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A STUDY OF EXISTING PROBLEMS IN COLLABORATION WITH INDUSTRY AND INSTITUTION IN VOCATIONAL TECHNICAL EDUCATION IN LUCKNOW

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A STUDY OF EXISTING PROBLEMS IN COLLABORATION WITH INDUSTRY AND INSTITUTION IN VOCATIONAL TECHNICAL EDUCATION IN LUCKNOW

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ABSTRACT

The collaboration between industries and institutions is vital to guide the economics van of a country in right direction. The developed nations were fast enough to understand the significant impact of collaboration between the educations on the prosperity of the lives of their people, hence they have developed it into a system of links and relationships between various industries and institutions. The under developing countries too are now realizing its importance and planning to strengthen the cooperation of various industries and institutions the research carries the view of male and female teachers, administrators and industry people with respect to rural urban areas with respect to collaboration between industries and institution.

Keywords: Vocational and Technical Education; Rural and Urban Administrative Problem; Infrastructure Problem

INTRODUCTION

Development of a nation depends a lot on its educational systems. Education while inculcates many a humane and social traits in, it is also supposed to enable them to earn a livelihood for themselves. Hence, the development and solidarity of the nation rests on such type of education that enables to contribute to the national economy in terms of enhance productivity and improved services when we consider the present prevailing unemployment scenario and find youngsters in search of jobs even after graduation and post-graduation, we find general education failing in terms of utility and training of for career development.

Traditional educational programmes have failed to prepare the right products for entry into the employment market. The courses are very much divorced from actual needs. The prevailing academic preparation is very theoretical and disregards the utility aspects. On the other hand, vocational and technical education (VTE) is likely to bridge the gap between the educational courses and the requirements of industrialization the underlining fact is that if the VTE is given greater emphasis at the school leaving stage a great many number and a good proportion of the young generation may be directed directly to the world of work instead of its futile canalization through higher education. In the recently released report of the working Group on Secondary and Vocational Education for 11th Five Year Plan (GOI, 2007), the expert group Recommends: “Industry-Institution collaboration should be established for identification of manpower, development of sector-wise skill profiles, Identification of
courges, development of modular competency based Curricula and learning materials, experts for providing training, Workplace training/in-plant training (practical training, on-the- Job training and apprenticeship training), competency based Assessment of trainees by the assessors, competency based joint certification, sharing of resources and placement of student” (Pare 7.2.6.23).

Educators and industry leaders have long expressed support of the proposition that only thought involvement and participation of industry in occupational education programmes can the schools meet their obligations to industry the community the general public and the enrolled in these programmes the very inception of VTE in India is based on a partnership between education and other sectors of the economy and the services between the educational institutions and industry needless to say VTE in most Cases will have to be organized by sharing the facilities of professional Institutions besides engaging industry people on a part-time basis the involvement of professional experts in imparting vocational and technical training would bring them into closer collaboration with education activities and offer them opportunities to assess the problems involved in institutional training and appreciate the prospects of sharing the facilities in various Industries, agriculture farms, commercial concerns hospitals etc with those In educational institutions for mutual benefits.

Proper coordination and collaboration between industry and the educational institutions has been well desired in VTE for it to be educationally effective and socially useful the emphasis on developing industry-institution cooperation has stemmed from an obviously felt need by educators and industry people that vocational and technical courses which prepare individuals for employment must keep abreast of community trade and industrial trends and practices.

There is a general unanimity among educators and industry leaders regarding the desirability and mutual benefits to be derived through cooperative efforts in development and conduct of VTE employers can gain desired training facilities, reduce their own training costs, and participate in the development of present and future employees. Labour gains a voice in the development of workers and in the development of training programmes, which meet the needs of members of their specific groups. The educational institutions benefit by offering courses of instruction and training programmes attuned to the needs of industry and labour and therefore play a more meaningful role in the community which hopefully provides a board base of community support for VTE.

On the whole there is a growing realization that the Inter relations between Educational institutions industry and other sectors of society depend largely Upon clear policies and guidelines set by the authorities there is also a Realization that the educational institutions cannot operate in isolation but Must do so in concert with other institutions particularly those directly Associated with the world of work for the successful achievement of Meaningful and responsive programmes. Chhabra 1996 conducted a survey of polytechnics in the northern region of India during 1995-96 to assess the status of industry-institute-interaction under world Bank assisted project, and found that polytechnics were not providing consultancy to industry including material testing, calibration of instruments etc. and industry related project work for students was also almost neglected; whereas other activities were undertaken by the polytechnics in the northern region. . Salooja (2003) found inadequate Inter relations with the industry and to Career structure and other infirmities for the limited success in Vocationalization and suggests for a different approach (through open learning System) in implementing the vocational education and training programmes. In studying industries to determine the industrial training required, it is important to identify the problems and challenges of such a move so that a more scientific and philosophical policy could be adopted to bring to light variables, phenomena, processes and relationships that have not been thoroughly researched and, as such, deserve more intensive investigation (Alam et al., 2009). Rashtriya 2010 found lack in awareness and motivation towards forging effective and mutually beneficial participative programmes. Both the groups appear to be confused as to what they can provide each other and what they can rightfully demand for. The factors to which both industry people and vocational teachers agree in remarkable unanimity reflect that, whereas most the VEP are running short of faculty teacher’s initiatives for such programmes are generally not supported by education officers and school administration. On the other
hand industry cooperation is not sought in either the formulation of vocational courses or evaluation of vocational students, leading to further alienation of industry people from such collaborative activities. Amu, M. E. K. and Christine. O. A.(2011) investigated specifically the department of Vocational and Technical Education (VOTEC) of the University of Cape Coast and the inability of the department to link its students with industries, a requirement of the University Curricula to propel its graduates into the world of work. Based on data from 60 respondents from within the university and industry, this paper argues that even though there is awareness of the need for these linkages, the curricula does not adequately cover practices in the actual industries. The results have important policy implications for curriculum and training of students in the VOTEC department and other institutions that provide similar training.

NEED OF THE STUDY

A complete knowledge of VTE and its relationship with society in general and with industry in particular is essential to effective performance of Educational Endeavour’s. Educational planners policy markers government Official, teacher principals, school administrators, professionals industry As well as agricultural, business people agree in remarkable show of unanimity to the need for industry-institution cooperation in the development of Vocational and technical training courses in schools and technical institutions. The recommendations of various committees and commissions are Exponential on the subject national plans also lay emphasis on establishment of necessary Inter relations with the local industry business and trade so that VTE may be geared to meet the local and national demands. Undoubtedly industry-institution cooperation is an imperative of our Times. But how long can only paper work and lip service lead education to the desired goals the need is for introspection a deep search of root causes And action on the ground level with a missionary zeal through a Comprehensive national yet micro-level action plan.

Many a studies conducted by various committees commissions, Government organizations as well as individuals express in favour of establishing strong and worthwhile collaborative arrangements with the Industry people for the benefit of not just educational institutions in terms Of improvement in the quality of training but also in terms of benefits to the Industry, from which the industry is deprived due to lacklustre training of The youth and also the status of such Inter relations in VTE and technical education in India is found to be Very inadequate whatever studies we find in this areas present more or less An overview of industry-institution Inter relations; and the basic problems causing such poor Inter relations apparently remain to be attended.

Given the present circumstances it is necessary to look into the whole Picture with a microscope. The need is to find out the reasons lying beneath. The need is for studies that focus on the entire range of such Inter relations, their Prospects and related problems and then only the whole scenario of industry-Institution Inter relations in VTE can be understood in real terms. The need is to Device a strategy that is able to promote such Inter relations on a sustained basis and is beneficial to the, schools, technical institutions, industry, Society and the national economy as a whole.

OBJECTIVES OF THE STUDY

In view of the above-mentioned considerations, the present investigation is proposed with the following objectives:

1. To identify the problems of industry-institution collaboration in vocational and technical education in view of male and female teachers, industry people and administrators.

2. To examine the problem of industry-institution collaboration in vocational and technical education in view of Urban and Rural teachers, industry people and administrators.

HYPOTHESES

Keeping in views the objectives of the study, the following null hypotheses are proposed to be formed:
1. There is no significant difference between the views of male and female teachers, industry people and administrators in polytechnics with regard to the problems affecting industry-institution collaboration.

2. There is no significant difference between the views of Urban and Rural teachers, industry people and administrators in polytechnics with regard to the problems affecting industry-institution collaboration.

Population of The Study
Keeping the mentioned objectives in view the study proposed herewith is intended to be explorative and analytical in nature. The focus of the Study is on industries located in Lucknow district, vocational and technical courses being run by technical institutions – ITIs and polytechnics within the district limits of Lucknow district. Hence area-wise, the study is limited to the district limits of Lucknow only.

Sample and Sampling Technique
Where the data on behalf of educational institutions is will be collected from respective, teachers and administrators by simple random sampling technique. The sample on the institution side will contain all the Polytechnics existing in Lucknow district. However, the sample will consist of only those teachers and administrators who are directly concerned with vocational courses and persons in administrator. In totality the sample is most likely to contain approx., 100 teachers, 100 administrators from Polytechnics.

Research Tools
For fulfilling the objectives in hand, the following three self made tools have been used while conduct of the study: Industry–Institution Linkages Problems Enquiry Schedule.

Statistical Treatment
The data analysis has been done with the; help of very simple techniques – arithmetic mean and S D. However, for the purpose of assessing the significance of difference between two sample means, ‘t’ test has been used.

SIGNIFICANCE OF THE STUDY
The impetus on improving the quality of VTE from the Educational as well as social perspectives calls for training methodologies that are commensurate with the modern industrial practices. And anyhow and any way the formal education, particularity in schools and technical Institutions cannot keep pace with the technological advancements taking Place in the industrial sector VTE in institutional setting has to be supported From outside agencies Who else than industry itself can be that outside Agency because the output of such institutions in terms of manpower is Meant for entry into the industry be it in the form of wage- or self- Employment?

This way both the industry and the educational institutions are benefited by their active participation in student’s training as well as industrial affairs. This calls for close cooperation on terms that are mutually beneficial to Them It sometimes happens that one partner is not that much active and interested as the other is however a pro-active role from both sides is what Is called for the present status of industry-institution Inter relations in VTE is not Satisfactory in any terms The problems behind such inadequate Inter relations, if Identified will always be helpful for not only the teachers, principals and Executives in educational institutions but also for the educational planners And administrators in guiding them to formulate future strategies the Industry will also be enlightened with the knowledge of prospects of such Inter relations that appeal to them as a part of society and a contributor to the National economy The teachers can improve and guide their efforts to better Inter relations with industry by way of the knowledge of such strategies that promote Industry people towards collaborative engagements and school management can be benefited with the help of their
enhanced awareness of the problems causing poor industry-institution Inter relations which further cause for ineffective Output of their educational activities.

A study in the field of VTE was also thought about for the reasons that in the society awareness already exist regarding Inter relations of universities. Medical Engineering and management institutions with the industry but the collaboration aspect at the much lower levels of upper secondary stage is many a times neglected this way the future of vocational and technical education (VTE) provides ample scope of research on the problem, and the Present study will be very much significant in view of the present educational Scenario.

ANALYSIS OF DATA

The entire gamut of industry-institution linkages cooperation of industry people and educational functionaries – the teachers, principals and administrators. The purpose is obvious – improvement in provision and conduction of VTE, resulting in better equipped and thoroughly trained workers for industries. While such workers are output of VTE at institution side, the same are input for industries. However, the scope and coverage of industry-institution linkages is not limited to the teaching-training activities only. It moves ahead to take into its fold all such activities that are helpful in bringing closer the two counterparts – industries and the VTE institutions for mutual benefits. While conducting this study, the researcher came across the various aspects and intricacies of VTE programmes and industry organizations. What follows in the next sections is an interpretation of the data collected during the course of this study. Here the researcher discuss the problems which are Administrative Problem(PD_M1), Infrastructural Problems(PD_M2), Financial Problems (PD_M3), Manpower Problems(PD_M4), Educational Policy/Planning Related Problems (PD_M5), Psychological Problems(PD_M6). The analysis of data shows in table:

Table 1. Comparison of PD_M1 to PD_M6 of Problems between Male and Female respondents in collaboration with Industries of Institution

<table>
<thead>
<tr>
<th>Dimensions</th>
<th>Male (N = 54)</th>
<th>Female(N = 46)</th>
<th>t-value</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Mean</td>
<td>Sd.</td>
<td>Mean</td>
</tr>
<tr>
<td>PD_M1</td>
<td>1.9043</td>
<td>.47381</td>
<td>1.9058</td>
</tr>
<tr>
<td>PD_M2</td>
<td>1.8783</td>
<td>.41106</td>
<td>1.8075</td>
</tr>
<tr>
<td>PD_M3</td>
<td>1.9127</td>
<td>.68732</td>
<td>2.0621</td>
</tr>
<tr>
<td>PD_M4</td>
<td>1.7540</td>
<td>.48339</td>
<td>1.8727</td>
</tr>
<tr>
<td>PD_M5</td>
<td>1.9921</td>
<td>.56083</td>
<td>2.0466</td>
</tr>
<tr>
<td>PD_M6</td>
<td>1.8611</td>
<td>.48619</td>
<td>1.9152</td>
</tr>
</tbody>
</table>

Note: Significance level = .01

On the basis of above table, the comparison of PD_M1 to PD_M6 of problems between Male and female represent in collaboration with industry and institutions. The mean score of Male and female regarding the Administrative Problem (PD_M1) are 1.9043 and 1.9058. There SD’s are 0.47 and 0.41 respectively. For testing the significance difference between two means, researcher applies t-test (0.16) and found no significant differences in view of male and female teachers and administrator regarding the first problem. This shows that both male and female teachers and administrator have same views regarding the Administrative Problem (PD_M1).

The mean scores of male and female regarding the Infrastructural Problems (PD_M2) are 1.8783 and 1.8075. There SD’s are 0.41 and 0.40 respectively. For testing the significance difference between two means, researcher apply t-test (0.859) and found no significant difference in male and female teachers views regarding the lack of industrial experience among institutional administrators is same. This shows that both male and female teachers and administrators have same views regarding the Infrastructural Problems (PD_M2).
The mean score of male and female regarding the Financial Problems (PD₃M₁) are 1.9127 and 2.0621. There SD’s are 0.68 and 0.63 respectively. For testing the significance difference between two mean researcher apply t-test (0.11) and found no significant difference in view of male and female teachers and administrators regarding the Financial Problems (PD₃M₁). This shows that both male and female teachers have same views regarding the industrial role in institutional functioning.

The mean score of male and female regarding the Manpower Problems (PD₃M₄) are 1.7540 and 1.8727. There SD’s are 0.48339 and 0.49140 respectively. For testing the significance difference between two mean researchers apply t-test (0.1215) and found no significant difference in views of male and female teachers and administrators regarding the Manpower Problems (PD₃M₄). This data shows that both male and female teachers have same views regarding the rigid rules and formalities of institutions.

The mean score of male and female regarding the Educational Policy/Planning Related Problems (PD₃M₅) are 1.9921 and 2.0466. There SD’s are 0.56 and 0.5537 respectively. For testing the significant difference between two means, researcher applies t-test (0.487) and found no significant difference in view of male and female teachers and administrators regarding the Educational Policy/Planning Related Problems (PD₃M₅). This shows that both male and female teachers and administrators have same views regarding the lack of adequate publicity of expertise and facilities available in the institutions.

On the basis of above statistical data analysis, we compare the t-values of PD₃M₁ to PD₃M₅ of problems between male and female respondent in collaboration with industries of institutions. We found the non significant t-values. Then, we can say the not male and female teachers and administrators have same views regarding the lack of work culture in institution.

<table>
<thead>
<tr>
<th>Dimensions</th>
<th>Urban Mean</th>
<th>Urban SD</th>
<th>Rural Mean</th>
<th>Rural SD</th>
<th>t-value</th>
</tr>
</thead>
<tbody>
<tr>
<td>PD₃M₁</td>
<td>1.9167</td>
<td>.46509</td>
<td>1.8942</td>
<td>.42783</td>
<td>.251</td>
</tr>
<tr>
<td>PD₃M₂</td>
<td>1.8864</td>
<td>.38756</td>
<td>1.8077</td>
<td>.42235</td>
<td>.975</td>
</tr>
<tr>
<td>PD₃M₃</td>
<td>1.9970</td>
<td>.64057</td>
<td>1.9670</td>
<td>.69274</td>
<td>.224</td>
</tr>
<tr>
<td>PD₃M₄</td>
<td>1.8125</td>
<td>.45668</td>
<td>1.8049</td>
<td>.52013</td>
<td>.077</td>
</tr>
<tr>
<td>PD₃M₅</td>
<td>2.0327</td>
<td>.56780</td>
<td>2.0027</td>
<td>.55038</td>
<td>.268</td>
</tr>
<tr>
<td>PD₃M₆</td>
<td>1.9063</td>
<td>.48308</td>
<td>1.8673</td>
<td>.42135</td>
<td>.430</td>
</tr>
</tbody>
</table>

Note: Significance level = .01

On the basis of above table, the comparison of PD₃M₁ to PD₃M₆ of problems between Urban and Rural represent in collaboration with industry and institutions. The mean score of Urban and Rural regarding the Administrative Problem (PD₃M₁) are 1.916 and 1.894. There SD’s are 0.46 and 0.42 respectively. For testing the significance difference between two means, researcher applies t-test (0.25) and found no significant differences in view of Urban and Rural teachers and administrator regarding the first problem. This shows that both Urban and Rural teachers and administrator have same views regarding the Administrative Problem (PD₃M₁).

The mean scores of Urban and Rural regarding the Infrastructural Problems (PD₂M₂) are 1.886 and 1.807. There SD’s are 0.387 and 0.422 respectively. For testing the significance difference between two means, researcher apply t-test (0.975) and found no significant difference in Urban and Rural teachers views regarding the lack of industrial experience among institutional administrators is same.
This shows that both Urban and Rural teachers and administrators have same views regarding the Infrastructural Problems (PD\textsubscript{2}M\textsubscript{2}).

The mean score of Urban and Rural regarding the Financial Problems (PD\textsubscript{3}M\textsubscript{3}) are 1.9970 and 1.967. There SD’s are 0.64 and 0.69 respectively. For testing the significance difference between two mean researchers apply t-test (0.22) and found no significant difference in view of Urban and Rural teachers and administrators regarding the Financial Problems (PD\textsubscript{3}M\textsubscript{3}). This shows that both Urban and Rural teachers have same views regarding the industrial role in institutional functioning.

The mean score of Urban and Rural regarding the Manpower Problems (PD\textsubscript{4}M\textsubscript{4}) are 1.81 and 1.80. There SD’s are 0.45 and 0.52 respectively. For testing the significance difference between two mean researchers apply t-test (0.077) and found no significant difference in views of Urban and Rural teachers and administrators regarding the Manpower Problems (PD\textsubscript{4}M\textsubscript{4}). This data shows that both Urban and Rural teachers have same views regarding the rigid rules and formalities of institutions.

The mean score of Urban and Rural regarding the Educational Policy/Planning Related Problems (PD\textsubscript{5}M\textsubscript{5}) are 2.03 and 2.00. There SD’s are 0.56 and 0.55 respectively. For testing the significance difference between two means, researcher applies t-test (0.26) and found no significant difference in view of Urban and Rural teachers and administrators regarding the Educational Policy/Planning Related Problems (PD\textsubscript{5}M\textsubscript{5}). This shows that not Urban and Rural teachers and administrator have same views regarding the lack of work culture in institution.

The mean score of Urban and Rural regarding the Psychological Problems (PD\textsubscript{6}M\textsubscript{6}) are 1.90 and 1.86. There SD’s are 0.48 and 0.42 respectively. For testing the significant difference between two mans, researcher apply t-test (0.43) and found no significant difference in view of Urban and Rural teachers and Administrators regarding the Psychological Problems (PD\textsubscript{6}M\textsubscript{6}). This data shows that both Urban and Rural teachers and administrators have same views regarding the lack of adequate publicity of expertise and facilities available in the institution.

On the basis of above statistical data analysis, we compare the t-values of PD\textsubscript{1}M\textsubscript{1} & PD\textsubscript{6}M\textsubscript{6} of problems between Urban and Rural respondent in collaboration with industries of institutions. We found the no significant t-values. Then, we can say the not Urban and Rural teachers and administrators have same views.

**FINDINGS OF THE STUDY**

The Problem undertaken for the present study itself focuses on three areas of industry-institution linkages in VTE: its problems and strategies. Hence, findings of this study are as follows:

1. Industry having no role in institutional functioning.
2. Lack of industrial experience among institutional administrators (principal, manager etc.),
3. Rigid rules and formalities of institution,
4. Lack of necessary facilities to contact far-flung industrial concerns, and
5. Lack of equipment and materials in laboratories.
7. Lack of budgetary provision for industry-participative activities, and Govt. grants not being provided for industry-participative activities,
8. Lack of adequate stipend for students during industrial training,
10. Teachers feeling uncomfortable in use of modern teaching/training Methods.
12. Lack of teachers’ training for industry-participative activities.
13. Mismatch of courses with the needs of the enterprises,
14. Confusion regarding the activities in which industry can be helped.
15. Rigid bureaucratic controls which leave little scope for even minor changes in students’ evaluation method.
16. Reluctance of teachers to make efforts other than the assigned duties.
17. Lack of confidence among industry-people towards industrial training Capabilities of teacher.
18. Lack of vocational aptitude among students.
19. Negative attitude among industry-people towards participative activities with educational institutions.
20. Negative attitude among teachers toward industry-participative activities.

CONCLUSION
Since the aim of VTE is to provide education and training for acquiring positive attitudes to work, practical skills, understanding and knowledge of occupation I various sectors of economic and social life; linking VTE with the economic life of the society is a necessity and this link should form the basis for appropriate course designed and institutional mechanism. The researcher found no difference in view of male and female and rural and urban teachers and administrators and industry people regarding the selected problem. This shows that selected problem affects the industry institution linkage. There is a need of hour that there has to be strong collaboration between industry and institution. So that both can work hand in hand.

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PREFERENCE OF MEDIA IN RELATION TO ACADEMIC ACHIEVEMENT AMONG COMMERCE STUDENTS AT HIGHER SECONDARY LEVEL IN TRIVANDRUM DISTRICT

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ABSTRACT
Media is helpful in reaching large number of people. Among the major users of media, the student community stands tall with any other segment of the population. Students have the freedom to make a wide variety of choice from different types of media. Since a whole bunch of media is available whether print or electronic the preference of media for academic purposes among the student population is still an unexplored area. And commerce students at higher secondary level are one such group who belongs to the above category. Moreover it is still a question whether the choice or preference of media have any impact on their academic achievement. Likewise the difference in preference of media among commerce students with respect to their gender and locality is yet to be unearthed.

Keywords: Academic Achievement; Media; Electronic Media; Print Media

INTRODUCTION
Media are known to be playing an effective role not only in informing the people but also in influencing their thinking and shaping their attitudes. In early times, the teacher was the only medium of communication for children. He taught his students orally. During the course of time the invention of the printing press, led to the printing of books. Then came newspapers. Now for quite some time new media like radio and television are increasingly used in education. They reach large numbers and also help in improving the quality of education. Schools and colleges for long have been the sole medium of imparting information and aiding in the acquisition of knowledge. But with the technological development and fast expanding knowledge, new avenues of education have come up. These media disseminate information which the schools can no longer but needs to be integrated into the teaching - learning process.

Media can be broadly classified into the following categories namely,

Print media
a) Books
b) Newspapers
c) Magazines
Electronic Media

a) Television
b) Radio
c) Internet
d) Cinema and Documentary

NEED AND SIGNIFICANCE OF THE STUDY

Education is a part of human capital, the core ingredient of infrastructure for future economic development. Investment in human capital is much more productive than that in material things. Modern students have to depend on print media like journals, newspapers, magazines and books and electronic media like television, radio, internet and cinema for their academic purpose. Reading, writing and listening are the weapons for students of commerce at higher levels. They have to prepare themselves for the future. The country expects their future as one of hard work and full of success. They have to become the captains of industry and commerce. On them depends the business sector of Indian economy. Media whether it is print or electronic may exercise a major influence on shaping the future of commerce students. The significance of this study is to find out the preference of media in relation to the academic achievement of commerce students at higher secondary level.

STATEMENT OF THE PROBLEM

Media refers to various means of communication. For example, books, television, internet, newspaper are different types of media. A large community of the population uses these types of media for various purposes and among them students constitute a large chunk and that too especially for their diverse academic activities. So there may be a possibility for difference in preference of media between various groups of students. Hence, the statement of the problem is to find out the preference of media in relation to academic achievement among commerce students at higher secondary level in and around Trivandrum district.

OBJECTIVES OF THE STUDY

General Objective

1. To find out the difference between preference of media and academic achievement among commerce students at higher secondary level.

Specific Objectives

1. To find out the difference between boys and girls of commerce option at higher secondary level in relation to their preference of media.

2. To find out the difference between rural and urban commerce students at higher secondary level in relation to their preference of media.

3. To find out the most preferred type of print media among commerce students at higher secondary level.

4. To find out the most preferred type of electronic media among commerce students at higher secondary level.

HYPOTHESES OF THE STUDY

1. There will be no significant difference between preference of media and academic achievement among commerce students at higher secondary level.
2. There will be no significant difference between boys and girls of commerce option at higher secondary level in relation to their preference of media.

3. There will be no significant difference between rural and urban students of commerce option at higher secondary level in relation to their preference of media.

**Sampling Procedure**

Sampling procedure is a definite plan determined before any data are actually collected for obtaining a sample from a given population. Simple random sampling method of probability sampling method is used for selecting samples. The study is based on primary data which was collected from a sample of 200 commerce students at higher secondary level in and around Trivandrum district. Out of the total sample selected, 50 percentage of the students belongs to the urban region and 50 percentage from rural region. The samples which were collected from various schools located in and around Trivandrum district is shown below.

**Distribution of Samples Based on Variables**

<table>
<thead>
<tr>
<th>Name of the school</th>
<th>Locality of students</th>
<th>Boys</th>
<th>Girls</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Neduveli Government Hr.Sec. School, Trivandrum</td>
<td>Rural</td>
<td>50</td>
<td>50</td>
<td>100</td>
</tr>
<tr>
<td>St. John’s Hr.Sec. School Nalanchira, Trivandrum</td>
<td>Urban</td>
<td>30</td>
<td>30</td>
<td>60</td>
</tr>
<tr>
<td>NSS Hr. Sec. School Kesavadasapuram, Trivandrum</td>
<td>Urban</td>
<td>20</td>
<td>20</td>
<td>40</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>100</td>
<td>100</td>
<td>200</td>
</tr>
</tbody>
</table>

**Scoring**

In the present study the researcher has allotted weightages as a part of the scoring procedure to the responses given by the students. The scoring procedure is clearly depicted in the table given below:

**Scoring Procedure**

<table>
<thead>
<tr>
<th>Sl.No</th>
<th>PREFERENCES</th>
<th>WEIGHTAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>1</td>
<td>5</td>
</tr>
<tr>
<td>2</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>3</td>
<td>3</td>
<td>1</td>
</tr>
</tbody>
</table>

**METHODOLOGY**

The study is based on primary data which was collected from a sample of 200 commerce students at higher secondary level in and around Trivandrum district. The investigator used checklists for gathering information from the samples selected. Prior permission was secured from the principals of respective schools to collect data from the students. The researcher explained about the importance of the study before distributing the checklist. It took almost two weeks for the entire collection of data. Later the whole data was arranged, scrutinized and tabulated for the purpose of analysis and interpretation.

**STATISTICAL TECHNIQUES EMPLOYED**

In the present study the researcher has employed the following statistical techniques:

1. Quartiles
2. Percentage Analysis
3. Graphs
LIMITATIONS OF THE STUDY

The element of time and money was one of the limitations of the study. Lack of adequate literature reviews on preference of media among students was another major constraint of the present study. Since the study was based on the opinion of commerce students in Trivandrum district only it may not be possible to generalize the findings for the whole state.

DATA ANALYSIS AND INTERPRETATION

Hypothesis: There is no significant difference between preference of media and academic achievement among commerce students at higher secondary level

Calculation of Quartiles

<table>
<thead>
<tr>
<th>X (marks in %)</th>
<th>F (no. of students)</th>
<th>cf (cumulative frequency)</th>
<th>Formula for Quartiles (continuous series)</th>
<th>Quartiles</th>
</tr>
</thead>
<tbody>
<tr>
<td>50-59</td>
<td>28</td>
<td>28</td>
<td>L1+(L2-L1)/f (q1-c)</td>
<td>Q1=63.14</td>
</tr>
<tr>
<td>60-69</td>
<td>63</td>
<td>91</td>
<td></td>
<td>Q2=70.95</td>
</tr>
<tr>
<td>70-79</td>
<td>85</td>
<td>176</td>
<td></td>
<td>Q3=76.25</td>
</tr>
<tr>
<td>80-89</td>
<td>16</td>
<td>192</td>
<td></td>
<td></td>
</tr>
<tr>
<td>90 and above</td>
<td>8</td>
<td>200</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Source: Primary Data

On the basis of the quartiles calculated the researcher has classified the students into three categories namely:

- Low achievers (Q1): those who have secured below or equal to 63 percentage marks.
- Moderate achievers (Q2): those who have secured between 64 and 75 percentage marks.
- High achievers (Q3): those who have secured 76 percentage marks and above.

List of media, which received maximum weightage among quartiles

<table>
<thead>
<tr>
<th>Media</th>
<th>Q1</th>
<th>Q2</th>
<th>Q3</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>No. of students</td>
<td>Percentage</td>
<td>No. of students</td>
</tr>
<tr>
<td>Books</td>
<td>32</td>
<td>46.37</td>
<td>39</td>
</tr>
<tr>
<td>Newspaper</td>
<td>11</td>
<td>15.94</td>
<td>14</td>
</tr>
<tr>
<td>Magazines</td>
<td>6</td>
<td>8.69</td>
<td>11</td>
</tr>
<tr>
<td>Journals</td>
<td>Nil</td>
<td>Nil</td>
<td>Nil</td>
</tr>
<tr>
<td>Television</td>
<td>3</td>
<td>4.34</td>
<td>6</td>
</tr>
<tr>
<td>Radio</td>
<td>Nil</td>
<td>Nil</td>
<td>Nil</td>
</tr>
<tr>
<td>Internet</td>
<td>17</td>
<td>24.63</td>
<td>21</td>
</tr>
<tr>
<td>Cinema&amp; Documentary</td>
<td>Nil</td>
<td>Nil</td>
<td>Nil</td>
</tr>
<tr>
<td>Total</td>
<td>69</td>
<td>100</td>
<td>91</td>
</tr>
</tbody>
</table>

Source: Primary Data

According to the data shown in table 4.02 it is pretty evident that most of the students belonging to the low achievers category (Q1) have preferred to give more weightage to books (46.37 percentage) followed by internet (24.63 percentage) for their various academic purposes. Similarly, students belonging to the moderate achievers category (Q2) have preferred to give more weightage to books and internet (42.86 percentages and 23.07 percentage respectively). Like wise, students belonging to the high achievers category (Q3) have also preferred to give more weightage to books and internet.
(47.5 percentage and 25 percentage respectively). Hence, it is quite apparent that all the commerce students irrespective of their academic achievement do not differ in their preference of media for various academic activities.

So the hypothesis “there is no significant difference between preference of media and academic achievement among commerce students at higher secondary level” is accepted.

**FINDINGS OF THE PRESENT STUDY**

The findings of the present study are as follows:

**Major Findings**

1. There will be no significant difference between preference of media and academic achievement among commerce students at higher secondary level.

2. There will be no significant difference between boys and girls of commerce option at higher secondary in relation to their preference of media.

3. There will be no significant difference between urban and rural students of commerce option at higher secondary level in relation to their preference of media.

4. Most of the commerce students at higher secondary level prefer books under print media for various academic purposes.

5. Most of the commerce students at higher secondary level prefer Internet under electronic media for various academic purposes.

**Other Findings**

1. In learning situation one both boys and girls gave maximum weightage to books (36.11 per cent and 39 per cent respectively) as their preferred medium to write an assignment on types of business.

2. Urban and rural students gave maximum weightage to books (36.11 per cent and 39 per cent respectively) for writing an assignment on types of business.

3. In learning situation two boys as well as girls gave maximum weightage to books (24 per cent and 24.11 per cent respectively) as their preferred medium for self study on types of insurance.

4. Urban as well as rural students gave maximum weightage to books (27 per cent and 25.33 per cent respectively) for self study on types of insurance.

5. In learning situation three both boys and girls gave maximum weightage to books (49.22 per cent and 51.44 per cent respectively) as their preferred medium to prepare a balance sheet given as homework.

6. Urban and rural students gave maximum weightage to books (49 per cent and 51.67 per cent respectively) to prepare a balance sheet given as homework.

7. In learning situation for both boys and girls gave maximum weightage to newspaper (29 per cent and 28.11 per cent respectively) as their preferred medium for organizing a panel discussion on methods of transportation.

8. Urban and rural students gave maximum weightage to newspaper (27.77 per cent and 29.33 per cent respectively) as their preferred medium for organizing a panel discussion on methods of transportation.

9. In learning situation five both boys gave maximum weightage to internet (24.11 per cent) where as girls gave maximum weightage to books (28.33 per cent) as their preferred media to attend a group discussion on functions of commercial banks.
10. Urban students gave maximum weightage to internet (25.77 per cent) where as rural students gave maximum weightage to books (27.11 per cent) as their preferred media to attend a group discussion on functions of commercial banks.

11. In learning situation six both boys and girls gave maximum weightage to internet (22.22 per cent and 24.11 per cent respectively) as their preferred medium to participate in a workshop on sources of business finance.

12. Urban and rural students gave maximum weightage to internet (22.44 per cent and 24.44 per cent respectively) as their preferred medium to participate in a workshop on sources of business finance.

13. In learning situation seven both boys and girls have given maximum weightage to books (38.88 per cent and 33.55 per cent respectively) as their preferred medium to prepare for a seminar on methods of depreciation.

14. Urban and rural students have given maximum weightage to books (35.88 per cent and 36.56 per cent respectively) as their preferred medium to prepare for a seminar on methods of depreciation.

15. In learning situation eight boys gave maximum weightage to books (25.67 per cent) where as girls gave maximum weightage to newspaper (26.89 per cent) as their preferred media to do a project work on co-operative societies.

16. Urban students gave maximum weightage to newspaper (27.56 per cent) where as rural students gave maximum weightage to books (23.11 per cent) as their preferred media to do a project work on co-operative societies.

17. In learning situation nine both boys and girls have given maximum weightage to books (31.89 per cent and 34.44 per cent respectively) as their preferred medium for writing a general essay on business risks.

18. Urban as well as rural students gave maximum weightage to books (33.33 per cent and 33 per cent respectively) as their preferred medium for writing a general essay on business risks.

19. In learning situation ten both boys and girls gave maximum weightage to books (31.56 per cent and 36 per cent respectively) as their preferred medium to prepare a chart on classification of service sector.

20. Urban and rural students gave maximum weightage to books (31.56 per cent and 36 per cent respectively) as their preferred medium to prepare a chart on classification of service sector.

21. In learning situation eleven both the boys and girls gave maximum weightage to books (31 per cent and 28.11 per cent respectively) as their preferred medium to participate in commerce quiz competition.

22. Urban as well as rural students gave maximum weightage to books (29.55 per cent each) as their preferred medium to participate in a commerce quiz competition.

23. In learning situation twelve boys have given maximum weightage to internet (23.56 per cent) on the other hand, girls have given maximum weightage to newspaper (28.56 per cent) as their preferred media to attend a brainstorming session on globalization.

24. Urban students gave maximum weightage to internet (26.11 per cent) whereas rural students gave maximum weightage to newspaper (28.89 per cent) as their preferred media to attend a brainstorming session on globalization.

25. In learning situation thirteen both boys and girls have given maximum weightage to internet (24.22 per cent and 26.89 per cent respectively) as their preferred medium for an industrial visit to a stock exchange.
26. Urban as well as rural students gave maximum weightage to internet (23.78 per cent and 29.22 per cent respectively) as their preferred medium for an industrial visit to a stock exchange.

27. In learning situation fourteen both boys and girls gave maximum weightage to internet (23.44 per cent and 26.44 per cent respectively) as their preferred medium to arrange a commerce exhibition.

28. Urban as well as rural students gave maximum weightage to internet (24.22 per cent and 23.78 per cent respectively) as their preferred medium to arrange a commerce exhibition.

**SUMMARY AND CONCLUSION**

The present study unearthed the fact that there is no significance difference between preference of media and academic achievement among commerce students at higher secondary level in Trivandrum district. Besides this finding, the study has cast light to show that there is no significant difference in preference of media between boys and girls and also between urban and rural students of commerce option at higher secondary level. The study has also proved that commerce students would like to access mostly books and internet for their academic activities. It has become quite evident from the present study that commerce students would prefer books under print media and internet under electronic media for their various academic purposes. So the teachers should also take notice of these interests of commerce students and should give more importance to these preferences of commerce students. Likewise, since there is no difference in preference of media and academic achievement, it is not advisable to provide different types of media to students based on their academic level performances.

Since most of the students have given maximum weightage to books, the school authorities should give due care and provide enough funds to their respective libraries for acquiring more number of books including those published by foreign authors. School libraries should enrich their stock of books to accommodate the growing needs of students. Likewise, the libraries should take necessary steps to subscribe to journals and magazines as much as possible to make these types of print media accessible and also to ignite an interest in the minds of commerce students to read the same. Further, internet facility should be provided to students in the school for various academic activities, as it has become a widespread preference among commerce students. Teachers should refer students to websites for additional information to widen the students’ concept of the topic under discussion. Parents and teachers of commerce students are advised to allocate and provide time and opportunity for their children to view channels that telecast business related news and other programmes. The unpopularity of radio, cinema and documentary as an electronic media for academic purposes among commerce students can be improved if the broadcasters and producers of such media start including programmes, which suits the tastes and preferences of commerce students.

**SCOPE FOR FURTHER RESEARCH**

The current study is only a brief outline and perhaps the very beginning of such study. One need to know more about how students of different subjects, boards and with different culture and social positions make preferences among media and how these preferences may differ across these factors. The present study paves way for undertaking various innovative studies in the years to come. The same study may be duplicated in order to study the preference of media in relation to academic achievement by taking students studying in different boards and different options or groups. The same study may be extended to another geographical region so as to generalize the findings of the present study and/or compare with other regions. This study focuses only on higher secondary commerce students. Instead of higher secondary students, high school students and primary level students can also be taken into consideration in the future for studying their preference of media in relation to their academic achievement.
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HUMANISTIC EDUCATION IN TEACHING AND LEARNING

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ABSTRACT

The term ‘Humanistic Approaches to Education’ covers a wide range of views and actions. Humanistic approach introduced by the ideas of scholars like Erickson, Roger and Maslow began to permeate the field of second language teaching and learning towards the end of 1970. According to Lei (2007) humanistic approach emphasizes the importance of the inner world of the learner and places the individual’s thought, emotions and feelings at the forefront of all human development. Due to this new shift of focus, language education and pedagogy moved away from the previous behavioristic and mentalistic approaches, and as a result, a new kind of education known as humanistic education emerged. Consequently, significant changes occurred in all aspects of language education, that is, the traditional roles of teachers and learners were redefined and the previously authoritarian teaching practices were replaced by learner-centered classrooms. This paper is of twofold. First, it is going to take a detailed look at the main principles and features of humanistic education, and second, it is aimed at discussing the teaching and learning of humanistic education.

Keywords: Humanistic Approach; Humanistic Education; Teaching; Learning

INTRODUCTION

From 1970, following the emergence of constructivist school of thought and the resulting social or interactionist view, the humanistic principles rooted in Erickson, Roger and Maslow’s ideas began to permeate and influence the field of second language teaching and learning. A humanistic approach to teaching and learning focuses on developing a child’s self concept and intrinsic motivation towards learning and self-awareness. The approach has a long history, having appeared in various forms from the times of classical Athens and ancient Rome. Modern aspects have often been referred to as ‘child-centred’ or ‘student-centred’ and have developed from the work of key theorists Maslow (1954) and Rogers (1959). The theories stress the importance of an holistic approach to learning that recognise the importance of feelings and emotions as well the cognitive. The term “Humanistic approaches to education” covers a wide range of views and actions, from the setting up of Summerhill School by AS Neil through the ideas of “facilitative teaching” put forward by Carl Rogers to the more limited desire of many teachers to focus on the full development of their pupils.

The goal of humanistic education, according to Maples (1979), moves beyond cognitive and intellectual education to let in the education of the whole person. It regards personal growth and the growth of creativity and to some extent the self-directed learning. The end of education is the same as the end of psychotherapy: making a fully functioning person. Receptiveness to experience, an existential path of living in which life is ongoing, flexible, adaptive process, and faith in the organism as the foundation for behavior are characteristics of the person who is able to learn and to conform to change (Maples, 1979).
Lei (2007) maintains that the humanistic education is characterized by learner-centeredness in which the aim is not merely developing the cognitive and linguistic capabilities of the learners but also paying attention to the learners' emotions and feelings.

Considering the points into account, obviously the humanistic brought about significant changes in the field of education. In order to clarify the points, this paper focuses, firstly on the main principles of the humanistic education, secondly, discusses its important functions of teaching and learning through the following lines.

OBJECTIVES OF THE STUDY

1. To explore the precepts of the humanistic education
2. To study the consequence of humanistic approaches to teaching and learning
3. To investigate the educational implications of humanistic education

Influence of the Humanistic Approaches to Education

The humanistic teacher acts as a facilitator involving the pupil in participatory learning. In direct contrast to behaviorist approaches which hold that the individual is acted upon by the external environment, humanistic approaches hold that the individual ‘acts upon’ their environment, making choices and decisions to shape their personal world and learning. Each person will actively seek out his or her own life experiences and strive for personal growth. The influence of humanist theory on teaching and learning can be found in the following approaches: person-centered counselling, discovery learning, experiential learning, student-centered learning, co-operative learning and group work approaches.

Significance of Humanism in Education

Every time a student ceases to be an unknown entity, develops as a person, and is recognized as such, that student suddenly becomes invested in his or her learning and begins to truly learn. If we deny that students have talents, or if we simply ignore their potential, we are not seeing the students for who they are or who they could be. Without connections, human beings feel alienated and rejected. Yet in many learning environments, we are often telling students they need to forget who they are and what they like because there is work to be done. And so what could be exciting becomes, instead, the epitome of boredom. Then we try to entertain students in order to make learning fun again. We throw candies to our students when they get the answers “right,” or we promise them all kinds of rewards. And we forget that learning would have been fun to begin with if we had not stripped it of its original interest through the sheer excitement of discovery. This richness is connected with understanding the essence of the adventure of being human with all the possibilities and flaws, with all the heartbreaks and joys.

Humanistic Approaches

Humanism would concentrate upon the development of the child’s self-concept. If the child feels good about him or herself then that is a positive start. Feeling good about oneself would involve an understanding of one’s strengths and weaknesses, and a belief in one’s ability to improve. Learning is not an end in itself; It is the means to progress towards the pinnacle of self-development, which Maslow terms ‘Self-actualization’. A child learns because he or she is inwardly driven, and derives his or her reward from the sense of achievement that having learned something affords. This would differ from the behaviorist view that would expect extrinsic rewards to be more effective. Extrinsic rewards are rewards from the outside world, e.g. praise, money, gold stars, etc. Intrinsic rewards are rewards from within oneself, rather like a satisfaction of a need. This accord with the humanistic approach, where education is really about creating a need within the child, or instilling within the child self-motivation, where education is really about creating a need within the child, or instilling within the child self-motivation.
Role of a Humanistic Teacher

Much of a humanist teacher’s effort would be put into developing a child’s self-esteem. It would be important for children to feel good about themselves (high self-esteem), and to feel that they can set and achieve appropriate goals (high self-efficacy). This form of education is known as child-centered, and is typified by the child taking responsibility for their education and owning their learning. This is so unlike an interested adult surfing through the internet, which derives satisfaction from learning something new, even though nobody is around to witness this acquisition of knowledge. If education is preparing the child for adult life, it would seem the humanist approach is the correct one.

Place of the Child in Teaching-Learning

According to this approach student plays a central role in whole teaching-learning process. This approach believes in child-centered-education. This approach, considers that we should first understand the needs, interests, abilities, age level, attitudes, aptitude of students then try to organize teaching learning process according to these. It emphasizes on reach, touch and teaches the child according to his nature, and interests. All teaching material and its process must be related to individual characteristics of students.

Emphasis on Individuality

According to this approach every individual has his own individuality. Teacher should respect and develop this individuality through education. Individual differences should be respected and internal virtues of individual be developed. Teacher should understand this individuality and organize his/her teaching-learning process according to this individuality.

Understanding the Child

According to this approach, we should understand the child first of all, and then teach him. We, as a teacher, should know our students, their interest, personality, capabilities and background environment and use teaching methods and content accordingly. Because this approach believes in student centered education so before teaching, a teacher should understand students thoroughly.

Place and Role of the Teacher

According to this approach student plays a central role in teaching learning process. Teacher acts as a guide, friend or helper of the students. Students should freedom to develop and make progress according to their own pace, needs and interests. Teacher should be considered as the milestone in the journey of total development of the child. Teacher should not force his own methods and views on students but he should be only a guide in this development process.

Democratic Approach

According to this approach students should be taught in democratic environment. He/she should provide a rich environment with a view to have their around development. In the end we can say that this is a new innovative approach to teaching which advocates child at the centre of teaching learning process. A teacher should understand the individuality of the learner and then organize his/her teaching learning process according to needs, interests and abilities of the learner. He/she should be as a guide only and students should be given chance to develop according to their own pace.

CONCLUSION

It is imperative we recognize that education is made by individuals for individuals, who bring with them unique gifts and inclinations. However, this realization alone is not enough if we want to see the future generations flourish and thrive in creative, stimulating learning environment. We need to ensure that students feel supported in developing their talents and individualities by designing curricula that allow flexibility and freedom of intellectual exploration. Although bench marks and goals are useful indicators of performance, they should not be envisioned as rigid parameters by which we must wholly
abide. The Humanistic approach relies on the teachers ability to truly reinvigorate the “know thyself” motto even if it means that we need to rethink schooling as a whole.

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August 2015
NATURE OF EMPLOYMENT AMONG THE CONVENTIONAL SRI LANKAN UNIVERSITY UNDERGRADUATES
Midigama Liyanage Sudarshana 1-6

A STUDY OF THE AVAILABILITY AND FREQUENCY OF SHORT REFRESHER TRAINING COURSES FOR SECONDARY SCHOOL ENGLISH LANGUAGE TEACHERS IN JIMMA ZONE, ETHIOPIA
Dr. Demelash Mengistu Tessema, Tekle Ferede Metaferia, Dr. Ewnetu Seid Adem 7-16

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ABSTRACT

Tertiary education is not like secondary education because students have more opportunities to study while they are working somewhere as permanent or temporary workers. According to the foreign studies a higher level of employment can be seen among the undergraduates of foreign countries. Sri Lankan educational context is different from the educational context of certain other foreign countries. The major higher education provider in Sri Lanka is state conventional universities. This study focuses on fining out the willingness of undergraduates for employment in government, private or self employment sectors and the nature of undergraduates’ employment according to their family income as well as the obstacles faced by them. As a whole undergraduates employment level was very low. Sri Lankan undergraduates prefer to work in the private sector. The major obstacles faced by the undergraduates with regard to their job expectations are the lack of knowledge of English. Students’ family monthly income was not an important factor for one to be engaged in employment. A significant amount of students were employed in the private sector. They worked as clerks, cashiers and teachers in permanent employments and Individual or group private tuition classes were the major forms of temporary employment among them. The university career guidance unit should play a major role in meeting the students’ needs with regard to their job expectations.

Keywords: Employment; Sri Lankan; Conventional University; Undergraduates

INTRODUCTION

Everybody in the world should do something to live and earn money. The majority go for trade training programmes or employment (government / private / self employment) soon after completing their secondary education, if they were unable to go for the higher education (tertiary education). Tertiary education is unlike secondary education since students have more opportunities to study while they are working somewhere as a permanent or a temporary worker. Even though undergraduates do not work while they are studying in the higher educational institutions, they have to find a job or some other way to earn money. According to foreign studies a higher level of employment can be seen among the undergraduates of foreign countries. Even though it is difficult to work while pursuing studies in a higher educational institution this will be a good experience for them to find a good employment opportunity in the future. In addition to that they will be able to find their own expenses other than depend on somebody else.

Sri Lankan educational context is different from that of certain other foreign countries in the context of education. The state conventional universities are the major higher education provider in Sri Lanka. In these universities free education is implemented (only up to undergraduate level). Moreover many Sri Lankan undergraduates are given scholarships such as Mahapola or Bursary by the government. In addition to this most of them are given financial support by their parents/relations. As such it seems that our undergraduates do not try to engage in an employment even though they come form low income families. The context of the Open University of Sri Lanka (OUSL) is differing from the...
conventional universities. Even though OUSL is a government university, undergraduates have to pay for their programmes while a considerable number of students are employed. In addition to this numerous foreign affiliated private higher educational institutions also involved among the higher education providers. This research focuses on conventional state universities as they still are the major higher education providers in the Sri Lanka.

The government of Sri Lanka provides a lot of job opportunities to graduates annually. In addition to this private sector also provides a considerable amount of job opportunities. Furthermore it seems that graduates are not willing to take to self employment. As such it is important to inquire into the undergraduates’ willingness to be employed in the above categories and reasons for same. It seems that most graduates had no adequate skills and competencies to be employed in most reputed forms of employment. Therefore it is very important for one to have working experiences as an undergraduate.

It is difficult to find research on undergraduates’ employment in Sri Lanka. Hence it is important to look at the undergraduates’ employment, Faculty-wise as well as whether they are employment in a permanent or a temporary position. Based on this information undergraduates can be directed for better employment opportunities.

**REVIEW OF RELATED LITERATURE**

This section is devoted to the review of relevant literature. The review indicated that there were a limited number of studies conducted in Sri Lanka with regard to the undergraduates employment. Nevertheless many researches were conducted abroad related to this study. It has provided an insight to the development and completion of the present study successfully.

A study was conducted by Cornnor et al, in 2001 among the undergraduates in England. It focused on their social classes, higher education issues and how these factors effected the participation in higher education of the low social class groups. It has given special attention to the issues raised with regard to the low participation in higher education of low social class groups. One of the findings of the research was around half of the full-time students who came from low social class backgrounds employed in part time jobs. Furthermore it mentioned that they work nearly 13 to 14 hours a week. Another longitudinal study was conducted by the Bozick (2007) with regard to the post secondary students’ paid work, work experiences and living arrangements in the first year of their college. This research revealed that students who came from low-income families were more likely to work to cover their education related expenses. Some students worked around 20 hours a week. Furthermore it was revealed that the drop out was higher in the students who worked more than 20 hours a week and stayed at home than among the students who work 20 hours or less a per week and stayed at the campus.

It is clear that students who came from low social class families were more likely to be employed while learning in higher educational institutions. Employment could be a reason for the students’ drop out from their higher educational institutions. Ismail, 1997 conducted a research focusing on the drop-out undergraduates of the Open University of Sri Lanka (OUSL). According to Ismail there were three factors for the drop-out of the OUSL students from their programmes. Namely institutional factors, home and working environment were these three. Hence the working environment was one of the factors which influenced student drop-out.

Taylor, (2007) conducted a study with regard to the sciences and engineering students with special attention on life sciences students. The study was focuses on the students’ willingness regarding the type of work and salary expectations as well as how far they match with that of the real job market. The study was revealed that, students were willing to work in a variety of institutional settings upon graduation. The salary expectation of the undergraduates was similar to the salary of new graduates in the job market. In addition to this racial and gender differences also influenced workplace preferences and salary expectations. Another study conducted by the Letkiewiez based on the Ohio students’ financial well being survey in 2010. Study revealed that 25% of students planned to take their first degree spending more than four years. Furthermore the college environment and personal financial
characteristics were identified as the factors in determining time to degree. It showed the importance of having financial counseling for the students who faced financial difficulties. According to the above findings basically undergraduates were compelled to find a job due to the financial factors. In addition to this they were benefited by other ways also. According to the Passaretta and Triventi (2015) in some Europien countries especially in Spain, work activities during tertiary education are associated with better labour market positions after graduation Furthermore they mention that any type of work experience increases employability and reduces the risk of unemployment.

OBJECTIVES OF THE STUDY

1. To find out the undergraduates’ willingness for employment in government, private or self employment sectors,
2. To identify the obstacles faced by the undergraduates with regard to the their employment expectation
3. To find out the types of undergraduates employment,
4. To find out Faculty-wise undergraduates’ permanent and temporary employment
5. To investigate the relationship of undergraduates’ employment and their monthly family income

METHODOLOGY

Survey design was the research methodology of this research. The population was the undergraduates of conventional Sri Lankan state universities. The sample was selected using the stratified random sampling method. Three Faculties of three universities, namely University of Kelaniya - Faculty of Arts, University of Moratuwa- Faculty of Engineering and University of Sri Jayewardhanapura – Faculty of Management. Two hundred students were selected form each Faculty (n=600) and data were collected from them using a questionnaire. Twenty students were interviewed form each Faculty (n=60). The interview was designed as a structured interview. Quantitative data were tabulated and percentages were calculated and descriptive data analyzing method also used accordingly.

RESULTS AND DISCUSSION

Tables 1 and 2 below were prepared according to the data was collected through the questionnaires. These data were tabulated and percentages were calculated for easy use in this study.

Table 1. Job expected sectors and obstacle factors to them for the Engineering, Management and Arts Faculty undergraduates

<table>
<thead>
<tr>
<th>Faculties</th>
<th>Job expected sectors</th>
<th>Obstacle factors for the job expectations</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Government</td>
<td>Private</td>
</tr>
<tr>
<td>Engineering</td>
<td>Percentage</td>
<td>30%</td>
</tr>
<tr>
<td>Management</td>
<td>Percentage</td>
<td>15%</td>
</tr>
<tr>
<td>Arts</td>
<td>Percentage</td>
<td>84%</td>
</tr>
</tbody>
</table>

According to table No. 01, a majority of management (80%) and engineering (62%) Faculty undergraduates expected to work in the private sector while a majority of arts Faculty (84%) undergraduates expected to work in the government sector. Even though as a whole a majority of undergraduates (from all the three Faculties) expected to work in the private sector (71%). A few undergraduates (2%) expected to work in self employments from all the three Faculties. It is clear that a majority of Sri Lankan undergraduates are expecting to work in the private sector and they have little interest in self employment.
Through the interviews reasons could for the job expectations of undergraduates. Undergraduates who expected private sector jobs said that with a high salary a capable person could move forward/higher position, with little or no political interference, greater opportunity from training and learning with regard to the relevant field and other benefits (medical, vehicle and fuel or transport facilities). Undergraduates who expected to work in the government sector stated that, job security and reputation, pension scheme and minimum tension were the major reasons to expect a job in the government sector.

The questionnaire found out about the obstacles faced by the undergraduates with regard to their job expectation. The major obstacle faced by the management (80%) and Arts (56%) Faculty undergraduates were lack of English. In addition to this lack of trade training also was an obstacle, 28% of the undergraduates from all three faculties faced this obstacle. Under the other obstacle the undergraduates mentioned that: parents’ expectations (did not match undergraduate expectations), inability to fulfill the required qualifications (to do a special degree/ select degree programme or subjects) and they did not have sufficient money to peruse extra courses related to their job expectations other than the degree programme.

According to table No.02, employments of the undergraduates’ were divided into two sections as permanent and temporary. Data was presented according to the Faculties as well as under the undergraduates’ monthly family income levels. So that it would be is easy to understand the relationship between monthly family income and employment of undergraduates. According to the above table, employments of the undergraduates’ of all three Faculties were of a low level in both sections permanent and temporary.

**Table 2. Faculty-wise Permanent and temporary employment of Sri Lankan undergraduates**

<table>
<thead>
<tr>
<th>Monthly income Rs.</th>
<th>Faculty of Engineering</th>
<th>Faculty of Management</th>
<th>Faculty of Arts</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Temporary Jobs</td>
<td>Permanent Jobs</td>
<td>Temporary Jobs</td>
</tr>
<tr>
<td>5000 – 9999</td>
<td>3</td>
<td>6</td>
<td>8</td>
</tr>
<tr>
<td>10000 – 14999</td>
<td>6</td>
<td>6</td>
<td>6</td>
</tr>
<tr>
<td>15000 – 29999</td>
<td>6</td>
<td>6</td>
<td>6</td>
</tr>
<tr>
<td>30000 – 49999</td>
<td>8</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>50000 – 99999</td>
<td>3</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>100000 – 199999</td>
<td>2</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>200000 &lt;</td>
<td>3</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>Total</td>
<td>9</td>
<td>9</td>
<td>9</td>
</tr>
</tbody>
</table>

A majority among the employed (9%) undergraduates of the Faculty of Engineering worked as permanent employees while 1% of them worked in temporary employees. Only 10% of undergraduates were employed from the Faculty of Engineering. Four percent of undergraduates’ monthly family income was less than Rs.50,000/= and 6% of students’ monthly family income was more than Rs. 50,000/= among the employed of the Faculty of Engineering.

Employment among the undergraduates of the Faculty of Management was of a low level (6%). Among the employed only 3% was engaged in temporary employment. Their monthly family income was less than Rs. 30,000/=. There were only 3% of undergraduates who were engaged in permanent employment and their family monthly income level was over Rs. 100,000/=.

Only 6% of the undergraduates were employed from the Faculty of Arts. Only 2% of undergraduates were engaged in temporary employments while 4% of them was engaged in permanent employment. Only 1% of the undergraduates engaged in an employment had a family monthly income of less than Rs.50,000/= and the rest of the employments (5%) family monthly income was more than Rs. 50,000/=.
among the Arts Faculty undergraduates. It is clear that the majority among the employments of the Faculty of Arts did not belong to the low income families.

The data were collected through the questionnaires were proven by the interview data. In addition to this the type of employments was found out through the interviews. Undergraduates’ major form of temporary employment was conducting tuitions classes for individuals or groups of undergraduates and as research assistants for data collection for research institutions or organizations. Especially in the private sector jobs like clerks, cashiers and teachers were identified as undergraduates’ permanent employments. Furthermore undergraduates said that it was really difficult to do a permanent job while leaning as they need 80% attendance to sit exams. And also as they need more time to write assignments and to do practical tests.

CONCLUSION

Sri Lankan undergraduates prefer to work in the private sector even though the undergraduates who studied at the arts Faculty prefer to work in the government sector. As a whole, Sri Lankan undergraduates are not interested in self employment. The major obstacle faced by undergraduates with regard to their job expectations was the lack of English and the lack of trade training also recognized as an obstacle.

Sri Lankan undergraduates were employed in permanent jobs other than temporary jobs. As a whole, undergraduates’ employment level was very low. Students’ monthly family income was not an important factor to be engaged in some form of employment. A significant number of undergraduates were employed in the private sector. They worked as clerks, cashiers and teachers in permanent employments and conducted individual or group private tuition classes as the major temporary form of employment among them.

SUGGESSIONS

Career guidance units of the universities need to have a proper mechanism to identify undergraduates’ job expectations and directed them to the correct path. Need surveys, counseling sessions, seminars can be used for this.

It is difficult to do a permanent job while learning in a university as an undergraduate. But undergraduates can be engaged in a temporary job, not only to earn money but also to gain experience which they need in their future. The university should take necessary measures to motivate and direct their undergraduates towards temporary jobs. For instance, undergraduates can be directed for temporary jobs as a practical part of a subject.

The university career guidance unit should provide necessary information to their undergraduates about suitable temporary job opportunities. In addition to that it should find the job opportunities and play role of the coordinator between undergraduates and employers.

REFERENCE


A STUDY OF THE AVAILABILITY AND FREQUENCY OF SHORT REFRESHER TRAINING COURSES FOR SECONDARY SCHOOL ENGLISH LANGUAGE TEACHERS IN JIMMA ZONE, ETHIOPIA

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ABSTRACT

This study was conducted in Jimma Zone, Ethiopia, to investigate the availability and frequency of short refresher training courses for secondary school English language teachers. Data were collected from 36 English teachers (taken from 11 secondary schools) through structured questionnaire and 18 officials (heads and training experts of education bureaus) and 11 school directors via interview. Quantitative data were analyzed into frequencies and percentages, while qualitative data were analyzed through the techniques of description and interpretation. The findings showed that short refresher training courses, although highly demanded, were nearly unavailable for secondary school English language teachers in the study setting. It is thus recommended that school administrators and educational bureau officials work hard to make such trainings available for teachers. Jimma University can also play an important role in addressing this critical need through its community-based training and problem solving approach. Besides, the English teachers themselves must inquire for these trainings since they are the ones who queue at the forefront of the teaching battle.

Keywords: EFL; Short Refresher Training Courses; Jimma Zone; Ethiopia

INTRODUCTION

Background Of The Study

In pre-service trainings (PRESETs), trainee teachers study principles of teaching, teaching methodologies, theories of learning, etc. They can also get adequate inputs and tasks from their methodology courses that help them to deal with the contents of the text books they are to implement. However, they cannot be effective teachers only because they possess teaching recipes gathered from pre-service trainings. In PRESET contexts, teacher trainees usually tend to imitate the trainer’s teaching techniques, and most often, work under his/her supervision (Wallace, 1991). Nevertheless, this imitative behavior cannot lead to effective teaching since it is not grounded on well-articulated philosophy and informed decision (Richards & Lockhart, 1996).
While PRESET helps teachers to get on to teaching, it does not guarantee enduring effectiveness in their teaching practice. Thus, there should be in-service training (INSET) opportunities for on-job teachers to enable them to revitalize their knowledge and teaching skills. INSETs help teachers to assess and reflect on their teaching practice, share experiences and reinforce the teaching tips they acquired in PRESETs. These trainings also encourage teachers to assess their beliefs about teaching approaches, analyze why they do what they do and evaluate the strengths and drawbacks in their teaching. INSETs thus play a key role in teacher professional development; they create avenues for teachers to think critically, reflect on their actions and enhance their abilities to make reasoned decisions.

In sum, INSETs enable teachers in general and secondary school English language teachers in particular to be aware of their teaching skills and develop their own practical theories which they will marry with appropriate teaching methods and techniques (Gardner & Lambert, 1972; Zoltan, 2001). This is particularly necessitated by curricular innovations and changes in teaching approaches. To acquaint teachers with the trends in their teaching contexts and assist them to be able to catch up with new developments, INSETs are crucially needed. Therefore, teachers should get regular INSETs to deal successfully with the waves of change in the teaching field.

Teacher professional development undertakings can take various forms. Firstly, teacher development is a self-initiated life-long process. In this case, teachers can engage in professional reading, write articles to journals, organize themselves into reading groups and conduct action researches to develop themselves professionally. Secondly, professional development trainings can be offered to teachers formally in the form of short refresher training courses. Short refresher training courses in the form of seminars, workshops and in-staff trainings are deemed useful to teachers in general and to secondary school English language teachers in particular. Such trainings can be more efficient, need-based, motivating and feasible than other forms of training. Unlike summer in-service trainings, which aim to upgrade teachers in terms of qualifications and end with graduation, short refresher courses can be given continually, and are pivotal to keep teachers steadily on the track of professional development. These courses have paramount importance in the context of secondary schools in Ethiopia. In this context, English teachers do not usually use English outside the classroom, but are expected to prepare students to use English effectively for academic and other purposes. This situation justifies the need for short refresher training courses (workshops, conferences and in-staff trainings) for serving secondary school English teachers to provide them with the opportunity to enhance their professional skills by assessing their practices and acquainting themselves with contemporary.

STATEMENT OF THE PROBLEM

Quality teacher development leads to desirable qualitative outcomes such as the creation of a positive school culture, improvement in teachers’ instructional skills and possibilities for opportunities for continuous learning. This scheme gives teachers the tools they need to approach classroom challenges with confidence and the chance to access supportive professional communities. Thus, since able teachers establish the foundation of good schools, updating their knowledge and skills should be considered an investment worth investing. Especially, offering refresher courses, pertaining to the English language, as frequently as possible, is essential since such courses have revitalizing effects in terms of equipping English language teachers with adequate knowledge of the subject matter and up-to-date teaching approaches, methods, strategies and techniques (Scrivener, 2007).

Now more than ever, teachers are expected to demonstrate effectiveness in their instruction. It is, indeed, imperative for the English teachers, particularly teachers in Ethiopian secondary schools, to be aware of the fact that they should make concerted efforts to bring about commendable changes in students’ language proficiency. This can be achieved by teaching students effective learning strategies (O’Malley & Chamot, 1990). To this effect, English teachers should be able to establish their own approaches so that they teach students to use the language to communicate in the real world and for their academic achievements. One way of realizing this is offering short refresher trainings to English
teachers sufficiently and steadily in order to encourage them to make meaningful and conscious decisions in their teaching.

In summary, if “all” students are to have a chance to achieve a high standard in their learning, they must have teachers who know what to teach, how to teach and when to teach. However, Miles (2004) reports that some international studies reveal that teachers are under a growing pressure to perform classroom activities only to the neglect of involving in professional development undertakings. Likewise, experiences witness that the English language proficiency of both students and teachers in Ethiopia is deteriorating dramatically. Many people ascribe the deterioration mainly to deficient knowledge and poor teaching methodologies of English teachers.

Teachers’ inadequacies in their mastery of the English language and their teaching methods can be ameliorated through short refresher training courses. Teachers are likely to change ritualistic teaching behaviour when professional development trainings are directly linked to the program that they are teaching and the assessment methods that they are using. However, the need for teachers’ continuous professional development seems to remain unmet, and research on this topic is scares. Although there are few international studies (e.g. Adey, 2004; Chávez, 2006; Miles, 2004) on teacher professional development training, research that focuses on the availability and frequency of refresher courses in the Ethiopian context seems lacking. This research gap needs filling, and this study is geared towards this end. The study aims to investigate the availability and frequency of short refresher training courses for secondary school English language teachers in Jimma Zone of the Oromiya Regional State, Ethiopia. Specifically, the study attempts to answer the following research questions:

- What are the views of English language teachers in secondary schools in Jimma Zone regarding the importance of short refresher trainings?
- What short refresher trainings are available for English language teachers in the schools in focus?
- How frequently are these refresher courses offered?
- To what extent does the frequency of refresher trainings address teachers’ expectations?

OBJECTIVES OF THE STUDY

The study attempted to:

1. To identify the views of English language teachers in secondary schools in Jimma Zone about the importance of short refresher trainings?
2. To find out if short refresher trainings are available for English language teachers in the schools in focus?
3. To identify the frequency with which these refresher courses are offered?
4. To examine the extent to which the frequency of refresher trainings addresses teachers’ expectations?

RESEARCH METHODS

Study Setting and Sources Of Data

This study was conducted in 2009 on 11 secondary schools in four of the 16 districts and two town administrations found in Jimma Zone. Of these schools, Jimma Preparatory School (Grades 11 and 12), Jiren High School (Grades 9 and 10) and Seto Semero High School (Grades 9 and 10) are found in Jimma Town. Asendabo Secondary School in Omonada District, Agaro Secondary School in Agaro Town and Limu Genet Secondary School in Limu Kosa District are comprised of Grades 11 and 12. Deneba High School in Sekoru District, Nada High School in Omonada District, Toba High School in Limu Kosa District, Ambuye High School in Gumaye District (Grades 9 and 10) and Sekoru Secondary School in Sekoru District (Grades 11 and 12) were also included in the study.
Data were collected from officials of educational bureaus (N = 18), school principals (N = 11) and English language teachers (N = 36). School principals, heads of district/town administration educational bureaus and training experts of these bureaus provided qualitative data through face-to-face interviews, while teachers participated in the study by filling out questionnaire intended to obtain quantitative data. Both quantitative and qualitative data were used in order to find a better picture of the issue under investigation.

**Sampling Procedure**

Different sampling techniques were used in the study to select the districts, the schools and the study participants. Firstly four out of 16 districts were chosen using simple random sampling, where as Jimma and Agaro town administrations were selected through availability sampling technique. This method was also used to choose heads and training experts of educational bureaus. Following this, all the secondary schools found in these districts and town administrations were included in the study. And, all the principals and English language teachers in the selected schools were recruited to participate in the study.

**DATA COLLECTION INSTRUMENTS**

Structured questionnaire and interview guideline were used to collect data. Questionnaire was employed as a principal tool since quantitative data were required to answer the research questions. Questionnaire was also deemed useful since it helps to collect data on a variety of issues in a reasonably short period of time (Selinger & Shohamy, 1989). On the other hand, interview guideline was used to collect qualitative data utilized to cross-check the qualitative findings. The guideline contained items that were related to the items in the questionnaire since both instruments were used to address the same research questions.

**METHODS OF DATA ANALYSIS**

Both quantitative and qualitative methods of analysis were used since the data required both methods. Quantitative data were analyzed using descriptive statistics of frequency and percentage. Qualitative data were analyzed qualitatively using the techniques of description and interpretation.

**FINDINGS**

To study the availability and frequency of short refresher training courses for secondary school English language teachers in Jimma Zone of the Oromiya Regional State, both quantitative and qualitative data were collected through questionnaire and interview respectively. In this section, analyses and interpretations of the data are presented. Firstly, the quantitative data are analyzed and findings explained. Then, the analysis and interpretation of the qualitative data follow. Discussion of the major findings is also made in a subsequent section.

**Quantitative Findings**

As mentioned earlier, quantitative data were collected from 36 English teachers through questionnaire. The findings of the questionnaire survey are presented below.

<table>
<thead>
<tr>
<th>SN</th>
<th>Variables</th>
<th>F</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Qualifications</td>
<td>0</td>
<td>0.00</td>
</tr>
<tr>
<td></td>
<td>Master’s Degree</td>
<td>22</td>
<td>61.11</td>
</tr>
<tr>
<td></td>
<td>1st Degree</td>
<td>14</td>
<td>38.89</td>
</tr>
<tr>
<td></td>
<td>Diploma</td>
<td>0</td>
<td>0.00</td>
</tr>
<tr>
<td></td>
<td>Others</td>
<td>36</td>
<td>100</td>
</tr>
</tbody>
</table>

| Service years | 0-5  | 11 | 30.56 |
As depicted in Table 1, the majority of the participants, 22(61.11%), held first degree (BA or BED) qualifications, while 14(38.89%) of them had diplomas. It is also shown that 11(30.56%) and 10(27.78%) of them, respectively, fell in the service categories of 0-5 and 18-23 years, whilst8 (22.22%) constituted the service category of > 23. Regarding official positions, 21(38.33%) of the participants did not assume any official positions in their respective schools.

The findings show that most of the participants had the qualification required for teaching in secondary schools (Grade 9 to Grade 12). However, they must update themselves regularly with knowledge and teaching skills in order to catch up with developments in their profession. On the other hand, 14 teachers were teaching in secondary schools with diploma qualifications. These teachers obviously need regular on-job trainings to equip themselves with knowledge and skills that enhance their teaching effectiveness. The fact that the majority of the teachers did not hold official positions appears to indicate that they are most often engaged with teaching. To make this commitment worthwhile, however, it is necessary to ensure that their teaching is successful. This can be achieved by offering to them short refresher training courses.

Table 2. Teachers’ specializations and subjects they were teaching

<table>
<thead>
<tr>
<th>Variables</th>
<th>English</th>
<th>Amharic</th>
<th>Afan Oromo</th>
<th>French</th>
<th>History</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>F</td>
<td>%</td>
<td>F</td>
<td>%</td>
<td>F</td>
<td>%</td>
</tr>
<tr>
<td>Specializations</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>a) Major</td>
<td>33</td>
<td>91.67</td>
<td>1</td>
<td>2.78</td>
<td>1</td>
<td>2.78</td>
</tr>
<tr>
<td>b) Minor</td>
<td>2</td>
<td>5.56</td>
<td>15</td>
<td>41.67</td>
<td>7</td>
<td>4.67</td>
</tr>
<tr>
<td>Subject they were</td>
<td>31</td>
<td>86.11</td>
<td>3</td>
<td>8.33</td>
<td>2</td>
<td>5.56</td>
</tr>
</tbody>
</table>

Note: DA= doesn’t apply

Table 2 shows that 33(91.67%) of the participants majored in English, while others majored in Amharic (1), Afan Oromo (1) and French (1). It is also shown that three teachers were teaching English without majoring in it. These can be the teachers who minored in English and the one who majored in French (Table 2). However, even minoring in English cannot be sufficient to teaching secondary school English in Ethiopian because English is learned as a foreign language in the country, which poses a considerable challenge upon students requiring effective teacher scaffolding. It can be hard to make the teachers change their major subjects so that they teach English. Thus, the remedy can be short refresher trainings intended to enable teachers who specialized in other subjects to teach English with improved theoretical knowledge, instructional skills and attitude.
The importance of short refresher training courses can be emphasized at macro level, i.e. at the level of theoretical discussions, research discourses and policy designs. However, it is equally important that teachers believe in the worth of such trainings. Likewise, the participants were asked to indicate their beliefs concerning short refresher training courses for on-job English language teachers (Item 6) and to justify their views in this regard (Item 7). All of them responded in favor of these courses. They believed that such courses are important to enable English language teachers to share experiences among themselves (33.33%), obtain new inputs from trainers (36.11%) and update the knowledge and skills they acquired in pre-service trainings (30.56%). These findings imply that the respondents were aware of the vitality and short refresher trainings and would need them.

Table 4 summarizes the responses to the items concerning training courses organized for English language teachers in the recent past (Item 8), the name of the training courses (Item 9) and the coordinating organization (Item 10). The results show that 21(58.33%) of the teachers had attended a training course called English Language Improvement Project (ELIP); 17(80.95%) of the 21 teachers indicated, this training was organized by the Ministry of Education (Item 10). However, 15(4.67%) of them did not attend this training.
It is encouraging that the majority of the respondents had opportunities to participate in ELIP training, which unfortunately was a short-lived campaign. However, the fact that the remaining 15(4.67%) did not have this chance implies that short refresher training courses are inadequately available.

**Table 5. Periodic plan, frequency and preferred time of trainings**

<table>
<thead>
<tr>
<th>Variables</th>
<th>F</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Availability of periodic plan for the above training(s)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>a) Yes</td>
<td>0</td>
<td>0.00</td>
</tr>
<tr>
<td>b) No</td>
<td>1</td>
<td>4.76</td>
</tr>
<tr>
<td>c) Don’t know</td>
<td>5</td>
<td>23.81</td>
</tr>
<tr>
<td>d) Nonresponses</td>
<td>15</td>
<td>71.43</td>
</tr>
<tr>
<td>TOTAL</td>
<td>21</td>
<td>100</td>
</tr>
<tr>
<td>Frequency of this training</td>
<td></td>
<td></td>
</tr>
<tr>
<td>a) Once in a semester/term</td>
<td>1</td>
<td>4.76</td>
</tr>
<tr>
<td>b) Once a year</td>
<td>11</td>
<td>52.38</td>
</tr>
<tr>
<td>c) Once in five years</td>
<td>0</td>
<td>0.00</td>
</tr>
<tr>
<td>d) Cannot remember</td>
<td>9</td>
<td>42.86</td>
</tr>
<tr>
<td>e) Any other</td>
<td>0</td>
<td>0.00</td>
</tr>
<tr>
<td>TOTAL</td>
<td>21</td>
<td>100</td>
</tr>
<tr>
<td>Perceived adequacy of training frequency</td>
<td></td>
<td></td>
</tr>
<tr>
<td>a) Once a year</td>
<td>3</td>
<td>8.33</td>
</tr>
<tr>
<td>b) Twice a year</td>
<td>29</td>
<td>80.86</td>
</tr>
<tr>
<td>c) Three times a year</td>
<td>4</td>
<td>11.11</td>
</tr>
<tr>
<td>TOTAL</td>
<td>36</td>
<td>100</td>
</tr>
<tr>
<td>Preference of training time</td>
<td></td>
<td></td>
</tr>
<tr>
<td>a) Beginning of each semester</td>
<td>7</td>
<td>19.44</td>
</tr>
<tr>
<td>b) End of each semester</td>
<td>23</td>
<td>63.89</td>
</tr>
<tr>
<td>c) As planned by the organizing bodies</td>
<td>6</td>
<td>16.67</td>
</tr>
<tr>
<td>TOTAL</td>
<td>36</td>
<td>100</td>
</tr>
</tbody>
</table>

The study participants were also asked to indicate if there was a periodic plan for the stated training (Item 11), the frequency of this training (Item 12), their preferred frequencies for short refresher training courses (Item 13) and their views about the appropriate season for such trainings. Regarding the 11th item, 5(23.81%) of the teachers who participated in the ELP training did not know whether there was a periodic plan for this training, while 15(71.43%) of them did not respond to the item. Conversely, no participant reported that ELIP training was initiated in accordance with a regular plan. While 11 of the 21 teachers indicated that ELIP was conducted only once a year, 9 of them could not remember its frequency. In addition, the majority of the English teachers, 29(80.86%), indicated that they need short INSETs twice a year (Item 13), and 23 (63.89%) of them preferred that the trainings be offered at the end of each semester/term (Item 14). It can thus be noted that the frequency of ELIP is not sufficient since most participants require short refresher training courses at least biannually.

**QUALITATIVE FINDINGS**

As mentioned earlier, qualitative data were collected through face-to-face interviews with school and district/town administrative educational officials based on broad questions intended to generate data on the informants’ views about assumptions about refresher courses, their beliefs concerning the benefits of short refresher training courses and the frequency with which such courses are offered to secondary school English language teachers.

Scholars posit that short-term refresher trainings such as workshops, conferences and in-staff trainings should be offered to teachers in general and secondary school English teachers in particular as continually, adequately and meaningfully as possible. This is so to motivate and keep them alert...
professionally as teachers should be life-time learners in order to make their students active learners. This claim was the essence of the first interview question. The results elicited through this question confirmed that the informants strongly agree on the importance of short refresher training courses. Some justifications given in favour of this issue are presented below.

First, an informant coded as ‘Sojat’ explained how relevant the courses can be. “Yes, I believe it is very much important to offer refresher courses to teachers in general and to English language teachers in particular as it is a key for other subjects. That is why the government is also trying to up-grade teachers’ level of proficiency by giving chance of summer courses and others in-service training course for teachers. It also has significant implication for the students’ successful learning.” The implication of Sojat’s response is that these courses are critically important for teachers directly and for students indirectly.

Another informant coded as ‘Alemneh’ confirmed the above claim by saying: “I believe these refresher courses are very important for students.” In addition, an informant coded as ‘Sisay’ said: “We are living in contemporary world in which everything is in progress from time to time. So graduating from university by three or four your training can never grant us adequacy. So, I accept the notion.” For this informant, refreshing English teachers through regular INSETs is a valuable undertaking.

Making short refresher trainings available for teachers in general and English language teachers in particular has gained special attention and become an issue of discussion among experts in the field of language teaching. It seems why an informant coded as ‘Zeleke’ forwarded that he agrees to the above assertion in the following manner: “These days it has come to be the new agenda, because it is after all, a language that everybody plans to be successful in. It is extremely important for students and teachers too.”

The second interview question inquired about the informants’ beliefs about the vitality of short refresher courses to keep teachers within the realm of professional development. Here, ‘Sojat’ reiterated: “Yes I believe refresher courses are very much important to teachers in general and to English language teachers in particular. That is why the government is trying to up-grade teachers’ level of proficiency by giving summer and other in-service training chances.” This informant seems not only to express her belief but also to mention the government’s intention to foster teachers’ professional developments through refresher courses. She strengthened her argument by adding: “It is important to upgrade these teachers. This is directly helping students’ level of understanding. So when we work for students’ success, we, teachers also will be successful.”

Another informant coded as ‘Sileshi’ also supported the above point by saying “...in high schools the medium of instruction is English. Therefore to render quality education; to let teachers advance themselves and to cope up with situations, we have to equip our teachers with necessary knowledge, attitude and skills.” This response endorses the view that short refresher courses are essential instruments to enhance teachers’ knowledge, skills and confidence. Similarly, an informant coded as ‘Mohammed’ stressed the vitality of short refresher courses: “We need highly trained and motivated English teachers. To motivate them these refresher courses help us very much.”

Nevertheless, other informants stressed the challenges hindering them from coordinating such courses. For example, ‘Abera’ expressed: “We believe they [secondary school English teachers] should get opportunities to refresh themselves. I say this because graduation doesn’t guarantee teachers to make creative and fresh every time, but that is determined by budget. That is our major challenge. We don’t also know how to overcome problems aligned to finance.” ‘Taddesse’ shared ‘Abera’’s concern: “It is right to think these ways about refresher courses, motivate teachers and that is part and parcel of our objective. I think it has positive contribution but with financial challenges.” ‘Zeleke’ added: “Yes, not only language teachers but also woreda [district] officials need to be trained because it empowers all but budget is absent.”
The third question was intended to generate data from the informants on the frequency of short INSETs for secondary school English teachers. In response, one of the interviewees uttered: “So many times back we mobilized them [teachers] for courses like ELIP and CPD [Continuous Professional Development]. We also motivated them to speak in English.” From this informant’s reaction, we can deduce that refresher courses are rare phenomena. Other informants also mentioned training programs like CPD and ELIP as refresher courses. These instances indicate that short refresher training courses are not offered adequately to English teachers of the target high schools.

**DISCUSSION AND CONCLUSION**

Short refresher trainings motivate teachers to teach effectively (Demelash Mengistu, 2006). For instance, Zoltan (2001:27) emphasizes the motivational effect of refresher courses in his writing: “Besides, motivational training might be a very good investment in the longer run, and it may also make your own life in the classroom so much more pleasant. Consequently, the availability of refresher trainings for a particular group of on-job teachers is an important research issue. It was thus with this assumption that this study attempted to investigate the availability and frequency of short refresher courses offered to secondary school English language teachers in an Ethiopian EFL context.

The study found out that while the teachers who participated in the study shared the task of teaching English to secondary school students, they differed in fields of study, qualification and teaching experience. This has two implications. Firstly, younger, under-qualified and non-English major teachers need regular short-term trainings to operate successfully within the increasingly changing circumstances in the teaching profession. Secondly, teachers with better qualifications in English and longer years of teaching the subject can share to others knowledge, skills and experiences. In this case, the differences mentioned above can lead to cooperative development (Duquette 1994) if conducive situations are created.

Yet, experience-sharing opportunities can become more effective if new contents are provided since language learning should provide new and meaningful inputs (Krashen, 1982). Thus, forums which make the realization of experience-sharing and new input provision possible are critically important for on-job secondary school English language teachers. This can be achieved best by coordinating and implementing regular short refresher training courses. The creation of forums where teachers’ experiences are effectively unpacked, analyzed, shared and aligned with new inputs requires organizers (school and educational bureau officials) and beneficiaries (teachers) to hold the view that such training courses are crucial to keep the latter alert in the womb of professional development.

The study revealed that all teacher participants believe that short refresher training courses are important to enable English language teachers to share experiences among themselves, obtain new inputs from trainers and revitalize the knowledge and skills they gained in PRSETs. The officials, who participated in the interview, also share this view and the justifications forwarded by the teachers. This belief concurs with the conviction advanced by scholars (e.g. Adey, 2004; Edwards, 2010 as cited in Harun & Al-Amin, 2013) regarding the vitality of professional development trainings.

The findings regarding opportunities to participate in short refresher trainings indicate that the majority of the teachers participated in ELP trainings coordinated by the Ministry of Education in collaboration with the British Council. However, ELIP was not sustainable enough to address teachers’ training demands. Training programs cannot attain their goals if they do not sustain. Besides, ELIP was meant for all teachers, regardless of the subjects the taught, and not tailored for secondary school English teachers. Therefore, the adequacy and close relevance of ELIP training to respond to secondary school English language teachers’ needs can be questioned.

The study also demonstrated that most of the teachers insisted that short refresher courses be offered continually either once or twice a year. However, the findings indicated that even ELIP was not offered regularly and sustainably. Its frequency was insufficient to address the demands of the teachers for refresher trainings. The interview results also disclosed that such trainings were not adequately
available for reasons related to budget deficiency. Thus, the teachers’ needs for short refresher training courses went unmet.

In conclusion, short refresher training courses were hardly available for secondary school English language teachers in the study area. This obviously has an adverse effect on the teachers’ knowledge, teaching skills and motivation to teach. Therefore, school administrators and education bureau officials should do all they can to make these trainings continually available. Jimma University can also contribute its share to this endeavor through its community-based training and problem solving approach. In addition, the English teachers themselves must inquire for trainings since they are the ones who queue at the forefront of the teaching battle.

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ABSTRACT

The purpose of this review paper is to discuss assessment policy issues that can have salient contributions in the design and implementation of national qualifications framework (NQF). Nowadays, many countries in the globe are considering the introduction of NQF to properly link the provisions of education and training with the skill demands in the economic development. Hence, NQF is unthinkable without the promulgation of a sound assessment policy that guides the certification, monitoring, and evaluation of qualifications and standards at the various levels of education and training provision. This review relied on a method of content analysis that required an intensive reading and questioning through the literature of educational assessment and qualifications framework documents of few countries which have already introduced qualifications framework to the system of education and training. The result of the review showed the importance of giving emphasis and priority to assessment policy issues in the introduction of qualifications framework in the education and training systems. The extent to which assessment procedures to be followed in the awarding of part qualifications, qualifications, and professional designations are designed, understood by stakeholders, and implemented is underscored as a major success factor in the design and implementation of qualifications framework.

Keywords: Qualifications Framework; Assessment Policy; Qualification Levels; Recognition of Prior Learning; Credit Transfer and Accumulation; Level Descriptors

INTRODUCTION

Qualifications Framework is a system to develop, classify, and recognize acquired knowledge, skill, and competency from different levels and providers of education and training. A qualifications framework interconnects different sectors involved either in the provision of education and training (formal, non-formal, informal, workplace, apprenticeship) or in employing skilled human power from the labor market. Moreover, it provides a foundation for improving quality and relevance of education and training, accessibility of education and training, and labor market acceptance for qualifications. The significance of the NQF is its potential to contribute to policy goals such as lifelong learning, recognition of knowledge and skills, certification of competence, relevance and quality of education and training provisions.

OBJECTIVES OF THE PAPER

This review paper has the following objectives:

1. To describes qualifications framework in the context of education and training systems.
2. To identifies assessment policy issues which have significance to the design and implementation of qualifications framework.
Basic Research Questions

This paper intends to answer the following basic questions:

- What is qualifications framework?
- What assessment policy elements are appropriate to the design and implementation of the NQF in Ethiopia?
- How does assessment policy contribute to the effective implementation of NQF?

Background Information

Ethiopia is one of the East African countries with a total area of 1.11 million square kilometers and a population estimate of over 82 million (MOFED, 2011). In recent times, the country is experiencing a fast growing economy. Moreover, the country is making remarkable efforts to prepare a workforce that is responsive to the growing economy. Beginning the stipulation and implementation of the current education and training policy, there is a great dedication to improve education and training. For instance, the annual budget allocation for education provisions is increasing every year. As a result of this, educational institutions at all levels (primary to tertiary) and across all regions are expanding fast. This is the timely response to the problems with respect to accessibility and equitable distribution of education and training provision for all citizens. Despite the fact that some attempts to realize the relevance and quality of education and training programs are already in place, there is still a long way ahead to sense notable outcomes. Therefore, the design of the ENQF will have salient contributions to the realization of quality and relevance of education and training programs. The framework will benefit stakeholders such as government, providers, trainees, employers, trade unions and professional associations. This review article “assessment policy issues for the design and implementation of national qualifications framework in Ethiopia” intends to discuss about the contributions of assessment policy elements which have relevance to the implementation of ENQF. Moreover, the article will come up with the main elements of a proposed assessment policy (scheme) which will contribute to the design and implementation of ENQF.

Review of Literature

Definitions of Qualifications Framework

A qualifications framework is a legal system that aims at developing, classifying, and recognizing knowledge, skill, and competencies attained through the various modalities of education and training along a continuum of specified levels. The major assumption in the design and implementation of qualifications framework is the notion of “learning outcomes.” Learning outcomes refer to clear statements of what learners can know and able to do after learning, whether the learning has occurred in formal schools, non-formal settings, or in the workplace and so on. Based on its design and structure, QF may allow for comparison of different qualifications across levels and various study fields (Tuck, 2007).

There can be different conceptualizations of NQF based on the context. For instance the definition proposed by Hansson (2008) states “A qualifications framework is an instrument for the development and classifications of qualifications according to a set of criteria for levels of learning achieved.” According to Tuck (2007), qualifications framework refers to a structure of defined and nationally accredited qualifications, which are awarded at specified levels and indicate the interrelationship of qualifications and levels with clear direction on how a learner can progress from one qualification level to another.
Objectives of NQF

As forwarded by Tuck (2007) the objectives of NQFs are to (1) create an integrated national framework of learning achievements, (2) facilitate access to, and mobility and progression within education, training and career paths (3) enhance the quality of education and training, (4) contribute to the full personal development of each learner and the social and economic development of the nation at large, and (5) provide the opportunity of special admissions to the different level of education and training programs.

Perspectives on National Qualifications Framework

The practice of developing a National Qualifications Framework is a recent experience for many countries in the world. A number of countries started to think about the issue of NQF to their education and training system after the 1980s (TUCK, 2007). The experiences show a different perspective on the design and development of the NQF. One perspective is that a single country commences NQF, where qualifications described are independent of the institutions, which provide the program leading to the qualifications (e.g. Australia, New Zealand, Scotland, South Africa, and Ireland). The other perspective is the Regional Qualifications Framework (RQF) covering the descriptions of qualifications in a number of countries in a particular geographic region (e.g. QF EHEA (the Bologna Process/Duplin descriptors), and South African Development Community (SADC)).

The second perspective in looking at the distinctions of Qualifications Framework is that of tracking (tracked), linking (linked), and uniting (unified). The tracked qualifications framework is characterized by having a separate structure or legal scheme for the different types of education and training, such as school education, higher education, TVET, and workplace occupations. The assumption behind this type of structure is that the mentioned types of education and training are distinct and largely unrelated (Tuck, 2007). The other perspective is the linked one that shows existing relationships between qualifications of the different tracks. The linked NQF structure gives clear descriptions and articulations of qualification levels within and between the different fields. In this type of structure learners can have opportunities of mobility along the learning paths as a result of recognition of their prior learning, credit accumulation and transfer, and articulation among the various types and levels of qualifications. Unified qualifications framework is a structure where all types of qualifications are treated in one comprehensive scheme. Many countries that have experiences in the design and implementation of NQF are currently advancing towards the linked or unified system of qualifications framework (e.g. South Africa and Australia).

The third perspective is between tight and loose qualifications frameworks. According to Tuck (2007, p22) tight framework is characterized by regulatory and quality assurance functions. In contrast, loose qualification framework is characterized by communication and enabling functions.

Tuck (2007) further elaborates tight NQF’s as more appropriate when the goal is to have a more regulatory role of the government or an apex organ delegated by the government. On the other hand, loose approaches may be preferred when the goal is to communicate information about qualifications and when the intention is to secure more trust, partnership, and participation from the various stakeholders.

METHODOLOGY

The methodology used in this review paper is mainly content analysis. This required an intensive reading and questioning through the literature of educational assessment and qualifications framework documents of few countries which have already introduced qualifications framework to the system of education and training. These countries are Australia, South Africa, Scotland, Tanzania and the European Union.
Contributions of Assessment Policy Elements to the Design and Implementations of NQF

Assessment

Assessment policy is a handmaiden for the successful implementations of NQF’s. Assessment is a central task that could help to make certain whether a particular provision of education and training have resulted in the intended learning outcomes (Williams, 2008). Assessment is of central importance in education and training provisions (Taras, 2005). According to Pratt (1998), assessment is a procedure designed to be evidence for what a person can know and be able to do as a result of attending some education or training. According to Crooks (1988) and Sadler (1998), assessment is one of the most powerful aspects of education and training influencing learning. Assessment influences the motivation and self-efficacy of the learner. Moreover, assessment can be a means to check the quality and the relevance of an education/training program.

Assessment is a process for obtaining information in order to make decisions about the attainment of learning outcomes (Nitko, 2004). In the context of National Qualifications Framework, assessment “refers to the process of collecting sufficient evidence about the knowledge and performance of the learner and making a judgment whether the knowledge and performance correspond to the learning outcomes as described in the relevant NQF registered qualifications, and unit standards documentations, whereby a learner is declared competent or not yet competent against the said standard or qualifications.” (Feline Technology, 2008, p1)

The Contribution of Assessment to NQF

Assessment helps to clarify the decisions in awarding qualifications, part qualifications, and professional designations (Samuel, 2007). It also gives directions for a number of issues related to qualifications framework such as qualification level descriptors, the registration of qualifications, assessment criteria, national standards, learning outcomes, learning pathways, recognition of prior learning (RPL), credit accumulation and transfer (CAT), and the registration and licensing of assessors. Assessment also helps to set minimum criteria and provide guidance for effective, fair, valid, reliable, transparent, and appropriate assessment practice in the implementation of the NQF (Samuel, 2007).

On the other hand, assessment policy for qualifications framework serves purposes such as facilitation of access to quality education and training, recognition of knowledge and skill acquired, standard setting, and mutual understanding of stakeholders to the assessment requirements of the registered qualifications and learning outcomes.

The Elements in The design of Assessment Policy for ENQF

The assessment policy in NQF’s should be stipulated in such a way that it contributes to the quality of learning and assessment for all learners and education providers. It must consider the key elements to be included in its design. Moreover, its design and implementation should involve the potential stakeholders. The potential stakeholders may include the Ministry of Education, Ministry of Labor, Civil Service Ministry, Ministry of Industry, Quality Assurance Agency, Examinations Agency, education and training providers, professional associations, learners, employers, representatives from occupations and industry. In addition, it has to be designed in line with an encompassing principle. For example, in the case of the South African Republic the assessment policy that serves the implementations of the NQF was based on the principle of “lifelong learning” that considers the development of the whole learner, and an approach in which assessment is seen as a dynamic part of learning and learning improvement (Samuel, 2007, p2).
Principles of Assessment

As key elements of assessment, the design of assessment policy for QF’s should follow specific principles recognised in the theory and practice of educational assessment. Some of the core assessment principles to be followed are:

Validity – is a major criterion for the quality assessment process. In broad terms, validity refers to the appropriateness, usefulness, and meaningfulness of assessment procedures, methods, instruments, and materials used in the assessment process. If the assessment process assures validity as a principle, it means that it helps to collect the appropriate information required for the assessment’s intentions. Assessment is judged as valid when the assessment tasks actually test the knowledge and skills for a definite competence or learning outcome (Samuel, 2013, p12). Another key concept worth mentioning as related to assessment validity is assessment validation. Assessment validation is the process of obtaining credibility of the assessment process through documentation, moderation, explanation, and presentation of evidence to peer reviewers and stakeholders, which play either a regulatory or partnership role in the NQF.

Reliability – is a key principle and concept as relates to the degree of error in the assessment process. It refers to the consistency of the collected information about the achieved competencies and learning outcomes. The more error-free is the assessment procedure, the more the data obtained are reliable and consistent. In the context of NQFs, assessment methods and procedures must ensure that competence standards are applied consistently within and between the different qualification levels.

Transparency and accountability – those assessors conducting the assessment of a registered competence or learning outcome in NQF should make the assessment criteria explicit and known by learners. This also has to give clarity about what to do during disputes in assessment as well as the rights and responsibilities of those assessing and being assessed.

Evidence – the development and moderation of all assessments required for a qualification should always be evidence-based. All stakeholders involved in the assessment process should abide to the principle of assessment evidence.

Content – the assessment procedure needs to be comprehensive enough in terms of assessment content. The assessment content for each level of qualification or part qualification should be substantive. Moreover, the range of content should cover representative sample behavior of all cognitive, affective, and psychomotor domains. Based on the level of qualification sought, the assessment needs to embrace all ranges of knowledge, skills, and competencies (Nitko, 2004). The design of assessment content should also follow the principle of simple to complex performances. For instance, assessment content can include simple reproduction of knowledge, skills, and values, comprehending and applying the knowledge, skill, and value in both familiar and unfamiliar settings. Furthermore, the assessment content can include the ability of analyzing, synthesizing, and evaluating relevant knowledge and information in the field. In fact, all these aspects of assessment content could be considered when applicable to the specific level and type of qualification (Samuel, 2013).

On the other hand, the assessment content should be outlined, focusing on both quantities of learning and quality behavioral changes of learners. Quantity of learning refers to the breadth and depth of knowledge, skill, and competence required to be assessed for the purpose of awarding a defined qualification level. Whereas quality behavioral change includes the type and level of manifested knowledge and skill as well as the latent (tacit) competencies of the learner that comes out when conditions are favorable. Assessment of knowledge and practice in the system of education and training and also in NQF design and implementation should take into account the facilitation and informative role of assessment for the learner on how to learn and improve learning.

Other desirable principles of assessment to be incorporated in the assessment policy of NQF are fairness, absence of bias, sensitivity to language, sensitivity to persons with special needs, match
between content to be assessed, learning outcomes, and purposes of assessment, and the practicality of
the assessment.

Criteria of Implementing Assessment Policy for NQF

An effective assessment policy in the context of QFs implementation must be responsive to the set
criteria. For example, the implementation of assessment should abide the principles of assessment
outlined in the policy document. The assessment process should also pass through a careful and
rigorous standards setting with reference to desirable and useful learning outcomes for part
qualifications as well as for each level of the NQF. As a rule of thumb the interpretation of assessment
information for NQF should always be criterion-referenced interpretation. There is also a need to
develop a national standard for each level of qualifications. A national standard is a registered
statement as desired education and training outcomes and their associated assessment criteria
(Australian National Training Authority, 1998). Moreover, an assessment policy for NQF should
include statements on how the articulation of qualifications within and between the different
frameworks and levels will be understood and attended.

Furthermore, an assessment policy for NQF should provide sufficient explanations on the following
issues:

- learning outcomes that can be demonstrated and/or latent (tacit) competencies,
- formative and dynamic assessment in education and training,
- the recognition of prior learning (RPL),
- credit accumulation and transfer (CAT),
- the moderation process of assessment, and
- The registration and licensing of potential assessors in the different tracks and qualification
  levels of the NQF.

Proposed Assessment Policy Scheme and Its Elements for ENQF

Assessment policy is a comprehensive document that can show directions on how to give awards and
recognition of acquired knowledge, skills, and competencies. It has to be stipulated in such a way that
it gives clear directions about how to identify, gather, and interpret relevant information with respect to
the expected knowledge, skills, and competencies for a given qualification, part qualification, or
professional designation in order to pass a sound judgment about the attained learning outcomes of a
learner.

As the design of the NQF is a new experience in the country’s education and training system,
stipulating a number of policies to support its implementation is a requirement. One of the pillar
policies is then assessment policy because it is only by means of assessment that one can authenticate
what an educated or a trained person can know and be able to do as a result of attending an education
or training program. Therefore, identifying the key elements to be included and stipulating a clear and
workable assessment policy is compulsory for the present and future success of ENQF. Hence the
following schematic diagram in figure 1 below and the interpretations which follow show the proposed
assessment policy structure (Scheme) for the design and implementation of ENQF. As indicated in the
figure (see next page) the structure centers assessment policy on the different tracks of ENQF. Before
the acquisition of sufficient experience in the field, scholars suggest to follow separately tracked and
well-articulated qualifications framework (Tuck, 2007). The figure below shows the proposed
qualifications framework and the accompanying assessment issues for the Ethiopian National
Qualifications Framework (ENQF).
The key elements required for the design of assessment policy for NQF are discussed below:

**Principles of Assessment**

First of all, the stipulated assessment policy should provide sufficient coverage to sound principles of assessment. The assessment policy has to clarify the procedures to be followed in verifying the fulfillment of the principles for a certain assessment process before awarding qualifications. Some of the key assessment principles as discussed above are validity, reliability, comprehensiveness of content, fairness in assessing, sensitivity to language and special need issues, practicality, and absence of bias.

**Level descriptors**

The design of qualifications framework arranges qualifications at defined levels. Some countries have ten (10) qualification levels in their framework (e.g., Republic of South Africa & Tanzania), and some others do have only eight (8) qualification levels (e.g., UK and New Zealand). For each level of a qualification, there have to be clear descriptors about the expected quality behavior of the learner. Level descriptors are statements of wider abilities, which a learner could be expected to have developed. Level descriptors are designed in such a way that they are not program specific. They are designed as generic abilities to serve for all qualification types regardless of the field of study. They are major sources when preparing learning outcomes, developing assessment criteria, and assessing prior learning for the different levels of qualifications. Level descriptors are considered in cumulative
terms and applicable for all types of qualifications. Therefore, the assessment policy gives provision on how to design and whose responsibility is developing level descriptors.

**Learning Outcomes**

The aspects of ENQF should revolve around learning outcomes. Learning outcomes are the central elements in the design and implementation of qualifications framework. As Samuel (2013, p5) defines, learning outcomes are the contextually demonstrated end products of specific learning process, which include knowledge, skills, and values. Outcomes are the demonstrable and assessable end products of a learning process, which give clear statements regarding elements of competence (SAQA, 2001). In the assessment policy of ENQF the determination of learning outcomes along with the assessment criteria for the various qualification levels need to be given significant consideration. The learning outcomes and information about the behavioral expectations that will be anticipated from the learner need to be communicated to the learner as well as for providers of education and training. This means, the expected knowledge, skills, and competencies of the learner for a qualification level and the way they are assessed need to be clearly indicated. Moreover, there has to be hierarchical placement of the learning outcomes (simple to complex) in terms of quantitative and qualitative behavioral developments of the learner from one level of qualification to the other. A team of subject specialists and assessors with good preparation in the subject matter and good understanding about the concepts of human learning and assessment can design the learning outcomes for the various qualification levels and types. Thus, the assessment policy for ENQF must provide clear statements about the determination of learning outcomes together with the corresponding assessment criteria. As put in SAQA (2001, p2) document, assessment criteria are statements that describe the standards to which learners must perform the actions, roles, knowledge, understanding, skills, and values stated in the learning outcomes. Assessment criteria are clear and transparent expression of requirements against which successful and unsuccessful performances can be clearly differentiated. Thus, the learning outcomes and the assessment criteria in the ENQF should complement with each other.

**Direct Assessment And / Or Moderation**

In the context of ENQF direct assessment refers to assessment procedures for awarding a full qualification, and the assessment is run by a direct responsibility of a central regulating agency for each of the tracks in the ENQF. Recent and good experiences in the country with respect to direct assessment procedures are the certification of competence (COC) exams administered by the national TVET agency and the Law School Exit Exam administered by the National Agency for Examinations.

On the other hand, the moderation of assessment procedures can be conceptualized in two ways. The first is internal moderation to determine the relevance and quality of assessment procedures within education and training providing institutions for the purpose of giving recognition to part qualifications (modules), which eventually lead to full qualifications as well as for the purpose of credit accumulation. The second concept is that of external moderation. In this case, the ENQF regulatory agency or the examination agency directly involved (conduct the moderation) or delegates qualified experts or organizations to ensure whether assessment procedures conducted for the awarding of qualifications and part qualifications are to the national standard set by ENQF. In fact, the issue of moderation requires securing the trust, participation, and a sense of partnership among the stakeholders, who in one way or another take part in the education and training provision and assessment of ENQF qualifications.

**Recognition of Prior Learning (RPL)**

Recognition of prior learning “means the principle and the process through which the prior knowledge and skills of a person are made visible, mediated, and assessed for the purpose of alternative access and admission, recognition and certification, or further learning and development.” (Samuel, 2013, p7). Recognition of prior learning attained by any means benefits and also motivates learners to stay in the learning process (encourages lifelong learning). For example, if a person who have completed grade 10 or the higher qualifications of track 1 employed for years in a certain trade/vocational field
and claimed that he/she acquired the standard knowledge, skills and competencies of track 2 as a result of work experience and workplace learning may be recognized and assessed for one of the qualification levels in track 2. Moreover, such possibility of recognizing prior learning will facilitate mature age admissions to education and training programs and also mobility of learners within and between qualification levels and also types.

Credit Accumulation and Transfer (CAT)

The credit accumulation and transfer benefits the learner. If it is clearly addressed in the policy, it allows the learner to move in and/or out of education and training programs when he/she faced problems that force to quit learning. With a reasonable limit to the minimum recognized credit in the education and training program, a learner can complete the learning of certain modules for part qualification and may join the program at a convenient time and attend the remaining modules for the award of full qualification. Thus, the RPL and the CAT could be mutually considered and well specified in the policy statement of ENQF.

The Registration and Licensing Of Assessors

The description given about assessor in NQF by Samuel (2013) states as:

… a person able to conduct high-quality internal and external assessment for a specific qualification, part qualification, and professional designation. Assessors may also be called lecturers, teachers, educators, trainers, examiners, moderators, chief markers, markers, RPL assessors, CAT assessors (p 3).

The assessment policy in ENQF must have clear provisions about who will be the assessors for a given qualification, with what expertise, knowledge, skills, and other personal qualities. There should also be a clear description on the registration, licensing, and the renewal of license for assessors. The assessor for a certain qualification must have a qualification level higher than the one being assessed. The assessor, other than being an expert in the field of education and training, must attend and complete training on prescribed modules about knowledge and skill of human learning, assessment, and evaluation. Moreover, there will be renewal and upgrading of assessor’s license based on acquiring knowledge and training about human learning and assessment and also on a prescribed duration of time. An assessment policy document by FELINE TECHNOLOGY (2012, p3) identified the following list of expertise for an assessor in the NQF. These are:

1. evidenced proficiency in the subject matter of the discipline,
2. has the qualification of at least one level above the one being assessed,
3. understands the nature of different forms of assessment,
4. understands the language of the field,
5. be sensitive on language issues,
6. asks learners for feedback on assessment,
7. Knows the curriculum and trainers through regular contact,
8. demonstrates a broad understanding of outcomes-based forms of assessment and the NQF,
9. Ensures that learners are clear about what is expected of them in the assessment process.

Re-Assessment Administration

The procedure for re-assessment is one of the key elements to be addressed in the assessment policy of ENQF. The assessment policy must have clear statements that indicate the ways by which re-assessments are administered. The policy must address the following questions about re-assessment:

- The need for assessment, feedback, guidance and counseling Dynamic & formative assessment)
• How many times can a learner be allowed re-assessments for a qualification? (What are the limits?)
• How often re-assessment can be taken?
• What will be the length of time between the original assessment and the re-assessments?
• What kind of methods and assessment tasks to be used during the re-assessment?
• How is feedback given after failure in the original assessment?
• How do the successful aspects of a failed assessment taken into account (credited / recognized)?

What care will be taken to minimize the wash back effect of assessment on the provision of education and training (testing skills). If assessment fully drives the provision of education and training it will be dangerous for it exerts negative influence on the permanence of learning outcomes.

CONCLUSION

This paper has discussed about the key issues of assessment, which have to be considered and used in the stipulation of the assessment policy required for an ENQF. In fact, the lists of assessment issues discussed in this paper are not exhaustive. Coverage is given only to the key ones that have to be necessarily addressed in the assessment policy of ENQF. The reviewer of this article perceives the importance to give a special emphasis and priority to assessment policy matters and elements in the ENQF because the success of introducing qualifications framework in the education and training system of the country will largely depend on the extent to which assessment procedures to be followed in the awarding of part qualifications, qualifications, and professional designations are designed, understood by stakeholders, and implemented. Without the stipulation of an effective and workable assessment policy, the design and implementation of National Qualifications Framework is unthinkable. Therefore, the stipulation of assessment policy for ENQF should be one of the prioritized tasks in the process of developing the framework.

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ABSTRACT

This article aims at briefly analyzing Carnivalization in Salman Rushdie’s works. Carnivalization is a trend setter of the present day generation because none of us want to be bound by the set norms. We want to set free, away from all the bondage of the world. Rushdie being a post-colonial writer sees this reality and has tried to input it in his writings, not only to make it impressive but also to be a part of reader’s life, who gets involved in the chinies boxes of Rushdie’s stories. The term means a celebration of life in all forms. It was a term coined by Bakhtin (1895-1975) who introduced it to the literary world through his book ‘Rabelais and his World’. Rushdie who seems to have stepped into Bakhtin’s shoes presents not only this but many of his techniques of novelization in a most wonderful manner and all his novels are full of carnivalization. He writes fearlessly. His novels are open and language used is blunt but yet the bitterness of the truth is conveyed in a decent manner. ‘Post’ to him does not mean ‘after’ but it rather means an acceptance of the change. All this makes him a dare-devil, post-modern, post-colonial and of course Bakhtian to the core. He feels that to be modern, one has to be post-modern first, that who revisits his story to see it in a new light. He uses hetroglosia, multiple voices, and polyphony in his dialogic to project his view point. Practically all his works fit well in the Bakhtian contention and also suit best to the term carnival.

Keywords: Bakhtian; Carnivalization; Menippean

INTRODUCTION

What is a ‘Carnival’?

A carnival sets the pace for escape velocity where one flies like a jet into the sphere of freedom, an escape from the bondage of actualities to the open sky of dreams and fantasy. It is an escape from the limitations of society, where the old binary has no meaning, and the only prevailing desire is for change. It is a shift from the hierarchy to the open-free space. A carnival is a celebration of life. It is a dream coming true or weaving a new dream. It is mingling of the opposites and subverting the traditional heir archery.

Bengal follows a tradition of doing the unusual during the Durga pooja. The sculptures of the Goddesses are prepared from the soil that is collected from the houses of the prostitutes- those ladies of all the people who are considered a bad element of the society. It is a different concept all together. It is moving away from the normal. A totally astray action that involves utmost dedication to prepare the sculptures and the joy that it gives to the people who make them and to those who worship them as well as is unlimited and beyond explanations.

Carnivalization is there, ever since the world came into existence and history has a number of examples to prove it. Take the underlying truth of The Mahabharat and The Ramayana. The desire to be supreme and the best, sets ground for this theme and then even the brothers/mothers can stoop down to any level to fulfill their sadistic pleasures.
Rushdie does not want to follow a set rule just to impress the people, he’d rather be different and make his own rules ‘so the darkness shall be the light, and stillness the dancing’ as opines Eliot (internet).

The Oxford dictionary of Literary Terms (3 ed) defines carnivalization as the liberating and subversive influence of popular humour on the literary tradition, according to the theory propounded by the Russian writer M. Bakhtin. In his works Problems of Dostoevsky's Poetics (1929) and Rabelais and his World (1965), Bakhtin argued that the overturning of hierarchies in popular carnival—its mingling of the sacred with the profane, the sublime with the ridiculous—lies behind the most ‘open’ (dialogic or polyphonic) literary genres, notably Menippean satire and the novel, especially since the Renaissance. Carnivalized literary forms allow alternative voices to dethrone the authority of official culture: Rabelais, for example, subverts the asceticism of the medieval Church by giving free rein to the bodily profanity of folk festivities.

In Tudor Dynasty the ‘most nearly satanic tragedy that can be found’ is Doctor Faustus. A story of a certain doctor named Faustus, meaning ‘auspicious’ becomes an avid follower of the black magic and his temptations go unabated as he desires the famous ‘Hellenic Beauty Helen’ for his company which was unusual, for Helen had long been dead.

‘Sweet Helen, make me immortal with a kiss……’7, this is carnivalesque.

The Shakespearian plays are also a true example of love and hatred, revenge and conspiracy, fantasy and dreams- totally carnivalesque in nature.

Today in the USA, carnival is primarily associated with Mardi Gras, a time of revelry that immediately precedes the Christian celebration of Lent; during the modern Mardi Gras (Chinese Film), ordinary life and its rules and regulations are temporarily suspended and reversed, such that the riot of Carnival is juxtaposed with the control of the Lenten season, although Bakhtin argues in Rabelais and His World that we should not compare modern Mardi Gras with his Medieval Carnival. He argues that the latter is a powerful creative event, whereas the former is only a spectacle. Bakhtin goes on to suggest that the separation of participants and spectators was detrimental to the potency of Carnival.

In his Problems of Dostoevsky’s Poetics (1929) and Rabelais and His World (1965), Bakhtin likens the carnivalesque in literature to the type of activity that often takes place in the carnivals of popular culture. In the carnival, as we have seen, social hierarchies of everyday life—their solemnities and pieties and etiquettes, as well as all ready-made truths—are profaned and overturned by normally suppressed voices and energies. Thus, fools become wise, kings become beggars; opposites are mingled (fact and fantasy, heaven and hell). It is not to be construed that the liberation from all authority and sacred symbols is an ideology to be believed and held as a creed. Carnival extracts all individuals from non-carnival life, non-carnival states, because there are no hierarchical positions during carnival there cannot be ideologies for the mind of individuals to manifest.

Bakhtin, Rushdie and the carnival, Carnivalesque is a term used in the English translations of works written by the Russian critic Mikhail M. Bakhtin, which refers to a literary mode that subverts and liberates the assumptions of the dominant style or atmosphere through humor and chaos.

Bakhtin’s philosophy is extremely rich and helps to understand the society in a simple manner through his literature. He is popular in both the fields,

1- How people acquire language and
2- How to influence people through dialogic.

He talks of multiple voices and authorial consciousness, historical beginning of novelization, rearticulation of language, moves from closed areas to open ones. Bakhtin believes in decentralization. He feels that language unites. He talks of recognizing other voices and social profiles. He uses metaphors. Also believes in symphony of voices to produce orchestration .He feels between the word and the environment there is elasticity. Such are the points he has tried to highlight. He is more for
Rushdie has picked up almost all his traits but at the same time he has blended them with his ideas of extreme openness and ugliness that prevails in the society. Both believe that the past is a reflection of the future and so cannot be forgotten. They believe in magical realism, fantasy, dreams and modernism. They feel that language should be the reflection of the era. They create interest in shape, pattern and design. The word plays a significant role in what has to be written or said because words are the expression of the feelings and if not expressed properly they can do more harm than help. It refers to the development of dialogism in which the metaphor of carnival is applied to the structure of the narratives that invert conventional relationships and celebrate a grotesque canon of the body. Bakhtin puts forward the theory that the element of carnival in literature is subversive; it disrupts authority and introduces freedom of thought and action. Jerome Braun (2013): ‘There are also references of carnivalesque to show alienation from a sociological and psychoanalytic perspective, revisiting classic treatments of the topic and exploring its relevance to understanding post-modern consumer society. It examines the escapist potentials for good and for ill in modern society - those fostered by commercial interests, and those maintained by individuals and groups as their form of resisting alienation’. 

For Bakhtin, carnivalesque has a long and rich historical foundation in the genre of the ancient Menippean satire. In Menippean satire, the three planes of Heaven (Olympus), the Underworld, and Earth are all treated to the logic and activity of Carnival. For example, in the underworld earthly inequalities are dissolved; emperors lose their crowns and meet on equal terms with beggars. This intentional ambiguity allows for the seeds of the “polyphonic” novel, in which narratologic and character voices are set free to speak subversively or shockingly, but without the writer of the text stepping between character and reader. Carnivalesque is also a prevailing theme in Angela Carter’s last novel Wise Children (1991) and Charles Dickens’ Great Expectations (1861). The Shakespearian plays have a great connect to the theme of carnival.

Classic Movies like Aranyer Din Ratri (Days and Nights in the Forest) (1970) and Apu-Trilogy (1955) directed by Satyajit Ray have well to do carnivalesque employed in them.

It is believed that theater and the films are a secret subconscious that influences the minds of the common man in a great manner. Including African American, East Indian, and Filipina theaters and movies have much to say and express in terms of carnivalesque ideas and the Indian cinemas graphically depict this theme which is implanted in the consciousness of cinema. Now that Rushdie is a man born out of an Indian Bollywood city, could not escape from its influence as a result most of his novels like, MC, The Satanic Verses, The Ground Beneath her Feet etc. reflect the prominence of movie style in the approach of his characters.

Works of Rushdie and the carnival. Rushdie has a diehard carnival attitude towards life. Being a contemporary writer, he highlights this aspect because he sees it as reality. So his novels are a realistic approach to life, events, places and people. He made his writing debut from ‘Grimus’ (1975), and there is no looking back for him thereafter. It is a ramshackle surreal saga based on a 12th-century Sufi poem and, copiously encrusted with mythic and literary allusion, a science fiction and fantasy novel too, where the ‘flapping eagle’ wonders for 777 years, 77 months and 7 days, searching for his sister and exploring identities before falling into the Mediterranean Sea. The very opening of the novel is a controversy to nature where the life span of the flapping eagle defies the laws of the very existence of man. An inability to ‘fit in’ with a mortal world leads Flapping Eagle to attempt suicide, thus, Flapping Eagle’s conformity is hidden under a surface of non-conformity. The beautiful blending of the opposites.

Women are empowered souls of Rushdie’s characterization, and not to miss, the most significant people to bring about change in most of his work. The female characters contribute a big deal to the theme of carnival. The Shakil sisters in Shame (1983), who not only pretend to give birth to Omar but
later instill in Omar not to feel shame, as a result he becomes a sexist and is beheaded by his wife, shameful acts from beginning to end but most prevalent trait with the present day young generation.

Amina eloping with her lover, Brass Monkey burning shoes, Padma seducing Saleem knowing well enough that he is impotent are other examples of carnival from Midnight’s Children (1981).

The Ground Beneath Her Feet (1999) is a carnival of music, of pop, of stage, of popularity and fame. The Times Book Description: "A carnival of words...a triumphant hymn to the transforming power of love.”

The carnival of places is reflected truly in East West (1995) and The Jaguar Smile- a Nicaraguan journey (1987). MC, The Satanic Verses (1988) and Shame also celebrate this through the description of Kashmir, Pakistan and Mecca. Rushdie has made use of ‘Roman conceit’ as a metaphor throughout the novel Fury as he describes New York City as the epicenter. Bombay is talked off in almost all his novels.

Time and place have not been so intensely and accurately captured in any other novel than Fury (2001). Fury opens on a New York living at breakneck speed in an age of unprecedented decadence. Malik Solanka, historian of ideas and doll maker extraordinaire, steps out of his life one day, abandons his family without a word of explanation, and flees to New York. There is a fury within him, and he fears that he has become dangerous to those he loves. The book, Moor’s Last Sigh draws on a variety of real historical figures and events, including the surrender of Granada by Boabdil, the demolition of the Babri Masjid, the 1993 Bombay bombings, the gangster and terrorist Dawood Ibrahim, as well as modern Indian political organizations like Bal Thackeray and the Shiv Sena. It to be noted that none of the above said events are without carnivalesque theme. These all include a sort of revolt and anti-binary activities like the JalianwalaBagh incident, Amrītār Jōi in MC or Rijksmuseum Amsterdam in Fury-all describe not only the place with accuracy but also the event that adds life to his writings.

Surely there is a carnivalesque element of feelings and emotions. Prof. Solanka is a Cambridge-educated millionaire from Bombay, who is looking for an escape from himself. ‘There was a satisfying anonymity in the crowds’ or ‘the optimistic love philosophy of his youth having given him up, he(professor Solanka) no longer knew how to reconcile himself to the increasingly phoney……’(Fury:pp7), seems indeed able to ‘revel in the carnival of Rushdie’s prose. The Satanic Verses is a wonderfully erudite study of the evil and good entwined within the hearts of women and men, an epic journey of tears and laughter, served up by a writer at the height of his powers—beautiful mingling of extreme human emotions. The novel MLS is full of ideas of carnival of temper, madness, prophecy, allusions and several other such related emotions

Cricket, the modern carnival, finds place in The Ground beneath Her Feet also. Cricket and colonialism cannot be separated. Englishmen have left behind two of their legacies, besides many other things, in all their colonies—English and Cricket. Darius the cricket lover goes to play cricket in a pentangular tournament.

Yet another kind of carnival that can be prominently seen in the Works of Rushdie is that of myth. The boy, OrmusCama, in The Ground Beneath Her Feet, is a mythological hybrid fusing the Greek musician Orpheus with the Hindu god of love, Kama (who is rescued from the underworld by his wife, Rati, goddess of music). In MC, some of the names like Padma (the lotus goddess) and Shiva (the destroyer) are taken from Hindu mythology. TSV talks of Muslim Religion in a new light. Dreams are not for the bedtime alone, they are there in the works of Rushdie as well. The Satanic Verses consists of a frame narrative, using elements of magical realism, interlaced with a series of subplots that are narrated as dream visions. The Sunderbans in MC speaks volumes of dreams and fantasy.

Rushdie is a master writer who plays gracefully with his words and punctuations because he feels that words express feelings. In East, West, the comma in the title itself plays a significant role and at other
places he just misses the punctuation to make his writing impressive. He shows indifference to grammatical rules in MC to create topsy-turvy speech patterns such as ‘green and black the window’s hair, clutching hands and children mmmf and little balls and one — by one — torn in half, and little balls go flying green and black her hand is green and nails are black as black’ (MC.pp:422).

The strong use of word and the idea of decolonization in TSV was what that had put him in trouble resulting in the fatwa that was issued against him. The multiple voices, each individual and synchronizing with the other shows the role of dialogic and its influence on society.

He does not miss the political satire and use of humour because it adds essence to life and gives a realistic picture of the prevailing society.

Not to miss that Salman Rushdie talks high of the Nation and is deeply connected to the roots (India) which he proudly describes in all his works. He stays connected to the past and so weaves it with personal. He uses memory as a tool to reflect back and very smartly shifts back to the present. All this he does to bring ‘Carnival to Life’ in his novels, to project reality and to show how the post-modernist feels about life. Bakhtin goes on to note that a ‘vague memory of past carnival liberties and carnival truth still slumbers in the modern form of abuse’ (Rabelais: 28). In times to come carnivalesque theme will emerge as a giant and super-sized ideology that all writers would like to follow. Menippean satire and the Bakhtinian carnival have attracted the attention of scholars of Rushdie’s works, and the research scholar shall treat them where they are most relevantly important for her work. -- In the section about ‘The Carnival’. And the saga goes on….

OBJECTIVES

1. To enhance one’s corpus of knowledge
2. To enrich educational philosophy
3. To show relation to various fields of education
4. To harmonize of different methods

RESEARCH QUESTION

1. The article aims at giving a brief idea of the scholar’s work.
2. Has carnivalization changed down the ages?

REVIEW OF LITERATURE

Each one of Rushdie’s books has been variously reviewed and Salman Rushdie’s novels have been graciously interpreted by the critics.

Carlos Fuentes (1989): has talked about the use of language used by the author.

“Rushdie’s work perfectly fits the Bakhtinian contention that over in an age of competitive languages. The novel is the privileged arena where languages in conflict can meet…. Establishing a dialogic encounter, a meeting with the other”.

Tiwari. V.K. (2001): has brought about in his research the use of language that makes Rushdie’s works open ended and the shift from past to present.

“The unrepeatability of an utterance, that is parole and repeatability of langue are clearly distinguished by Bakhtin. The shift is historic as he moves from the closed to the open area wherein dialogism becomes the central factor”.

Shashi Tharoor (1988): opines that Rushdie describes India in a way no one ever has done before Bakhtin. M.M (1984): focuses upon the newness that needs to be brought in novelization and that Rushdie uses it readily.
‘The position from which a story is told, a portrayal built or information provided must be oriented in a new way to this new world’.


‘If a “Globalizing spread of Imperialism”, in the words of Meenakshi Mukherjee, was most significant event during the late nineteenth century, the end of twentieth century may well be seen as an era of another “Globalizing Spread”- this time of postcolonial theory’. Homi Bhabha suggested that it was a set of diverse

Tanu (2014): suggests that Rushdie’s use of language is helpful in creating carnival environment If ... As one of Rushdie's earlier works, he experiments a lot with words and language.

**METHODOLOGY**

1. The research problem will be identified to understand the unusual phenomena of Bakhtin’s carnivalization, polyphony, dialogic etc.
2. The problem will be grasped and defined within operational limits by using the previous research, primary and secondary sources and internet.
3. The hypotheses will be formulated and generalized.

**FINDINGS/RESULTS**

1. Rushdie is a fan follower of M.Bakhtin and uses his techniques most effectively in all his works.
2. That Rushdie is a post-colonial and post-modern writer who uses multiple voices, fantasy, myth, dreams, hetrogloisa, satire etc. his views.

**CONCLUSION / RECOMMENDATIONS**

It is clearly seen from the above article that though carnival is not a new theme but Rushdie uses it to highlight reality, remaining within the literary limits of decency. He has perceived it with a new light and all his works are full of this theme to the core. He fits well into the Bakhtian contention and has tried to use practically all his techniques of good novelization. It is also recommended that scholars should study Rushdie in order to have a broad and open spectrum of literary techniques.

**FUTURE STUDY**

There is much scope of future research related to this topic as Rushdie is not only a contemporary writer but also controversial in many ways, even though he projects reality and involves the reader to such an extent that the reader is bound to feel to be as one of the characters, thus an affinity of the historical and the personal is created. His works serve a dual purpose of simultaneous criticism and praise and also to tell to the world the way people use the language and react to situations.

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PHYSICAL LEARNING ENVIRONMENT IN SRI LANKAN STATE UNIVERSITIES

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ABSTRACT
This study was conducted to find out the external and internal physical learning environment of Sri Lankan state universities and its effect on student performance and learning outcomes. It is very important to create and maintain a conducive physical learning environment for the students. As the student intake exceeding the capacity of the state universities students have to face difficulties with regard to their physical learning facilities. Objectives of the study were; to identify the nature and problems of the existing physical learning environment and the effect of this environment on the teaching-learning process in state universities. To achieve these objectives the survey method was used. Sample of the study was six hundred and sixty students, selected from three conventional universities. Six hundred students were given questionnaires and sixty students were interviewed. Data were analyzed using descriptive statistics and quantitative (specify) data analyze technique. According to the findings there were two major problems in hostels, insufficient space and unavailability of good food even though the majority of students who stay in the university hostels were happy about their hostel facilities. Insufficient spaces in classrooms were identified as the major problematic physical facility within the university.

Keywords: Physical Learning Environment; Sri Lanka; Universities

INTRODUCTION
Apex body of the Sri Lankan university system is the University Grants Commission (UGC) of Sri Lanka. Many state universities are under the direct control of the UGC. In addition to that there are a few state universities which are not under the UGC. For instance The General Sir John Kotelawala Defense University functions under the Ministry of Defense (www.ugc.ac.lk). As Sri Lanka has free education policy, all these state universities provide free education up to the first degree, except The Open University of Sri Lanka (OUSL). Even though the conventional government universities are playing a major role in the Sri Lankan higher education system, private universities are also available in Sri Lanka, as well as foreign universities are established through their agents. Government universities have competitors, should maintain the quality and other facilities as their competitors have. Physical learning environment is one of the important aspects among them. A large number of students are coming to these government universities from rural areas which are these far away from Colombo. Although students were given hostel facilities at the lowest these are insufficient to meet for the demand of students. Most of the students do not have adequate facilities to meet their needs and wants. As a result, many students have no proper physical learning environment to study in their hostels.

Survey method was used for this study. Population of this study was undergraduates of state conventional universities. Three conventional universities around Colombo were selected and one Faculty from each university. Faculty of Arts – University of Colombo, Faculty of Management – University of Sri Jayewardenepura and Faculty of Engineering – University of Moratuwa.
students were given questionnaires and 60 of them were interviewed. Descriptive data analyze method was used for this study.

Conclusions & suggestions of this study were; government universities in Sri Lanka have provided hostel facility for the students but they are failing to provide this facility for all students who need that facility. Universities have to increase its hostel facility and should upgrade the available facilities of the existing hostels. If not students should be given financial support to live in a good private hostel. Students were worried about their hostels with regard to the space and unavailability of a good environment for learning activities. Therefore government should pay special attention to solve these problems. Students are looking for a better hostel than the existing one and good foods (as they were given foods by the canteen which are difficult to eat) if so Mahapola or Bursary scholarship should be increased. Using of technical instruments for the teaching learning process is a good sign but Arts Faculty also should increase using of these instruments for the teaching learning process. Students need good hostel facility, foods and necessary educational instruments for better learning. Class rooms also should be upgraded (With enough space and necessary equipment) for the smooth functioning of the teaching – learning process. Warm, well run classrooms begin with the room’s physical layout (Shalaway, 2015)

**Problem Statement**

As noted above, the Sri Lankan state universities need to develop facilities and quality of their programmes. Many state universities are located in Colombo or around it. A large number of students come to these universities from areas far away from Colombo and many of them from low or middle income families (Sudarshana, 2013). Although these students were provided with hostel facilities at a low cost it is needed to look at the quality of these hostels. On the other hand, hostels are insufficient to meet the demand of the students. So that, many students have to stay in private hostels with low facilities. Many students have no proper physical learning environment to study in their university or private hostels. In this study, the hostel was considered as an external physical learning environmental factor.

Students need to have a sufficient amount of money to spend on their educational activities. Many students face a lot of difficulties with regard to their physical learning environment as they do not have a sufficient amount of money to spend. Even though the Mahapola and bursary scholarships provided to many students by the government, the amount is not sufficient to fulfill the needs of students. So that students cannot buy necessary instruments and other learning resources they need. In addition to this, in some instances students do not have sufficient space and equipment like microphones, projectors, computers etc. in their classrooms. This classroom environment encompasses a broad range of educational concepts (Miller & Cuninggham, 2011). These factors are very important to create a good learning environment for the students. Above mentioned external and internal physical environmental factors could have a negative effect on students’ learning process and learning outcomes as they are not up to the expected level. Classroom physical environment affects morale and student learning (Philips, 2014)

**REVIEW OF RELATED LITERATURE**

A study conducted by Blackmore et al. in 2003, among the university students focused on their innovative learning environment to improve cognitive, affective and social learning skills. It also investigated how teachers, students and the community were using innovative learn environments, particularly for new learning spaces. Further, this study expected to what extent have schools consolidated and evaluated the effectiveness of new learning and teaching practices in innovative learning environments. The study revealed that students’ attention on innovative learning environments contribute to change their behavior and pedagogical practices.

Another study conducted by Lizzie, Wison, Simons in 2010, focuses on university students’ perceptions of the learning environments and academic outcomes. Study revealed that students’ perceptions of their current learning environment were a stronger predictor of learning outcomes at...
university than prior achievement at school. If students have a good perception about their learning environment it may lead students for better learning outcomes.

**METHODOLOGY**

Survey method was used for the study. Undergraduates of the state conventional universities were there as the population of this study. Three conventional universities around Colombo, namely University of Colombo, University of Sri Jayawardhanepura, University of Moratuwa were selected for the study. For the convenience of the study one Faculty form each university was selected. Selected Faculties are Faculty of Arts – University of Colombo, Faculty of Management – University of Sri Jayawardhanepura and Faculty of Engineering – University of Moratuwa. Stratified random sampling method was used to select the sample. Six hundred students (200 students from each Faculty) were selected to give questionnaires. In addition to this 60 of them were interviewed (20 from each university) by using the structured interview method. Interviewed sample was also selected by stratified random sampling methods. Sample was selected only from 2nd, 3rd and 4th year’s students. First year students were excluded simply because they do not have much experience to answer the questions in the questionnaires or at interviews. The tools used in the research for the data collection were a self-administrative questionnaire and structured interview schedule. Before using those tools for data collection they were piloted. According to the results of the pilot tests necessary changes were done for the both tools. In addition to this both tools were shown to two experts in the field and were adjusted according to their instructions for the appropriateness and easy use in the study.

The questionnaire was divided into 3 sections. The first section of the questionnaire was designed to collect general information. Under this section, university, department, academic year & age were included. The second section was designed to collect the data related to the external physical learning environment. This section found out students residence places such as university, private hostel, relatives house, own house or other places. Furthermore, inquired the students’ perceptions about their residence and available facilities. The third section was designed to found out difficulties faced by the students as they do not have sufficient income to fulfill their needs and wants. Under this section students’ facilities were studied Faculty wise with regard to learning instruments, hostel, food and other.

Descriptive data analyze method were used. Tables and percentages were used to display the analyzed data.

**OBJECTIVES OF THE STUDY**

The purpose of this study was to explore the nature of existing physical learning environment in Sri Lanka state universities. In this research the term “environment” is defined as classroom facilities (internal) and hostel facilities (external- especially for study purposes). In addition to that the students’ ability to buy things which they need for studies and other needs (foods, cloths & transports etc.) were also explored.

Specific objectives were

1. To identify the nature of the physical learning environment
2. To identify the problems faced by students with regard to the physical learning environment within the institution
3. To identify the problems faced by students related to the physical learning environment out of the institution.
4. To examine the effect of physical learning environment on students’ learning process
RESULTS AND DISCUSSION

Tables of this section (table No. 01 to 04) were prepared based on data collected from the questionnaires. Data was coded and converted into percentages for easy understanding. Percentages were tabulated under the different aspects given below.

Table 1. Students’ perceptions about available facilities at the universities

<table>
<thead>
<tr>
<th>Faculties</th>
<th>Classroom—Space &amp; ventilation</th>
<th>Library facilities</th>
<th>Computer lab facility</th>
<th>Open areas for study</th>
<th>Availability of resources in classrooms</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>H</td>
<td>A</td>
<td>D</td>
<td>H</td>
<td>A</td>
</tr>
<tr>
<td>Engineering</td>
<td>10%</td>
<td>38%</td>
<td>52%</td>
<td>40%</td>
<td>60%</td>
</tr>
<tr>
<td>Management</td>
<td>10%</td>
<td>33%</td>
<td>55%</td>
<td>41%</td>
<td>52%</td>
</tr>
<tr>
<td>Arts</td>
<td>00%</td>
<td>29%</td>
<td>05%</td>
<td>38%</td>
<td>35%</td>
</tr>
<tr>
<td></td>
<td>25%</td>
<td>41%</td>
<td>30%</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Note: H- Happy, A- Average, D- Dissatisfied

Table No. 01 was devoted to find out about the internal physical learning environment of the selected universities. According to this table, major problem was lack of space and ventilation in classrooms. It was a common issue for all three Faculties. The second important issue was availability of resources in the classroom. The students of the Arts Faculty were highly affected in this sphere. Other facilities such as computer labs, libraries were at average level.

Table 2. University students’ residential places

<table>
<thead>
<tr>
<th>Faculty of Engineering</th>
<th>Faculty of Management</th>
<th>Faculty of Arts</th>
</tr>
</thead>
<tbody>
<tr>
<td>University hostel</td>
<td>University hostel</td>
<td>University hostel</td>
</tr>
<tr>
<td>Relations Home</td>
<td>Relations Home</td>
<td>Relations Home</td>
</tr>
<tr>
<td>Private Hostel</td>
<td>Private Hostel</td>
<td>Private Hostel</td>
</tr>
<tr>
<td>Own home</td>
<td>Own home</td>
<td>Own home</td>
</tr>
<tr>
<td>Other</td>
<td>Other</td>
<td>Other</td>
</tr>
<tr>
<td>Total</td>
<td>Total</td>
<td>Total</td>
</tr>
<tr>
<td>Percent</td>
<td>Percent</td>
<td>Percent</td>
</tr>
</tbody>
</table>

Table No 02, was devoted to find out about the nature of students residences with regard to the external physical learning environments. According to this table, majority of students of Engineering and Arts Faculties are staying in university hostels while majority of Management Faculty students are staying in private hostels. Majority of students stayed at university hostels. Second majority of the students stayed in the private hostels. The third majority stayed at their houses. A small number of students stayed in relatives’ houses. It is clear that many of them had come to universities far away from their homes as many students stay at university and private hostels. As students are away from their homes, they need to have a good place to stay and do their academic activities easily.

Table 3. Students’ perceptions on their hostels and insufficient facilities

<table>
<thead>
<tr>
<th>Students’ satisfactory level of the available facilities at hostels</th>
<th>Insufficient facilities in hostels</th>
</tr>
</thead>
<tbody>
<tr>
<td>Very happy</td>
<td>Happy</td>
</tr>
<tr>
<td>Total</td>
<td>46</td>
</tr>
<tr>
<td>Percent</td>
<td>23</td>
</tr>
</tbody>
</table>
Table 4. Non fulfillment of needs of students owing to insufficient income

<table>
<thead>
<tr>
<th>Faculty of Engineering</th>
<th>Faculty of Management</th>
<th>Faculty of Arts</th>
</tr>
</thead>
<tbody>
<tr>
<td>Instruments</td>
<td>Foods</td>
<td>Other</td>
</tr>
<tr>
<td>Total</td>
<td>34</td>
<td>50</td>
</tr>
<tr>
<td>Percentages</td>
<td>17%</td>
<td>25%</td>
</tr>
</tbody>
</table>

Table No. 04 is devoted to finding out information on food, instruments including consumables (papers, calculators etc.) and other facilities such as transport and communication facilities which were related to both external and internal physical learning environment. The students need good food. Nutritious food is very important for good physical and mental health which contributes to effective learning. Another insufficient facility was instruments which students needed for their educational activities. Without having necessary instruments it is difficult to expect good learning outcomes from the students.

Interviews were also planned to identify the factors related to the questionnaires. The results of the interviews prove the findings of questionnaires. In the interviews, students said that they have no appropriate environment to learn in their hostels. Furthermore they stated that they need a proper learning environment in their hostels to read and other educational activities like browsing internet for educational purposes, assignment writing etc. because they have no time to do all these activities in day time at the university. Many students said that they do not have a sufficient amount of money to spend on their educational activities, especially to buy necessary instruments and to have good food.

In these interviews students were told to differentiate their learning environment into two parts as external and internal learning environment. They mentioned hostel as an external learning environmental factor as they have to engage in their academic activities even in hostels. Classrooms and its equipments, university computer labs, other labs related to science and good library facilities and other open areas to study leisurely were mentioned by the students as internal learning environmental factors. Furthermore students mentioned that due to insufficient income, they cannot buy necessary equipment needed for the learning process. This problem was specially mentioned by the engineering faculty students. Insufficient or low quality food was also identified as a barrier for the good learning environment. They also mentioned that, even though they were given scholarships such as Mahapola or Bursary, it was not sufficient to fulfill their needs. Above mentioned equipment and foods were recognized by the students as factors which need to be improved related to the both internal and external environments.

At the interview students were asked questions about the effect of the physical learning environment on their learning process. Majority of the students said that physical environment affected their learning. Their view was that, the available physical learning environment does not support them as they expected. Students strongly believe that, if it is possible to develop the available physical environment furthermore it would be useful to them to learn in a more effective manner.

Blackmore (2003) revealed that innovative learning environments contribute to changes in behavior and Lizzio, in 2010, had revealed that students’ perceptions of their current learning environment were a stronger predictor of learning outcomes at university. If students have a good perception about their learning environment, it may lead them to better outcomes of learning. According to the present study Sri Lankan university students do not have good perceptions about their learning environment, so that it may not lead students towards better learning outcomes.

CONCLUSION

In this study physical learning environment is divided into two parts as external and internal. According to the data analysis, the major problem related to the internal physical learning environment was lack of space and ventilation in the classrooms. Another aspect related to the internal learning environment was equipment which available in the classrooms was not sufficient or they did not work
properly/ accurately. It may affect on students learning process negatively. Library and computer lab facilities also need to be improved.

Government universities in Sri Lanka have provided hostel facility for the students but they failed to provide this facility to all the students who need this facility. Students are worried about their hostels with regard to the space and unavailability of a good environment for the learning activities. There is no good food for the students as they were given canteen food which is difficult to eat)

This research revealed that some students are struggling without necessary instruments. A large number of students in the Arts Faculty were among them.

SUGGESTIONS

Classrooms should be upgraded with proper ventilation. Necessary instruments should be provided and maintained in classrooms. Existing library and computer lab facilities also should be improved to meet the students’ needs and wants

Universities should expand their hostel facilities and should be upgraded the available facilities of the existing hostels. Especially, a good physical learning environment should be provided for the students’ learning activities. Otherwise students should be given financial support to live in good private hostels.

There should be a proper mechanism to make sure that the food sold by the canteen is up to expected quality and quantity. In addition to that Mahapola or Bursary scholarship should be increased at least up to Rs. 7000. It would be facilitate for the students to buy necessary instruments for their academic activities.

For better education, students should be given good hostel facilities, suitable food, necessary educational instruments, appropriate classrooms and good library and lab facilities.

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POLYPHONY AND HETROGLOSIA ARE VITAL TO CREATE CARNIVALIZATION

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ABSTRACT
The article aims at defining the terms - polyphony, hetroglosia and carnivalization in relation to each other and how it produces a forceful effect that forces the binary to be defied. It also deals with the fact that in the session of multiple voice, one enters into contact with the users of community. The contemporary and the post-modern writers, especially Rushdie, use it most extensively to give their works a realistic touch. The article also emphasizes upon the fact that the unitary language is selfish and does not consider the other voices.

Keywords: Langue; Parole; Hetroglosia

INTRODUCTION
Bakhtin and Rushdie are not only good at understanding the society but also in projecting a true picture of it where the langue (general rules of language) and the parole (dialect as used by individuals) play a vital role in expressing the inner feelings.

Bakhtin perceives this genre as being beyond the limits of genre formation. Bakhtin has made thorough analysis of the social trends giving rise to novelistic genre by going back to Plato and traversing down to the modern European novelistic forms. Some profound analyses have been made by Bakhtin in his four essays, now collected as the ‘Dialogic Imagination’. Among them “Discourse in the Novel” (pp.259-422) is almost a book length and deals with the various aspects of the novel, including multiplicity of voices, of languages, authorial consciousness; discourse; dialogical interaction; the inclusiveness of extra textual components-articulating the historical becoming of novelization, navelless, and similarly located aspects of the novel.

The whole understanding of the language has been rearticulated by Bakhtin and so the focus shifts from langue to parole.

Bakhtin feels that unitary language is authoritative and projects an idea that no other is allowed to speak or express himself other than the speaker as it speaks of the official discourse.

A unitary language is not something given /dan/ but is always in essence posited /zadan/ -and at every moment of its linguistic life it is opposed to the realities of heteroglossia, imposing specific limits to it, guaranteeing a certain maximum of mutual understanding and crystallizing into a real, although still relative, unity – the unity of the reigning conversational (everyday) and literary language, “correct language”. (DI: p.270-71)

Unitary language is thus monologue and does not recognize the other voices. It is very significant not only to speak but also to listen to what the other person has to say. Such forces Bakhtin calls as ‘centripetal forces’. Such forces are essential to understand the social process, voices and culture. Ideas spread with sharing. After all we are social beings and cannot do without each other but we can survive in harmony when there is orchestration among the fellow beings and for that it is very
important that we give importance to self and other voices as well, as to what they feel and what they (others) have to say. This is how the polyphony and the hetroglosia come into play. If a person does not speak up his mind and only takes orders then he is neither expressive nor courageous enough to stand for his rights, but the one who gives and is ready to receive is actually modern in the real sense and would have the gutsto project his point, and this sure will flame the fire of carnivalization which will show how people speak and feel about the present day scenario because in the war of words, one neither loses nor wins; one only gains.

Bakhtin links up this social analysis with that of novelistic analysis. For Bakhtin ‘The Dialogic orientation of a word among other words of all kinds and degrees of otherness creates new and significant artistic potential in discourse, creates the potential for a distinctive art of prose, which has found its fullest and deepest expression in the Novel’ (DI: 275). Inter illumination of voice is very essential in novelization. This may be achieved in a multiple ways in a novel. A single voice can make itself heard only by blending with other voices thus creating music for the listener.

To Bakhtin utterance or the spoken expression is the most important factor for dialogic interaction.’ The word is born in a dialogue as a living rejoinder’ (DI: p. 279.), opines Bakhtin. The above is true because no living word relates to its object in a singular way. Between the word and the speaking subject there exists an elastic environment of others. ‘Thus all that is organised socially, and that is the basic precept has its reservoir in the language communication which gets enriched only through the interactive process of the social units’ (V.K Tiwari, Bakhtin: Dialogics of language, p.25).

In living conversation, the word forms itself in an atmosphere of the already spoken, the word is at the same time determined by that which has not yet been said. Language is filled with hetroglos from head to toe and represents co-existence between the past and the present. These hetroglos languages keep encountering each other and co. exist in the consciousness of real people specially those who write novels.

Novelists/ writers like T. S. Eliot, Charles Dickens, G. B. Shah, and Rushdie etc. are the post-colonial, post- modern and contemporary writers who dare to project the society’s real picture through their magically realistic works and this is what makes them adorable among the crowds. Don Quixote (Megule De Carventes, 1605), and Tristram Shandy Laurence Sterne, 1759) too have such novelistic discourse that is tested by time and reality. A problem of Dostoevsky’s Poetics is a bible to writing novels and contains and radiates all such contents such as polyphony, dialogism and hetroglosia etc. According to Bakhtin ‘The position from which a story is told, a portrayal built or information provided must be oriented in a new way to this new world’ (PDP: p.7). A genuine polyphony of fully valid voices is in fact the chief characteristics of the writers of post-modern era.

The character and the plot hold their significant places but the speech is the most influential factor for the reflection of the personality of the character and vice versa. As Bakhtin suggests that ‘the more objectified a character, the more sharply his speech physiognomy stands out what matters is the dialogic angle at which the dialects are juxtaposed or counter posed in the work(PDP:p.182). It is only this juxtaposition that will lead to utterance and response as it clothes itself in discourse. The semantic authority of author’s intentions is present in every work but these become prominent only if it is realized with the other people’s voices. Obviously this interaction leads to acceptance and conflict as well which further lays grounds for disagreement and carnivalization where one is over dosed with the old fashioned norms and is bend upon bringing a drastic change in ideas and thought processes.

No one approach is possible or even preferable to post colonialism and the effects of colonization are many and still being felt today. All those who practice this theory are a heterogeneous group of critics, some coming from European culture and others from the third world. The authors who seem to be embedded in carnivalesque attitude adopt various factors to project their points. They rather look at life with every angle, they talk about politics and myth. They not only talk of history and language. They use satire and light hearted comedy so that the heaviness of the facts does not weigh on the minds of the readers. They also talk of the nation and the foreign influence that changes the mindset.
Their ways are also self-ironic eclecticism and knowingness. Thus their works reveal and interrogate the convention upon which realist fiction depends and certainly helps in the collapse of signification as a set of discernible and discrete units of meaning. Don Delilo’s White Noise (1985), is a fine example of the preoccupations which fulfilled the requisites of post-modern fiction. Salman Rushdie too fits his pictures perfectly in these frames.

Especially significant and important for our further purposes is another phenomenon that is of hidden dialogically which is not the same as hidden polemic. In the second the speaker is present invisibly, his words are not there but deep traces of the words can be felt strongly on the words of the first speaker. It is such a natural process, we cannot ignore such voices that haunt us day and night and are extremely significant in influencing our thoughts and actions. While introducing such voices one must remember that his plane of discourse does not get distorted and remains intact. The polyphonic novel makes a new demand on aesthetic thought with an aim to bring people together and make them collide in conflict.

Rushdie too, perhaps follows this polyphonic technique. Dostoevsky was an artist who bought with him the few forms of artistic visualization that permitted him to look at human beings from a different angle of vision. Bakhtin’s analysis of his work paved way for the other post modernist’s writers to follow his technique and create a new polyphony because definitely the task confronted by an author in a polyphonic novel is more challenging than in a monologic novel.

Post colonialist writers become confident, global intellectuals and redefine the notion of the text. It disrupts the patterns of original culture in the colonized countries. The impact is overall- in terms of economy, industry, culture and even ideas. India was under the British control for so many years and wanted a change, but how this change would occur was a million dollar question. We had forgotten our identities after the 200 year slavery and there seemed no way out but authors like Rushdie did make a literary attempt to bring the change. Shashi Tharoor has beautifully expressed this coming about of change and sums up India’s development aptly in these words: “everywhere it was five steps forward, four steps back. But the one step that was not retracted still made a difference. That was the only way a change would come to a change less land.”

There is a link between feminism and post modernism where each can and will transform each other feels Woods. Salman Rushdie expresses this in an impressive manner in practically all his books that challenge good and evil, social weakness and strengths. Midnight’s Children and Shame emphasize it much.

Rukun Advani’s first novel Beethoven among the Cows (1994) also covers political aspects. These are fictional modes employed by post-colonial writers in their novel.

Linda Hutcheon in her book, A Poetries of Post Modernism has clearly brought out the fact that post-modern novel puts into question the entire series of interconnected concepts that have come to be associated with what we conveniently label as liberal humanism, autonomy, transcendence, certainty, authority, unity. To put these concepts into question is not to deny them but to interrogate their relation to experience.

It reveals & interrogates the conventions upon which realist fiction depends. It is the most significant feature of the post-modern writers. It suggests a common attempt to describe a process of change, involving both continuity & new departures. History cannot be simply left aside & ignored as it forms the pillars of any writing and for the post modernists understanding history is not simply accepting it the way it was. The post-modernist revisit history and their writings reflect history on history as written in the form of fiction. Novels like The Public Burning (Robert Coover, 1977) & Legs(William Kennedy, 1975) assert that past did exist. Grass’s The Tin Drum or Rushdie’s MC uses parody not only to restore history & memory in the face of the distortions of the history of forgetting, but at the same time puts into question the authority of any act of writing by locating the discourse of both history & fiction. In Rushdie’s Shame and MC this link is established in a manner worth noticing. One of the chapters of MC- ‘In the shadow of the Mosque’, the process of beautification of Delhi by Sanjay
Gandhi shows a connection that post-modern writers like Rushdie place in confrontation with that humanist faith in language and its ability to represent truth, past or present. In Shame we learn that when Pakistan was formed, the Indian history had to be written out of the Pakistani past. Post-modern novels like Flaubert’s Parrot, A Margot ‘Famous Last Words’ openly assert that there are only truths in the plural and there is rarely falseness. MC reflects pictures in these frames of truthfulness Truth of places the description of Kashmir or Bombay), truth of history (the Jallianwala Bagh incident, antagonism between Gujarati and Marathi speaking people etc.) truth of desires etc. Similarly he talks of places like The US, London, Mecca in Fury, Satanic Verses, Ground beneath Her Feet etc. in as assertive a manner as he does of Bombay. Each time Rushdie talks of truth in various forms, every time he brings the carnival in life, because truth is bitter and not easily accepted so the obvious argument sets the ground for uprooting the set norms and systems.

‘Islam might well have proved an effective unifying force in past – Bangladesh Pakistan, Marques and Tristram Shandy have been found to show the effect of magical realism as well. Saleem of MC has certain exceptional qualities such as telepathy (All India Radio) or his olfactory senses which become prominent after his nasal operation, all have been used as tools to show his magicality in a manner to produce maximum effect to make it a meticulously organized novel

In Rushdie’s books, films make their presence felt because those are novel steeped in the spirit of Bombay and they cannot escape the city’s biggest cultural production. In fact the very genesis of the entire novel has been described by the author in the film diction. Be it The Stannic Verses, The Ground beneath Her Feet or Midnight’s Children, these all show how films influence people and how the common man seeks identity with the characters of the various films.

In around 1960’s many cultural theorists argued that ‘post modernism anaesthetizes the politics of literary works and creates a de historic fiction’ but Linda Hutcheon supports the post-modern fiction and feels that ‘ it is interrogative of all that existed and is instructive rather than just reactionary cultural production’(p.55.).

Yet another significant tool, used by Rushdie to bring carnivalization is– the use of English. His words are common and simple yet understandable by the masses in a most forceful manner.

‘No Indian novelist has had the courage to handle English language with the gaiety and joyousness of Rushdie’ says Uma Parmeshvar in her book The Perforated Sheet. Rushdie too has admitted that ‘to conquer English may be to complete the process of making ourselves free’ (Kunnapipi, 17) and surely enough he has proved himself by kneading and bending English until it is spoken in an authentically Indian voice.

The combination of phony propulsion & religious mission, myth and memory, spiral writing and satire, dream and tradition and art of translation intensifies the carnival links in the works of Rushdie and many other of the type.

OBJECTIVES

The main objective is to look for carnival attitude in post-modern writers. It is also to be seen as to how dialogic polyphony and hetroglosia influence writers, authors and readers.

RESEARCH QUESTION/HYPOTHESIS

1. How carnival temperament is accompanied in the writings of the post-modernists?
2. What techniques do contemporary writers use to maximize carnivalization in writing and life?
3. Does polyphony and hetroglosia play a role in inculcating carnivalesque theme in writing?

REVIEW OF LITERATURE

Diaspora means away from one’s homeland but the diasporic writers are centrifuged to their place of birth- praising it, criticizing it, reclaiming it and rebuking it also simultaneously.
Miku (2008) suggests: When one looks at diasporic writing, one comes across tremendous creativity, heteroglosia, hybridity (mostly positive) and linguistic experimentation. Concerns touching upon race, ethnicity, belonging, otherness (as well as ‘othering’) gender, subalternity, voice do come in most of the time and that is a refreshing departure from the earlier more or less monolithic Anglo-American-centric, or Euro-centric fare which one worked with a few decades back. In the latest addition to his A-Z of Theory series, political theorist Andrew Robinson introduces, in a two-part essay, the work of Mikhail Bakhtin, one of the most important theorists of discourse in the twentieth century. In part one, Robinson introduces Bakhtin's notions of Dialogism, Polyphony and Heteroglossia.

Mikhail Bakhtin was one of the most important theorists of discourse in the twentieth century. He is sometimes termed the most important Soviet thinker in the social sciences. His work also has substantial importance for issues of political resistance. Sometimes associated with Russian formalism, Bakhtin operates somewhere between a structural and constructivist approach to discourse. Bakhtin’s works also include detailed typologies of discourses, classified according to their structure and construction. His works tend to be ‘allusive’ and ‘repetitive’, irritating those who seek an economical and logical presentation. They emphasise historical, cultural and social specificity in texts and practices. Texts should not be read through a modern gaze, but through their context. He also emphasises that particular themes cannot be separated from their place in genres and structures of texts. Phenomena should be composited, theorised and understood, not simply seen as single instances. Things don’t exist ‘in themselves’, but only in their relations. Dawn breaks over the stage of the 21st-century.

Ted Hiebert discusses Carnival. A stage already set, and a set already staged – the two-fold sign of a heteroglossic multiplicity that contextualizes the contemporary self. An age of imitative being and possessed role-play. The well-charted collapse of meaning, and its consequences in the loss of identity are misread under the sign of the meaningless, however. And what is missing here is the awareness that with the collapse of meaning comes also the collapse of its opposite.

Angela Creese et. all talks of freedom of consciousness through heteroglosia and force upon that “Heteroglosia encourages us to interpret the meaning of talk in terms of social worlds, past and present, of which words are part- and- parcel, rather than in terms of formal systems, such as “languages”, that can veil actual speakers, uses, and contexts. (Bailey 2012, pp 506).

**METHODOLOGY**

A Scientific approach was applied to first analyze and then infer the topic in consideration using the internet and books.

**FINDINGS/RESULTS**

It has been found that contemporary post-modern writers use various techniques, especially heteroglosia to bring carnival in their writing and thus influence the life of the readers in the limelight of truth, history and reality.

**CONCLUSION / RECOMMENDATIONS**

The language is the most influential part of life. Good words-bad words, harsh words-soft words, all play a major significant role in reflection of one’s personality, besides this listening is a great art to gain knowledge and further debate on any topic. This undoubtedly adds reality and carnivization in life and writing which further shapes the mind to frame newness of ideas in a new light without forgetting the roots. The credit of this idea goes to Bakhtin who seems to have formulated it to understand society, people and their mannerism. The authoritative voice does only harm to self and society. It is important to acknowledge other voices to understand society and remain connected with others and at the same time project your idea strongly and firmly. The Fuhrer heir archery was neither
appreciated earlier nor shall ever be appreciated. Though the Germans were helpless but in their heart of hearts they wanted to overthrow Hitler because he had made them captives in a way that one could not even think freely. So it is important to live in harmony with each other and understand each and every voice, even the unspoken ones. Authors like Rushdie, G. Grass, Dickens and many others use this technique of hetroglosia to produce realistic magical fiction. Tarek Fatah- a Pakistani born Canadian writer/broadcaster is secular and liberal activist who would not hesitate to opine against Pakistan. He is a staunch critic of Pakistan. It is because he uses the freedom of speech to express himself freely and talks against the rigid ideology of Pakistan. Recommended such readings like works of Rushdie, Grass’s Tin Drum, works of Dostoevsky, Fatah’s Chasing a Mirage :The Tragic illusion of an Islamic State and the type.

FUTURE STUDY

Life and time never remain the same and nor does the literary trend, thus it is very important to keep analyzing the changes that occur and how it would influence the life style in the coming times. How carnivalization helps in changing the mindset and revolt against the standards. One never knows, the old trends may again become prevalent and the so called modernization may again take a hundred and eighty degree turn.

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ERROR ANALYSIS IN ESSAYS WRITTEN BY GRADUATING TRAINEES WITH REFERENCE TO TEACHER TRAINING COLLEGES IN OROMIA REGION, ETHIOPIA: A MIXED APPROACH

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ABSTRACT
This study aimed at investigating the common errors made by graduating trainees in selected colleges of Oromia Regional State. To this end, four teacher training colleges were randomly chosen. The sample group of the study consisted of 200 learners; a background questionnaire and the essays they produced were used for data collection. Besides, the teachers of these chosen colleges were offered questionnaires regarding writing practice and marking essays in the target language. The results indicate that the learners made extensive errors in spelling, word choice, sentence fragment, verb form, capitalization; errors in punctuation/comma splices, word form, and run on sentences were the eight most common faults that the participants committed in their writing. These aspects of writing in English pose the most difficult problems to participants. Hence, this study may shed light on the manner in which students internalize the rules of the target language, which is English. Such an insight into language learning problems is useful to teachers because it provides information on common trouble-spots in language learning which can be used in the preparation of effective teaching materials.

Keywords: Error; Error Analysis; Essays; Graduating Trainees

INTRODUCTION
Whether we are the students, teachers, or business persons, academic writing skills are necessary in today’s world. Essays, reports, presentations and research papers are just some examples of documents written in the academic style. Academic writing, when used appropriately, presents a polished and professional image.

Language is a means of communication; it is a system of sounds which is structured and is used to communicate people’s feelings, intentions, purpose, etc to the others. It is a special characteristic of human or it can also be regarded as one of human criteria, because only human beings speak a language. Language is an arbitrary sound or sequence of speech sounds used in particular area (Carrol as cited in Ramelan 1992: 10):

“Language is an arbitrary of speech sounds or sequence of speech sounds which is used in interpersonal communication by an aggregation of human beings, and which rather exhaustively catalogs things, and events in the human environment.”

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After knowing the language, in order to be able to communicate, people should master the communicative competence. Johnson & Johnson (1999: 62-68) stated that communicative competence is the knowledge which enables someone to use a language effectively and their ability to actually use this knowledge for communication. Besides, people also have to know what so called language skills. These skills ease them to communicate. They are the media of communicating. They could be listening, speaking, writing, or reading.

Between the two production skills, writing is the more intriguing one because in spoken conversations, we make sense of the dialogue in a complex back-and-forth process of negotiation of meaning between speakers. In written texts; however, this back-and-forth of negotiation is not possible. Because there is no possibility of negotiating meaning of written documents, the inevitable problems of misunderstandings are exacerbated (Penman, 1998).

Writing in English as a foreign language (EFL) is considered as one of the productive skills that allow learners to discover what they produce or not. In addition, it allows EFL learners to demonstrate their knowledge and proficiency implicitly and explicitly. Speaking more specifically, writing is not only a critical language skill for EFL learners’ academic achievement but also a means of developing fluency and accuracy in the areas of other language components like grammar and vocabulary.

In composing a good writing, we should notice some aspects. Grammar is one important aspect that should be mastered in order to make a well structured writing. But, writing in different language is not always as easy as writing in our own language since there are some different rules in the writing systems and these differences sometimes make us to produce errors.

Writing involves more than just producing words and sentences. To be able to produce a piece of writing, we should be able to write a connected series of words and sentences which are grammatically and logically linked, so that the purpose we have in our mind will suit the intended readers. In this way, it is meant that the style of language used in a piece of writing designed for layman and people living in the village, for example should be different from the one designed for educated people such as students, teachers, doctors, professors, etc. Therefore, in presenting a piece of discourse we should consider the correctness of form, the appropriateness of style, and the unity of topic (Harmer, 2001: 2).

As students struggle with what to put down next or how to put it down on paper, they often discover something new to write or a new way of expressing their ideas. They discover a real need to find the right word and the right sentence. Raimes (1983:6, cited in Sattayatham & Ratanapinyowong, 2008: 20) points out that the close relationship between writing and thinking makes writing a valuable part of any language course. She identified the different components for producing a clear, fluent and effective piece of writing: content, the writer’s process, audience, purpose, word choice, organization, mechanics, grammar and syntax.

Shortly, correct language, punctuation, mechanics, and logical content are considered important to communicate in written work; the close relationship between writing and thinking makes writing a valuable part of any language course.

Learning to write and writing to learn are two of the most important activities for graduate students. Yet, academic writing is far from a natural ability. In fact, as Bartholomae (1985) argues, students writing in the university have to learn “the peculiar ways of knowing, selecting, evaluating, reporting, concluding, and arguing” (p. 134) that defines the discourses of the academic community. While Bartholomae’s chapter mainly addresses undergraduate education, his observations seem to hold equally true for graduate students at both master’s and doctoral levels. In order to facilitate the socialization process of graduate students, an increasing number of studies have been undertaken on different aspects of students’ acquisition of advanced writing (Cheng, 2006; Dysthe, 2002; Ferenze, 2005; Petric, 2007; Riazi, 1997; Yeh, 2007).
The structure differences between student's mother tongue and English could make students make some grammatical errors. Brown (1980), states that an error is a noticeable grammar from the adult grammar of native speaker reflecting the inter-language competence of the learners. These errors occur because of many things. Richards (1974: 124) distinguishes three sources of competence errors:

1. Interference errors occur as a result of the use of element from one language while speaking another. An example might be when a German learner of L2 English says, “I go not” because the equivalent sentence in German is “Ich gehe nicht”.

2. Intralingual errors reflect the general characteristics of rule learning such as faulty generalization, incomplete application of rules and failure to learn conditions under which rules apply.

3. Developmental errors occur when the learner attempts to build up hypotheses about the target language on the basis of limited experience.

People tend to acquire spoken language easier than the writing language. This is because people first know the spoken before they know the written one, and a human child always speaks a language first before he is accustomed to the writing system of his language.

The explanation above does not imply that writing or written language is less important than the spoken one. The more cultivated and more technologically advanced a man is the more he involved in a written form of a language. It means that writing also plays an important role in a modern society. In other words, writing language is getting more and more essential today, so it should be mastered in order to be literate.

It is argued, however, that students’ perspectives offer important insights into how they interpret writing tasks and grapple with the difficulties involved in the writing process. In addition, research into student experiences should enable academic language learning and teaching professionals to better provide more informed and closely targeted support including specialized courses and programs and/or personalized instruction.

As it is known, Ethiopian students learn English as a foreign language. Therefore, English is a new language so that they get some difficulties and they also need much time to learn. But, students commonly have only little enthusiasm for their writing tasks. Every time they have writing tasks, they feel it is difficult to do. But, they should have strong foundation for their writing skill before entering a higher level of education. So, it is crucial for them to master this skill. To this end, error analysis can be helpful for structuring syllabus design and teaching techniques in ways that minimize the occurrence of errors. Having this concept in mind, this study emphasized on evaluating the trainee teachers’ errors in essay writing and look at possible sources of such errors.

**OBJECTIVES**

In general, the study was aimed at analyzing the type of errors committed by trainee teachers in writing English essays, and the specific objectives had been executed in the following ways:

1. To investigate the common errors committed by the students in writing English essays.
2. To find out the possible causes for which they undergo the errors during writing English.
3. To show the level of trainees writing proficiency.
4. To identify the possible causes of learners’ errors in writing.

**RESEARCH METHODOLOGY**

**Participants:** A total of 200 graduating trainee teacher and 10 instructors from four different colleges in Oromia regional state were participants in this study. All trainees had their primary and higher education in Oromia region, in which Oromo language is the medium of instruction at elementary level, and as a subject course at secondary level as well. English is taught a as an additional subject.
within the school curriculum at elementary level, but it is the medium of instruction both at secondary and tertiary levels country wide. All of these trainee teacher participants have experienced approximately the same number of 10 years of education through the primary and secondary education system. And almost all of the participants speak Oromo language at home except for few students who speak Amharic and other languages at home. Out of the total of 200 trainees, 190 (101 girls and 89 boys), participated both in writing the essay test and completing the questionnaire, and it was this number of participants which was used in the final analysis in the present study. Specifically, the respondents were from Jimma, Nekemet, Assela and Chiro teacher training colleges.

RESEARCH INSTRUMENTS

Essay Writing Test: Essay writing test was used as a major data gathering instrument which helped the researchers to find answers for the pre identified research questions. Hence, 190 legible and complete essays were collected, coded and analyzed. The test was administered under controlled examination conditions which helped the researchers to get spontaneous samples of student’s written language; samples that reveal their idiosyncratic ways of using English as a foreign language in academic writing context. Not only this but also collecting data in such a way is useful to avoid plagiarism and to maintain the validity of the data to be obtained. Moreover, the reason for choosing this tool is to give chance for students to produce sample essays so that the errors they commit could be identified and their ability of writing can also be measured. Trainee graduates and their corresponding English instructors were also respondents for the questionnaire as well. The SPSS was utilized to analyze the errors and the questionnaire.

Questionnaire: The other tool used in the study was a questionnaire. It consisted of close-ended and structured items, and it was piloted, revised and validated by research experts before it was administered. This instrument was used as a supportive tool, and it enabled the researchers to get further information about students’ attitude toward the writing skills, their motivation and perception, participants’ English language background, strategies and approaches they use in learning the writing skill, and also to obtain relevant information on common difficulties they face in writing in English. It also helped the researchers to support and cross check the results gained through essay writing test, and identify possible sources of students writing errors. Accordingly, the data obtained through questionnaire was computed using SPSS 16.0 version, and then it was analyzed quantitatively. Then, the number, percentage, means and standard deviations of the results were displayed using frequency tables.

DATA COLLECTION PROCEDURE

First, the researchers made clear the objective of the study and obtained confirmation from the college deans to collect data. Then, assisted by two trained data collectors and instructors in the selected colleges, the researchers met participants, and participants were administered a writing test that involved English essay composing on any one of the five topics provided by the researchers. They were required to write an essay of three paragraphs on the topic they have chosen within a period of 150 minutes and a minimum of 300-350 words. The test was a free writing test with alternative topics to choose from. On the other hand, regarding the questionnaire, trainees were asked to fill in the questions immediately after they had taken the writing test and respond to the questionnaire items. Finally, out of 200 essays and questionnaires, 190 legible and complete essays and questionnaires were collected, coded and analyzed.

DATA ANALYSIS TECHNIQUES

The data gained through essay writing was analyzed in two ways, and used for two purposes. First, all of the essays were examined in terms of their syntactic accuracy; sentence structure, morphological, and lexical error. And these were labeled, identified, categorized and explained adapting a five step procedure developed by Corder (1974). Thus, in the first step, the errors were identified and then computed using SPSS. Then statistical description and explanation of the errors were made which would help the researchers to display the types, the number and percentage of errors commonly
committed, and to explain their possible sources as well. In the second phase, ignoring the syntactic
errors which were already analyzed in the first phase, the researchers, assisted by two experienced EFL
teachers, marked and scored every essay using an adapted rubric developed by Jacobs et al.’s (1981)
EFL Composition Profile. Using this profile, a score was assigned to content (25 points), organization
(20 points), vocabulary (20 points), language use (25 points), and mechanics (10 points), which
resulted in a maximum possible score of 100 for each essay. Then, test results obtained in such a way
were used to assign participants into three groups of writing ability: ‘high writing ability’ (test scores
above 70%), ‘medium writing ability’ (test scores between 40% and 70%), ‘low writing ability’ (test
scores below 40%) groups. This helped the researchers to evaluate trainee teachers’ writing ability and
suggest possible remedies to tackle the problems observed.

RESULTS AND DISCUSSIONS

After collecting and analyzing the data, it was found that there were a number of errors committed by
the respondents, and those errors are classified based on a pre identified Error Taxonomy which
consists 16 error types. In addition, the errors revealed by examining the compositions stated below
in a hierarchy of random order along with the error count, percentage and mean.

Trainees' Common Errors in Essay Writing: Essay writing may seem to be a trivial task that
doesn’t require a lot of expertise and may be performed by anyone who has at least basic
understanding of principles along which the English language works. This assumption, however, ends
when one encounters an actual necessity of writing an essay—the task turns out to be much more
difficult, than it seemed to be. That’s why it is a good idea to know what the common mistakes
students make when writing them are, to try and avoid repeating them. Hence, the following section
deals with such problems.

The eight most common errors that the participants made were in Spelling (440), word choice (390),
sentence fragment (327), verb form (319), capitalization (271), errors in punctuation/comma slices
(268), word form (255), and run on sentences (233). The next noticeable errors were subject verb
agreement errors (219), errors in preposition (195), and article errors (189). The other faults were verb-
tense errors (186), singular/plural form errors (175), misplaced modifier, (105), word order (67), and
redundancy (65). Based on this data, we can deduce that trainees major sources of errors in writing
might be attributed to failure in recognizing how to spell words correctly, lack of linguistic
and vocabulary knowledge to choose words carefully, failure to construct complete and meaningful
sentences, rule over generalizing and hypothesizing false concepts in verb form usage, mother tongue
interference in typography, and inadequate practice in how to punctuate sentences correctly.

Majority of the participants, 119 (62.6%), scored below average revealing that they are low writing
ability groups. Others, 58 (30.5%) of them got an average point of 40-69, and assigned to medium
writing ability groups whereas the few of the respondents, 13 (6.8%), were high writing ability groups
scoring 70 and above in essay writing. From this one can conclude that participants writing ability is
very low so that they could not express themselves using the target language. Again, this problem is
hazardous since these graduating trainees are going to teach English in the near future.

Moreover, majority of the participants, 105 (55.3%), replied that they had learned a lot of English
grammar rules and forms in English classes they took before. Others, 48 (25.3%) of them responded
that they learned very little English grammar rules and forms. On the other hand, others, 16 (8.4%) of
the participants showed that they are not sure about the point in discussion. The rest, 21 (11.1%) of
them answered that they never learned English grammar rules and forms in English classes they took
before. This data shows that majority of the respondents have learned a lot of English grammar rules
and forms in English classes they have taken before. Nevertheless, the data obtained through essay
writing test revealed that many of the participants missed the very simple rules of English grammar.

Regarding how learners organize their ideas when writing, 62 (32.6%) of them replied that they
sometimes think that some parts of their essays relate less well to the essay questions than other parts
do. On the other hand, 65 (34.2%) of the participants responded that they sometimes constantly look
back through their essay while writing it. Regarding item number 30, 61 (32.1%), also confirmed that during the writing of their essays they sometimes have difficulty remembering what they have just written. On the other hand, 60 (31.6%) of the participants answered that they often change their mind about their essay's organization while still writing it. Based on this data, one can deduce that participants are not skillful in organizing ideas when writing essays. Again the causes of this failure might be attributed to insufficient practice and lack of employing relevant techniques to organize ideas.

Large number of the respondents, 66 (34.7%), agreed that they often receive good grades for their essays (i.e. ‘B’ or higher). Again, nearly 50 (26.3%) of them also replied that they sometimes receive good grades in their essays. Similarly, as for item number 26, significantly large numbers of the respondents, 70 (36.8%), think that instructors are often too generous in their marking. From this data, one can see that instructors are careless and also generous when marking learners’ essays.

More than 50% of the respondents asserted that they are seriously concerned about error in spelling, poor language, confused interpretation of the topic set, and irrelevant ideas. Similarly, 5 (50%), of the respondents said that they give moderate concern for untidy handwriting. Again, 8 (80) of them are also moderately concerned about inadequate reasoning, and 6 (60%) of the respondents also give moderate concern for poorly connected paragraphs. Similarly, 8 (80%) of the participants confirmed that they are moderately concerned about awkwardly expressed sentences. Others, 7 (70) of the instructors participated in the study also said that they give a moderate concern for use of the first-person; same number of respondents also answered that they are moderately concerned about sweeping or far-reaching generalizations. On the other hand, when participant instructors were asked about exceeding the suggested word length when writing essays, majority of them, 6 (60%), said that they give mild concern as for this aspect of writing is concerned. Based on this data we can deduce that some very crucial aspect of the writing skill are overlooked by the instructors when dealing with learners essays and this might also be one of the major courses of learners’ failure and incompetence in writing.

CONCLUSIONS AND RECOMMENDATIONS

This study was aimed at investigating graduating trainees’ level of committing common errors in writing the academic essay. From the data collected in this study and analyzed in chapter four, it is observed that though the students were in teacher training colleges and graduating classes, they continue to have major difficulties in writing sentences. The majority of the students could not properly generate sentence, as the they are not much expert in the target language. Students face serious problems in developing sentences while expressing thoughts.

CONCLUSION

The result obtained through essay writing reveal that errors in spelling, word choice, sentence fragment, verb form, and capitalization, errors in punctuation/commas slices, word form, and run on sentences were the eight most common errors that the participants committed in their writing. The next noticeable errors were subject verb agreement errors, errors in preposition, and article errors. The other faults were verb-tense errors, singular/plural form errors, misplaced modifier, word order, and redundancy.

Therefore, we can deduce that trainees major sources of errors in writing might be attributed to failure in recognizing and how to spell words correctly, lack of linguistics and vocabulary knowledge to choose words carefully, failure to construct complete and meaningful sentences because of lack of practice in writing simple sentences, rule generalizing in verb form usage, mother tongue interference in typography, and inadequate practice in how to punctuate sentences correctly.

Majority of the participants introduced to English in a formal schooling, and therefore they are with same English background. However, based on the data obtained through essay writing test, we can conclude that majority of the participants are failed to construct meaningful sentences in English. This
also implies that lack of exposure to English language may negatively impact learners’ English language writing ability. It can also be concluded that participants writing ability is very low so that they could not express themselves using the target language.

Similarly, the data obtained through essay writing test revealed that many of the participants missed the very simple rules of English grammar; verb tenses are the most challenging grammar aspect for the learners in this study. It is also found that majority of the participants practice writing in English sometimes, they have also a moderate concern for correct sentence patterns of English structures which might in turn affecting their writing proficiency.

It is found to be that learners sometimes think the skills they learned at school are inadequate for writing college essays, they also find it difficult to write legibly, and they also get stuck while writing. These results imply that learners’ writing ability is not matured when compared with their educational level and this could be resulted from inadequacy of linguistics input and learners’ reluctance to practice and develop their writing skills.

It is also confirmed that during the writing process, trainees sometimes have difficulty remembering what they have just written, and they often change their mind about their essay’s organization while still writing it. Hence, it is concluded that participants are not skillful in organizing ideas when writing essays. And the cause of this failure might be attributed to insufficient practice and lack of employing relevant techniques to organize ideas.

It is found that trainee participants also face problems of planning and generating ideas which is a vitally crucial aspect of the writing process. And they are often reluctant to edit and revise their essays and this might greatly affect their achievement and their overall writing skills. They also perceive writing as waste of time and energy which in turn may impact their achievement and writing skill.

On the other hand, based on the data obtained from instructor’s responses, it is concluded that instructors give mild concern as for untidy handwriting, for poorly connected paragraphs, and exceeding the suggested word length. Hence, these very crucial aspects of the writing skill are overlooked by the instructors when dealing with learners’ essays, and this might also be one of the major causes of students’ failure and ineffectiveness in writing.

RECOMMENDATIONS

Based on the findings and conclusions drawn, the following recommendations were made.

To start with, learners should take care of their training and education and improve their English in general and the writing skill in particular. In addition to this, learners ought to concentrate on the major failures observed and the errors committed and practice more so as to improve their writing ability.

What is more, students must practice English grammar rules and identify the specific rules of the language and use them in different situations accordingly. Besides, as writers, learners should practice how to plan, generate, organize and put pen to paper relevant ideas. On top of this, instructors should also identify their students’ failures so that they could lesson those areas where the chronic loopholes observed. Once again, instructors should pay attention to the specific areas when marking students’ essays so that learners writing ability might be improved and progressed. Instructors should also use appropriate teaching writing methods and also let their students approach various writing strategies.

Finally, college curriculum planners should consider their learners’ needs and include relevant aspects of English writing when developing teaching materials.

REFERENCES


