshop very often to the interns to give the knowledge about how to edit the project and how to get it live. In the year 2014, eight students of Christ University worked as interns for Encyclopedia Digitization- Mysore University. In 2015, seven students took the internship to edit the Wikipedia articles created by Christ University students.- The quality of Wikipedia articles varies widely; many are very good, but some lack depth and clarity, or contain bias, or are outdated.

## V. RESULT

The work done by our students in this project has been well recognized and appreciated. *Kaamanabillu*, a supplement of the daily "*Prajavani*" on Thursday, 15 May 2014 published a news-coverage on Wikipedia project of Christ University titled *Habbali*



*Kannada Wikipedia Rasaballi*. Apart from these, our student interns edited approximately a hundred articles in the sandbox and made live during April 2015. Moreover, many students are interested in contributing to Wikipedia even after completing their degree.

Following our model, other Undergraduate colleges across Karnataka such as SDM College, Ujire and Alvas College, Moodabidare have opted for Wikipedia Project. Also, SDM College, Ujire on the 13 August 2015 organized a Kannada Wikipedia workshop. Similarly, a two-day workshop on Digital Collaborations in Tamil-language was organized by Tamil Virtual University in Anna University Campus, Chennai.

However, there were few issues and challenges while implementing this project.

#### a) Issues

1. Kannada Wikipedia is having less number of articles compared to English and other Indian languages (except Sanskrit)!
2. Due to lack of Digital Technology, people neither create knowledge nor contribute to Kannada Wikipedia. A small group of people with Computer knowledge. In that small number, many deprived of Internet facility.
3. In the Indian Education System, Digital Learning is not a part of the curriculum either at school or college. In both levels, less space and scope is given to the Curriculum. Lack of proper infrastructure and Training.
4. Keyboard Operation in Indian languages is not as easy as the English keyboard. Many software like *Nudi*, *Baraha*, *Sreelipi*, *Unicode*, etc. are available in the market but some of them are not free of cost, and if you want to translate the article from English to Kannada or any other Indian languages, the language structure varies, for example- the English language having SVO (Subject, Verb, and Object) but Kannada language, as well as Dravidian languages, belong to SOV (Subject, Object, and Verb) language system.
5. The Kannada language has many dialects; due to which, one common standard language is not used as the medium of instruction across the state. Colloquial language is different from literary language. So, many of them do not know the writing style of the article and spell check is not available as in English.

#### b) Challenges

1. Digitalizing of the important texts in Kannada.
  - Obtaining copyrights from the authors for the books is a challenge. Few authors may not like to bring in through online because they do not want to open it for the general public.

2. In the absence of the author, obtaining copyrights is a challenge.
  - Books belonging to ancient age, i.e., from 10<sup>th</sup> to 18<sup>th</sup> century have no copyright issues. But 19<sup>th</sup> century onwards the copyrights of the books are transferred to any member of the family from the author, having difficulty in yielding the copyright for digitalization.
3. Contributing new articles with reliable sources is easier with groups when compared to individuals.
  - Creating a new knowledge by having one to one contact is an advantage in a group. They discuss the quality of the article, and share the work.
4. Digitalizing ancient text requires a lot of scholarship.
  - Present generation does not possess such knowledge as they lack training in the language, phoneme, morpheme, the alphabets used in the above mentioned period.
5. Need of advanced training to create Digital Enthusiasm.
  - To create knowledge in Indian languages is not that easy. The present generation needs proper and thorough training regarding language usage, syntax, the rule of language while translating from one language to another.
6. To involve and increase the number of participation in Kannada Wikipedia, in order to create articles and improve their quality and make those live, is a challenge.
  - After creating the article, in order to edit and improve the quality is not that easy because of inadequate time, manpower, enthusiasm, and knowledge. In April 2015, only 7 out of 500 Kannada language students have involved in this work as interns, during their summer vacation. So, all the students are not eligible to work in this regard.

## VI. CONCLUSION

In this paper, we have presented the initiative taken by the Department of Languages at CHRIST (Deemed to be University) in association with CIS, to create, edit and develop e-content for Wikipedia in Indian languages, focusing Kannada. We have also discussed some of the issues and challenges faced by us in this project while enhancing the digital usage in the Indic Languages.

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## Pupils Coping Techniques in Schools Located in Noisy Environment (A Case Study of Selected Schools in Bo City)

By Allieu, James & Munda Roberts

**Abstract-** The essence of the study is to examine pupils coping strategies in schools located in noisy environments in Bo City. The design of the study was descriptive survey. Schools were randomly selected for the study. The target population of the study was made up of 12 Administrative Staff, 18 Teachers and 90 Pupils drawn from the selected schools. The data collecting instruments used were structured questionnaires. The study came up with the finding below:

Noise is a serious problem in learning environments. 72% of pupils, 16.9% of teachers and 9% of administrative staff considered noise as a problem. 3.4% of the pupils do not considered noise as a major problem.

79.3% of the respondents also indicated that pupils preferred to do their private studies at night and 20.7% at day time.

The study also identified sources of noise which includes; classmates, moving vehicles, hawkers, lorry park, market, neighbourhood. All of them affect pupils' attention. 85% of the noise came from the pupils and 2% from class equipment.

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The study also identified sources of noise which includes; classmates, moving vehicles, hawkers, lorry park, market, neighbourhood. All of them affect pupils' attention. 85% of the noise came from the pupils and 2% from class equipment.

The study also revealed that 87% of the pupils do their assignments and private studies at home and 12.9% in school.

79.3% of the respondents also indicated that pupils preferred to do their private studies at night and 20.7% at day time.

The study also identified fencing around the school compound, building school in isolated areas, noise regulation policy in school, ignoring the noise (tolerance) as some of the coping strategies for schools to establish in noisy environments.

## I. INTRODUCTION

It has recently been observed that towns and cities in Sierra Leone expanding at a very high rate. This is due to rural-urban migration to upgrade their living standard and high birth rate especially with the introduction of Free-health care services for pregnant women and children under five years of age.

The end of the eleven years civil war in Sierra Leone (1991-2002) left most of our towns and cities over populated. Most of the displaced people who migrated from rural areas never returned but rather stayed in the cities for job opportunities and improved living standards.

The rural-urban migration has contributed greatly to population growth in towns and cities. Consequently, there is now a high demand for

education and schools (nursery, Primary, Junior and Senior Secondary Schools) are now established on daily basis to measure up to this growing demand.

Today, schools (Nursery, Primary, Junior and Senior secondary Schools) are located in every available space in our towns and cities (Freetown, Bo, Kenema, Makeni, Kailahun and Kono). Many structures that were not originally not designed for schools such as shops, stores, halls, court barry, open-space and dwelling houses have been converted into schools. It important to note that most of these schools are actually located in areas that appear to be noisy-especially those located near markets, busy road/streets, cinema halls, clubs, recording studios, mechanic workshops, industries, factories and airfield. Schools that were established long ago in quiet environments have today found themselves in noisy locations and residential area due to the expansion of cities. As a result, schools located in those environment experience difficulties in teaching and learning process. Furthermore, the teachers in those schools may be competing with element in the environments for pupils' attention.

## II. AIM AND OBJECTIVES

### a) The Aim

The general aim of the research work is to investigate the coping techniques pupils' adapt to enable them to learn effectively in schools located in noisy environment.

### b) Specific Objective

- To identify whether or not noisy is a barrier to effective teaching and learning.
- To identify the sources of noise that hinder/disturbs pupils attention in their learning process.
- To examine the techniques that pupils adopt to cope with their studies.

### c) Theoretical Framework

Herman Von Helmholtz's place theory in D.G. Myers (2001) presumes that we hear different pitches because of different sound trigger activity at different places along the cochlea's basilar membrane. Thus the brain can determine a sounds pitch by recognizing the place on the membrane from which it receives neural signals.

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However, the frequency theory suggests an alternative explanation for how we detect pitch. The whole basilar membrane vibrates with the incoming sound wave, triggering neural impulses to the brain at the same rate as the sound wave. If the sound wave has a frequency of 100 waves per second, then 100 pulses per second travel up the auditory nerve. Thus, the brain can read pitch from the frequency of neural impulses.

### III. REVIEW OF RELATED LITERATURE

Modern life is noisy. Traffic roars, factory machines clatter. Jackhammers tear up pavement. To escape into more pleasant sounds, runners stride to the beat of intense music on their headsets. The intensity of all this noise causes a problem. Brief exposure to extremely intense sounds, such as gun fire near one's ear, and prolonged exposure to intense sounds such as amplified music, can damage receptor cells and auditory nerves (Backus, 1977; West and Evans, 1990).

Noise affects not only our hearing but also our behaviour. On tasks requiring alert performance, people in noisy surrounding work less efficiently and make more errors (Broadbent 1978). People who live with continual noise in factories, in homes near airports, and in apartments next to trains and highways suffer elevated rates of stress-related disorders: high blood pressure, anxiety, and feelings of helplessness are common (Evans & Others 1995). Throughout history man has been plagued by noise. Today, it is more severe and widespread than ever before and it will continue to increase in magnitude and severity because of population growth, urbanization and improvement in technology (Dockerl and Shield performance; 9<sup>th</sup> international congress on noise as a Public Health problem (KBEN) 2008, Foxwoods, CT the effects of classroom and environmental noise on children's academic – page 12).

In schools, distractions from outside have been found to reduce students efficiency at learning Clarke-steward and Friedman (1987). Eggen and Kauchak (1990) also observed that distraction from the environment affects attention and concentration for both teachers and students. Such distractions they said may come from outside or movement of students in the classroom.

Rosen (1981) reported a research on the effect of noise among the Mabaan, a primitive tribe living in a relatively noise free environment in South-Eastern Sudan. The study found evidence of rapid constriction of blood vessels at loud unexpected noise than in people living in noisy environments, the same study found that coronary diseases and hypertension are unknown among Mabaans and at the age of 75, their hearing is still very acute.

The literature showed that noise is a problem and it affect both the physical and psychological well

being of pupils in schools. The literature mainly concentrated on the effects of noise which we assume applies to us in Sierra Leone. However, available literature is silent on the techniques, devices or mechanisms adopted by pupils to cope with the problems especially in schools.

### IV. SIGNIFICANCE OF THE STUDY

The purpose of this study is to identify the coping techniques pupils adopt to enable them to learn in schools that are established in noisy environments. The research will be of benefit to pupils in schools and students in higher institutions who may wish to carryout similar research. It will also be beneficial to teachers, parents, school administrators, curriculum planners, education policy-makers and researchers.

#### a) Research Questions

- i. Is noise a problem in schools located in noisy environments?
- ii. What are the sources of noise that disturb pupils' concentration in schools?
- iii. What venue pupils mostly use to do their study or assignment?
- iv. What time do pupils find most convenient to do their private studies?
- v. What coping techniques do pupils adopt during their free periods?

### V. METHODOLOGY

#### a) Study Area

This research was conducted in Bo City, the Provincial Headquarters of the Southern Province, the District Headquarter of Bo District and the Chiefdom Headquarters of Kakua Chiefdom. Bo is the second capital city of Sierra Leone. The Central Statistics Office report of 2004 puts the population of Bo at 165,114 people. The figure is expected to be higher in 2015 Population and Housing Census. The inhabitants of Bo come from all the ethnic groups of Sierra Leone.

The present size of the city could be estimated around 30 to 35 sq. Km. The growth in population has increase the need for more schools, transportations, electricity, recreational facilities, religious institutions, business and entertainment centres. A good number of the schools were established by Christian and Islamic Missionaries, Government and Private Organizations.

- a) *Research design*- The design of this research is a descriptive survey. Pupils in selected schools were randomly sample for their view on the status of noise and their coping techniques.
- b) *Population and Sample*- The target population of this study was made up of pupils, teachers and administrative staff of the selected schools located in noisy environment. The researchers randomly selected six schools for this study.

*Table 1:* Subjects Selected for the Study

Subjects	Total Number
Administrative Staff	12
Teachers	18
Pupils	90
Total	120

*Table 2:* Institutions Selected for the Study

S/N	Schools	Location	No. of Teachers	No. of Pupils	No. of Admin. Staff
1.	Bo District Education Committee Primary School (BDEC)	Sewa Road	3	15	2
2.	Roman Catholic Primary School (RC)	New Gerihun Road	3	15	2
3.	Holy Rosary Primary School	MaheiBoima Road	3	15	2
4.	Methodist High School	Mission Road	3	15	2
5.	Kakua Junior Government School	Agriculture Compound	3	15	2
6.	Bo Commercial Secondary School	Dambala	3	15	2
Total =		-	18	90	12

*Table 3:* Questionnaire Administered

Respondents	Number Administered	Number Returned	Not Returned	% Returned
Admin. Staff	10	10	0	100
Teachers	20	19	1	95
Pupils	90	87	3	96.7
Total	120	116	4	96.7

## VI. INSTRUMENTATION AND DATA COLLECTION

The data collecting instruments used for the study were structured questionnaires. The questionnaires were designed in line with the demands of the objectives and the research questions. Participants' observation was also carried out to get relevant information from the respondents. The questionnaires were distributed to the selected schools. Total of 120 questionnaires were administered, 116 were returned.

To determine the content validity of the instrument used, a pilot study was undertaken to confirm the validity and reliability of the instrument. The pilot study was also used to test the research questions. The data collected was analyzed using percentages.

### a) Results/Findings

The following questions were tested

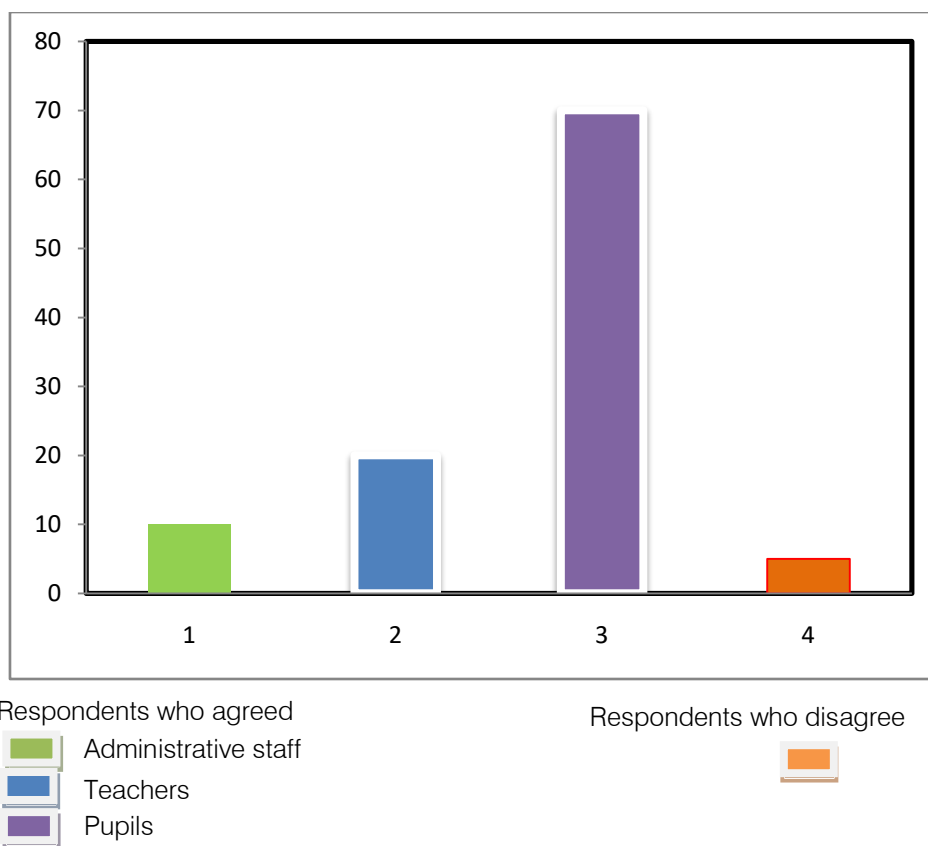
#### Research Question 1

Is noise a problem in schools located in noisy environment?

*Table 4:* Data Indicating the Number of 116 Respondents who Agreed and those who Disagreed that Noise is a Problem to Learning Process.

Respondents	Yes	%	No.	%
Administrative staff	10	9	0	-
Teachers	19	16.4	0	-
Pupils	83	72	4	3.4

10 administrative staff, about 9% indicated that noise is a problem in learning process. 19 teachers, about 16.4% also agreed that noise is a problem in learning environment. 83 pupils, about 72% also indicated that noise is a major problem in schools. However, 4 pupils, about 3.4% indicated that noise is not a problem in learning process.



#### Research Question 2

What are the sources of noise that disturb pupils' concentration in class?

*Table 5:* Table indicating the sources of noise rated by 116 respondents

S/N	Source of Noise	No. of respondents	Percentage %
1	Moving vehicles	48	41.4
2	Moving motor bikes	80	69
3	Market	30	26
4	Power generator	34	29.3
5	Football players	10	9
6	Classmates	98	85
7	Classroom equipment	2	2
8	Entertainment Centre's	25	22
9	Church	15	13
10	Mechanic workshop	5	4.3
11	Passer by	49	42.2
12	Barking dogs	6	5.2
13	Neighborhood	30	26
14	Mosque	10	9
15	Lorry park	27	32.3
16	Hawkers	52	45

Table 5 reveals that the highest noise always comes from the classmates, about 85% representing 98 respondents. It is clear from the table that the least noise is from classroom equipment, about 2%.

#### Research Question 3

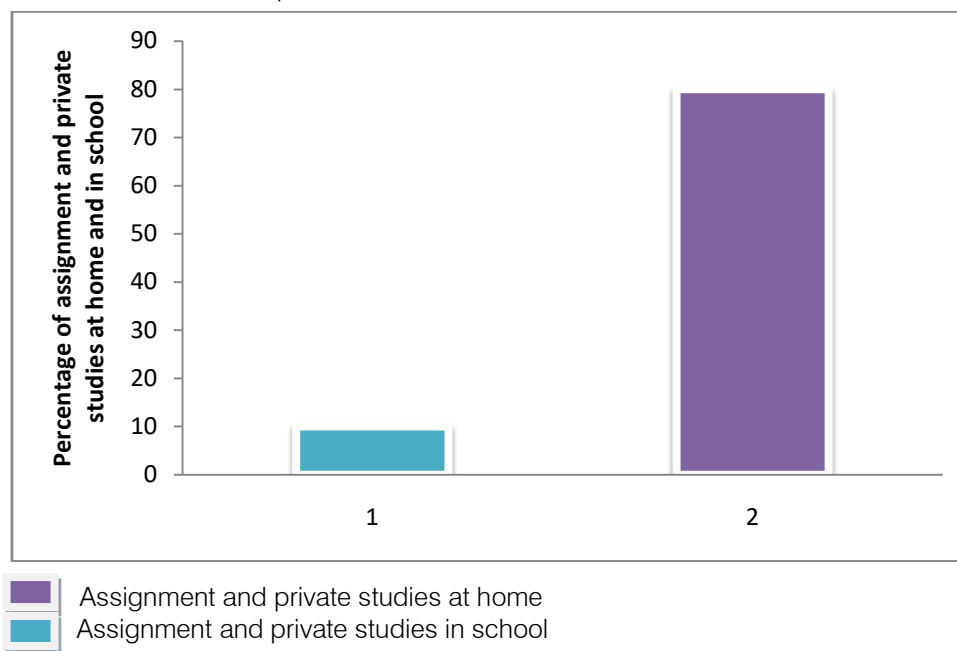
What venue pupils normally use to do their study or assignment?

*Table 6:* Table Illustrating venue for assignments and private studies

No. at Home	% at Home	No. at School	% at School
101	87.1	15	12.9

Table 6 shows that a total of 101 respondents, about 87% agreed that assignments and private studies are done at home. However, 15 respondents, about

12.9% indicated that assignment and private studies are done in school.



#### Research Question 4

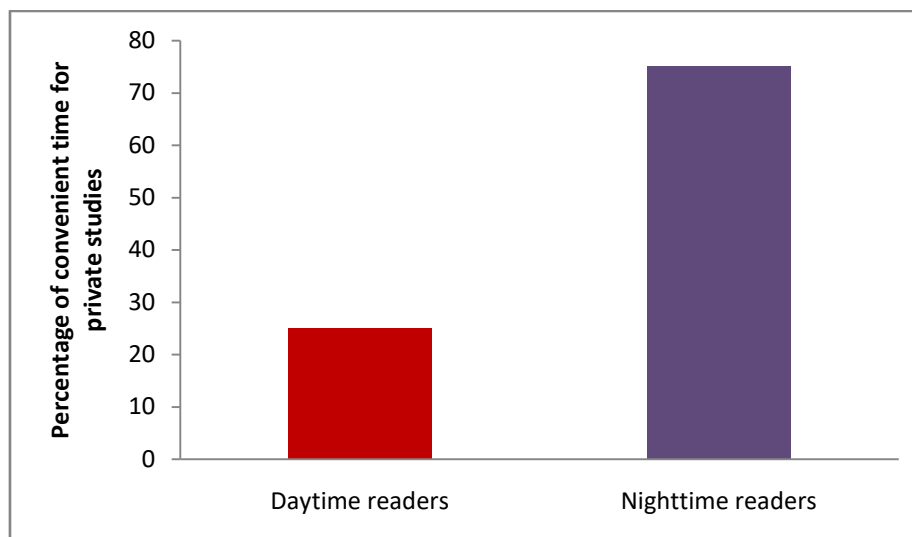
What time do pupils find most convenient to do their private studies.

*Table 7:* Table indicating convenient time for private studies

Day Time Readers		Night Time Readers	
No. of Respondents	1% of Respondents	No. of respondents	% of Respondents
24	20.7	92	79.3

The table shows that about 79.3% of respondents indicated that pupils preferred to do their

private studies at night. But 20.7% also indicated that pupils preferred to do their studies at day time.



*Research Question 5*

What are the coping strategies in schools that are located in noisy environment?

*Table 8:* Showing coping strategies in schools located in noisy environments

No	Coping Strategy	Number of Respondents	% Of Respondents
1	Fencing the school compound	50	43.1
2	Building schools in isolated areas	30	25.9
3	Noise regulations policy in school	16	13.8
4	Amplifying the teacher's lessons	8	6.9
5	Teachers pausing during lessons	5	4.3
6	Teachers pausing during lessons to allow noise to fade out.	3	2.6
7	Relocating classes to quiet areas	2	1.7
8	Spacious classroom	2	1.7

The result in Table 7 shows that 50 respondents, about 43.1% agreed that fencing is one of the coping strategies in schools located in noisy environments. 30 respondents, about 25.9% accepted the view that school should be built in isolated areas.

13.8% also agreed on noise regulation policy in school. It is clear from the table that 1.7% of the respondents indicated that relocating classes to quiet areas and spacious classroom are coping strategies in schools located in noisy environment.

## VII. DISCUSSION

In table 4, the result of the shows that noise is a problem especially schools located in noisy environments. The Administrative staff (9%), Teachers (16.4%) and pupils (72%) all of them considered noise as a problem in schools. However, it is interested to note that 4 pupils, about 3.4% did not consider noise as a problem in learning. From the finding, schools located in noisy environments suffer greatly from learning process.

In Table 5 the findings of this study shows that noise from classmates ranked as the highest source of noise that create learning difficulties. 98 respondents about 85% indicated that most of the noise is from the classmates. The study also reveals that many schools in the city are located near busy roads, football fields, entertainment centres, markets, lorry parks, generating plants, and so no, which are all potential sources of noise.

The result also shows that most pupils normally engage in playing, discussions or arguments. Most of them argued about international soccer players, clubs musicians or politics.

However, few respondents ascertain that despite noise in their schools, they learn effectively without barriers.

In table 6, the study also shows that most of the pupils used to do their assignments or private studies at home to avoid noise in schools. However, 15 respondents, about 12.9% agreed that assignment and private studies are done in schools. According to them,

noise from other sources do not disturb their learning process.

In Table 7, the study shows that pupils read mostly at night. At the period, the environment is always quiet for academic exercise. About 79.3% of the respondents do night reading. However, 20.7% of the respondents agreed to read at day time.

Finally, the study further discovered noise coping strategies that pupils and teachers adopt to enhance effective teaching and learning in classroom. The study reveals that fencing the school, building school in isolated areas, noise regulation policy in schools, amplifying the teacher's voice, teachers pausing during lessons, relocating classes to quiet areas and spacious classroom to avoid overcrowding are noise coping strategies.

## VIII. CONCLUSION

Noise is actually a barrier to effective teaching and learning in educational system. The study also identified the most common sources of noise in school environment since the schools are often noisy, pupils resort to do their assignments and private reading at home. The study also found some coping strategies to be adopted by pupils and teachers for effective teaching and learning.

## IX. RECOMMENDATIONS

1. That the government of Sierra Leone should enact noise regulation policy throughout the country.
2. That schools should be built in isolated areas.
3. That classroom should be spacious and horse shoe formation sitting arrangement encouraged in schools.
4. That the school authority should adopt the policy of fencing the school compound.
5. The Ministry of Education Science and technology should design and map out school location in the country. Defaulters should be punished.
6. The inspectorate units should embark on effective monitoring and supervision.



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## The Notional Syllabus used in an Intercultural Communication Course in Sweden: A Needs Analysis

By Jiayu Wang & Yi Zhang

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**Abstract-** This qualitative study aims to investigate whether the use of the notional syllabus in an Intercultural Communication (IC) Course in Sweden satisfies Chinese exchange students' needs, and to evaluate to what extent their needs are met. The research approach adopted in this article includes a structured interview and introspection. The findings indicate that with the aid of the notional syllabus, the course meets Chinese learners' demands on the aspects of situation, stakeholder and theory. It should also be highlighted that lacking systemic language instructions is an inherent weakness of the notional syllabus. How to balance the requirements of both the IC and English for Specific Purpose (ESP) course to fulfill learners' needs is mainly determined by the teacher.

**Keywords:** *needs analysis; intercultural communication; notional syllabus.*

**GJHSS-G Classification:** *FOR Code: 130399*



*Strictly as per the compliance and regulations of:*



# The Notional Syllabus used in an Intercultural Communication Course in Sweden: A Needs Analysis

Jiayu Wang <sup>α</sup> & Yi Zhang <sup>ο</sup>

**Abstract-** This qualitative study aims to investigate whether the use of the notional syllabus in an Intercultural Communication (IC) Course in Sweden satisfies Chinese exchange students' needs, and to evaluate to what extent their needs are met. The research approach adopted in this article includes a structured interview and introspection. The findings indicate that with the aid of the notional syllabus, the course meets Chinese learners' demands on the aspects of situation, stakeholder and theory. It should also be highlighted that lacking systemic language instructions is an inherent weakness of the notional syllabus. How to balance the requirements of both the IC and English for Specific Purpose (ESP) course to fulfill learners' needs is mainly determined by the teacher.

**Keywords:** *needs analysis; intercultural communication; notional syllabus.*

## I. INTRODUCTION

Needs analysis is regarded as "prerequisite for effective course design" (Long, 2005). As a guidance, it is always conducted before a course begins. Wilkins (1981:84) specified: "starting from an awareness of the learners and their needs, it is proposed that from the total set those categories should be selected that are relevant to the particular population of learners." For the reason of satisfying learners' needs, the course designers ought to make certain of what the target subjects want to learn from the course. Previously, some research are about the application of needs analysis, such as the using in public sectors (Lett, 2005), occupational sectors (Malicka et al., 2017) and academic ones (Mochizuki, N., 2017). Despite the increasing studies on curriculum design, seldom do scholars concentrate on the effect of needs analysis on syllabus design (Malicka et al., 2017). It is noteworthy that although the current study was carried out after the end of the IC course, it gathered learners' opinions which could be a reference for the future syllabus design. After all, the needs analysis is not only relevant to learners, but it is associated with designing communication tasks in the course (Nunan, 1988). This statement also uncovers the reason why the researcher examines the notional syllabus through needs analysis in an IC course.

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Indeed, IC course covers a lot of ground from cultural topics to international issues. The responsibility for imparting the professional knowledge to learners rests with the course designers or teachers. Nevertheless, as for how the IC course is named, communication occupies the central position in the course, but with the result that many kinds of literature only concern about the macro issues of culture and communication (Eisenclas & Trevaskes, 2003). Students' capability of IC and their practice of the knowledge are to some extent underestimated. In order to address the problem, course designers begin to adopt the notional syllabus in IC course. It is determined by the innate features of the notional syllabus. As Nunan (1988) stressed on, "communication will be intrinsically motivating" in the notional syllabus. For this reason, the characteristics of the notional syllabus are identical to the requirements of IC courses. The using of the notional syllabus strengthens the importance of the "real" communication in an IC course.

What the more essential part of the current research is that the IC course is set up mainly for exchange students in Sweden. It magnifies the features of an IC course, which implies that the course itself is a platform for IC, and students can practice what they learn synchronously in the class. It is the uniqueness of the course. By the characteristics of needs analysis, the notional syllabus and IC course, the specific research questions to be addressed in this study are as follow: (1) Does the using of the notional syllabus meet Chinese learners' needs on the IC course? (2) If yes, to what extent does the using of the notional syllabus meet Chinese learners' needs?

## II. THEORETICAL FRAMEWORK

### a) Needs analysis

Needs is depicted by Hyland (2006) as an umbrella term that embraces almost every aspect of learners including their goals, backgrounds, their teaching and learning preference, etc. That is why Long (2005) stated that "most NAs, are concerned with needs specification at the level of individuals or, more often, learner types". Seemingly, because of the close relation to specific learners' demands, some research regard

needs analysis as an isolated topic, without further explaining its function and impact. Cameron (2010) made a needs analysis on nursing students, and summarized the several abilities that students can obtain from the course like speech production accuracy, clinical performance, inferencing skills and so on. It is salient that this conclusion is still around learners' needs, which means that the researcher did not scrutinize the effect of learners' needs. Some scholars only want to explore learners' specific needs on a particular course and report them. For instance, Spence & Liu (2013) underlined in what situation that oral proficiency is demanded by engineers.

Admittedly, to ascertain learners' needs is inevitable for any needs analysis. Learner's needs are constituted by target needs and learning needs (Hutchinson & Waters, 2002).

Target needs refer to what the learner needs to do in the target situation, which contains necessities, lacks and wants. The necessities are objective requirements set for who would like to grasp knowledge in a specific area, meanwhile, lacks and wants are also evaluations that consist of mixed opinions from different stakeholders like teachers, learners, administrators and so on. It is far from enough if only the target analysis is conducted, learning needs show how people learn to do with language. These contain learners' language skills, strategies, subject knowledge, etc. To be more specific, the importance of examining learning needs is that learners' mind (Hutchinson & Waters, 2002) can be exposed. It allows the researcher to probe into learners' needs. Therefore, in the current study, a learning needs framework is adopted in a structured interview. Robinson (1991) examined that the information obtained through needs analysis is valuable for syllabus design. The procession usually begins before any teaching activities because teachers or course designers need to know what the learners' needs are. Only when the demands of the subjects in a course are figured out, can the course shoot the arrow at the target.

#### b) *Notional syllabus*

Originally, a syllabus is a document which says what will (or at least what should) be learned

(Hutchinson & Waters, 2002). Among various syllabuses, the notional syllabus is formed on the theory of communicative competence, which means that it has inherent features of communication. In the initial stage, as Markee (1997) identified "the notional syllabus was created for adults who used the language in specific purposes". That is why the notional syllabus is always used in ESP courses. If a the notional syllabus is devised for an ESP course, it indicates that book knowledge about language is placed as the secondary position, while communication needs to be the core. Johnson (2006) further explained that the use of the notional syllabus made it possible to synthesize different purposes of a course. Indeed, studies on the notional syllabus have also revealed that it is used to organizes units for communicative purposes like asking questions, expressing wishes, making suggestions and so on, instead of being constrained by grammatical knowledge (Wilkins, 1976). It can be adduced that the merit of the notional syllabus is its topic-oriented nature, in the meantime, learners are much more involved into the course because "communication" is the pillar of the notional syllabus. However, scholars barely researched the notional syllabus used in the IC course before, and most literature are about ESP course. Harlow (2010) highlighted the crucial role that the notional syllabus played in the design of courses and textbooks. Also, Waters (2010) underscored that the reason why ELT innovation experienced a fall in recent years is that there is a widespread failure during the use of innovative teaching theories.

Therefore, the current study tries to analyze the utilization of the notional syllabus in an IC course, to investigate whether the application helps answer the learners' needs.

Regarding the uniqueness of the notional syllabus, Sheng (2006) summarized its features of the notional syllabus from five angles concluded in the table below,

*Table 1:* Five features of the notional syllabus by Sheng (2006)

<b>Teaching arrangement</b>	Topic-oriented
<b>Teaching materials</b>	Follow functional/notional syllabus
<b>Teaching methods</b>	Communication-based
<b>Teaching philosophy</b>	Primary: communication; Secondary: linguistic instructions
<b>Language training</b>	Listening, speaking, reading and writing

*Edited from Sheng (2006)*



Except that five characteristics are summarized, the conclusion pinpoints mainly three innate features of the notional syllabus. They are communication-based, topic-oriented and subordinate language training. Besides, the notional syllabus is also known for its wide application, as Johnson (2006) reviewed, what Wilkins (1976) elaborated in his book was that the notional/functional syllabus was suitable to be used in high surrender value courses, limited duration courses, special purpose and remedial courses. Thus, as is mentioned above, even though it is commonly-used in ESP courses but not limited into it. This opinion renders support to the using of the notional syllabus in an IC course.

### c) IC course

Gudykunst (2000) defined IC as communication across cultures. IC course is not only aiming at cultivating learners' Intercultural Communication Competence (ICC), but imparting culture knowledge to students as well. Eisenchlas & Trevaskes (2003) highlighted that the necessity to analyze IC course from a language-related perspective. For example, IC issues like appropriate speech act, mark ethnic, group identity are tied to how people use languages. Research conducted by Scollon & Scollon (2001) suggested that when an environment in which meta-linguistical awareness was triggered. It can be deduced that language learning plays a crucial part in an IC course. Chen (2012) did a research on the curriculum design for nurturing learners' talents on ICC and demonstrated that language training, professional training, international competence training etc. were compulsory for IC learners. Hence, no clear-cut distinction can be drawn between an IC course and an ESP course which is designed for fostering students' abilities in the domain of IC. Sharifian (2007) stated that one way to acquire cultural knowledge was to learn the target language. Especially when the notional syllabus is adopted, the function of communication is revealed. Nunan (1988) illustrated activities arranged following the notional syllabus was to replicate in class 'real communication'. Consequently, an IC course taking advantage of the notional syllabus can be considered as an ESP course, especially when the course has an international setting. Just as what the current essay focuses on, the IC course in Sweden is on international level. Asuncion-Lande (1977) elucidated that the contact between learners using different languages and from different cultures promoted their awareness of the significance of IC. Consequently, the IC classroom for overseas students is, in essence, a platform for intercultural communication.

## III. METHOD

### a) Setting

The course was set up mainly for exchange students in a Swedish university, and native students

were also allowed to apply for. 31 Students in total participated in the course, among which five were English native speakers from Canada and America. Most of the students were females. The course was arranged in the fall semester in 2015. There were nine lectures which took 24 hours in total. Each class lasted one hour and forty-five minutes in the teaching buildings in the university where three teachers (including a guest teacher) gave lectures and held seminars. The materials used in the course consisted of published books and a compendium. The two books used were *Introducing Intercultural Communication: Global cultures and contexts* (Liu, S., Volcic, Z. & Gallois C., 2014) and *Intercultural Communication: A Critical Introduction* (Piller, Ingrid, 2011). The compendium *An Introduction to Intercultural Communication I*, edited by teachers in KAU, included ten articles written by experts from different countries in the field of intercultural studies. Students needed to buy the books and compendium in the university's bookstore. Powerpoint and projector were the mainly-used equipment in the classroom. The aims of this course listed in the Study Guide for students were learning approaches to IC studies, the terminology, concepts, and theories in the field of IC studies, etc. During the class, except for teachers' lectures, seminars, group discussion, students' presentation, and movie appreciation were also included. Since English was the only language used in this course and closely related to the goal of this course for overseas students, not only was this course an IC course, but an English for Specific Purposes (ESP) course as well.

### b) Subjects

There were six Chinese students altogether in the class, and the author of this current essay was one of them. They were from two different Chinese universities, among whom two male students majored in Physics, while the left four students were females from another Chinese university majoring in English. The female students passed the Test for English Majors-Band 8 (TEM 8), the highest level of the English competence test for English majors in China. While the other two male students got scores of 7.5 and 6.5 in the IELTS tests respectively. Although learners' backgrounds differentiated with one and another, they were close in age. All six students were given the code names from S1 to S6, and the detailed information is listed below.

Table 2: Participants' information

Name	Age	Sex	Semester	Major	English Competence
S1	21	Female	1(half a year)	English	TEM 8
S2	21	Female	1(half a year)	English	TEM 8
S3	22	Female	1(half a year)	English	TEM 8
S4	22	Female	1(half a year)	English	TEM 8
S5	22	Male	1(half a year)	Physics	IELTS: 7.5
S6	21	Male	1(half a year)	Physics	IELTS: 6.5

c) *Data collection*

In order to investigate Chinese learners' needs, a structured interview and introspection were adopted. According to Long (2005), structured interview is one of the most frequently used methods in Needs Analysis. The interview for each student lasted about 20 minutes, which was recorded in the meantime. It is worth noting that introspection was used for collecting the researcher's ideas from a student's perspective. Although as Long (2005) demonstrated that research conductor's participation in needs analysis is rarer, it helped the researcher to consider the information neglected. (Jasso-Aguilar, 1999). Questions raised in both Interviews and introspection were all from Framework for analyzing learning needs put forward by Hutchinson & Waters (2002). The reason why the checklist was used in the interview was that as is mentioned above, Learners' internal needs can be mainly reflected in their learning needs. It also needs to note that this framework was originally designed for ESP courses. The IC course in the current study is somewhat an ESP course. Thus, the using of it in the research is reasonable. In total, there were five questions including several sub questions under the framework. Three of them were asked for learners about the reasons for taking the course, the methods they adopted to study, and their personal information. Two of the questions were around the course itself, which were about its place and time. The left broad question was about the resources used in the course, in which teachers, techniques, material, etc. were all included. Overall,

participants were reminded of answering the questions based on their experiences in the IC course.

The interview and the introspection were transcribed by the author. To ensure the internal validity of the transcriptions, the researcher adopted participant verification' (Hyland, 2006: 68), which was to invite interviewees to check them out. During the procession, some of the interviewees also added supplementary information to the transcription draft.

d) *Data analysis*

Brown (2015) specified that the more specific a needs analysis was, the more practical and worthwhile it would be. Three constraints were then put forward, situational constraints, stakeholder constraints and theoretical constraints. Situational constraints refer to society, policies, resources and curricula in an ESP course. Stakeholder constraints are about different roles involved in a course like students, teachers and administrators, while theoretical constraints are about approaches and syllabuses. It is worth noting that although three constraints are designed for an ESP course, they can also be used for analyzing an IC course (also an ESP course aforementioned) in the research. Therefore, by the three constraints, the interview data were categorized. If the needs analysis is considered as a quadrant, the vertical analysis is carried out based on the three requirements of the IC course, while the horizontal analysis of the five indices of the notional syllabus. After the coding of the interview and the introspection data, the needs analysis was conducted vertically and horizontally.

Table 3: Vertical and horizontal analysis

	Needs Analysis				
	Teaching arrangement	Teaching materials	Teaching methods	Teaching philosophy	Language training
<b>Situational constraints</b>	✓	✓			✓
<b>Stakeholder constraints</b>			✓	✓	
<b>Theoretical constraints</b>		✓	✓		

**Horizontal:**  
five features of  
notional syllabus

A further explanation is shown in table 2, in which five characteristics of the notional syllabus may

contribute to the IC course on the three different aspects. The symbol "sa/»" represents, what the

researcher believes, that the features of the notional syllabus can be embodied in the constraints of the IC course. In an overall picture, to probe whether the using of syllabus answer the needs of learners is, in essence, to figure out whether the five features of the notional syllabus help the course achieve the three requirements. To be more specific, the using of the notional syllabus is operationalized as the five features which can be examined by researchers, in the meantime, the interviewees' opinions are also categorized, according to three constraints, situation, stakeholders and theory.

#### IV. FINDINGS AND DISCUSSION

##### a) *Situational constraints*

One of the situational constraints is about resources. The resources include linguistic and discourse resources (Wenger, 1998). Admittedly, the materials used in the course follow the functional/the notional syllabus. Students have three materials that are closely related to the topics that the course sets up for. For example, the fifth class is about nonverbal communication. As the syllabus shows that learners should read Chapter 8 of *Introducing Intercultural Communication: Global cultures and contexts*. The title of that chapter is also nonverbal language. From the three available materials, the teacher selects the most relevant parts from the topics he will teach. In other words, the materials are used in a quite flexible way and around topics. In contrast, the topic-oriented resources certainly are not arranged around grammar.

Another important element in situational constraint is about society. Courses, especially like IC course, are topic-oriented. It teaches students to understand and deal with the different situations.

S1: *"We got a schedule from the teacher on which not only times and places were informed, the topic of each class was also listed. It's quite convenient that you can know what the course is about immediately."*

S4: *"I think the merit of using topic is that it can help students review what has been studied and prepare for what will be learned in the future."*

From students' explanations, it can be speculated that the topic-oriented arrangement is fresh and popular for the Chinese students. What's more, they regard the schedule as a learning tool.

However, the limitation of the topic-oriented schedule is that it almost ignores the systematicity of language training. An interviewee though agrees on the importance of topic oriented arrangement in an IC course, as an ESP course, the language training is not enough.

S5: *"Although I like to talk with my classmates in the IC course, I am still not confident of my English because I don't know whether there are mistakes in it. People sometimes can still catch your meanings even if there*

*are misuses in your sentences. So I think teacher spends too less time to help us improve our English."*

In the student's view, their socio-cultural background determines that they are attuned to Chinese English teaching methods helping students improve their English knowledge through a systematic way, that is, language-oriented course, even though Chinese teachers may not focus too much on communication. It is the intrinsic characteristic of the notional syllabus that communicative competence is the target, and language learning should replicate language using (Wilkins, 1976). That is why some students feel out of their elements in the IC course.

##### b) *Stakeholder constraints*

Students the main stakeholders in needs analysis, their motivation, attitudes, English competence and even background may influence their needs on the IC course. Among the answers to the question about what they think they will achieve in the course, students have different views.

S6: *"I made new friends from different countries, and it was also a good way to know different cultures."*

S5: *"I think the course helped me solve many practical problems, because as an exchange student, I was often faced with culture shock or discrepancy."*

The communication-oriented teaching methods benefit students on the two aspects, connecting people from different countries and helping tackle the down-to-earth problems in IC. It can be understood, as Hyland & Hamp-Lyons (2002) stated people from different communities sometimes offer contrasts in their ways of talking and social behavior, which may be the reasons causing the discrepancy.

When asking whether they resent the time that they spent on the course, all their answers are negative. From their attitudes, it can be seen that the IC course is a successful course for Chinese students. They also explained what they gained from it.

S4: *"hm....I began to be interested in the cultural issues which I haven't concerned about before, after I finish the course. And it's also timely when I am just in an international environment."*

S3: *"The course is easy to get passed, which makes me find a sense of fulfillment. The exam is in the oral form, in which my effort to the course pays off, yes."*

Focusing on communication, the ESP course as well as an IC course kindle students' interests to learn cultural knowledge through English. Compared with Chinese IC course, the exchange students in the Swedish IC course were immersed in the circumstance of intercultural communication. Thus, taking part in the class is also practicing textbook knowledge.

As is mentioned above, the six students come from two different universities in China, four of them are

English majors. For them, comprehensive English competence makes them overcome language barriers. The left two though majoring in Physics have reached the language requirements of the exchanging program. Although it seems that they can handle the basic language communication with foreign people, as S5 said above, they still hope to improve their English abilities through the course.

The adoption of the notional syllabus fits learners' requirements. Communication is at the central position in the notional syllabus, which is more important than language training under the framework. Students responded to the question about their socio-cultural background, in which they mention that the course did not resemble the English course they applied in China. S3: "As a Chinese student, I think...ah...we are so used to listening to teacher's lectures and taking notes in an English course, and we seldom speak English with our classmates after class. But the IC course itself is a platform for SLA learners to communicate with people from different cultural backgrounds, it pushes me to speak English with them."

From this perspective, the notional syllabus emphasizes the notion of communication that is an incentive for students to practice their language. Because as exchange students in a whole new country, they need to contact with people from all walks of life. The IC course using the syllabus accord with the demands of these "in-service" learners (Long, 2005).

#### c) Theoretical constraints

Students' needs on the theoretical aspect can be embodied from both teaching materials and teaching methods. Teaching materials are topic-oriented. From interviewee's feedback, they are somewhat helpful and efficient, even if there are still shortcomings. When referring to teaching methods, students' feedback on "seminar" is almost unanimous. S2: "Well, I prefer seminars among all the approaches, and we even cooked our food to share with others from different countries."

S3: "Let me think...ah...I would say group discussion, group presentation, movie appreciation and seminars are the methods teacher adopted. I like seminars because...ah...in China we don't have this form of activities. I still remember that in the first seminar, we were divided into different groups in which people have different nationalities. We were asked to map our country together in a blank paper. It had so much fun when we saw how people viewed others' countries."

In order to achieve the goal of communication under the framework of the notional syllabus, the teacher designed various activities during which people need to talk to each other in English so as to finish the tasks. It shows that seminar impresses Chinese students a lot, in which the teacher will not deny learners' freedom to exchange their ideas and even

debate. Widdowson (1972) also supported the application of language knowledge in communication, that is, the real world uses of language is often different from what was told in grammar books.

However, the satisfaction of some approaches is not the whole story, and still different voices are heard. In the question of "What sort of techniques bore/alienate you", participants mentioned that teacher's lecture was too long to follow and the slides were dull.

S5: "We don't have that long lecture in China, we have a break each 45 minutes. The teacher usually spent an hour to deliver a lecture and his accents were strong, which made me...bored."

S1: "The slides teacher used were full of data and words. I noticed that some students were distracted and even did their own things".

S4: "Teacher almost doesn't ask any questions or communicate with us during his lecture."

It is shown that the technique of the course used is not popularity with students and even makes them disinterested. Moreover, the time set up for each class does not meet students' expectations either. From the angle of the notional syllabus, some of the techniques and teachers' methods used are not by the features of it. Just as Zhang & Zhou (2002) summarized, according to their research on the characteristics of both structural syllabus and the notional-functional syllabus, all syllabuses have both sides. The using of syllabuses depends on the features of different courses and teachers. Hence, how teachers conduct and to what extent they follow the guidance of it affects the outcome of a course.

## V. CONCLUSION

The use of the notional syllabus meets Chinese learners' needs, which is salient from interviewees' answers, that is, they do not resent the time they spent on the IC course. The obvious merit for the application of the notional syllabus in the course, based on the Chinese learners' interviews and the introspection, is that it guides students to solve practical problems in intercultural communication. Since all of the Chinese students are exchange students, their learning needs are quite congruent. They may face problems when getting along with people from different cultural backgrounds in a new language community.

The notional syllabus emphasizes communication. Learners may have more opportunities to communicate with each other in English if the notional syllabus is adopted in IC course. The class itself is also a platform for learners to exert their intercultural communication knowledge. Besides, the notional syllabus is topic-oriented. Learners can know what they would learn and also what they have learned, and they can get an overall picture of the course before it begins.



The limitation of the IC course lies on an inherent weakness of the notional syllabus. Language knowledge taught in the course is not systemic, because the course is arranged in line with different topics. Generally, learners whose English are on different levels have different needs on language knowledge. To balance the features of IC course and ESP course relies on teachers' course design and teaching experience. It is also noteworthy that how teachers make use of the notional syllabus is vital for the success of a course. Any syllabus is no more than a tool. The effect is mainly determined by people who use it. Ultimately, the significance of the research is to provide suggestions for course designers, after all, as Long (2005) stated that the output of conducting needs analysis will be used as the input of designing syllabus.

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## Determinants of Academic Performance of Undergraduate Students in Private Universities in Bangladesh: A Case Study

By Md. Mortuza Ahmmed & Zahir Raihan Salim

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**Abstract-** Most of the existing literature studying the determinants of academic performance of undergraduate students in both public and private universities in Bangladesh are qualitative in nature. In this study, a combination of both qualitative and quantitative analysis has been done. Analyses were done using data collected from 605 students of several departments of International University of Business Agriculture and Technology (IUBAT), a private university located in Dhaka, the capital of Bangladesh. Statistical association between academic performance and several explanatory variables was checked. Variables such as type of department, result of pre-university public examinations, gender, class attendance, teacher-student relationship, self-confidence level of the students, depression and amount of credit hours completed were found to impact the academic performance level significantly. The findings of this study would help students, teachers and concerned authority of the institution to comprehend the factors impacting academic performance of the students and take further actions accordingly.

**Keywords:** *academic performance, demographic variables, socio-economic variables, institutional variables, logistic regression analysis.*

**GJHSS-G Classification:** FOR Code: 139999



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# Determinants of Academic Performance of Undergraduate Students in Private Universities in Bangladesh: A Case Study

Md. Mortuza Ahmmed <sup>α</sup> & Zahir Raihan Salim <sup>σ</sup>

**Abstract** Most of the existing literature studying the determinants of academic performance of undergraduate students in both public and private universities in Bangladesh are qualitative in nature. In this study, a combination of both qualitative and quantitative analysis has been done. Analyses were done using data collected from 605 students of several departments of International University of Business Agriculture and Technology (IUBAT), a private university located in Dhaka, the capital of Bangladesh. Statistical association between academic performance and several explanatory variables was checked. Variables such as type of department, result of pre-university public examinations, gender, class attendance, teacher-student relationship, self-confidence level of the students, depression and amount of credit hours completed were found to impact the academic performance level significantly. The findings of this study would help students, teachers and concerned authority of the institution to comprehend the factors impacting academic performance of the students and take further actions accordingly.

**Keywords:** academic performance, demographic variables, socio-economic variables, institutional variables, logistic regression analysis.

## I. INTRODUCTION

Since its independence back in 1971, there has been an upsurge in higher education in Bangladesh. Before the independence, only four public universities were available for tertiary education in this country. That figure is now 42 along with around hundred other private universities approved by the University Grant Commission (UGC)<sup>1</sup>. These numbers are in no mood to stop in near future. There are debates going on whether such large numbers of institutions for higher education, particularly the ever-increasing number of private universities are still needed in a developing country like Bangladesh. On the other hand, the quality in higher education is continuously moving in a declining trend. There are several issues responsible for such negative trend. But in this study, focus has been given to a specific issue regarding higher study,

academic performance of the students who are admitted at undergraduate level in private universities.

Several factors are associated to the academic performance of the undergraduate students such as enthusiasm and individual characteristics of the students, demographic and socio-economic characteristics, institutional characteristics and so on<sup>2</sup>. But only a little research has been done to identify the significant factors, especially in case of Bangladesh. As long as academic performance is concerned, Cumulative Grade Point Average (CGPA) is considered as the indicator by most of the researchers around the world<sup>3</sup>. The family background, educational environment, and financial states of the learners are crucial factors affecting academic performance<sup>4,5</sup>. Involvement of the students in part-time jobs to bear partial educational expenses also affect their academic performance<sup>6,7,8</sup>. Motivation and strong personality direct the students in the way towards the achievement of their academic goal<sup>9</sup>. Academic performance at pre-university level (S.S.C. and H.S.C. in case of Bangladesh) was found to have significant association with its counterpart at university level<sup>10</sup>.

The objective of this study was to identify the factors that have significant impact on the academic performance of the undergraduate students of private universities in Bangladesh. The extent of association would also be tested through odds ratio applying logistic regression analysis.

## II. METHODOLOGY

Primary data for the study were collected from undergraduate students of Fall semester 2018 of International University of Business Agriculture and Technology (IUBAT). A pre-coded self-directed questionnaire was initially developed for the data collection purpose. It was then finalized after being pretested on a small sample of 30 students of BBA (Bachelor of Business Administration) program. There are approximately 10000 students in total under different colleges in IUBAT. An estimated sample size of 605 respondents was interviewed for the study considering 4% margin of error (3.86% to be exact) at 95% confidence interval<sup>11</sup>. The issue of non-response rate was not taken into consideration since the survey was conducted under direct supervision of respective course

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teachers inside the classes. Stratified sampling technique was applied where each of the sections under different colleges was considered as a stratum. Hence, the ultimate sample of 605 students covered all the departments under different colleges namely, College of

Business Administration, College of Engineering and Technology, College of Arts and Sciences, College of Agricultural Sciences, College of Tourism and Hospitality Management and College of Nursing.

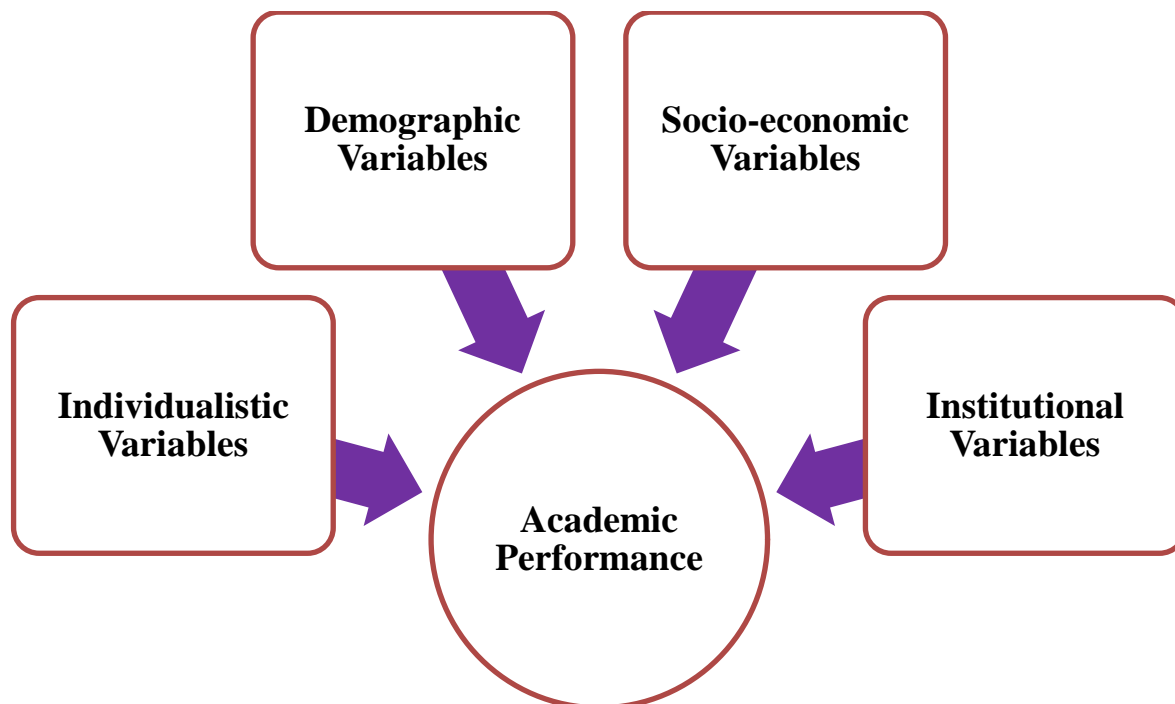


Figure 1: Conceptual framework

Several independent variables were considered that can be classified as: socio-economic variables such as location of residence, religion, yearly family income, students' part-time job status, students' physical health status, and educational background of family; demographic variables such as age and gender; institutional variables such as department, teacher - student relationship, class size and course load; individualistic variables such as SSC and HSC result, regularity, and punctuality, self-confidence and depression. Other than the department, all other variables were dichotomous. The dependent variable for the study was academic performance which is also dichotomous, where CGPA  $\geq 3.00$  was coded as 1 and CGPA  $< 3.00$  was coded as 0. The association between academic performance and all the above-mentioned independent variables were checked by applying chi-square test, where p-value  $\leq 0.05$  indicated significant association.

Finally, logistic regression model was fitted among academic performance and the independent variables that showed significant association with it. Logistic regression is the widely applied regression analysis when the dependent variable is dichotomous. No assumption regarding the distributions of the independent variables is needed. It delivers an estimated value for the strength of the association adjusting for other variables. The exponential of the

coefficients represents odd ratios (OR) for the given variable. The analysis was performed using SPSS version 20.0. The dependent variable was dichotomous given value 1 if the delivery was attended by trained medical personnel and given value 0 otherwise. The model was fitted as:

$$E(y) = \frac{e^{\beta X}}{1 + e^{\beta X}},$$

$$\beta = [\beta_0, \beta_1, \beta_2, \dots, \beta_k],$$

$$X = [x_1, x_2, x_3, \dots, x_k]'$$

here,  $y$  = dependent variable = academic performance,  
 $x_i$  = corresponding independent variables,  
 $\beta_i$  = parameters of the model.

### III. RESULTS AND DISCUSSION

The background characteristics of the respondents are shown in Table 1. Out of 605 students, more than half (52.2%) were from Engineering departments. Academic performance of almost two-third of them (63.5%) was at satisfactory level. As far as family educational background is concerned, less than half (43.8%) of the family had highly educated one. More than three-fourth of the students (78.5%) performed well in S.S.C. and H.S.C. examinations which are the two public exams that take place at national level before they sit for undergraduate admission at university level. The number of male students was 1.78 times more than its

female counterpart indicating the supremacy of male students at tertiary level education. A large proportion of the students (70.2%) belonged to the age group of above 20 years. Most of them (59.7%) came from urban areas which was expected since education in private universities is an expensive deal and is out of reach for most of the rural people. One of the positive aspects of the respondents was their class attendance. Around 93.7% of them attended their respective classes regularly. But the scenario was entirely the opposite one in case of library attendance. Only 19% of the respondents had regular attendance in library. One possible reason might be the increasing access of

internet via smart phones where study materials are readily available in various formats in many cases, discouraging the students from spending some quality time in the library to exercise their brain. The teacher-student relationship was found to be friendly in most of the cases (87.1%). The self-confidence level of 70.2% students was found to be high. There was nearly identical number of respondents as far as the depression status of the students is concerned. Most of the students were Muslim (89.9%) which was expected since a huge portion of the population of the country is Muslim. Relatively much higher proportion of students (85.3%) were involved with part-time job.

*Table 1:* Distribution of respondents by background characteristics

		Frequency	Percentage
Department	Business	178	29.4
	Engineering	316	52.2
	Others	111	18.3
	Total	605	100.0
Education of Family	Highly Educated	265	43.8
	Moderately Educated	340	56.2
	Total	605	100.0
SSC & HSC Result	Good	475	78.5
	Not Good	130	21.5
	Total	605	100.0
Family Income	Good	251	41.5
	Not Good	354	58.5
	Total	605	100.0
Gender	Male	387	64.0
	Female	218	36.0
	Total	605	100.0
Age	At most 20	180	29.8
	Above 20	425	70.2
	Total	605	100.0
Residence	Urban	361	59.7
	Rural	244	40.3
	Total	605	100.0
Class Attendance	Regular	567	93.7
	Irregular	38	6.3
	Total	605	100.0
Library Attendance	Regular	115	19.0
	Irregular	490	81.0
	Total	605	100.0
Teacher-Student Relationship	Friendly	527	87.1
	Unfriendly	78	12.9
	Total	605	100.0
Self-confidence	High	425	70.2
	Low	180	29.8
	Total	605	100.0
Physical Health	Good	484	80.0
	Not Good	121	20.0
	Total	604	100.0
Depression	No	311	51.4
	Yes	294	48.6
	Total	605	100.0
Religion	Muslim	544	89.9
	Others	61	10.1
	Total	605	100.0



Credit Hour Completed	At most 9	217	35.9
	Above 9	388	64.1
	Total	605	100.0
Class Size	At most 50	411	67.9
	Above 50	194	32.1
	Total	605	100.0
Part-time Job	Yes	516	85.3
	No	89	14.7
	Total	605	100.0
Academic Performance	Satisfactory	384	63.5
	Not Satisfactory	221	36.5
	Total	605	100.0

The analytical results of chi-square tests are shown in Table 2. Some of the explanatory variables like department, S.S.C. and H.S.C. results, gender, self-confidence, depression, teacher-student relationship, class attendance and credit hours completed presented significant association with academic performance.

**Table 2:** Distribution of Respondents by Academic Performance and Explanatory Variables

		Academic Performance		Total	Significance
		Satisfactory	Not Satisfactory		
Department	Business	121	57	178	$\chi^2 = 14.51$ p-value = 0.001
	Engineering	209	106	315	
	Others	54	58	112	
	Total	384	221	605	
Education of Family	Highly Educated	171	94	265	$\chi^2 = 0.22$ p-value = 0.634
	Moderately Educated	213	127	340	
	Total	384	221	605	
SSC & HSC Result	Good	316	159	475	$\chi^2 = 8.90$ p-value = 0.003
	Not Good	68	62	130	
	Total	384	221	605	
Family Income	Good	162	89	251	$\chi^2 = 0.21$ p-value = 0.645
	Not Good	222	132	354	
	Total	384	221	605	
Gender	Male	236	151	387	$\chi^2 = 2.87$ p-value = 0.05
	Female	148	70	218	
	Total	384	221	605	
Age	At most 20	115	65	180	$\chi^2 = 0.20$ p-value = 0.483
	Above 20	269	156	425	
	Total	384	221	605	
Residence	Urban	228	133	361	$\chi^2 = 0.04$ p-value = 0.846
	Rural	156	88	244	
	Total	384	221	605	
Class Attendance	Regular	368	199	567	$\chi^2 = 7.983$ p-value = 0.005
	Irregular	16	22	38	
	Total	384	221	605	
Library Attendance	Regular	77	38	115	$\chi^2 = 0.74$ p-value = 0.388
	Irregular	307	183	490	
	Total	384	221	605	
Teacher-Student Relationship	Friendly	343	184	527	$\chi^2 = 4.59$ p-value = 0.032
	Unfriendly	41	37	78	
	Total	384	221	605	
Self-confidence	High	298	127	425	$\chi^2 = 27.22$ p-value = 0.000
	Low	86	94	180	
	Total	384	221	605	
Physical Health	Good	311	172	483	$\chi^2 = 0.995$ p-value = 0.318
	Not Good	73	49	122	
	Total	384	221	605	
Depression	No	209	102	311	$\chi^2 = 3.843$ p-value = 0.050
	Yes	175	119	294	
	Total	384	221	605	

Religion	Muslim	349	195	544	$\chi^2 = 1.09$ p-value = 0.297
	Others	35	26	61	
	Total	384	221	605	
Credit Hour Completed	At most 9	118	99	217	$\chi^2 = 2.57$ p-value = 0.001
	Above 9	266	122	388	
	Total	384	221	605	
Class Size	At most 50	252	159	411	$\chi^2 = 1.15$ p-value = 0.109
	Above 50	132	62	194	
	Total	384	221	605	
Part-time Job	Yes	332	184	516	$\chi^2 = 27.22$ p-value = 0.285
	No	52	37	89	
	Total	384	221	605	

The logistic regression results are shown in Table 3. Other than attendance, teacher-student relationship and depression, the remaining variables were still showing significant association with academic performance.

Table 3: Logistic Regression Results

		$\beta$	Wald	Significance	$e^{\beta}$ (OR)	95% C.I. for OR	
						Lower	Upper
Department	Business (RC)	-	-	-	-	-	-
	Engineering	-.677	6.617	.010	0.51	.303	.851
	Others	-.736	9.144	.002	0.48	.297	.772
SSC&HSC Result	Good (RC)	-	-	-	-	-	-
	Not Good	-.430	4.005	.045	0.65	.427	.991
Gender	Male (RC)	-	-	-	-	-	-
	Female	.399	4.212	.040	1.49	1.018	2.182
Attendance	Regular (RC)	-	-	-	-	-	-
	Irregular	-.491	1.776	.183	0.61	.297	1.260
Teacher-Student Relationship	Friendly (RC)	-	-	-	-	-	-
	Unfriendly	-.354	1.656	.198	0.70	.410	1.203
Confidence	High(RC)	-	-	-	-	-	-
	Low	-.831	16.453	.000	0.44	.292	.651
Depression	No (RC)	-	-	-	-	-	-
	Yes	-.102	.293	.589	0.90	.623	1.308
CourseLoad	Above 9 (RC)	-	-	-	-	-	-
	At most 9	.571	9.281	.002	1.77	1.226	2.556

C.I. = Confidence Interval, OR = Odds Ratio, RC = Reference Category

One notable part of the findings of logistic regression model was that academic performance of female students were 1.49 times better than their male counterparts. Students suffering from depression were less like to perform better than those without depression. The relationship pattern with the teachers also seemed to impact the academic performance of the students. As expected, irregular students were found to be less likely (OR = 0.60) to perform better than the regular ones. Students undertaking not more than nine credits were 1.77 times more likely to perform better than those undertaking above nine credits. This was also usual that the less the amount of credits, the less the burden of study materials for the students; consequently, more time is available to focus on less amount of study materials. Self-confidence level of the students seemed to have highly significant association (p-value = 0.000) with the academic performance of the students. Achievements of the students with low level of confidence were 0.44 times less likely to perform better.

#### IV. CONCLUSION

The findings of this study will have crucial strategic implications to the managements of private universities in Bangladesh. Not only the students but also their families will realize which factors would have significant impact on students' academic success. The study will also help to undertake proper actions by Institutional Quality Assurance Cell(IQAC) in the universities as well. The number of private universities will continue its ever-increasing trend in the upcoming days. Therefore, it is high time to take necessary steps to ensure the quality of education at this level. It is the huge amount of tuition feesbeing paid by the students in the private universities that ultimately runs the life of the institutions. Hence, their academic performance level must be taken care of seriously and sincerely.

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## Affixation in Úwù language

By Charles Olanrewaju Boyede

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**Abstract-** This paper examines affixation in Úwù language. Úwù is one the Benue-Congo languages (Blench 2007). They speak Úwù in a small community known as Àyèré in Ijùmú Local Government Area of Kogi state in Nigeria. Many scholarly works have been published on Úwù language. However, there has been total neglect of the morphology of Úwù language. It is a widely held belief that languages are not static; they change from time to time, and new words are added to the vocabularies of the languages to name new ideas, concepts, objects and so on. New words are created into a language almost every day as the world advances. Languages enrich their vocabularies through the use of the word formation processes/rules. Affixation is a robust morphological process with which languages create new words from existing ones. This process, however, has not been investigated in Úwù. We observed that affixation is very productive among other word formation processes in Úwù language. This paper, therefore, seeks to fill this academic gap and also serves to document affixation in the language for posterity.

**Keywords:** *prefix, interfix, genitive morpheme, headedness theory, associative morpheme, Úwù.*

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# Affixation in Úwù language

Charles Olanrewaju Boyede

**Abstract-** This paper examines affixation in Úwù language. Úwù is one the Benue-Congo languages (Blench 2007). They speak Úwù in a small community known as Àyèré in Ijùmú Local Government Area of Kogi state in Nigeria. Many scholarly works have been published on Úwù language. However, there has been total neglect of the morphology of Úwù language. It is a widely held belief that languages are not static; they change from time to time, and new words are added to the vocabularies of the languages to name new ideas, concepts, objects and so on. New words are created into a language almost every day as the world advances. Languages enrich their vocabularies through the use of the word formation processes/rules. Affixation is a robust morphological process with which languages create new words from existing ones. This process, however, has not been investigated in Úwù. We observed that affixation is very productive among other word formation processes in Úwù language. This paper, therefore, seeks to fill this academic gap and also serves to document affixation in the language for posterity.

**Keywords:** prefix, interfix, genitive morpheme, headedness theory, associative morpheme, Úwù.

## I. INTRODUCTION

Affixation is a morphological process which involves the attachment of affixes to root to create a new word. Crystal (2008:16) defines affixation as the morphological process whereby grammatical or lexical information is added to a stem. Affixes are of different types based on their position of occurrence. The affixes attached to the initial position of a root/stem are called prefixes. Interfixes are added to the middle of two morphemes, while those added at the final part of the root/stem are called suffixes. In Úwù, prefixes and interfixes are used extensively to derive new words. Suffixes are not attested in the language.

## II. PURPOSE OF THE STUDY

This paper contributes to the ongoing research on dialectology. Several works have been published on the dialects of languages to know the similarities and differences in the dialects of the language under study. It is not strange that languages have similarities and differences at all levels of grammar. Little publications exist in the area of phonology (see Allison 2017 on *Vowel Deletion in Úwù*, Boyede 2018 on *Assimilation in Úwù*). In the area of morphology, however, no work has been published on affixation in the language. This paper, therefore, intends to fill the academic gap and to

further document assimilation in the language for posterity.

### a) Theoretical Frameworks

The principle of headedness in linguistics states that any phrase has a single head. In contemporary morphology, complex words (like derivation through affixation, reduplication, compounds) are assumed to have heads. Williams (1981:248) proposes the manifestation of Right Hand Head Rule (RHR) which stipulates that Right Hand Head Rule in morphology is when the head of a complex word is the right-hand member of that word. According to this rule, we can infer that the head of a morphologically complex word can be defined regarding its position in the complex compound word (Taiwo, 2009).

Owolabi (1995) came up with the Left Hand Head Rule (LHR) to account for the Yoruba structure of morphologically complex words. The rule says that the head of a morphologically complex word will always be at the left-hand position in the whole compound word (Taiwo, 2009). Thus, since Úwù language which our analysis based upon has the same word structure with the Yoruba language, hence, the principle of Left Hand Head Rule is adopted for the analysis of morphologically complex words in this research.

### b) Prefixation in Úwù

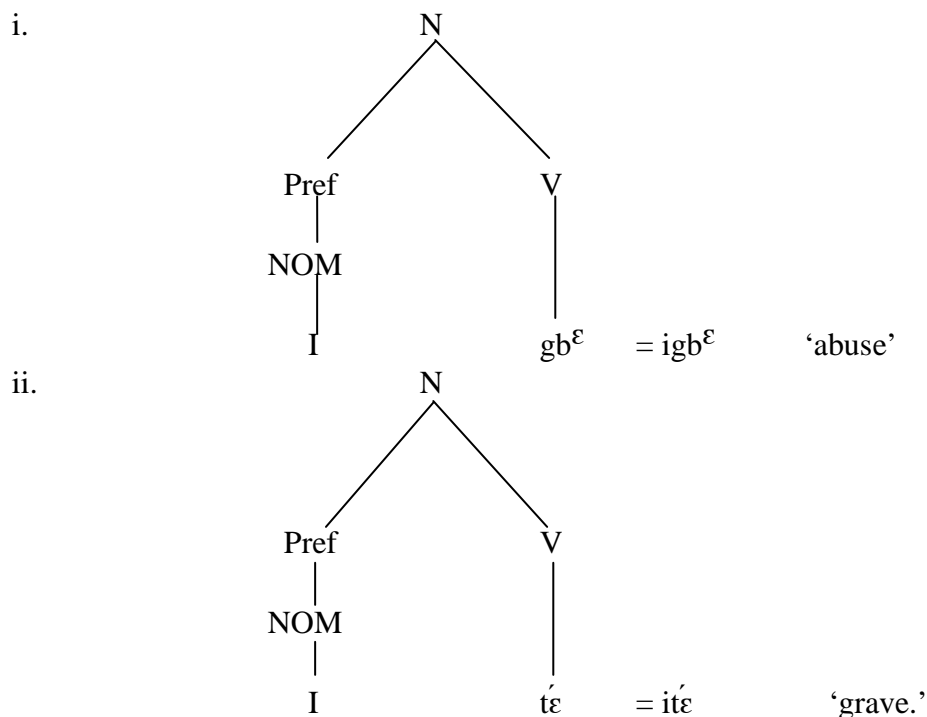
Prefixation is a morphological process which involves the addition of morpheme(s) to the initial position of a root or stem. Prefixes as bound elements (i.e., they never occur in isolation) which precede the root. From this definition, one can infer that prefixation is the morphology of adding a bound element (morpheme to a root stem). A root is the basic core of a word that takes the addition of other elements while a stem is a root (with or without other affixes) which is capable of receiving other bound element to derive new words. Prefixation is a derivational process in Úwù language. The data below show the derivation of deverbal nouns by prefixation in Úwù language:



	Prefix	+	Verb	→	Noun	
i.	i	+	gbε	→	igbε	‘abuse.’
			to abuse			
ii.	ó	+	lá	→	ólá	‘dream.’
			to dream			
iii.	n	+	fá	→	ṁfá	‘rope.’
			to stretch			
iv.	à	+	jí	→	àjí	‘birth.’
			to give birth			
v.	í	+	rú	→	írú	‘fart.’
			to fart			

As earlier stated in the theoretical framework of this paper, that the headedness theory would be used to present the analysis of the morphological part of the research, it is therefore pertinent we analyze the above

data using the headedness theoretical approach. The above examples are anatomized on tree diagrams below:



### Genitive Nouns Construction in Úwù

The genitive marker can be prefixed to a noun to derive the owner of the item named by the noun. Apart from connoting the owner of the item named, the

marker can also be added to a noun to derive the agentive noun. In Úwù, the genitive morpheme is **óli-**. Consider the following examples in Úwù:

	Gen marker		Noun	→	Output	
i.	Ólí'	+	agbado	→	ólágbado	‘maize seller/owner’
ii.	Ólí	+	aroro	→	ólároro	‘a stingy person’
iii.	ólí	+	ìjòwò	→	ólíjòwò	‘trader’
iv.	ólí	+	atajò	→	ólátajò	‘pepper seller’
v.	ólí	+	áj <sup>w</sup> á	→	óláj <sup>w</sup> á	‘owner/seller of dog’

vi.	ólí	+	èfó	→	óléfó	‘vegetable seller’
vii.	ólí	+	emɔ̃	→	ólémɔ̃	‘palm wine owner/seller’
viii.	ólí	+	wéwé	→	ólíwéwé	‘leave seller’

In the above data, we observed that when we add ‘ólí-’ to a noun, its form changes. When it is added to a vowel-initial noun, the high front vowel [i] of the genitive morpheme gets deleted to disallow two non-identical vowels from co-occurring. Such deletion is observed in examples (i) to (vii) above. However, the vowel is retained when the morpheme is added to a consonant-initial noun as seen in example (viii).

Allison (2015) has suggested that the form of the genitive morpheme in Úwù is “óní.” A cursory look at his claim revealed that the form “óní” is not the basic form of the genitive morpheme. Allison (2015) cited the following examples to support his point:

i.	Óní# àkirin	→	ónǎkirin	‘person who/that sings’
ii.	Óní# àlulo	→	ónǎlulo	‘person who/that drums’
iii.	Óní# àpojina	→	ónǎpojina	‘person who/that tell lies’
iv.	Óní# àtaja	→	ónǎtaja	‘person who/that sells’

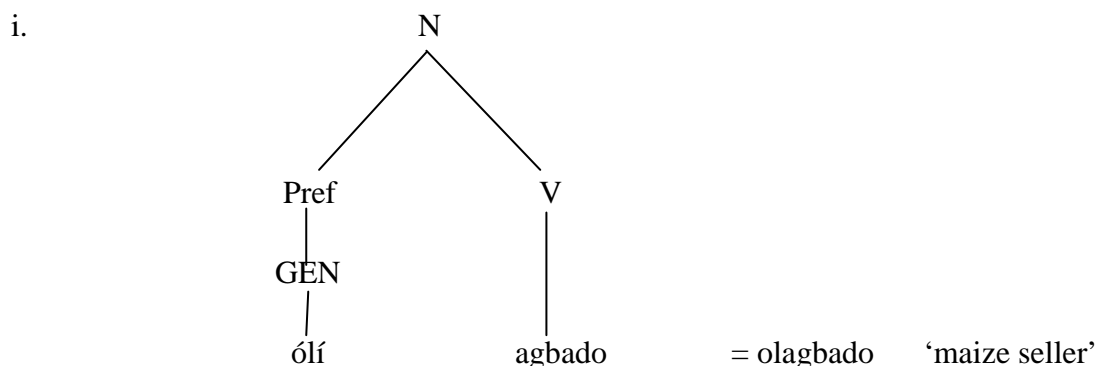
The form “óní”, when added to a noun, depicts the dealership or vocation of X. our findings further revealed that the nouns which the form “óní” is added to

are nouns which are derived through prefixation of “a-”. the form that is derived after the prefixation

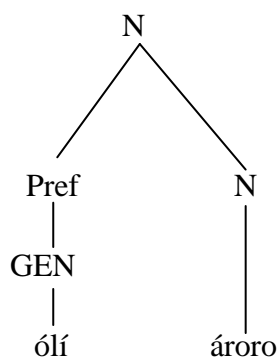
a	+	kĩ	irin	→	akĩrin	‘who/that sings’
a	+	pa	ojino	→	apojina	‘who/that tell lies’
a	+	lu	ùlò	→	alùlò	‘who/that beat drum’
a	+	ta	ojà	→	atajà	‘who/that sells’

The forms above do not reflect the person who does the action i.e., it does not point to a particular person who acts. The forms only reflect the person that performs an action after the form “óní” is prefixed to them. It should be well said to refer to such form (óní) as agentive morpheme rather than genitive morpheme in Úwù since it depicts the person who specializes in a particular act or vocation. Whereas, the ólí form is added

to basic nouns to show dealership, ownership of X. The findings in this research work agreed with Abiodun et al. (unpublished) that the form of the genitive morpheme is ólí and not óní. Abiodun et al. (ibid) further suggest that the form identified by Allison (2015) is an agentive morpheme rather than genitive morpheme. Consider the headedness analysis of some of the data below:

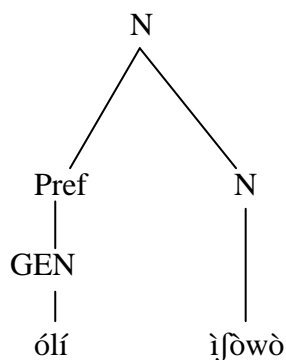


ii.



= olároro 'stingy person'

iii.



= olìfòwò 'trader'

Another instance of prefixation in Úwù is seen in the derivation of continuous verbs. The morpheme 'a-' is attached to the verb root to derive the continuous form.

The examples below show this derivation in Úwù language.

	Root		Prefix		Verb	Output	
i.	je	'eat'	a	+	je	aje	'eating'.
ii.	pé	'cut'	a	+	pé	apé	'cutting'.
iii.	kpá	'climb'	a	+	kpá	akpá	'climbing'.
iv.	mí	'breath'	a	+	mí	amí	'breathing'.
v.	dá	'go'	a	+	dá	adá	'going'.

From the data above, one can deduce that 'a-' is prefixed to a verb to derive the continuous form of the verb.

found in many Nigerian languages. Interfixation involves inserting an affix between two identical or non-identical roots. The affix functions as a linkage between the two roots that are attached. Consider the examples below in Úwù language:

### III. INTERFIXATION

According to Modesta and Yusuf (2007), the affixation that builds words by interfixing morphemes is

i.	àdʒá	+	ni	+	àdʒò	àdʒánàdʒò	'office'.
ii.	oŋgu	+	ni	+	úná	oŋgunúná	'firewood'.
iii.	àdʒá	+	ni	+	iwe	àdʒániwe	'school'.
iv.	ɔmã	+	ni	+	ówó	ɔmãńówó	'finger'.
v.	àkpótí	+	ni	+	àkì	àkpótínàkì	'box (of cloth)'.

In the data above, the morpheme (Associative morpheme) that mediates between the two nouns is inserted as an interfix to block the nouns from occurring sequentially. A morpheme always mediates noun-noun constructions in Úwù. The form of the morpheme is “ni” contrary to Allison (2017) who posited that the form is *nì*. He referred to the morpheme as an Associative

Morpheme (AM). The vowel of the associative morpheme is always deleted when it precedes vowel-initial noun. However, the vowel is retained when the noun that occurs after it is consonant-initial. Consider the following examples:

(a)

i. ɔmã ni	égú	→	ɔmãnégú	‘pestle’
ii. àdʒá ni	anĩŋku	→	àdʒáanĩŋku	‘toilet’
iii. údì ni	Úwù	→	Údínúwù	‘Uwu’s hill’
iv. ɛŋkɔ ni	édʒé	→	ɛŋkɔnédʒé	‘eyeball’
v. èta ni	èta	→	ètanéta	‘grandfather’

(b)

i. ɔla ni	ʃadé	→	ɔlanifadé	‘Sade’s skin’
ii. àkì ni	Tolú	→	àkìnitólú	‘Tolu’s cloth’
iii. ɔmã ni	kókóró	→	ɔmãnikókóró	‘key’

From the data above, we observed that the vowel of the associative morpheme which functions as an interfix is deleted when it is followed by a vowel initial noun as seen in data (a). However, the vowel of the form is not deleted (no phonological change) when it is followed by a consonant-initial noun as seen in data (b).

#### IV. CONCLUSION

This paper has carefully and adequately dealt with the concept of affixation as a morphological process in Úwù language. It has been established that Úwù language affixation processed is premised in prefixation and interfixation. The language does not make use of suffixation in its word formation processes. The paper identified that the genitive marker in Úwù is attached as a prefixation to nouns to derive ownership, dealership of an item. We have also asserted in the study that *a-* is attached as a prefix to verbs to derive the continuous form of the verbs.

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### Acknowledgments

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

### Declaration of funding sources

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

## PREPARING YOUR MANUSCRIPT

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

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



### ***Manuscript Style Instruction (Optional)***

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

### ***Structure and Format of Manuscript***

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

A research paper must include:

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

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

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

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

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



## FORMAT STRUCTURE

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

All manuscripts submitted to Global Journals should include:

### **Title**

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

### **Author details**

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

### **Abstract**

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

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

### **Keywords**

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

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

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

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

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

### **Numerical Methods**

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

### **Abbreviations**

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

### **Formulas and equations**

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

### **Tables, Figures, and Figure Legends**

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





## Figures

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

## PREPARATION OF ELETRONIC FIGURES FOR PUBLICATION

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

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## TIPS FOR WRITING A GOOD QUALITY SOCIAL SCIENCE RESEARCH PAPER

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

**18. Go to seminars:** Attend seminars if the topic is relevant to your research area. Utilize all your resources.

Refresh your mind after intervals: Try to give your mind a rest by listening to soft music or sleeping in intervals. This will also improve your memory. Acquire colleagues: Always try to acquire colleagues. No matter how sharp you are, if you acquire colleagues, they can give you ideas which will be helpful to your research.

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



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

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

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

## INFORMAL GUIDELINES OF RESEARCH PAPER WRITING

### **Key points to remember:**

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

### **Final points:**

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

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

### **The discussion section:**

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

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

### **General style:**

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

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



### *Mistakes to avoid:*

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

### **Title page:**

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

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

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

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

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

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

### **Approach:**

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

### **Introduction:**

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



*The following approach can create a valuable beginning:*

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

#### **Approach:**

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

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

#### **Procedures (methods and materials):**

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

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

#### **Materials:**

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

#### **Methods:**

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

#### **Approach:**

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

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

#### **What to keep away from:**

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



**Results:**

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

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

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

**Content:**

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

**What to stay away from:**

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

**Approach:**

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

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

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

**Figures and tables:**

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

**Discussion:**

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

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





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

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

#### **Approach:**

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

Describe generally acknowledged facts and main beliefs in present tense.

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CRITERION FOR GRADING A RESEARCH PAPER (COMPILATION)  
BY GLOBAL JOURNALS

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Topics	Grades		
	A-B	C-D	E-F
<b>Abstract</b>	Clear and concise with appropriate content, Correct format. 200 words or below	Unclear summary and no specific data, Incorrect form Above 200 words	No specific data with ambiguous information Above 250 words
<b>Introduction</b>	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
<b>Methods and Procedures</b>	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
<b>Result</b>	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
<b>Discussion</b>	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
<b>References</b>	Complete and correct format, well organized	Beside the point, Incomplete	Wrong format and structuring



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