

ISSN 2621-5799 (Online)  
ISSN 2657-215X (Print)

*Asian Institute of Research*  
**Education Quarterly Reviews**  
Vol. 3, No.2 June 2020



**ASIAN INSTITUTE OF RESEARCH**  
Connecting Scholars Worldwide



ASIAN INSTITUTE OF RESEARCH  
Connecting Scholars Worldwide

Asian Institute of Research  
**Education Quarterly Reviews**  
Vol.3, No.2 June 2020

<b>Table of Contents</b>	i
<b>Education Quarterly Reviews Editorial Board</b>	iii
<b>Assessment of Educational Management Research Performance of Universities in North-Eastern Nigeria</b> Kabiru Mohammed Badau	111
<b>How the Non-Cognitive Skill of Myopia Affects Educational Decision-Making Among Japanese Students</b> Ryo Takeshita, Moe Imai	122
<b>Adopt a School Programme: What the Doctor has Ordered to Remedy Education?</b> Tsaona Seitsiwe Mokgwathi, Boitshoko Effort Otlhomile	134
<b>Review of E-Learning as a Platform for Distance Learning in Sri Lanka</b> L. K. Pulasthi Dhananjaya Gunawardhana	141
<b>The Impact of Effective Educational Leadership on School Students' Performance in Malaysia</b> Ali Sorayyaei Azar, Emma Juliana Adnan	146
<b>High School and Vocational Students' Interest to Pursue Higher Education in West Java, Indonesia</b> Johar Maknun, Agus Solehudin, Rina Marina, Juang Akbardin, Dwi Lestari	156
<b>'He is So Determined! I Can Also Do It and Be Like Him': Exploring Campus Male Influence in Female Students' Career Aspirations</b> Justine Namaganda, Joseph Kimoga	162
<b>To Declare or Not to Declare [Bankruptcy]: That May Be the Question, A Tale of Bankruptcy in Higher Education</b> Richard J. Hunter, Jr, John H. Shannon, Henry J. Amoroso, Hector R. Lozada	170
<b>Innovative and Collaborative Learning in Visual Arts with the Use of Modern Educational Software</b> Spyros Kolyvas	194
<b>A Project-Based Application-oriented Language Teaching Research</b> Youwen Zhang	201
<b>The Effect of Using Youtube to Increase the Level of Listening Skills Among Non-Native Students of Arabic Speakers in Malaysian Universities</b> Shorouk Mohamed Farag Mohamed Farag Aboudahr	207

<b>Language and the Formation of Religious Reality</b> Majed S. Allehaibi	220
<b>Self-Assessment on Communicative Competence of Students of Higher Education in Indonesia</b> Hery Yufrizal, Nery Eka Pratiwi	225
<b>Evaluation of Effectiveness of Internal Quality Assurance System in Public Universities in Ghana</b> Peter Eshun, Dandy George Dampson, Yayra Dzakadzie	237
<b>Understanding Latin America's Educational Orientations: Evidence from 14 Nations</b> Ejiro U. Osiobe	249
<b>A Survey on Student Preferences of Facilities and Models of Accommodation at Kapasa Makasa University, Zambia</b> Nimrod Siluyele, Edward Nkonde, Malawo Mweemba, Goodhope Kaluba, Cleopas Zulu	261

## **Education Quarterly Reviews Editorial Board**

### **Editor-In-Chief**

Prof. dr. Remigiusz Kijak (Poland)

### **Editorial Board**

Prof. Patrizia Ghislandi (Italy)  
Prof. Ratko Pavlović (Bosnia and Herzegovina)  
Prof. Fátima Pereira da Silva (Portugal)  
Assoc. Prof. Ryan V. Dio (Philippines)  
Assoc. Prof. Elena Savu (Romania)  
Dr. Vasiliki Brinia (Greece)  
Assoc. Prof. Iosif Fragkoulis (Greece)  
Assoc. Prof. Daniela Maria Cretu (Romania)  
Prof. Panagiotis Vlamos (Greece)  
José Alberto Lencastre, Ph.D. (Portugal)  
Dibakar Sarangi, M Ed, M Phil, Ph.D (India)  
Assistant Prof. Ching-chung Guey (Taiwan)  
Dr. Veronica Odiri Amatari (Nigeria)  
Assoc. Prof. Ali S.M. Al-Issa (Oman)  
Dr. Siti Noor Binti Ismail (Malaysia)  
Dr. Man Fung LO (Hong Kong)  
Dr. Froilan D. MOBO (Philippines)  
Manjet Kaur Mehar, Ph.D (Malaysia)  
Jonathan Adedayo Odukoya, Ph.D (Nigeria)  
Dr. Ashraf Atta Mohamed Safein Salem (Egypt)  
Assoc. Prof. Erlane K Ghani (Malaysia)  
Dr. Öznur ATAŞ AKDEMİR (Turkey)  
Shamil Sheymardanov (Russia)  
Alis bin Puteh (Malaysia)



# Assessment of Educational Management Research Performance of Universities in North Eastern Nigeria

Kabiru Mohammed Badau<sup>1</sup>

<sup>1</sup> Department of Physical Sciences Education, Modibbo Adama University of Technology Yola, Nigeria. E-mail: badaubadau@mautech.edu.ng, GSM-+2348038068439

## Abstract

Nigerian universities have the capacities to perform in terms of educational management research quality and impact to promote research excellence. This will market the institutions in order to attract funding and make them more flexible, cost efficient and responsive to the need of the society. More so, the allocation of research funds to universities now depends wholly or partly on the results of assessment performance of the previous researches in educational management. This paper assessed institutional, national, external research incomes, publications and training in educational management research performance of universities in North Eastern Nigeria. The study combined a strong document analysis of the previous researches and interviews of staff in Research and Development units or centres of all universities providing research funding for educational management research in North Eastern Nigeria. Percentage was utilized for data analysis. The findings of the research show that Universities performed lowly in terms of institutional, national, external income, publications and training performance in universities of North Eastern Nigeria. The study also concluded that universities research performance in educational management is low in North Eastern Nigeria. The study further recommended among others that researchers training in educational management should be promoted through Masters and Ph. D programmes in the universities of North Eastern Nigeria.

**Keywords:** Assessment, Educational Management, Research Performance, Universities, North Eastern Nigeria

## Introduction

Research assessment has emerged as a key science policy issue in most countries of the world (Martin & Guena, 2000.) This has been driven by the increasing demand for accountability in the context of growing constraints on public funding at a time when the number of educational management research activities going for funds is escalating. Consequently, governments have started to implement mechanisms for allocating resources that relate funding to some assessment of university research output or performance.

In the current university environment, scoring well on assessment criteria of research performance establishes authenticity as researching academics at external, institutional and national level, thereby providing capital for the purchase of increasingly scarce resources (time, money) needed for further research (Briggs, Coleman,

Morrison, 2012). Universities in Nigeria have the capacities to perform in terms of educational management research quality and impact to promote research excellence. This will market the institutions in order to attract funding and make them more flexible, cost-efficient and responsive to the needs of the society. Moreso, the allocation of research funds in universities now depends on wholly or partly on research performance of the previous researches.

Nigeria Tertiary Education Trustfund (TETFUND) is responsible for financing research apart from institutional ones by universities themselves in North Eastern Nigeria. Assessments of research performance are conducted by TETFUND at national and institutional levels. The purpose of assessing research performance is to decide how to distribute research funds to universities through some form of rankings. Different assessment of research performance mechanisms employs different criteria and methodologies depending on which aspects of performance are being assessed. Assessment tended to focus on four main aspects; external, national, institutional research income, publications, and training performance (Harris,1993).

As regards assessment methods, the literature on research performance shows that bibliometric analysis and peer review are the main approaches to assessing the quality and impact of research. However, given the time-consuming and costly character of bibliometric analysis as well as drawbacks, it is not practical for macro-level assessments such as those focusing in all the universities in North Eastern Nigeria. This leaves peer review, despite its short comings as the main assessment method for macro-level research. It is sometimes supplemented with publication and citation data and other related information, which is referred to as informed peer review. The danger of an over by simplistic application of assessment and techniques for assessing research outcomes is that data become a substitute for decision making (Like, 1992).

Assessment of research performance is for policy makers to know they are receiving value for money. But it is important to know that with respect to assessment of research performance for funding purposes, more actors are involved than just university researches and government bureaucrats. The ability to attract research funds depends upon the research focus of the institution at the University, faculty or school and whether or not these are aligned with national priorities. The ability of a university to win research funds will, therefore, depend somewhat upon its capacity to fit within national priorities or institutions (Mauch&Park,2003).

Harris (1993) argues that assessment of research performance is a concern with external, national and institutional income, publications and research training. The number and value of research grants and contracts gained are thought to be a good proxy for research performance, presumably, because one must have good research capacity to win a research grant or contract (Meek & Verder Lee 2005). Aldo and Ben (2001) stated that the value of research grants is a reflection of the quality or the department, as granting bodies give money only to establish high-quality researches to typically have excellent track records in producing important researches. As with other assessments, it is past success in research that determines current success (Rudd, 1988).

As nations increasingly have to formulate appropriate and effective policies they are turning to the development of reliable techniques for monitoring research outputs, both in relation to the production of knowledge and the use of research for economic development (Wood, 1990). Rudd (1988) further notes that there is an assumption that everyone has an equal chance of getting his (or her) result into print, however, there is evidence to suggest that this is not always the case due for example to factors relating to the author notoriety and institutions. Many of the techniques used to measure to the number of publications are based on the statistical analysis of publication rates and a citation of what is known as bibliometric. Bibliometrics is the application of mathematics and statistical methods to books and other media of communication (ASTECC, 1989). It is also the qualitative measurement of the properties of a literature usually as an aid in exploring the production, distribution and utilization of its contents (ASTECC,1989). Another indices use for assessing research performance is research training. These are researches conducted through masters by research and Ph.D. completions within time and by field of study in universities (Meek & Vander Lee, 2005).

### **Purpose of the Study**

The purpose of the study was to assess the research performance in educational management research in universities of Northern Eastern Nigeria. Specifically, the study determined:

1. External income for educational management research performance in universities of North Eastern Nigeria.
2. National income for educational management research performance in universities of North Eastern Nigeria.
3. Institutional income for educational management research performance in universities of North Eastern Nigeria.
4. Publications from educational management research performance in universities of North Eastern Nigeria.
5. Research training in educational Management research performance in universities of North Eastern Nigeria.

### **Research Questions**

1. What is the external income performance for educational management research in universities of North eastern Nigerians?
2. What is the national income performance for educational management research in Universities of North Eastern Nigerians?
3. What is the institutional income performance for educational management research in universities of North Eastern Nigerian?
4. What is the publication's performance in educational management research in universities of North Eastern Nigeria?
5. What is the educational management research training performance in universities of North Eastern Nigeria?
6. What is the educational management research performance on all the indicators in Universities of North Eastern Nigerians?

### **Theoretical Framework and Literature Review**

Assessing University – based research is a complex process. It is most often under taken to inter alia, improve research performance and quality, allocate resources, drive research mission, differentiate or promote innovation and community engagement (European Union, 2010). No simple set of indicators can meet all these requirements or provide all solutions. Each purpose requires different data. Some requirements demand extremely detailed and robust data on research outputs; other requirements demand only a few relatively simple indicators. All indicators have advantages and disadvantages, and there are limitations to all assessment exercises (Cobral & Ttuët, 2013). This study was based on a combination of indicators from research assessment procedures from United kingdom research assessment exercise (RAE), Excellence in Research of Australia (ERA) and New Zealand performance-based Research Fund (PBRF) (Besley, 2009). These consist of indicators of research performance which are used to evaluate institutional performance both within and between universities.

Hallinger(2012) presented a framework for scholars carrying out reviews that meet the international standard for publications. It draws on a database of reviews of researches previously conducted in educational leadership and management. Forty(40) reviews of researches that had been published in educational leadership were identified. The findings show high quality reviews of research which represent a powerful means of reducing the gap between research and practice. Yet the quality of research reviews conducted in educational leadership and management remains highly valuable in methodological rigor.

A research evaluation was conducted by AALTO(2009) using peer-review method in Finland. The steering committee used data collection and self evaluations of departments. This included one week site visits under taken by nine (9) international panels. The assessment was base on written assessments on grades on the basis of

the materials submitted by the departments and interviews conducted during the visits. The assessment shows that evaluation of departments had some difficulty in carrying out self-evaluation especially in answering questions regarding issues that are not usually raised in research assessments on societal impact, research environment and future potential.

A research assessment exercises were conducted by Agence d, evaluation de la recherch  et de l'enseignement sup rieur (AERERS) (2007) in France. Peer-review methodology was adopted. The criteria used were quality research international recognition of the laboratory in national/international networks or programmes, risk-taking in research and openness to inter-disciplinary interfaces. The result of the evaluation system is the allocation of funding to research teams by the Ministry of Higher Education and institutions using the exercise as a benchmarking exercise to improve rate by closing down sectors with poor research performance.

WSENSCHAFTSRAT(2005) conducted a research performance assessment in Germany. It was piloted based on peer review, information from departments, metrics and reviewers panel. Media rankings and league tables were distinguished by a number of characteristic like informed peer-review, discipline, specific manner from experts, level of research units and six different criteria which are not aggregated to an overall result. The result shows that only peer-review esteems for the five dimensions were published but not the indicators. The relationship between performance judged on the basis of indicators and the marks given by the peers was not transparent.

Research Council of Norway(2009) was conducted an evaluation of excellent research performance in Norway. The methodology was base on the education component and research component to restructure the Norwegian research system. Some of the result based research components were a number of doctorates, scientific publications, funding for Research Council of Norway(RCN) and funding from the EU framework programme. The results show an improvement of scientific quality within the Norwegian higher education system. It also indicated a weakness of the research component that it concerns all research areas and all institutions.

Another research assessment was also carried out by Swedish Research Council(2008) on government research bill 2008 in Sweden. The methodology was base on bibliometric indicators and external funding. The bibliometric indicator part is base on quite complex method of assessing scientific performances and comparing it between science fields, using ISI web of science, taking into account both science area adjusted publication volume and normalized citations. The external funding part on the other hand essentially includes all external funding and treating all external funding sources with equal weight. The consequence was to generate incentives and resources for universities to prioritise, manage and perform research in a way that improves the scientific quality and attractiveness of Swedish research environment in terms of external research funding, research cooperation and talented research and student inflow.

An assessment of research output of university teachers in terms of publications was conducted by Spanish Research Council(2010) in Spain. The assessment method took into consideration different fields and quality of publications measured by articles in JCR and their impact factor. In a number of fields, books in humanities or patents in engineering were also considered. Science fields were broken down into 11 fields: mathematics and physics, chemistry; cellular and molecular biology; biomedical sciences; natural sciences; engineering and architecture; social, political and educational sciences; law and jurisprudence; history and art; philosophy and linguistics. The result shows that the quantity and quality of research and publication of research results were in international journals. Several Spanish journals conscious of the importance of being included in the JCR or other national or international database, have improved the evaluation and peer-review processes. There change of behavior of a substantial number of researchers, who now orient their research activities and publication habits mainly towards JCR, the only journals that are considered worthwhile.

Colman, Dhillon, and Coulthard (1994) conducted a bibliometric evaluation of the research performance of nine(9) British universities politics departments on publications in leading journals with the highest citation impact factors. It was an analysis of articles published between1987-1992. Annual performance scores were

obtained by dividing each departmental number of publications in these journals in each year and departmental productivity by the corresponding size. These scores were summed to obtain a research performance score for each department over the period of assessment. The findings show a significant correlation with research performance scores from two previous studies using different methods.

Bazeley(2010) uses a structured survey in which academics elaborated on eight(8) different attributes of high-performing researchers to build a conceptual model of research performance. The result indicated that research performance was seen to comprise two basic components, with six(6) secondary level dimensions and a range of potential indicators. There were four(4) essential dimensions of research performance: engagement, task orientation, research practice, and intellectual processes. Two other alternative dimensions of research performance were dissemination and collegial engagement. The findings further show that research performance was seen to occur within conditions provided by an institutional context(education and training, opportunity and resources, which can bring a range of outcomes(product, impact, reputation).

Perry (2017) used bibliometric data to assess the performance of educational research in Australian universities. This study serves as an alternative perspective for excellence in research for Australia(ERA) assessment. The result indicates that Australian universities are performing above the world average in educational research. Australian universities perform especially well on the citation and peer-review process.

Geare&Edgar(2011) examined features of research managerial practice and culture within university departments. A comparative research design comprising of both interview and survey data was sourced from multiple stakeholders from Newzealand universities. The study sought to identify factors associated with supervisor research performance. The outcome of the research show that autonomy and egalitarianism along with a strong cultural ethos, supporting achievement and individualism are characteristic of high functioning departments. Management and academics in higher education settings should consider these findings of interest and benefit as universities in a number of countries approach further rounds of research performance.

Wood(1990) reported the views of academic staff on overall research performance from one Australian university on such issues like the determinants of research performance and the importance of individual autonomy in the education of research topics. The findings of the report show that research activities are highly valuable and influenced by number of factors including: personal characteristic; difference in research style, methods and strategies both within and between disciplines; and depending on funding. The study further revealed that academics firmly believe in freedom of inquiry in the choice of research topics. All the literature reviewed by discipline and countries but not on educational management research. Few of the literature was reviewed on educational leadership and management research. None was reviewed on North Eastern Nigeria, which indicates gap for the present study.

## **Methodology**

The population of the study comprises of 550 academic and senior non-academic staff of educational management departments and research and development units or centre's of the thirteen (13) public and private universities in North Eastern Nigeria. In all the 13 universities, there was a department in which educational management is taught and researched and in the majority of cases, it is easy to identify. It is usually called a department of education, department of educational management, science education and educational foundations. All the 550 academic and senior non-academic staff in the centres or units of research and development and educational management departments participated in the study.

The data for the study was qualitatively drawn from two sources: a strong document analysis of records in research and development centres or units and education departments of the 13 universities. Interviews were also directed to academic and senior non-academic staff of research and development units and education departments. There were twenty interview items generated from the four assessment research performance variables of national, institutional, external income, publications and training. Percentage was descriptively used

to analyse the performance of research grants (external, national and institutional), publications and research training. This was utilized to determine the research performance of the universities in North Eastern Nigeria.

## Results

The results were presented from the document analysis and data collected from respondents.

**Research Question One:** What is the external income performance for educational management research in universities of North Eastern Nigeria?

Table I: Percentage of research performance of universities in educational management on external income in North Eastern Nigeria

S/N	University	Number of External Income researches	Percentage of External Income research performance
1.	Abti American University, Yola	2000	30%
2.	Adamawa State University, Mubi	50	1%
3.	Modibbo Adama University of Technology, Yola	500	8%
4.	Taraba State University, Jalingo	100	2%
5.	Federal University, Wukari	40	1%
6.	University of Maiduguri	1200	16%
7.	Yobe State University, Damaturu	45	1%
8.	Federal University Gashua	75	0%
9.	Bauchi State University Gadau	55	0%
10.	Tafawa Balewa University, Bauchi	1500	22%
11.	Gombe State University, Gombe	600	9%
12.	Federal University, Kashere	400	6%
13.	Jubilee University, Wukari	80	2%
<b>TOTAL</b>		<b>6,645</b>	<b>100</b>

Table1 indicates below 50% of research performance in education management on external income in universities. Abti-American and Tafawa Balewa Universities performed the highest with 30% and 22% respectively. This also shows that educational management research performance of the universities on external income was low in North Eastern Nigeria.

**Research Question Two:** What is national income performance for educational management research in universities of North Eastern Nigeria?

Table 2: Percentage of research performance of universities in educational management on national income in North Eastern Nigeria.

S/N	University	Number of National Income Research	Percentage of National Income Research Performance
1.	Abti American University, Yola	500	8%
2.	Adamawa State University, Mubi	30	0%
3.	Modibbo Adama University of Technology, Yola	1200	13%
4.	Taraba State University, Jalingo	50	1%
5.	Federal University, Wukari	100	10%
6.	University of Maiduguri	1500	18%
7.	Yobe State University, Damaturu	45	1%
8.	Federal University, Gashua	100	10%

9.	Bauchi State University, Gadau	60	1%
10.	Tafawa Balewa University, Bauchi	1800	22%
11.	Gombe State University, Gombe	90	1%
12.	Federal University, Kashere	1100	15%
13.	Jubilee University, Wukari	30	0%
<b>TOTAL</b>		<b>6,605</b>	<b>100</b>

The data in table 2 above shows below fifty (50) percent of education management research performance on national income in the Universities. University of Maiduguri and Tafawa Balewa University, Bauchi performed 18% and 22% respectively. This indicates that the educational management research performance on national income was low in Universities of North Eastern Nigeria.

**Research Question Three:** What is the institutional income performance of educational management research in universities of North Eastern Nigeria?

Table 3: Percentage of research performance of universities in educational management on institutional income in North Eastern Nigeria.

S/No	University	Number of Institutional income Researches	Percentage of Institutional Income Research performance
1	Abti American University, Yola	800	19%
2	Adamawa State University, Mubi	50	1%
3	Modibbo Adama University of Technology, Yola	450	11%
4	Taraba State University, Jalingo	200	5%
5	Federal University Wakari	400	10%
6	University of Maiduguri	700	12%
7	Yobe State University, Damaturu	55	9%
8	Federal University, Gashua	150	4%
9	Bauchi State University, Gadau	37	1%
10	Tafawa Balewa University, Bauchi	950	10%
11	Gombe State University, Gombe	100	2%
12	Federal University Kashere	200	5%
13	Jubilee University, Wukari	120	3%
<b>Total</b>		<b>4,212</b>	<b>100%</b>

The data in the table 3 above show below fifty (50) percent educational management research performance on institutional income in the Universities. Abti -American and Tafawa Balewa universities performed with 19% and 18% respectively, as institutional income performance. This indicates that educational management research performance on institutional income was low in universities of North Eastern Nigeria.

**Research Question Four:** What is the publication performance of educational management research in universities of North Eastern Nigeria?

Table 4: Percentage of educational management research performance of universities on publications in North Eastern Nigeria.

S/no	University	Number of Publications from Research	Percentage of Publications from Research Performance
1	Abti American University, Yola	1000	24%
2	Adamawa State University, Mubi	100	3%
3	Modibbo Adama University of Technology, Yola	600	15%
4	Taraba State University, Jalingo	75	2%
5	Federal University, Wukari	40	1%
6	University of Maiduguri	800	20%
7	YobeState University, Damaturu	30	1%
8	Federal University Gashua	20	1%
9	Bauchi State University, Gadau	25	1%
10	Tafawa Balewa University, Bauchi	750	19%
11	Gombe State University, Gombe	150	4%
12	Federal University Kashere	300	8%
13	Tubilee University, Wukari	50	1%
	<b>Total</b>	<b>3,940</b>	<b>100%</b>

Table 4 indicates below fifty (50) percent of educational management research performance on publications in universities of North Eastern Nigeria. Abti- American and Tafawa Balewa universities performed with 24% and 19% respectively as highest performing universities. This shows that educational management research performance on publications was low in universities of North Eastern Nigeria.

**Research Question Five:** What is the training performance on educational management research in universities of North Eastern Nigeria?

Table 5: Percentage of performance of universities on training in educational management research in North Eastern Nigeria?

S/No	University	Number of research trainings	Percentage of Research Training performance
1	Abti American University, Yola	200	2%
2	Adamawa State University, Mubi	400	4%
3	Modibbo Adama University of Technology, Yola	3000	29%
4	Taraba State University, Jalingo	500	5%
5	Federal University, Wukari	0	0%
6	University of Maiduguri	3500	34%
7	Yobe State University, Damaturu	0	0%
8	Federal University Gashua	0	0%
9	Bauchi State University, Gadau	0	0%
10	Tafawa Balewa University, Bauchi	2500	25%
11	Gombe State University, Gombe	100	1%
12	Federal University, Kashere	0	0%
13	Jubilee University, Wukari	0	0%
	<b>Total</b>	<b>10,200</b>	<b>100%</b>

The data in table 5 show below 50% educational management research performance on research training in the thirteen (13) universities. Tafawa Balewa and Modibbo Adama University of Technology performed with 34%

and 29% respectively as high performing universities. This indicates that educational research performance on research training in universities of North Eastern Nigeria was low.

**Research Question Six:** What is the educational management research performance of universities on performance indicators in North Eastern Nigeria?

Table 6: Percentage of educational management research performance on performance indicators in universities of North Eastern Nigeria.

S/No	Performance Indicators	Number of respondents	Percentage of research performance
1	External income	100	18%
2	National income	130	24%
3	Institutional income	150	27%
4	Publications	20	4%
5	Training	150	27%
	<b>Total</b>	<b>550</b>	<b>100%</b>

The data in table 6 above indicated below fifty (50%) percent in educational management research performance on performance indicators in the thirteen (13) universities. Universities research performance in educational management on institutional and training performance with 27% and 27% respectively. They also performed lowly in external income and publications with 18% and 4% respectively. This shows that educational research performance on performance indicators was low in universities of North Eastern Nigeria.

### Findings of the Study

The following are summaries of findings of the research:

1. The educational management research performance on external income was low with 30% and 22% as highest performing and 1% as lowest performing universities.
2. There was a low educational management research performance on national income with 22% and 8% as highest performing and 0% as lowest performing universities.
3. The 19% and 18% highest performing and 1% lowest performing universities show low educational management research performance on institutional income.
4. The educational management research performance on publications was low with 24% and 19% as highest performing and 1% as low performing universities.
5. There was a low educational management research management performance on research training with 34% and 29% as highest performing and 0% as lowest performing universities in North Eastern Nigeria.
6. The 27% and 27% highest performing and 18% and 4% as lowest performing universities show low educational management research performance on performance indicators in North Eastern Nigeria

### Discussion

Table 1 shows that the educational management research performance of universities on external income was low in North Eastern Nigeria. The performance of all universities was below fifty (50%) percent. Two thousand (2000) documents representing thirty (30%) percent from Abti American University, Yola and one thousand five hundred (1500) documents representing twenty two (22%) were the highest performing universities with the lowest performing ones having one percent (1%) each performance on external income. The data in the table 2 shows that educational management research performance on national income was low in North Eastern Nigeria. The performance of all the universities was below fifty (50%). One thousand eight hundred (1800) (22%) documents from Tafawa Balewa University and one thousand five hundred (1500) documents representing eighteen (18%) percent from University of Maiduguri were the most performing on national income. They were lowest performing universities with one percent (1%) on National income. The educational management research performance on national income was low. Table 3 indicate that the educational management research

performance of universities was below fifty (50%) percent. Abti American University, Yola had eight hundred(800) documents representing nineteen percent (19%) and Tafawa Balawa University having nine hundred and fifty (950) representing eighteen (18%) percent were the highest performing universities with the lowest performing one's Adamawa State University, Mubi and Bauchi State University, Gadau, having one (1%) percent each on institutional income.

The finding in table 4 shows that educational management research performance of universities on publication was low. Abti American University with one thousand (1000) documents representing twenty four (24%) percent and University of Maiduguri having eight hundred(800) documents representing nineteen (19%) percent were also the highest performing. Universities with the lowest performing ones are Federal University, Wukari, Yobe State University, Damaturu Federal University, Gashua, Bauchi State University, Gadau and Jubilee University, Wukari having one percent (1%) research performance on institutional income.

The findings in table 5 indicate that the educational management research performance of universities on research training was low. The performance of all the thirteen universities was below fifty (50%) percent. Modibbo Adama university of Technology, Yola which had three thousand (3000) documents representing twenty nine percent (29%) and University of Maiduguri having three thousand, five hundred (3500) documents representing thirty four (34%) percent were the highest performing universities with the lowest-performing ones as Yobe State University, Damaturu, Federal University, Gashua, Bauchi State University, Gadau, Federal University Kashere and Jubilee University Wukari having zero (0%) percent in terms of research training performance.

The finding in table 6 shows that the educational management research performance of the universities on the five performance indicators was low. The performance of all the thirteen universities on the indicators was below fifty (50%) percent. Out of the five performance indicators, the universities highly performed on institutional income with 150 respondents representing 27% and research training with 150 respondents representing twenty-seven (27%) percent. The lowest research performance was on publications, external income and national income with twenty (20) responses, representing four (4%) percent, one hundred (100) respondents representing eighteen (18%) percent and one hundred and thirty (130) respondents representing twenty four (24%) percent on the performance indicators.

## **Conclusion**

The overall evidence from the study shows that the performance in educational management research of universities was generally low in North Eastern Nigeria. Universities conducting educational management research need to boost research outputs in order to attract funding for research. They also need to disseminate findings through publications in high ranking journals and train researchers through post-graduate programs in educational management.

## **Recommendations**

The following recommendations came out of the findings of the study:

1. All educational management researches should have quality and impact to attract external income for research in the Universities of North Eastern Nigeria.
2. Universities should insist on implementation of educational management research findings and recommendations to attract national income for universities in North Eastern Nigeria.
3. Universities should attract institutional income from internally generated revenue and consultancy services.
4. Research findings should be disseminated through publications in high ranking Journals.
5. The training of researchers should be promoted through Masters and Ph.D programs of universities.
6. Universities should boost research outputs to attract funding to serve the needs of the society

## References

- AALTO, (2009). *A research evaluation in Finland*. Finland: Science in Society.
- Agence de evaluation de la recherche et de enseignement superieur(AERERS), (2007). *Research assessment exercise in France*. France: Science in Society.
- Aldo,G&Ben,R.M.(2001). University research evaluation and funding: An international Comparism. *Electronic Working paper series No 71*.
- Australian Science and Technology Council (ASTEC), (1989). *Profile of Australian Science. A study of the current state and potential of basic scientific research*. Canberra: Australian Government Publishing Science.
- Basley, T.A.C .(2009). *Assessing the quality of educational research in higher education*. Netherland: Sense Publishers
- Bazelay, P. (2010). Conceptualizing research performance. *Studies in Higher Education*, 35(8), 889 – 903.
- Briggs, A.N.,Coleman,M&Morrison,M. (2012). *Research methods in educational leadership and management*. Sage Publications.
- Buchan, A.M, Oancea, A &OvSciko, P.V. (2012). *Assessing research impact in academic clinical Medicine: A Study using research excellence Framework & pilot impact indicators*. Newyork:Licence abaiomed Central Limited.
- Cabral, A.P & Huet, I. (2014). Assessment of research quality in higher education: contribution for and institutional framework. *Social and Behavioral Sciences*, 116, 1528-1532.
- Colman, A.M., Dillion, D &Coulthard, B. (1994). A bibliometric evaluation of the research performance of British University politics Departments. *Journals Scientometrics*, 32(10), 49 & 66.
- Edgar, F&Geare A. (2011). Factors influencing University research performance. *Studies in Higher Education*, 38(5), 774 – 792
- European commission, (2010). *Assessing Europe in University – Based research*. Luxembourg: European Union.
- Hallinger, P. (2013). A conceptual Framework for systematic reviews of research in educational leadership and management. *Journal of educational Administration*, 51(2), 126 – 149.
- Huet 1&Cabral, A.P. (2014). Assessment of research in Higher Education. Contribution for an Institutional framework. *Procedia Social and behavioral Science* 116,1528-1532.
- Linke, R.D.(1992). Some principles for application of performance indicators in higher education. *Higher Education Management*, 4 (2), 194-203.
- Meek, V. L &Vanderlee, J.J. (2005). Performance indicators for assessing and bench marking research capacities in Universities. *UNESCO Bangkok occasional paper series paper no2*.
- Martin,B.R&Geuna,A.(2001). University research evaluation and funding:An international comparism. *Science and Technology Policy Research no 71*.
- Mauch,J&Park,N. (2003). *Guide to the successful thesis and dissertation: A hand book for students and faculty*. Newyork: Marcel Dekker Inc.
- Perry, L. (2017). Assessing the performance of educational research in Australian Universities: an alternative perspective. *Higher Education Research and Development*.
- Research Council of Norway, (2009). *Excellent research performance in Norway*. Norway: Science in Society.
- Rizvi, F.(2009). Internationalization and Assessment of research in education. *Research on Higher Education/ 49-58*.
- Rudd, E. (1998). The evaluation of the quality of research. *Studies in Higher Education*, , 13(1), 45-47.
- Spanish Research Council,(2010). *An assessment of research output of university teachers in Spain*. Spain: Science in Society.
- Swedish Research Council, (2008). *Government Research bill 2008 in Sweden*. Sweden:Science in Society.
- Wood, F. (1990) Factors influencing research performance of University Academic Staff. *High Education*, 19(1), 81-100.
- WSENSSEHHAFTSRA, (2005). Research performance assessment in Germany. Germany:Science in Society.
- Zhang, Z, Xu,Lou,0 &Chuanmin, M. (2008). *A grey model for evaluating research performance of University researchers in China*. IEEE.



# How the Non-Cognitive Skill of Myopia Affects Educational Decision-Making Among Japanese Students

Ryo Takeshita<sup>1</sup>, Moe Imai<sup>2</sup>

<sup>1</sup> Junior Associate Professor, Faculty of Law, Tokoha University, Shizuoka, Japan

<sup>2</sup> Master's Student, Graduate School of Humanities and Social Sciences, Shizuoka University, Shizuoka, Japan

Correspondence: Ryo Takeshita, Faculty of Law, Tokoha University, 1-30, Mizuochi, Aoi-ku, Shizuoka, Japan.  
Tel: -. E-mail: takeshita@sz.tokoha-u.ac.jp

## Abstract

In recent times, the number of studies on non-cognitive skills has increased. Apart from using a score for non-cognitive skills (gauged via a questionnaire), many of these investigations involve adult respondents who had already completed their educational careers at the time of the study in question. In this paper, using data on Japanese students, we explore whether the non-cognitive skill “myopia”—acquired during one’s early schooling—influences educational decision-making in terms of either leaving the school system or pursuing higher education. Our sample revealed that one’s sense of myopia in high school had no effect on attending junior college or university. We examined whether one’s sense of myopia, when it came time to choose a high school, had already impacted educational decision-making such that it would continue to have an effect after high school graduation. We found that one’s sense of myopia in junior high school had a negative, statistically significant effect on expected years of schooling. Our results suggest that high school students who did not consider their future academic careers while in junior high school are unlikely to be willing to pursue higher education.

**Keywords:** Educational Decision-Making, Japanese High School Students, Myopia, Non-Cognitive Skills

## 1. Introduction

In Japan, many previous investigations have examined the effects of parents’ income, their education levels, and family background on the highest grade that their children complete (e.g., Nakamura, 1993; Yoda, 2012; Yano & Hamanaka, 2006). Using micro- and macro-scale data, prior research shows that family background and tuition have a significant impact on children’s education levels.

Recently, the number of studies on how non-cognitive skills affect test scores, years of schooling, and wages have increased (Note 1). However, a great deal of these studies are based on data from adults (who have already completed their academic careers), as well as their score for non-cognitive skills (obtained through

questionnaires). Yet little research has scrutinized the influence of non-cognitive skills, measured at the time of educational decision-making, on one's trajectory after graduating high school – a very real possibility. When trying to predict whether a student will go to university, in addition to non-cognitive skills acquired in high school, we should take into account non-cognitive skills developed during junior high, which might also have an impact.

Accordingly, we considered Japanese students' ability to focus on the present – rather than the future – to be a non-cognitive skill, and determined whether this affected their educational decision-making. First, we analyzed whether the non-cognitive skill of myopia during high school influenced second-year high school students' decision to either leave the school system or to pursue higher education. Second, we established whether the non-cognitive skill of myopia, developed before entering high school, impacted decision-making after graduating from it.

This paper is organized as follows. Section 2 discusses pertinent literature. Section 3 presents the theoretical model. Section 4 covers the data and variables used in the estimations. Section 5 addresses the estimation outcomes. Finally, Section 6 summarizes the major findings.

## 2. Literature review

This section reviews preceding research on family background, non-cognitive skills, and educational attainment. Using Japanese data, Nakamura (1993) looked at the relationship between the father's income and children's years of schooling. He demonstrated that children tend to go to college or university if their father's income is high. Tanaka (2017) found that the probability of attending university drops by 4.3% if Japanese high school students consider their families' economic conditions. He also discovered that Japanese high school students who expect a realistic rate of return after graduating from university obtain university degrees. Using an education investment model, Kubota (2013) stressed the importance of family income in forecasting children's years of schooling. The estimation outcomes imply that children's years of schooling increase by 1.3 % if their parents' income rises by 10% (Note 2). Fujimura (2009) illustrated that Japanese high school students with poor grades and high family incomes are more likely to want to go to university than students with poor grades and low family incomes by 11.2% using the 2005 national Students' Career Survey data set. Moreover, Fujimara (2009) confirmed that students with good grades and low family incomes are more likely to attend university than students with poor grades and low family incomes by 14.8%.

In recent years, researchers have paid attention not only to how family background affects students' test scores and years of schooling, but also how a child's characteristics influence these elements. Generally speaking, IQ score, test score, word knowledge, mathematical knowledge, and suchlike are categorized as cognitive skills. On the other hand, traits such as self-control, time preferences, and sociability are called non-cognitive skills (Note 3). Heckman et al. (2006) appraised whether non-cognitive skills would affect the high school dropout rate and educational attainment. They treated the score for the locus of control and the score for self-esteem as non-cognitive skills. Regarding the high school dropout rate, they indicated that non-cognitive skills have a strong impact, although cognitive competencies are more important. Moreover, they found that non-cognitive abilities strongly determine whether one graduates from a four-year college. Using Japanese data on adults, Toda et al. (2014) showed that diligence and introversion positively influence university attendance.

Next, we will look at past studies that investigated the relationship between educational attainment and time preferences, which are closely related to economics. Breen, Werfhorst, and Jaeger (2014) proposed a theory of educational decision-making that incorporates risk aversion and time discounting preferences based on rational choice theory, and derived results from multinomial logistic regression using data from Denmark (Note 5). They found that respondents with a low time discount rate are more likely to have chosen secondary academic education. In the same way as Breen et al. (2014), Ogawa (2016) scrutinized whether risk aversion and time discounting preferences affect educational decision-making by using data on Japanese second-year high school students. His findings imply that students who focus on large future profits tend to want to pursue higher education. Lee and Ohtake (2014) also explored the link between non-cognitive skills and years of schooling.

They verified that impatient people (with a high time discount rate) assign greater significance to the present than to the future; such individuals might not appreciate the future rewards of higher education.

Lee and Ohtake (2014) pointed out that the effects of personality traits vary at different educational transition points in Japan. For example, more agreeable, conscientious Japanese males are likely to go to university; moreover, the qualities of introversion and openness to new experiences positively affect one's decision to pursue further studies (Note 6). Hirasawa (2018) argued that many educational attainment studies are based on a retrospective approach, which presents a limitation because respondents cannot report their household income when they are children. Thus, using data on Japanese high school and junior high school students, we overcame the problem of the retrospective approach, identified by Hirasawa (2018). Additionally, we employed one's sense of myopia at different stages to examine whether decision-making after graduating from high school is affected only by this sentiment during high school, or also when students choose a high school.

In the next section, we will explain the theoretical model we used to define one's sense of myopia as a proxy of non-cognitive skills; we perceive it as a psychic cost of studying.

### 3. Theoretical model

In this section, we will outline our theoretical model for parents' income, one's sense of myopia, and education level. First, for equation(1), we surmised that individuals ( $i$ ) receive utility from consumption ( $C_i$ ), which depends on income ( $Y_i$ ).

$$U_i = U(C_i) = U(Y_i). \quad (1)$$

Next, we presumed that individuals' income is determined by their human capital ( $I_i$ ), which depends on age, occupation, and education level.

$$Y_i = F(I_i) = F(\text{age}_i, \text{Occupation}_i, \text{education}_i). \quad (2)$$

Concerning education level, we posited that individuals choose whether to pursue higher education after high school by considering expected lifetime earnings –  $E(Y_x)$  – and costs related to receiving education. Our model assumes three options for education level: (1) leaving the school system (high school); (2) going to school for another 2 years (junior college); or (3) going to school for another 4 years (university). Thus, we derived the following function for education:

$$\text{education}_i = F[E(Y_x), E(\text{Cost}_x)], \quad x = H, JC, U. \quad (3)$$

We reasoned that education level is an increasing function of expected lifetime earnings, but a decreasing function of cost. Hence, we can express the utilities for each option, as follows:

$$U_{H,i} = E(Y_H). \quad (4a)$$

$$U_{JC,i} = E(Y_{JC}) - E(\text{Cost}_{JC,i}). \quad (4b)$$

$$U_{U,i} = E(Y_U) - E(\text{Cost}_{U,i}). \quad (4c)$$

We analyzed the situation where individuals weigh (4a), (4b), and (4c), and make a selection that maximizes their utilities from the three options. We inferred that individuals know the average values of lifetime earnings for each education level, and expect their lifetime earnings to be the average of their chosen level. Regarding costs, if individuals select junior college or university, they incur opportunity costs. Moreover, they must pay tuition and the psychic cost of studying, depending on what they choose. We reckoned that opportunity costs associated with junior college and university can be gauged from information about wages after graduating high school, and that individuals know each opportunity cost in advance. However, individuals might receive financial support from their parents. Therefore, the costs involved in going to school are as follows:

$$Cost_x = F(OpportunityCost_x, Tuition_x, Aid_x, PsychicCost_x). \quad (5)$$

Opportunity costs are 2 or 4 years of earnings if individuals work after high school and do not go to junior college or university. On the flip side, they must pay tuition for 2 years if they go to junior college, and for 4 years if they go to university. However, we conjectured that individuals believe their parents' financial support reduces their tuition-related burdens. Hence, it is natural to think that the higher their parents' income, the more financial support they will receive. We assumed that individuals who have poor grades, feel anxious when studying, and focus on the present (rather than the future) will face a high psychic cost in terms of continuing their studies after high school. Using these conditions, we were able to rewrite (4a), (4b), and (4c) as (6a), (6b), and (6c). To explain the notation,  $OC$  is opportunity costs per year,  $T$  is tuition per year,  $A$  is financial support from one's parents per year, and  $PC$  is psychic costs per year. For simplicity, we concluded that these values are not discounted, because such costs and financial support are incurred immediately after high school and for the duration of a junior college or university career.

$$U_{H,i} = E(Y_H). \quad (6a)$$

$$U_{JC,i} = E(Y_{JC}) - 2OC - 2T + 2A_i - 2PC_i. \quad (6b)$$

$$U_{U,i} = E(Y_U) - 4OC - 4T + 4A_i - 4PC_i. \quad (6c)$$

Of these elements, we surmised that expected lifetime earnings, opportunity costs, and tuition would be the same among high school students. On the other hand, psychic costs and financial support from parents vary among individuals; we added the subscript "i" to these notations.

The condition whereby individuals choose to work after high school satisfies (A) and (B).

$$E(Y_H) > E(Y_{JC}) - 2OC - 2T + 2A_i - 2PC_i. \quad (A)$$

$$E(Y_H) > E(Y_U) - 4OC - 4T + 4A_i - 4PC_i. \quad (B)$$

Similarly, the condition of choosing to attend junior college satisfies (C) and (D).

$$E(Y_H) < E(Y_{JC}) - 2OC - 2T + 2A_i - 2PC_i. \quad (C)$$

$$E(Y_U) - 4OC - 4T + 4A_i - 4PC_i < E(Y_{JC}) - 2OC - 2T + 2A_i - 2PC_i \quad (D)$$

Finally, the condition of choosing to attend university satisfies (E) and (F).

$$E(Y_H) < E(Y_U) - 4OC - 4T + 4A_i - 4PC_i. \quad (E)$$

$$E(Y_{JC}) - 2OC - 2T + 2A_i - 2PC_i < E(Y_U) - 4OC - 4T + 4A_i - 4PC_i. \quad (F)$$

Here, if we do not consider the psychic cost of continuing one's studies and receiving financial support from one's parents, then equation (7) holds. It is clear that (7) is justified by the Japanese data on lifetime earnings according to education level and tuition (Note 7).

$$E(Y_H) < E(Y_{JC}) - 2OC - 2T < E(Y_U) - 4OC - 4T. \quad (7)$$

Based on the difference between financial support and the psychic cost of continuing one's studies, we only analyzed the situation in which the values of  $2A_i - 2PC_i$  and  $4A_i - 4PC_i$  are negative. These differences can be positive if the parents' support is very large and the psychic cost is close to 0. However, if equation (7) holds, the positive values of  $2A_i - 2PC_i$  and  $4A_i - 4PC_i$  lead all students to choose to attend university. Conversely, the values of  $2PC_i - 2A_i$  and  $4PC_i - 4A_i$  are positive.

Using equation (7), both (A) and (B) hold when  $2A_i - 2PC_i$  and  $4A_i - 4PC_i$  are sufficiently negative values. Thus, individuals choose to work immediately after high school if they experience high anxiety due to formal education and receive very little financial support from their parents.

To satisfy (C),  $E(Y_{JC}) - 2OC - 2T - E(Y_H)$  must be sufficiently large and/or  $2PC_i - 2A_i$  must have a sufficiently small positive value. As previously mentioned, we inferred that individuals know  $E(Y_H)$ ,  $E(Y_{JC})$ ,  $OC$ , and  $T$ , and believe their lifetime earnings to be the average of their chosen education level. Thus, the value of  $E(Y_{JC}) - 2OC - 2T - E(Y_H)$  is the same across individuals. The value of  $2PC_i - 2A_i$  varies by person. This is similar when we look at a situation where (D) holds true. By arranging (D), we got  $E(Y_U) - E(Y_{JC}) - 2OC - 2T < 2PC_i - 2A_i$ . Using equation (7), it is apparent that the value on the left-hand side is positive, which means that all individuals know that the lifetime earnings of university graduates are greater than those of junior college graduates, even when taking opportunity costs and tuition into account. Nevertheless, why is the right-hand side larger than the left-hand side? People choose to go to junior college because they think that the stress of studying for two more years (as they would have to should they go to university) after junior college is very high, and that they cannot expect to receive financial support from their parents.

If (E) holds, this corresponds to the case where  $4PC_i - 4A_i$  is a sufficiently small, positive value by using assumption (7). This means that studying is not stressful, and/or that parents provide a lot of financial support. Similarly, to satisfy (F), it must be that  $2PC_i - 2A_i < E(Y_U) - E(Y_{JC}) - 2OC - 2T$ . Using assumption (7), we obtained a positive value on the right-hand side. To hold the inequality of (F), the value on the right-hand side must be large, and the stress of studying negligibly small, and/or the financial support from one's parents must be large.

To summarize the above, the conditions of working after high school  $2A_i - 2PC_i$  and  $4A_i - 4PC_i$  have sufficiently negative values. This means that the psychic cost of studying is very large, and financial support from one's parents is very small. Regarding the condition of choosing junior college, the value of  $2PC_i - 2A_i$  is significant. If this value is smaller than the difference in lifetime earnings between high school and junior college, but is larger than the difference in lifetime earnings between junior college and university, then individuals choose junior college. Finally, when selecting a university, the value of  $4PC_i - 4A_i$  must be a small, positive value, and must not change the inequality in equation (E). Meanwhile,  $2PC_i - 2A_i$  is smaller than  $E(Y_U) - E(Y_{JC}) - 2OC - 2T$ .

From these equations, we can see that the higher the psychic cost of studying and the smaller the amount of financial support from one's parents, the fewer years of additional schooling people choose to pursue. Thus, we were able to derive the estimation equations, which include years of schooling as the dependent variable, and parental income and psychic cost as the independent variables. The expected sign of the coefficient for parental income was positive. Likewise, the expected sign of the coefficient for focusing on the present (rather than the future) was negative, because these students face a high psychic cost of studying.

In the next section, we will explain the data using our estimations.

#### 4. Data

We used two sets of survey data: "Survey among high school students and their mothers, 2012" (SHSSM 2012) and "Survey on the everyday consciousness of parents and children, 2011" (SECPC 2011). First, we looked at whether focusing on the present (rather than the future) during high school affects decision-making after graduation. Second, we explored whether the same sentiment during junior high affects one's expected years of schooling. For the analysis, we used the data from SHSSM 2012, which targets second-year high school students. To confirm whether these outcomes would hold for other samples, we performed similar examinations using the data of SECPC 2011, which targets third-year junior high school students (Note 8).

#### 4.1 Survey among high school students and their mothers, 2012 (SHSSM 2012)

The respondents of SHSSM 2012 consisted of 1070 families with second-year high school students. The questionnaires were distributed to the students and their mothers. From the latter, we were able to obtain accurate information about family background (e.g., family income and parents' education level).

As presented by the model in Section 3, expected years of schooling is both the dependent and the ordinal variable. If the respondents wanted to work after high school, we assigned this variable a value of 1. If they chose to go to junior college or vocational school, we assigned it a value of 2. If they chose to attend university or graduate school, we assigned it a value of 3.

Concerning independent variables, we used being female as a dummy, the family's economic circumstances, parents' education levels, the grades of the second-year high school students, and high school quality; these variables have been used in previous studies. We adopted the variable of focusing on the present (rather than the future) as a proxy for non-cognitive skills. We deemed students myopic if they focused on the present more than the future. We assigned the female dummy 1 if the respondents were female and 0 if not. For the family's economic circumstances, we assigned that variable a value of 1 to 5, where 1 means "poor" and 5 signifies "very wealthy." Concerning parents' education, we used the years of the father's and mother's education separately. If their final academic background was junior high school, we assigned the variable for years of schooling a 9. If their final academic background was that of a university graduate, we assigned the same variable 18. Regarding the grades of the second-year high school students, we assigned this variable a value of 1 to 5. A higher number indicates poor grades. For high school quality, we measured this variable on five levels. If we assigned it a 1, this implied that the respondents attended a high school where most students pursue higher education. If we assigned this variable a 5, this meant that the respondents attended a high school where most students work after high school.

Concerning one's sense of myopia during high school, the respondents were told the following statement in their second year of high school: "You should live according to your genuine desires, rather than not do what you want to achieve your future goals." If the respondents focused on the present (rather than the future), we assigned the variable of myopia during high school a 5. If they tended to focus on the future, we assigned this variable a 1. We also examined one's sense of myopia when the respondents were in junior high school. They were asked whether they had considered pursuing higher education when it came time for them to choose a high school. As for students who did not desire to go to junior college or university when they were in junior high school, we believe that they focused on the present (versus the future). We deemed this variable to be a dummy and assigned it a value of 1 if the respondents selected their high school without considering what they wanted to do after graduating. We used this variable because we wanted to investigate whether an earlier sense of focusing on the present (rather than the future) would have a strong effect on decision-making after high school. Table 1 shows the descriptive statistics for SHSSM 2012.

Table 1: Descriptive statistics of SHSSM 2012

Variable	Observation	Mean	Std. Dev.	Min	Max
Expected years of schooling	899	2.549	0.727	1	3
Being female	899	0.509	0.500	0	1
The family's Economic circumstances	899	3.372	0.892	1	5
Father's education	899	14.311	2.033	9	18
Mother's education	899	13.483	1.423	9	18
Grades	899	2.924	1.177	1	5
Myopia during high school	895	3.169	1.031	1	5
Myopia during junior high school	899	0.455	0.498	0	1
High school quality	899	1.952	1.127	1	5

#### 4.2 Survey on the everyday consciousness of parents and children, 2011 (SECPC 2011)

We also used data from a nationally representative sample of junior high school students and their parents, SECPC 2011, carried out by the Cabinet Office, and derived from 3192 students and 3197 parents. This survey has similar question items to the SHSSM 2012.

We employed these data on junior high school students to confirm the robustness of the outcomes obtained by looking at the data on high school students. The expected years of schooling is both the dependent and ordinal variable. If the respondents wanted to work after high school, we assigned this variable a value of 1. If they wanted to attend junior college or vocational school, we assigned this variable a value of 2. If they chose to attend university or graduate school, we assigned this variable a value of 3 (Note 9).

Concerning independent variables, we employed items similar to the independent variables used in the SHSSM 2012, specifically the female dummy, the family's economic circumstances, parents' education levels, the grades of third-year junior high school students, and one's sense of myopia. We gauged one's sense of myopia based on 4 levels, but for the data on high school students, we measured this variable using 5 levels. Table 2 presents the descriptive statistics on the data of the junior high school students.

Table 2: Descriptive statistics of SECPC 2011

Variable	Observation	Mean	Std. Dev.	Min	Max
Expected years of schooling	2858	2.435	0.789	1	3
Being female	2858	0.479	0.500	0	1
The family's Economic circumstances	2858	2.979	0.856	1	5
Father's education	2858	13.931	2.163	9	18
Mother's education	2858	13.373	1.545	9	18
Grades	2858	2.994	1.274	1	5
Myopia during junior high school	2858	2.664	0.915	1	4

## 5. Estimation results

We used expected years of schooling as a dependent variable to investigate the relationship between expected education level and one's sense of myopia. We adopted an ordered probit model as the estimation method, because the dependent variable is an ordinal one. The basic estimation equation is as follows:

$$education_i^* = \beta_0 + \beta_1 aid_i + \beta_2 Psychic Cost_i + \mathbf{X}'\boldsymbol{\beta} + \varepsilon_i. \quad (8)$$

$$education_i = \begin{cases} 1 & \text{if } \alpha_0 < education_i^* \leq \alpha_1 \\ 2 & \text{if } \alpha_1 < education_i^* \leq \alpha_2 \\ 3 & \text{if } \alpha_2 < education_i^* \leq \alpha_3 \end{cases}$$

where (8)  $i$  denotes the respondents,  $\beta$  indicates the coefficients of the independent variables, and  $\varepsilon_i$  is the error term.  $\alpha$ s are cut points ( $\alpha_0 = -\infty$  and  $\alpha_3 = \infty$ ).

Table 3 depicts the estimation outcomes. We used the data on high school students in models (1), (2), and (3). Model (4) utilizes the sample of junior high school students.

In all models, the coefficient for the female dummy is negative, but insignificant. Recently, the university entrance rate among Japanese females has risen, and the difference in university entrance rates between males and females has shrunk. This situation might lead to the female dummy becoming insignificant (Note 10).

All models illustrate that the coefficient for the family's economic circumstances is positive and statistically significant. Students' expected years of schooling is high if their parents' income is high because they can expect to receive a lot financial support from their parents, which will reduce their burden of tuition. Similarly, the coefficient for grades is statistically significant and negative in all models. These results mean that students with

poor grades are not likely to pursue higher education because they face a high psychic cost of continuing their studies. The same is true of high school quality. As stated above, if this variable is high, it implies that the respondents attended a high school where few students go to junior college or university. Such high schools might not provide a curriculum that is adequate enough to enter a junior college or university. If students who go to a high school with a low university enrollment rate want to go to university, they should make an effort to study by themselves. This situation should generate the high psychic cost associated with preparing for entrance exams.

One's sense of myopia has no effect on students' choice to pursue higher education when they are in high school (models (1) and (3)). However, in models (2) and (3), the coefficient for one's sense of myopia during junior high school is negative and statistically significant. Respondents who did not consider their post-high school career while still in junior high are likely to desire fewer years of schooling. In light of these two aspects, the impact of one's sense of myopia on one's career varies with time. If students focus on the future (rather than the present) in junior high school, they tend to choose to pursue higher education. However, this influence does not emerge among high school students. Model (4) confirms this using a junior high school sample. One's sense of myopia as a junior high school student has a negative, statistically significant effect on expected years of schooling. The more students value the present, the fewer years of schooling they desire.

Table 3: Estimation results (males and females)

Independent variables	Model (1)		Model (2)		Model (3)		Model (4)	
	Coef.	Std. Err.	Coef.	Std. Err.	Coef.	Std. Err.	Coef.	Std. Err.
Being female	-0.090	0.096	-0.088	0.096	-0.095	0.097	-0.058	0.050
The family's Economic circumstances	0.151 **	0.061	0.153 **	0.062	0.137 **	0.062	0.082 ***	0.030
Father's education	0.104 ***	0.025	0.096 ***	0.026	0.104 ***	0.025	0.151 ***	0.013
Mother's education	0.161 ***	0.038	0.172 ***	0.038	0.162 ***	0.038	0.136 ***	0.019
Grades	-0.146 ***	0.042	-0.133 ***	0.042	-0.140 ***	0.042	-0.445 ***	0.022
Myopia during high school	0.011	0.046	-	-	0.008	0.046	-	-
Myopia during junior high school	-	-	-0.219 **	0.100	-0.222 **	0.101	-0.066 **	0.028
High school quality	-0.670 ***	0.046	-0.637 ***	0.047	-0.647 ***	0.048	-	-
Pseudo R <sup>2</sup>	0.277		0.276		0.280		0.200	
Observation	897		899		895		2858	
Respondent	High school						Junior High School	

Note: Standard errors are robust.

\* Significant at the 10% level; \*\* Significant at the 5% level; \*\*\* Significant at the 1% level.

We also performed the same analyses by gender because Nakamura (1993) and Shima (2008) pointed out that the determining factors of one's career path may differ by gender. Table 4 portrays the estimation findings for the male students.

In models (5), (6), and (7), the coefficients for grades and high school quality are negative and statistically significant, similar to the results of all samples. However, one's sense of myopia in both high and junior high school has no effect on expected years of schooling. To consider the possibility that one's sense of myopia in junior high school affects one's choice of high school, we omitted the variable of high school quality from the estimation equation; model (8) presents this outcome. According to model (8), one's sense of myopia during high school remains insignificant, but that of junior high school becomes negative and highly statistically significant. The finding from the junior high school sample in Model (9), regarding the coefficient for one's sense of myopia, is insignificant. How should we interpret this? When we omitted grades from the junior high school sample estimation, the coefficient for one's sense of myopia became highly statistically significant (Note 11). Thus, one's sense of myopia during junior high school indirectly affects one's choice of high school via

grades, because junior high school students who focus on the future (rather than the present) face a low psychic cost of studying; such students are likely to secure good grades (Note 12).

Next, we will refer to the estimation outcomes for the female sample. Unlike the findings of the male sample, the coefficient for grades is insignificant in models (11), (12), and (13). In contrast to models (6) and (7), the coefficient for myopia during junior high school is consistently negative and statistically significant in the other models, despite the remaining variable of high school quality in the estimation equations. When we omitted high school quality from the estimation model, the absolute value of the coefficient for myopia during junior high school became large (model (13)). This change might be the same, whereby the significance level for one's sense of myopia during junior high school becomes altered in the results for males. Comparing models (14) and (9), the coefficient for myopia in model (14) is negative and significant, despite including the variable of grades. Hence, one's sense of myopia during junior high school indirectly affects the academic career for males via high school quality and junior high school grades, but directly impacts females because it remains statistically significant, although we did not omit high school quality or grades from the estimation model.

Table 4: Estimation results (males)

Independent variables	Model (5)		Model (6)		Model (7)		Model (8)		Model (9)	
	Coef.	Std. Err.	Coef.	Std. Err.	Coef.	Std. Err.	Coef.	Std. Err.	Coef.	Std. Err.
The family's Economic circumstances	0.164 *	0.096	0.169 *	0.096	0.160 *	0.097	0.164 *	0.085	0.072 *	0.043
Father's education	0.100 **	0.041	0.086 **	0.041	0.100 **	0.041	0.179 ***	0.035	0.163 ***	0.019
Mother's education	0.177 ***	0.062	0.187 ***	0.060	0.174 ***	0.061	0.227 ***	0.055	0.111 ***	0.028
Grades	-0.220 ***	0.067	-0.198 ***	0.067	-0.215 ***	0.067	-0.098 *	0.058	-0.463 ***	0.032
Myopia during high school	0.012	0.067	-	-	0.012	0.067	-0.016	0.061	-	-
Myopia during junior high school	-	-	-0.092	0.159	-0.118	0.159	-0.533 ***	0.136	-0.038	0.040
High school quality	-0.743 ***	0.071	-0.725 ***	0.074	-0.730 ***	0.076	-	-	-	-
Pseudo R <sup>2</sup>	0.344		0.338		0.344		0.159		0.208	
Observation	439		441		439		444		1490	
Respondent	High school									Junior High School

Note: Standard errors are robust.

\* Significant at the 10% level; \*\* Significant at the 5% level; \*\*\* Significant at the 1% level.

Table 5: Estimation results (females)

Independent variables	Model (10)		Model (11)		Model (12)		Model (13)		Model (14)	
	Coef.	Std. Err.	Coef.	Std. Err.	Coef.	Std. Err.	Coef.	Std. Err.	Coef.	Std. Err.
The family's Economic circumstances	0.157 *	0.081	0.154 *	0.083	0.133	0.081	0.211 ***	0.073	0.101 **	0.044
Father's education	0.096 ***	0.032	0.092 ***	0.032	0.095 ***	0.033	0.115 ***	0.032	0.141 ***	0.018
Mother's education	0.159 ***	0.047	0.174 ***	0.048	0.167 ***	0.048	0.201 ***	0.045	0.167 ***	0.028
Grades	-0.096 *	0.057	-0.090	0.057	-0.087	0.057	-0.017	0.055	-0.428 ***	0.031
Myopia during high school	-0.009	0.065	-	-	-0.012	0.066	-0.107 *	0.062	-	-
Myopia during junior high school	-	-	-0.309 **	0.133	-0.295 **	0.134	-0.532 ***	0.122	-0.098 **	0.041
High school quality	-0.599 ***	0.063	-0.560 ***	0.064	-0.571 ***	0.066	-	-	-	-
Pseudo R <sup>2</sup>	0.225		0.229		0.230		0.116		0.202	
Observation	458		458		456		460		1368	
Respondent	High school									Junior High School

Note: Standard errors are robust.

\* Significant at the 10% level; \*\* Significant at the 5% level; \*\*\* Significant at the 1% level.

In this section, we have covered the effects of the family's economic circumstances and one's sense of myopia, treated as a non-cognitive skill regarding one's choice of career, based on the theoretical model outlined in Section 3. As expected, affluent students tend to want to pursue higher education because they can expect sufficient financial support from their parents. Students with poor grades are likely to work immediately after high school due to the high psychic cost of continuing their studies. If students go to a high school with a low number of students who pursue higher education, they might experience a high psychic cost if they want to go to university, because studying by themselves is difficult to associate with preparing for entrance exams. In terms of one's sense of myopia, focusing on the present (rather than the future) when students are in high school does

not seem to affect their choice of academic career after high school. On the other hand, this sentiment in junior high has a strong effect on their academic career. Thus, it is important to not only focus on the future (versus the present) in one's later years, but also once students acquire the capacity to think like this.

## 6. Conclusion

In this paper, using data on Japanese students, we investigated whether the non-cognitive skill of myopia during high school influences decision-making in terms of either leaving the school system or pursuing higher education. In the high school student sample, we found that students' expected years of schooling is high if their parents' income is high, because they can expect to receive financial support from their parents, which can reduce their tuition-related burden. On the other hand, students with poor grades are not likely to continue their education due to the high psychic cost of studying.

The effect of one's sense of myopia varies at different educational transition points. One's sense of myopia in high school had no effect on going to junior college or university, but the same sentiment in junior high school had a negative, statistically significant effect. High school students who did not consider their academic career after high school when they were in junior high are likely to desire fewer years of schooling. For robustness checks, we used a junior high school sample, and verified that one's sense of myopia during junior high had a negative, statistically significant effect on expected years of schooling across all samples.

When we performed an analysis by gender, the outcomes differed slightly. For males, one's sense of myopia in junior high indirectly affected their choice of high school via grades. Yet for females, one's sense of myopia seemed to have a direct effect because this variable remained statistically significant, although we controlled for the influence of high school quality and grades.

These findings demonstrate that the discrepancy in the opportunity to pursue higher education could be mitigated by encouraging students to focus on the future (rather than the present) during the early stages of their education, although there may be income differentials among their parents. However, if families with high incomes tend to focus on the future (versus the present), and families with low incomes tend to focus on the present (versus the future), and if parents' thinking affects that of their children through home interactions, then the discrepancy in the opportunity to pursue higher education may widen. If this occurs, it might become difficult for the government to intervene.

Our contributions to the literature comprise a theoretical model based on data on Japanese students that integrates family income, tuition, and psychic cost, and illustrates the effects of the non-cognitive skill of myopia. However, our study has several limitations. We used a sample of high school students, but their reasons for choosing their high school are based on retrospective information, although they had only selected it two years prior. Additionally, preceding investigations have explored many types of non-cognitive skills; we could not include these items due to data restrictions. Future research should cover these topics.

## Acknowledgments

We sincerely appreciate the Social Science Japan Data Archive, Center for Social Research and Data Archives, Institute of Social Science, and The University of Tokyo for allowing us to use individuals' data.

## References

- Breen, R., van de Werfhorst, H. G. & Jaeger, M. (2014) "Deciding under Doubt: A Theory of Risk Aversion, Time Discounting Preference, and Educational Decision-making," *European Sociological Review* 30(2): 258–270.
- Fujimura, M. (2009) "Economic Disparities in Access to Universities and the Potential of Higher Education Policy," *The Japan Society of Education Sociology* (85): 27-48. (In Japanese.)

- Gutman, L. M. & Schoon, I. (2013) "The impact of non-cognitive skills on outcomes for young people: Literature review," *Education Endowment Foundation*
- Heckman, J. J., Stixrud, J. & Urzua, S. (2006) "The Effects of Cognitive and Noncognitive Abilities on Labor Market Outcomes and Social Behavior," *Journal of Labor Economics* (24)3: 411-482.
- Heckman, J. J. & Kautz, T. (2013) "Fostering and Measuring Skills: Interventions That Improve Character and Cognition," *NBER Working paper* (19656)
- Hirasawa, K. (2018) "Effects of Household Income on Educational Attainment: A Comparison of Prospective and Retrospective Approaches-," *2015 SSM Research Report "Education II"* (In Japanese.)
- Kubota, K. (2013) "The Effects of Parental Income on Children's Education Level" *The Institute for Research on Household Economics* (97): 50-62. (In Japanese.)
- Lee, S. (2014) "The Effects of Non-cognitive Abilities on Labor Market Outcomes," *The Japanese Institute of Labor* 56(9): 30-43. (In Japanese.)
- Lee, S. & Ohtake, F. (2014) "The Effects of Personality Traits and Behavioral Characteristics on Schooling, Earnings, and Career Promotion," *RIETI Discussion Paper Series 14-E-023*
- Nakamura, J. (1993) "The Demand for Higher Education in Japan: Investigations Using Micro-Data," *The Economic Review* 44(3): 212-220. (In Japanese.)
- Ogawa, K. (2016) "Time Discounting Preference, Risk Aversion, and Educational Expectation among High school Students: Clarifying the beliefs in rational choice theory," *The Japan Society of Education Sociology* 98: 135-154. (In Japanese.)
- Shima, N. (2008) "Gender Differences in Educational Aspiration: In the Case of Junior High School Students," *Sophia Junior College Faculty Journal* 28: 95-105. (In Japanese.)
- Takeshita, R. & Imai, M. (2019) "The Effects of Noncognitive Skills of Time Preference on Study Time and School Records among Japanese Junior High School Students," *International Journal of Social Science and Economic Research* 4(5): 3605-3617.
- Tanaka, R. (2017) "On the Demand for Higher Education," *The Japanese Institute of Labor* 59(10): 14-26. (In Japanese.)
- Toda, A., Tsuru, K. & Kume, K. (2014) "The Effects of Family Background and Non-cognitive Skills of Childhood on the Educational Attainment, Employment Status and Wages," *RIETI Discussion Paper Series 14-J-019* (In Japanese.)
- Yano, M. & Hamanaka, J. (2006) "Why Don't High School Students Go to University? Determinants of the Demand for Higher Education," *Studies of Educational Sociology* 79: 85-104. (In Japanese.)
- Yoda, S. (2012) "Family Structure in Childhood and Educational Attainment: A Comparison of Two-parent, Single-mother, and Single-father Families," *Japanese Journal of Family Sociology* 24 (1): 60-71. (In Japanese.)

## DATA

- Ministry of Education, Culture, Sports, Science and Technology-Japan (2014) *Survey on Students Payments for 2012 Enrollees at Private Universities* (accessed on 2020/3/4)  
[https://www.mext.go.jp/a\\_menu/koutou/shinkou/07021403/1332348.htm](https://www.mext.go.jp/a_menu/koutou/shinkou/07021403/1332348.htm)
- Ministry of Education, Culture, Sports, Science and Technology-Japan (2019) *Basic Survey on School, Annual Statistics* (accessed on 2020/3/4)  
[https://www.mext.go.jp/b\\_menu/toukei/chousa01/kihon/1267995.htm](https://www.mext.go.jp/b_menu/toukei/chousa01/kihon/1267995.htm)
- Ministry of Health, Labour, and Welfare (2019) *Basic Survey on Wage Structure* (accessed on 2020/03/04)  
<https://www.e-stat.go.jp/stat-search/files?page=1&layout=dataset&toukei=00450091&tstat=000001011429>
- The Social Science Japanese Data Archive, Center for Social Research and Data Archives, Institute of Social Science, The University of Tokyo (2012) *2011 Survey on the Everyday Consciousness of Parents and Children*
- The Social Science Japanese Data Archive, Center for Social Research and Data Archives, Institute of Social Science, The University of Tokyo (2015) *2012 Survey on the High School Student and Their Mothers*
- The Japan Institute for Labour Policy and Training (2019) *Useful Labor Statistics* (accessed on 2020/03/04)  
<https://www.jil.go.jp/kokunai/statistics/kako/2019/index.html>

## Notes

Note 1. For examples, see Toda, Tsuru, and Kume (2014), Heckman, Stixrud, and Urzua (2006), and Heckman and Kautz (2013). Heckman and Kautz (2013) showed the relationship between policy and non-cognitive skills throughout childhood and adolescence.

Note 2. Kubota (2013) also examined the effect of the number of siblings on children's years of schooling. If children have many siblings, they tend to have fewer years of schooling. However, if they are the firstborn, they tend to have many years of schooling.

Note 3. Lee (2014) reviewed studies on non-cognitive skills and social success. For detailed types of non-cognitive skills, see Gutman and Schoon (2013).

Note 4. Heckman et al. (2006) and Toda et al. (2014) also explored the relationship between non-cognitive skills and labor market outcomes such as wages, length of service, and type of employment.

Note 5. Breen et al. (2014) assumed three options beyond the elementary level of education: (1) an academically-oriented program; (2) a vocational-oriented one; and (3) leaving the school system.

Note 6. Among Japanese females, Lee and Ohtake (2014) found no statistically significant effects of non-cognitive skills on the choice to transition from high school to college.

Note 7. According to the Japan Institute for Labor Policy and Training (2019), lifetime earnings by education level are as follows: Males who finish high school earn 192.4 million yen, those who finish junior college or vocational school earn 203.7 million yen, and those who graduate from university earn 254.4 million yen. Females who finish high school earn 125.5 million yen, those who finish junior college or vocational school earn 158.0 million yen, and those who graduate from university earn 197.5 million yen. The results of calculations, using data from the Ministry of Education, Culture, Sports, Science and Technology (2014), show that private university annual tuition is 1.1 million yen, and private junior college annual tuition is 1.0 million. The difference in annual tuition between a private university and a private junior college is very small. We treated both schools' annual tuition cost in the same way, and we used  $T$  in the theoretical model, whether individuals went to junior college or university. Concerning opportunity costs, we performed a calculation using the Basic Survey on Wage Structure, carried out by the Ministry of Health, Labour and Welfare (2019). Males who finish junior college or vocational school earn 4.4 million yen, while those who finish university earn 9.9 million yen. Females who finish junior college or vocational school earn 4.1 million yen, while those who finish university earn 8.9 million yen. When we calculated equation (7), we found that (7) holds for males and females.

Note 8. Both sets of data for the secondary analyses, "*Survey among high school students and their mothers, 2012*" and "*Survey on the everyday consciousness of parents and children, 2011*" were provided by the Social Science Japan Data Archive, Center for Social Research and Data Archives, Institute of Social Science, and The University of Tokyo.

Note 9. This survey included 26 students whose expected education level was junior high school, but we eliminated these respondents from the analysis in order to ensure that the dependent variable would correspond with the survey administered to high school students.

Note 10. Data from the Ministry of Education, Culture, Sports, Science and Technology (2019) reveal that the university entrance rate of males in 2014 was 55.9% while that of females was 47.0% respectively. Concerning the junior college entrance rate, that of male students was 1.1% and that of female students was 9.5%.

Note 11. The coefficient for the sense of myopia is -0.12, and the standard error is 0.04.

Note 12. Takeshita and Imai (2019) demonstrated that students who focus on the future (rather than the present) study longer than students with the opposite tendency, and that the non-cognitive skill of time preference indirectly affects grades via study time.



# Adopt a School Programme: What the Doctor has Ordered to Remedy Education?

Tsaona Seitsiwe Mokgwathi<sup>1</sup>, Boitshoko Effort Otlhomile<sup>1</sup>

<sup>1</sup> Department of Academic Literacy and Social Sciences, Botswana International University of Science and Technology (BIUST), P/Bag 0016, Palapye, Botswana

Correspondence: Tsaona Seitsiwe Mokgwathi. Email address: mokgwathit@biust.ac.bw

## Abstract

This paper investigates the impact of the “adopt a school initiative” at a primary school that has been adopted by a private organisation in a small village in the vicinity of the university at which the researchers are based as employees. The government of Botswana through its Education Hub embarked on an initiative to involve private sector in the development of Education in the country. This was after realizing that Government cannot do it alone; also, because the Education Hub’s mandate was to position Botswana as a “Regional Centre of Excellence in Education, Training and Research (Education Hub flier).” As a result, a number of private sector organisations, including private individuals, responded to the call and established relationships with various public schools across the country. The data for the study were collected qualitatively through questionnaires in the form of oral interviews. The participants of the study were the school management and the management of the private organisation involved. The results showed that the “Adopt a school Initiative” seemed to be the right remedy that the doctor has ordered to cure some of the educational ailments at this school as it improved the school’s facilities and learners’ academic performance. This translated into a positive teaching and learning environment which impacted on the school’s academic outcomes. It is recommended that the Initiative should be further publicised country-wide to sensitise the communities about the value of this noble idea.

**Keywords:** Adopt-a-School, Initiative, Private Sector, Hub, Impact

## 1. Introduction

The adopt-a-school (AAS) initiative was launched in 2011 after the Government of Botswana realised that they cannot continue to solely provide quality education at all levels. The initiative was aimed at inviting individuals, private companies and non-governmental organisations (NGOs) to work closely with schools to provide support which could be in the form of any of the following: Provision and Maintenance of Information Communication Technology (ICT) and equipment for schools such as: computers, printers, photocopiers and others. In addition, support could be in the form of sponsorship of Academic Excellence Awards (AEA) for top achievers at all levels of education or sponsorship of prize-giving ceremonies for both core and co-curricular activities such as excellent performance in school subjects and in sports respectively. The collaboration can also be in the form of provision of training for school management, teachers, or even coaching or mentorship, provision of feeding

scheme for the school, improvement of sports in the form of buying sports uniform, providing coaching clinics or even availing facilities to the school to utilise, such as gymnasium and even volunteering service to the school. Other forms of support could be in the form of provision of learning and teaching materials such as books or teaching aids for the school. The adoption is open to all educational institutions, from pre-school, primary school, secondary schools, brigades, technical colleges and colleges of education.

In response to this call, a number of individuals, private and non-governmental organisations took part in the initiative. However, this paper focuses on the partnership between one primary school in the Tswapong North and a private organisation. This partnership is of special interest to the authors of this paper because the university at which they work is also based within the same vicinity.

## **2. Conceptual framework**

The conceptual framework for this paper is derived from the behaviourist theory (Skinner, 1961) which believes in reinforcement of positive behaviour. The behaviourist theory asserts that rewards are effective in learning. Skinner did not believe in intrinsic drive or desire because it was unobservable; hence he did not believe in intrinsic motivation. He simply focuses on observable behaviour and what increases it. For Skinner, behaviour that is followed by reinforcement in the form of a reward is increased. Therefore, if you want behaviour to increase, you must reinforce it. The researchers found this theory appropriate for this paper because the school performance increased as a result of the rewards that it received.

## **3. Methodology**

The data for the study were collected qualitatively through oral interviews. The participants of the study were the school management and the management of the private organisation involved. Therefore, the results from the interviews of the school and company management are covered in the present paper. The data were collected through three main research questions:

1. Which areas of collaboration have been chosen?
2. What have been the successes of the partnership?
3. What have been the challenges and how can they be overcome?

## **4. Data Analysis**

The results were analysed qualitatively to give a vivid picture of the type of relationship the school and the said company had. The analysed data were then used to answer the three research questions stated above.

## **5. Results Discussion**

The data revealed that the partnership between the school and the company started in 2012 and was due to end in 2017. A formal agreement was signed by the two parties and the collaboration was open for renewal. The adoption covered all the areas that are articulated in the “adopt a school” programme (Botswana Education Hub, 2008). These are:

- Provision and Maintenance of Information Communication Technology equipment for the school
- Training
- Sports
- Feeding
- Academic Excellence Awards
- Learning and Teaching Material

The results are discussed under the three research questions. The first question was: “Which areas of collaboration have been chosen?” In answering this question, both the school and the sponsor reported that the

school was adopted in 2012 in response to the Ministry of Education's call that private sector should assist in the provision of education to ease the burden on Government. Previously, the company had supported one primary school in the capital city before Government called for partnership in education. After the call from the Government, the adopting company assessed where they could make a greater impact. They identified this school as more in need than the school they previously assisted. The former solely depended on government for financial support while the latter was assisted by several companies (in addition to government support) because of its location in an urban centre. This was consistent with one of the pillars of Vision 2016 "A compassionate, just and caring nation" P.19 (Vision 2016).

Since the inception of their relationship, the company provided assistance to the school under all the areas of possible collaboration. For instance, under Provision and Maintenance of Information Communication Technology equipment for the school, the company bought computers, a printer and a giant photocopier, as well as stationary. They had also pledged to provide toners for the printers and the photocopier whenever the stock was depleted, and also to maintain the equipment. According to the school management, the equipment donated greatly eased the job for the school as all their photocopy requirements – for example, tests - are done in-house. The donated equipment also benefitted neighbouring schools as they did their photocopying of tests and other learning material at this school. Overall donated equipment assisted the school and the management team to do their job better. Up-to-date facilities greatly enhanced the performance of the learners. According to Adaramaja and Adeyemi (2018) conducive school environment enhances effective and efficient teaching and learning. Penn State University (2017) reiterates that school facilities affect teacher retention, commitment, and effort; that the quality of school facility is an important predictor of teacher retention and student learning.

The company also donated a refrigerator, office furniture (because there was shortage of furniture) and school uniform for the disadvantaged learners in the school. This went a long way in instilling confidence among the learners as they could also fit in. In further improving the performance of the learners, the company also employed two retired teachers on part-time basis to offer remedial lessons to some of the slow learners identified in the school. The purpose was to improve the performance of the learners concerned. Remedial teaching is very important because it involves identifying slow learners and their areas of difficulty, then providing them with the necessary help and guidance to help them overcome their problems. It is meant to improve a learning skill or rectify a particular problem area in a student after identifying their areas of difficulty. It can be conducted through individualised teaching of learners (as individuals or in groups) who are experiencing difficulties in specific subject areas. The company also engaged, with a monthly allowance, three volunteers who assisted as librarian, gardener and a receptionist. To further enhance the learning environment, the company also sponsored learning and teaching material. This was in the form of purchasing computers for use in the school office and constantly supplying office stationary. In addition, a classroom was identified for conversion into a library and or a computer room. Other assistance rendered to the school was in the form of Feeding, that is the provision of food during school events such as the "Day of the African Child" held on the 16<sup>th</sup> June annually by many countries in sub-Saharan Africa. The day was set aside by the Organisation of African Unity (OAU) to honour the young people who participated in the Soweto Uprising in 1976 against apartheid on that day in South Africa. The Day of the African Child is celebrated on June 16 every year since 1991.

The company also funded school trips and met expenses associated with feeding of both teachers and learners on the trip. This is a noble gesture as food is the fuel for the body and mind. Well-fed learners excelled in activities they participated in, be they academic or extra-curricular. School feeding programmes motivate children to go to school. They increase enrolment and reduce absenteeism; they contribute to learning because they enhance cognitive abilities. According to World Food Programme (2019), for poor families, the value of a meal in school is equivalent to about 10% of their monthly income. Therefore, for this private company to provide meals for school children during educational or extra-curricular activities, the company was substantially contributing to the health and mental well-being of these children. Furthermore, depending on the needs of the school and the financial status of the company in a particular year, the annual budget set aside to assist the school could be exceeded to meet the exigencies of the school.

Furthermore, the company embarked on hands-on training for the school management. For instance, the company conducted leadership workshops for the school management, notably budgeting and book-keeping. Some of the workshops were hands-on as the school and the company jointly worked on the annual school budget that was submitted to the company for disbursements of funds. This greatly empowered the management team as some of them even translated the skills into their personal lives; for instance, the management of books for their private group-saving schemes known as 'motshelo'. After the inception of the partnership, the company also funded two trips undertaken by teachers on a benchmarking exercise to other schools in other regions. These were schools whose learners excelled academically. The idea was for this school to learn from others so that they could borrow useful ideas to implement at their school with the objective of improving learners' performance. Benchmarking is defined as "the process of comparing one's business processes and performance metrics to industry bests or best practices from other companies. Dimensions typically measured are quality, time and cost." (Wikipedia, 2015). Benchmarking with those who are doing better in the same business is important as it allows an organisation to out-perform other organisations within the same industry. The benchmarking trips proved valuable as upon return, the teachers implemented the ideas they learnt and from then onwards, the school's performance grew from year to year.

The company also bought sporting uniform for some of the sporting codes in the school as a way of improving extra-curricular activities (sports and athletics), and also sponsored prizes for excellence. In cases where parents through the Parents-Teachers Association (PTA) were unable to pay fees for their children to partake in school trips, the company also stepped in to assist financially such learners. The assistance greatly enhanced the school performance in sports and different sporting codes won awards nationally; for instance, one of the netball players won a gold medal. Sports and athletics complement academic excellence. According to ChildFund Australia (2019), Sport and physical activity have a positive impact on academic performance as it encourages the enhancement of brain function and cognitive development by increasing blood flow to the brain. This stimulates the brain to engage in core skills being; to think, read, learn, remember, reason and problem solving. Furthermore, sports and athletics have other added benefits to a learner's self-confidence, self-esteem and self-worth (ChildFund Australia, 2019). By supporting extra-curricular activities, the company also gave learners who were weak academically an opportunity in sports or athletics to identify their talent which they could use for personal benefit and sustenance upon completion of formal schooling.

To enhance academic achievement at this school, the company also sponsored events for recognising excellence both in academics and in co-curricular activities. The sponsorship included awards in the form of prizes for best achievers. This greatly motivated learners because during the first prize-giving ceremony 67 learners were eligible for prizes. By 2016, the number of best achievers had grown to 200; both academic and sporting achievements. The school had to raise the minimum achievement mark from 80% to 90%. Excellence awards serve as extrinsic motivation for learners. Pink (2018), defines extrinsic motivation as the use of external rewards to encourage a certain behaviour. For instance, if a teacher gives out extra credit to learners for bringing in things to the classroom, such as donations to the needy, the learners will be motivated to bring more. Pink's view was based on Skinner (1961)'s theory of operant conditioning. According to Skinner (1961), behavior is determined by its consequences, be they reinforcements or punishments, which make it more or less likely to recur. Skinner believed that learning is a function of change in overt behavior which is the result of an individual's response to stimuli that occur in the environment; hence his belief in extrinsic motivation. Because learners received tangible rewards, they were motivated to learn. Consequently, each year the number of high achievers increased, and the school's academic achievement rose to become number four nationally in 2015. From the areas discussed above, it is clear the company fulfilled its mandate as provided for in their collaboration agreement with the school.

The second research question was "What have been the successes of the partnership?" The successes of the partnership are visible as the school is better resourced and the learning and teaching environment have become better for both the learners and their teachers. Furthermore, the teachers and the learners were motivated as evidenced by the improved Primary School Leaving Examinations (PSLE) results from 2015. For the first time in the history of the school, it was among the top four achievers in PSLE results in the region. Furthermore, the company indicated that they received maximum cooperation from the school and its management. For instance,

they planned together in advance on what needed financial support in each year and worked on the budget together. They also gave the school targets of what to achieve each year in terms of learners' performance and the school strived to achieve the set targets. The success story of this partnership is a clear demonstration that in a developing country like Botswana, collaboration between Government and private sector can go a long way in improving the quality of education in the country under the model of Public Private Partnership (PPP). Such collaboration is important in a human development sector like education, which is also regarded as a universal human right (Tilak, 2016).

The positive spin-offs of the partnership were also felt by the company as their profile was enhanced not only in the village in which the school was situated, but also regionally and nationally. Their participation at the school's events such as prize-giving ceremony also gave them further publicity as such events were covered by media. Participation at these events also enhanced their visibility as leaders of the village, region and senior government representatives attended. Above all, as the company was giving back to this community by supporting the school, they were meeting one of their social responsibilities of uplifting the disadvantaged, consistent with one of the pillars of the country's long-term vision (Vision 2016) which espoused that Botswana should be a compassionate, just and caring nation (Vision 2016). Similarly, the country's Vision 2036 advocates for a society that will be knowledgeable with relevant quality education that is outcome based (Vision 2036 Presidential Task Team, 2016). The company viewed their support to the school as a small contribution that went a long way in improving academic performance at this school and, by implication, education in the country consistent with the long-term vision that Botswana should be an educated and informed nation as espoused in Vision 2016 (Botswana National Vision Council, 1996). As a result, there was a plan to renew the partnership for another three to five years when the partnership period expired in 2017. The partnership was extended for a further two years; and it officially ended in November 2019.

The third question was "What have been the challenges in the partnership and how can they be overcome?" In response to this question, both the school and the company indicated that even though their collaboration was a great success, there were some challenges that they both faced. The main challenge was that of lack of support from the community through its Village Development Committee (VDC). Before the company came on board, the VDC was active in the school's activities. Now the feeling was that improvement of education and the learning environment at this school was the sole responsibility of the company. However, community involvement in education was fundamental to avoid discouraging the company, which may lead to discontinuing their adoption. The resource and financial assistance provided by the company to the school had positively impacted education at this school. It was reported that both the teachers and pupils were highly motivated. The teachers were results-oriented; the pupils were determined to achieve high marks so that they could receive awards. For instance, to encourage competition, learners were grouped according to their village wards. Village wards are similar to suburbs in a city location. The ward that had the highest number of achievers was awarded a prize that could be beneficial to the ward. The prize could be chairs that the ward could use during its public meetings. This initiative encouraged parents to be interested in their children's education. They encouraged their children to learn and participate in school activities. The improvement of the PSLE results annually was a testimony of the positive outcome of this partnership. The partnership began in 2012 when the pass rate at PSLE was 59%, and the school was in 11<sup>th</sup> position regionally. By 2015, the school had moved to fourth place with a pass rate of 85%. The table below shows the schools performance from 2012 to 2016, the period that the research on which this paper is based.

Table 1. School's PSLE Performance From 2012 to 2016

Year	Pass rate for PSLE (%)
2012	59%
2013	66%
2014	69%
2015	85%
2016	81%

As noted in Table 1 above, the school's performance in the PSLE grew up steadily and reached its peak in 2015 when the school achieved a pass rate of 85%. In 2016, when the research started, the school's performance slightly dropped to 81%, but it is still an impressive performance. Furthermore, the school's performance in the subsequent years, (2017, 2018 and 2019) were outside the ambit of this paper, therefore were not included. The school continued to strive to be the best in the region to fulfil the aspiration of their private sponsor that as "number one security provider in the country, the school they support should also be number one in the region and eventually in the country." This partnership fulfilled one of the pillars of Vision 2016: Botswana should be an educated and informed nation (Botswana National Vision Council, 1996).

## 6. Conclusions

The paper has shown that the "adopt a school" programme was an effective initiative in improving education if both partners in the programme were committed to it. The programme produced desired outcomes in the form of good school results as evidenced at this school. The programme reduced the burden of funding education from the government, and it gave private sector an opportunity to play a role in educating the future leaders of this country. The initiative increased community participation in the education of their children. It also promoted a sense of ownership amongst all stakeholders – pupils, teachers, private sector and the community. Consequently, it created a bond between all stakeholders (school, private company, learners and the community) to work towards a common goal of ensuring that the school-leaving results were among the best in the country, if not the best.

The partnership also promoted visibility of the concerned private company. For instance, the sign board of the school bore the name of both the school and the organization concerned. The company also enjoyed free publicity as events that it sponsored were covered by media both private and public, print and electronic. The collaboration encouraged the school to strive for academic excellence because the company in question desired to be associated with a high performing school.

## 7. Recommendations

Based on the above, it is recommended that more companies should come aboard to participate in this noble initiative. However, the schools should not wait to be adopted, they should seek adopters and ensure commitment to the adoption. A school seeking adoption should come up with a clear plan of their needs which would convince the potential adopter that they are a deserving case. The schools that have not yet been adopted should benchmark with those that have been adopted to learn how AAS programme can help them to improve their performance. The researchers observed that the school did not have a website, therefore, it was recommended that either the government or the company should assist the school to be online to increase its visibility. This could be through a web page and even social media platforms such as Facebook, Twitter, YouTube, and Instagram. In fact, the government should ensure that all its schools, like private schools, have websites for easy access online and for visibility. This would allow potential partners to know more about the schools. A partner company like this one would benefit by advertising itself on the school website, perhaps without any charge. By so doing, its visibility would increase. The internet plays a very crucial role in advertisement. For instance, it has promoted online advertising, also known as digital advertising. Online advertising is a key instrument for reaching marketing and business goals for many companies. It has enabled companies to expand fan bases, promote company culture, and engage in communication with current customers (Semerádová, & Weinlich, 2019). It is further recommended that beneficiaries of this programme should ensure that the resources received are well-looked after and should guard against misuse as this could scare away future sponsors. It is equally very important that school facilities are well-managed and maintained (Adaramaja & Adeyemi, 2018). Furthermore, the government should continue to support a school that is adopted to guard against creating an impression that they were leaving the entire burden to the organisation that heeded the call to adopt a school. If a private organisation is in partnership with a school, by implication, that organisation is in partnership with government as the custodian of education in the country.

In conclusion, the research has shown that Adopt a School programme is one of the ways of fostering education in the country. If properly managed, the programme can add value to the lives of the learners concerned, the school and the nation.

## References

- Adaramaja & Adeyemi (2018). Impact Of School Facilities On Students' Academic Performance In Oshodi-Isole L. G. A. Senior Secondary Schools, Lagos State (conference paper)  
<https://www.google.com/search?client=firefox-b-d&q=effect+of+school+facilities+on+academic+performance> Accessed on 4th April 2020.
- Botswana Education HUB (2008). *Adopt a School*. Gaborone: Government Printers  
<http://www.beh.gov.bw/Adopt%20A%20School.pdf> Accessed on 24<sup>th</sup> March 2020.
- Botswana National Vision Council (1996). *Vision 2016: Towards Prosperity For ALL*. Gaborone: Government Printers.
- ChildFund Australia (2019). The Positive Impact of Sport on Education  
<https://www.childfundpassitback.org/2019/10/14/the-positive-impact-of-sport-on-education/> Accessed on 2<sup>nd</sup> April 2020.
- . Daniel Pink (2020) In Farnam Street Media Inc (2020). Incentives and the Two Types of Motivation. Learning community. <https://fs.blog/2016/08/daniel-pink-two-types-of-motivation/>  
Accessed on 6<sup>th</sup> April 2020.
- Skinner, B. F. (1961). In Holland, J. G. & Skinner, B. F. (1961). *The Analysis of Behavior: A Program for Self-Instruction*. Pennsylvania: McGraw-Hill
- Penn State University (2017). The Importance of School Facilities in Improving Student Outcomes.  
<https://interioravenue.net/2017/11/06/improving-student-outcomes> Accessed on 4th April 2020.
- Pink, D. (2011). *Drive: The Surprising Truth About What Motivates Us*. New York: Riverhead Books.
- Semerádová, T. & Weinlich, P. (2019). Impacts of Online Advertising on Business Performance.
- Sunder Ji's Institutions (2019). Remedial Teaching in English. <http://www.sunderjisinstitutions.com/remedial-teaching-in-english-pune.php> accessed on 5th April 2020.
- Tilak, J.B.G. (2016). Public Private Partnership in Education (Discussion paper) National University of Educational Planning and Administration, New Delhi.
- Vision 2036 Presidential Task Team (2016). *Vision 2036: Towards Prosperity for All*. Gaborone: Lentswe la Lesedi (Pty) Ltd.
- Benchmarking. In *Wikipedia, the free encyclopedia*. Retrieved April 6, 2020 from  
<https://en.wikipedia.org/wiki/Benchmarking>
- World Food Programme (WFP) (2020). The impact of school closures on school feeding  
<https://www.wfp.org/school-feeding> accessed on 2nd April 2020.



# Review of E-Learning as a Platform for Distance Learning in Sri Lanka

L. K. Pulasthi Dhananjaya Gunawardhana<sup>1</sup>

<sup>1</sup> Senior Lecturer, Department of Information Communication Technology, Faculty of Technology, University of Sri Jayewardenapura, Sri Lanka.

## Abstract

E-learning is the best platform for distance learning as it is a cost-efficient technology. Distance learning through an E-Learning platform offers enormous opportunity for Sri Lanka, because it can open doors to everybody without hassle. Distance learning with E-Learning focuses on delivering education to students without a traditional classroom. Educational institutes in Sri Lanka may use distance learning with students who are unable to follow regular courses. E-Learning runs with web technologies which make interactions for both teachers and students easy. It also makes it easy to exchange relevant educational tools and interactive exercises.

**Keywords:** E-Learning, Distance Learning, Behavioural Learning Theory, Constructivist Learning Theory

## 1. Introduction

Distance learning is a form of active learning where the teacher and student are in separate places. It is considered a formal approach to learning. The methods employed can include video/audio recordings, any type of broadcasting method, web media, and other technologies. Distance learning programmes are already making considerable contributions. A common delivery mode of distance learning is through the use of web technologies, which use various software and computerised instruments which facilitate and improve distance education.

Distance learning is relatively new in Sri Lanka, where it has enormous potential. Distance learning provides an effective alternative for delivering secondary and higher education in Sri Lanka. This education mode allows accommodating more students at low or no cost. Consequently, distance learning can easily assist with developing a qualified Sri Lankan work force. As a result, and with the current pandemic situation, the Sri Lankan government is paying special attention to distance learning. To better understand distance learning, it is important to examine this learning approach.

## 2. Defining Distance Learning

Definitions are important for understanding and investigating the topic. Isman has defined it as follows: "Distance learning is an educational system which learning actions have been performed through communication

technologies by the teachers and students being different environment” [Isman, 2005]. Distance learning is considered a non-traditional teaching method. In distance learning, educational tools are used which are available in web media, such as worksheets, books, journals, and interactive exercises. When compared with face-to-face teaching and learning, distance learning is generally a more cost-effective training or learning approach.

E-Learning is one of the best-known distance learning methods and is widely used around the world. E-Learning is the best option currently available for distance learning. The main reason for this is the Internet. The Internet is making it easy to create digital content which can be stored, accessed, and interacted with on both sides. The term “E-Learning” is frequently used as it covers any form of computer-based communication, such as learning through the Internet. E-Learning methods include web-based courses and computer-based communications such as Zoom and Skype. These types of E-Learning have the potential to make learning active.

Many institutes around the world have added e-mail, Learning Management System (LMS), online journal articles, and online discussion forum to their already existing traditional courses. Online activities are frequently seen in most courses nowadays. This approach makes learning easier for students who do full time or part-time job during the week or day time. Distance learning also makes managing large classes easier, as learning tools and information can be shared through the Internet or an intranet. If a student misses a lecture, he or she can repeat the session anytime whenever and wherever they want without face-to-face contact with the teacher. In distance learning, the student uses E-Learning platform to continue their educational programme. However, it is mandated that the student have the required technology to participate in distance learning courses. Most universities distance learning courses are customised courses which require relatively little monetary investment from either the student or the education provider.

### 3. E-Learning

The first E-Learning system was started in the early 1980s with the help of Murray Turoff, who developed computer conferencing software in the 1970s [Hiltz, and Turoff, 1980]. It used only a local area network and specially developed software named Cosy. Communication happened only between teachers and students. With the commencement of the World Wide Web (www), the first web-based university course was started in 1995 by the University of British Columbia in Canada. A professor from the same university named Murray introduced software named WebCT. By the year 2000, WebCT was used throughout the world. It was designed for online learning [Bates, 2005].

In E-Learning, video content material can be pre-recorded and viewed whenever needed. However, on this platform, there should be interaction between teacher and student as well as student to student, where students learn and practice team decision-making and communication skills while taking part in the online class. In E-learning, it is easy to provide up-to-date materials for students at no cost. Nowadays, most universities in Europe, the USA, and parts of Asia offer fully online courses. An E-Learning course should contain the following:

- All the required study guidelines should be indicated in the university website. These should include an orientation to the course, course objectives, scheduled time periods, a list of content, recommended readings, and the course schedule and assignments.
- The teaching material should be posted by the respective teacher. This includes all the course materials, such as lecture slides, research papers, recommended readings, and any relevant raw data in a digital format.
- Students should be given access to all the relevant web-based resources, such as URLs for recommended websites, online journals and library resources, and relevant online discussion fora.
- All assignments, tests, and exams should be administered and submitted online. If media such as audio, video, or animations cannot be embedded in the website, there should be a proper channel for online submission such as Google Drive.

#### 4. Learning Theories

In modern education, there is significant discussion as to whether teachers should apply behaviourism, the art of providing material through direct instruction, or constructivism, where teachers act as the facilitator of learning. In 2006, a researcher named Brown stated that “education policies, education models and education practices focus on constructivism” [Brown, T. H. 2006]. However, there remain core variances between the concepts when explaining the role of the teacher. In a behaviourist classroom, all things are teacher-centred, and the teacher takes responsibility for preparing and delivering teaching materials. In such a classroom, teachers reward positive behaviour and punish negative behaviour. Behavioural learning theorist believes that extrinsic motivating factors such as prizes and privileges for good behaviour enable good progress in education.

According to Draper, constructivism is “the philosophy, or belief, that learners create their own knowledge based on interactions with their environment including their interactions with other people” [Draper, 2002]. Teachers who apply constructivist learning theory show students the relevance and meaningfulness of a particular subject and encourage them to become expert in the subject. Students are encouraged to explore the subject. Teachers who apply constructivist learning theory encourage students to use quizzes, critical thinking activities, group activities such as discussions, and problem-based learning projects. These are a few activities in which students synchronise with each other.

Table 1: Learning Theories

	<b>Behavioural Learning Theory</b>	<b>Constructivist Learning Theory</b>
<b>Brief Description</b>	Behaviourism is a worldview that operates on a principle of stimulus response.	It is the knowledge that constructs the educated person. The constructivist approach is based on the evidence which they replicate on their own experiences.
<b>Preliminary Facts of Learning and Knowledge</b>	The learner is inert, responding to environmental stimuli. The learner is a blank slate. Behaviour is shaped through positive and negative rewards and punishments. Association, operant behaviour, conditioning. A relatively permanent change in behaviour.	Education is a dynamic, revising method of building knowledge. Knowledge is created based on personal experiences and theories. Depending on persona, the learner performs their own analysis and knowledge-building procedures. The learner is not empty but brings past experiences and cultural factors to a situation. Problem solving and edifice the meaning for the situation.
<b>Learning Concept</b>	Corroboration and pre-established learning methods.	Intrinsic motivation.
<b>Centred on</b>	Teacher.	Learner.

When comparing learning theories as in Table 1, it is best to use constructivist learning approaches to introduce E-Learning as a distance learning concept in Sri Lanka. As the current trend is toward student-centred learning, and most student will prefer constructivist methods. Modern educational technology can be used to promote successful practices through E-Learning, and it helps to identify and apply it to the learning process. Educational technology applied in distance learning must shift theoretical foundations from behaviourism to constructivism. Educational technologies are developing rapidly, and this shift will bring about more beneficial results. Modern social practices require students to think, construct knowledge, and learn by using technology from a constructivist perspective. Most educational institutes in Sri Lanka are adapting their classes and syllabuses according to the needs of distance learning. Adding learning material to E-Learning platforms will help students learn and practise subjects.

## 5. Distance Education in Sri Lanka

In the latter period of the 1980s, there were civil disturbances in Sri Lanka, and all educational institutes were closed due to student unrest. The Open University of Sri Lanka was highlighted as the only state university functioning under these tiring conditions through its distance learning methodologies. Open University was the only university in Sri Lanka able award degrees, of course through distance education, in collaboration with Athabasca University in Alberta, Canada. The academic methodologies and procedures adopted for some programmes at Open University in Sri Lanka. These methods were followed to other state and private universities later.

It is high time that Sri Lankans migrate to distance learning with E-Learning platform systems which suit both traditional education and geographically for both state and private universities. We should keep in mind that the use of Information Communication Technology (ICT) in Sri Lanka varies by geographically. The following are key dimensions which we have to address when introducing E-Learning platforms as distance learning:

- Telecommunication and Internet facilities
- Availability of technology and technical equipment
- Traditional education system

When converting current distance learning from traditional educational infrastructure to E-Learning platforms in Sri Lanka, the government must pay closer attention to these three dimensions. Related tasks can easily be accomplished if the government facilitates basic infrastructure addressing these dimensions. In Sri Lanka, various target groups require distance learning, such as independent learners studying at home, people in the workforce who need certifications, and students who study part-time while working. At present, nearly 10% of students in Sri Lanka are distance learning because it allows them to work while learning. However, with the current coronavirus situation in Sri Lanka, the University Grant Commission is expecting more students will participate in distance learning.

As the current situation in Sri Lanka has motivated them to promote E-Learning platforms for distance learning, most state and private institutes are taking timely steps to adapt courses for E-Learning with their own systems by following systems used in more developed countries. If relevant measures can be adopted, institutes will benefit. Distance education via an E-Learning platform simultaneously reduces costs and caters for a wider range of students. Maintenance of the quality of courses must be ensured by the respective institute with the help of various professional bodies listed by University Grant Commission Sri Lanka.

Distance learning is a challenging task for conventional education systems, but it is a good system for motivated people who want to promote or change their career. The workforce will without doubt be elevated. Educated people produce new ventures. Distance learning with E-Learning needs to be embraced to develop the country. I have found that numerous professionals and degree holders (including current government servants) lack IT skills. This makes it challenging for them to move to the next level or promote their capacity. This can be addressed through promoting distance learning. Furthermore, to legitimise distance learning sooner, institutes should be allowed to introduce short courses delivered through distance learning. These courses can be monitored and filtered by professional bodies including the University Grant Commission.

## 6. Summing up

Throughout this paper I have highlighted key areas of distance learning, key components of successful E-Learning, and which learning theory to follow to make effective E-Learning tools for distance learning. For developing countries like Sri Lanka, E-Learning through the Internet is an appropriate technological approach to distance learning. To drive the distance learning system in the proper direction with technology appropriate to Sri Lankan systems, the three identified dimensions must be attended to. With administrative support from the respective professional bodies along with the University Grant Commission, educational institutes in Sri Lanka

could introduce distance learning courses to students on E-learning platforms. This will be helpful for anyone willing to gain knowledge or seeking certification while working.

## References

- Al-Khatir Al-Arimia, Amani Mubarak. (2014). Distance Learning. *Procedia - Social and Behavioral Sciences*, 82–88. Published by Elsevier Ltd.
- Bates, A. W (2005) *Technology, E-learning and Distance Education*. Second Edition. Routledge Taylor and Francis Group.
- Brown, T. H. (2006). Beyond constructivism: Navigation in the knowledge era. *On the Horizon*, 14(3), 108-118. Emerald Group Publishing Limited.
- Draper, R. J. (2002). School mathematics reform, constructivism, and literacy: A case for literacy instruction in the reform-oriented math classroom, 45(6), 520-529.
- Hiltz, S. and Turoff, M. (1980). *The Network Nation*, Cambridge, MA: MIT Press.
- Isman, A. (2005). The implementation results of new instructional design model: Isman model. *The Turkish Online Journal of Education Technology*, 4, Article 7.
- Traxler, John. (2018). Distance Learning—Predictions and Possibilities. *Challenges and Future Trends of Distance Learning*, 2-13. MDPI.



# The Impact of Effective Educational Leadership on School Students' Performance in Malaysia

Ali Sorayyaei Azar<sup>1</sup>, Emma Juliana Adnan<sup>1</sup>

<sup>1</sup> Department of Education, School of Education and Social Sciences, Management & Science University (MSU), 40100 Shah Alam, Selangor, Malaysia

Correspondence: Ali Sorayyaei Azar. Email: ali\_sorayyaei@msu.edu.my

## Abstract

The purpose of this study is to find out the impact of effective educational leadership on school students' performance in Malaysia. Based on the current study, most of the researchers have used both qualitative and quantitative methods to conduct their research on several topics that related to effective educational leadership and student's performance. Therefore, in this research, the data were collected using both, qualitative and quantitative methods which was the interview and survey questionnaire. The selected participants for this research, using convenient sampling, were six teachers working for two international schools in Selangor, Malaysia. One teacher who had already involved in school administrative level was selected for the interview. The other five teachers were requested to answer the survey questionnaire. The interview and questionnaire were selected because, the researchers wanted to further understand on the participants' experience and knowledge on educational leadership and teaching perspective. In addition, it is aimed to provide insights in assisting to develop ideas, solution and hypotheses for future research. These methods were also used to further analyse the issues dealt with one of the effective educational leadership models (i.e. distributed leadership) and students' performance. The findings indicated that leaders need to build high degree of reciprocal trust to negotiate successfully the fault lines of formal and informal leadership. It is also highlighted that effective leadership (distributed leadership) and quality teachers are two main contributing factors on students' performance. Lastly, based on the analysis and results, related suggestions were given.

**Keywords:** Educational Leadership, Secondary School Management, Secondary School Teachers, Secondary School Students' Performance

## 1. Introduction

### 1.1 Background

It is interesting to look at leadership from the various perspectives. One can look at it from the relationship process, a leader's personality/ traits perspective, or a combination of all. Educational leadership is related with working besides practice by teachers, students, parents and its society. It leads towards improving and implemented the processes in any educational institution. According to Leithwood et al (1999, p. 8) educational leadership can be

linked to students' performance and development. They believe that educational leadership "typically assumes that the critical focus for attention by leaders is the behaviour of teachers as they engage in activities directly affecting the growth of students" (Leithwood et al 1999, p. 8). Thus, education and Educational leadership play an important role to a bright future for the young generation and the society that contribute towards the development of the country. Therefore, school teachers with an effective educational leadership and efficient management strategies are very important to ensure the effectiveness of learning is taking place in terms of students' performance and achievement.

Leadership is mainly on moral, democratic dimension. Kotter (2001:93) has understood moral line of opinion such as motivation and inspiration to satisfying the need. Leaders are the prime essence to the success of any organization, more so those within education. Traditionally it had been accepted that leaders act as the ultimatum to any changes, decisions, or progress that can be made. Principals and heads of schools have had difficulties in undertaking such huge tasks, burdening both physical and mental capacities in order to push the ultimate goal of educational organizations and at the same time to produce the holistic students. Comprehensive education is one of the main approach of most modern educational institutions. Most of nowadays schools are focusing for the improvement of students' learning and ensure them to develop the students on the aspects of an individual's intellect and equip with all balancing of capability of emotion, social, physical, and spiritual.

There are a few models of educational leadership that have been implemented in education including: (a) Autocratic or Hierarchal leadership, (b) Democratic or transformation leadership, and also (c) delegated or facilitative leadership. However, this research will focus more on democratized leadership model. This model emphasizes more on shared or distributed leadership. Based on the research done by Alma Harris (2004), the number of evidence that demonstrates increase in school improvement is affected heavily by capacity building as the main measure to maintain improvement and the core of the capacity-building model is 'distributed leadership along with social cohesion and trust'. Leading with shared leadership or known as distributed leadership and leading with purpose play an important role in underlying factor of students' achievement and school improvement. Distributed leadership, as defined by Spillane (2005), is a result of an interaction between leaders, followers and situation.

In this study, the impacts of an effective educational leadership (distributed leadership) on student's performance is the main focus. Therefore, the implementation of educational leadership among school leaders in one of the private schools in Selangor, Malaysia is contributed to this study. The main objective of this report is to investigate the impacts of an effective educational leadership among the leaders towards the students' performance and to explore the factors that contribute to the student's improvement and achievement. This paper, will focus on the aims, objectives and research questions of the report. Other than that, this paper will elaborate on the literature review to investigate and further analyze the understanding on the previous studies conducted for the topic of educational leadership. To see the differences at all in the findings from research related, the literature chosen are mixture of both research paper, international and also local.

### *1.2 Purpose*

The aim of this study is to gather the information of the school leadership and its school working culture that influence students' performance or achievement. The project thus aims to see the impact of educational leadership on student's improvement and performance. The attention on definition of educational leadership, types of educational leadership and the impact of educational leadership towards the students' performance, achievement and to the organization are the main consideration when preparing this research project. Moreover, the literature reviews that have been done for this research paper, are more focusing on the distributed leadership. This type of leadership which is specific model that recommended and can be implemented in the school organization. In future, further ambition of this study is to obtain and gather all the information needed for the management of the school on how important of the educational leadership among the teachers and leaders for their own improvement and impact of the students' performance. This research is completed with the expert experience in the school management and administration. All the obtained information, able to prove the current studies related to this topic of educational leadership among the school leaders or teachers and most of the finding also shown the relationship of this educational leadership on Malaysian students' performance and its impact on the school.

### 1.3 Research questions

Therefore, the research questions of this research are:

- I. What are the impacts of effective educational leadership on the teachers, leaders, and school students' performance in Malaysia?
- II. What are the main factors that contribute to the school students' performance in Malaysia?

## 2. Literature Review

An effective and stronger educational leadership and management of the schools is necessary for the strategies that advocate more curriculum and to create direction to achieve mission and vision of the school organization. Leadership practices to have an impact on teacher performance and subsequently better student's achievement for school improvement. An educational leadership and development of school teacher can be achieved by continuous professional development program. The transformation of educational system through Malaysian Blueprint play an important role of students and school improvement.

The shared experiences that implemented with all the individual effort and contribution towards the effective leadership, indicate that schools able to have good effectiveness leadership. Therefore, the school result shows growth and continual improvements. There are clear indications of leadership styles having an effect towards effective school management hence give an impact to the student's performance, and improvement. In addition, one of the study found that distributed leadership is more ideal as compared to creative leadership because the distributed leadership is more involved and structured that can guarantee success compare to creative leadership that is more high risk, high reward approach where sometimes it doesn't bear with the school organization.

The other effects of distributed leadership would be the development of professional learning community (PLC). This development able to assist the teachers to improve their content knowledge therefore, influence in creating a positive and effective learning environment that will encourage students for better performance. When teachers are well equipped with the knowledge needed, so then the students able to build confident to the teachers and effective learning will take place in the classroom. Students will automatically have high form of respect for their teacher towards the knowledge and education that have been shared by the teachers. The consistent teachers that aware on the important of continuous development their skills and knowledge in teaching will ensure the understanding of students psychological also play an important role to attract student attention during the classroom. In addition, effective leaning that ensure students improvement only can be achieved with both interaction and effective communication. Good communication among the teachers in the school is important to ensure productivity. Furthermore, this positive working environment able to create a close relationship between the two halves of the organization thus, creating good rapport, builds trusts, and instilling loyalty among teacher's leaders and staff of the schools.

Implementation of effective educational leadership and teacher development is an important aspect both for school and students' improvement. There are variety of attempts to improve the quality of education to meet the standards for school improvement. This paper will focus on the educational leadership in Malaysia and challenges that have been highlighted in the area of politics, need for development and survival and also symbiotic need to look at school leadership and school improvement as a whole. Research has shown that, teachers and the school leadership must be involved actively in an effective educational leadership in the school system in order to improve schools.

The shift by national economies into the 21st century knowledge based frame require demanding students to look how instead of singularly what, measurable knowledge is learnt. Moreover, an improvement in educational quality will mean an improvement in student's outcomes. From the research Alma Haris (2004), the researcher explains on institution needed for school improvement which involve teachers, government and educational leaders. Therefore, to ensure the improvement of education system all need to play their role in effective educational school leadership. This paper also emphasizes on educational leadership and theories/ or model of leadership such as transformational leadership, distributed leadership and instructional leadership which may lead to effective educational leadership that needed for school improvement.

All in all, the economic, sociological, epistemological transformation in Malaysia and also a demand for the current industries, has contributed to the changes of social institution of schooling. Hence, the national government and communities of education have worked progressively in order to ensure how these 21<sup>st</sup> century young generation can be successfully educated in the social context. The well preparedness towards the challenges of global and 21<sup>st</sup> century can be achieved by the improvement of the educational leadership and teacher development in educational system in Malaysia. Therefore, educational leadership is the main contributing factor towards the achievement, performance and improvement of the students from the quality teacher and effective learning.

As mentioned earlier, educational leadership and teacher development in Malaysia have been highlighted on how to develop effective and quality teachers. The quality teachers also can be improved through the continuous professional development (CPD) by developing an individualized CPD program with supervisors. This CPD program has an impact on creating the quality teaching; they can pursue based on their capabilities and development needs. Many researchers have proved that the term ‘quality of teaching’ from quality teachers is the main factor that related to students’ performance. Muijs and Harris’s (2007, p. 961) study in three UK schools indicated that “teacher leadership was seen to empower teachers, and contributed to school improvement through this empowerment and the spreading of good practice and initiatives generated by teachers”. Few programs have also been established by the Ministry of Education (MOE) to enhance the quality of leadership and teachers. MOE collaboration ensures that the quality of the curriculum and teachers are able to upgrade and deliver the kind of quality teacher.

In other research, Justin (2016) stated that distributed leadership model seems consistent and effective for schools. As it has been suggested leadership is a kind of practice among leaders and followers (Spillane, 2006). According to Spillane (2006), there are seven dimensions involved with student’s performance and this type of leadership is the involvement of interrelated dimensions which is derived of leaders, followers, and environment (see Fig.1).

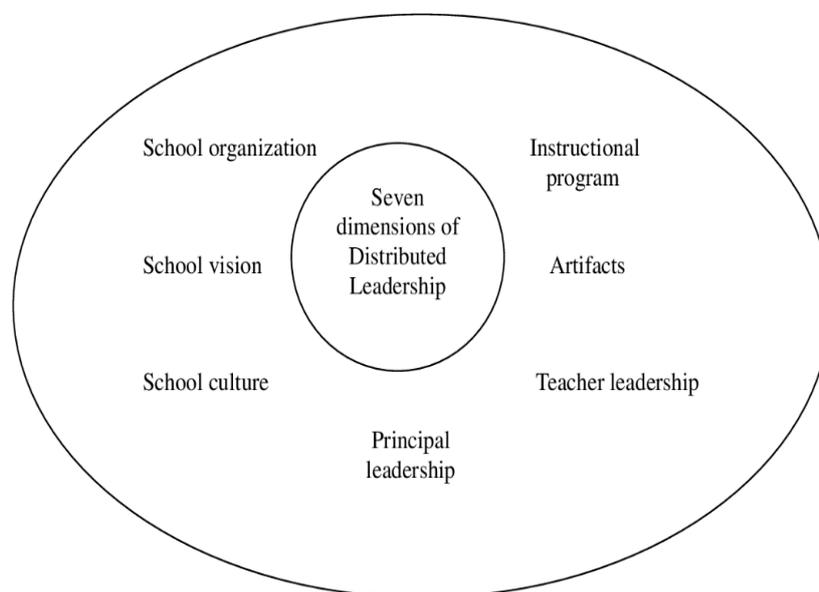


Figure 1: Seven Element of Distributed Leadership, (James P. Spillane, 2006)

However, this research argues on this statement because according to Justin (2016), distributed leadership is still in its infancy changes for widespread acceptability. He suggested more research needed to understand its implementation within the schools in Malaysia. He highlighted on Instructional leadership which makes the leader of schools, in general, successful instructional leaders.

### 3. Methodology

The objective for this research was to see the impact of educational leadership on Malaysian students' performance and improvement in schools. Other than that, this research explored the main factors that contribute towards the outcomes of students' performance. Methodology for this study is the mixed method: qualitative and quantitative research methods. The method used by the researchers was an individual interview & distribution of questionnaire. The researchers used both methods to gain and obtain an understanding of effective educational leadership among teachers and leaders on Malaysian students' performance and achievement. The sample size for this research is small which involved one of the teachers that involved in management level in Private school, in Subang Jaya, Malaysia. She is a female teacher with 28 years old and has worked for about five years in that school. The respondent was selected based on her background and experience in the school which was directly involved with management and leadership of the organization. The informed consent obtained from the participant to withdraw from the study at any time and also have assured that, that her name or any identifier connecting her to the study would not be used for the publication of the study. 5 unstructured questions were asked during the interview which lasted about 12 minutes. The questions mainly consisted of the opinions and points of view regarding educational leadership.

For quantitative research method, the questionnaire was distributed to 5 respondents (Secondary School teachers). The two schools selected in Klang Valley, Malaysia based on non-probability sampling and purposive sampling whereby the main focus was on secondary school teachers which were at the management or administrative level.

The questionnaire is comprised of 2 parts. Part one consisted of demographic data of gender and the age of correspondent. The second part listed 5 statements on the impact of an effective educational leadership on the Malaysian students' performance. The participants used the answer with Yes and No for 3 questions meanwhile other 2 questions needed to circle the best answer. The needed action was being considered in order to ensure that all the interviewee's rights was protected throughout the study and the interview session. In fact, confidentiality with respect to both participants and all data were being maintained.

Question related to the impact of educational equality and excellence was based on a study by Alma Haris (2004) and by reference to this research, the draft question was developed as follows:

Demographic data, the impacts of an effective educational leadership among the management and administrative staffs towards the students' performance, and the factors that contribute to the students' performance and improvement.

#### 3.1 Data Collection

Another survey was carry out to find out the impact of an effective educational leadership on Malaysian Students performance. The sample for this study involved 5 participants, including both males ( $n = 2$ ; Malaysian males) and females ( $n = 3$  Malaysian females of secondary school teachers from 2 different school. The participants ranged in age from 20 to 55 years, with the majority of the participants between 35 and 39 years of age ( $n = 2$ ). Participants for this study were volunteers and most of them recruited via electronic mail. Materials included a demographic questionnaire and a questionnaire involving the effective educational leadership on Malaysian Students performance.

#### 3.2 Data Analysis

In this sub-section, the data were analysed and converted into the following tables:

Table 1: Total Demographic Data for Gender, Age and years of experience

GENDER	
MALE	FEMALE
2	3

AGE	
20-24	0
25- 29	1
30- 34	1
35 - 39	2
40 & above	1

YEARS OF EXPERIENCE	
1-5 years	0
6-10 years	3
11-15 ears	1
>11 years	1

Table 2: Statements on the impact of an effective educational leadership on School students' performance

Statements
<p>1) An effective educational leadership among the management and administrative staffs will give a big impact on the students' performance.</p> <p>a) Yes b) No</p>
<p>2) An effective educational leadership is one of the contributing factor for the students' performance.</p> <p>a) Yes b) No</p>
<p>3) Implementation of effective educational leadership and teacher development is an important aspect of school and students' improvement.</p> <p>a) Yes b) No</p>
<p>4) Which are the best model of educational leadership that can be implemented in education</p> <p>a) Autocratic or Hierarchal leadership, b) Democratic or transformation leadership c) Delegative or facilitative leadership</p>
<p>5) Which are the main contributing factor of students' achievement or performance</p> <p>a) Effective Leader b) Quality Teacher c) School Organization</p>

For Table 2, the first statement an effective educational leadership among the management and administrative staffs will give a big impact on the students' performance, from all respondents of secondary school teachers, 5 answered with Yes and agreed with this statement. Meanwhile for the second & third statements only 4 respondents answered with Yes, meanwhile 1 respondent did not agree with both statements on an effective educational leadership which is one of the contributing factors for the students' performance and Implementation of effective educational leadership and teacher development is an important aspect of school and students' improvement. For the fourth question on which is the best model of educational leadership to be implemented, 3 respondents answered with democratic & transformative leadership. Meanwhile, 2 respondents answered declaratively. For the fifth question on the main contributing factor of students' performance, 2 respondents answered with effective leader contributes to students' performance, meanwhile 2 respondents answered with quality teachers is the main contributing factor of students' achievement and 1 respondent answered with school organization is the main factor.

From this survey, in summary, all respondents agreed that an effective educational leadership among the management and administrative staffs will give a big impact on the students' performance. Meanwhile, 1 respondent felt that, an effective educational leadership not is one of the contributing factors for students' performance. At the same time, 2 respondents agreed that, other than an effective leadership, quality teachers are also one of the main contributing factors on students' performance.

#### 4. Findings

In order to recognize and identify the impacts of an effective educational leadership on the students' performance, the authors have conducted the interview session with the candidate who had an experience in the administration level of the school. As mentioned earlier, her working experience, involve directly with the management of the school as an administrative staff. According to the interviewee's views, her educational leadership considered as how the leaders practice the best leadership style as tools that a leader require. She expressed that effective educational leadership can give an impact to the teachers and the motivated, passionate teacher and quality teacher can ensure the student's outcome will be better. She also believes, an effective leader plays a main role on the teacher's development and also student's improvement. She explained and elaborated on the topic when she was asked what is her understanding on the educational leadership was. She responded;

“For me, the educational leadership is a leadership style that can be practice or implemented by the leader for their management of the school. Educational leadership is a tool that can be practice by the leader to promote effective management and influence others to achieve the mission and vision of the school. Educational leader or principal needs a wide range of skill, knowledge in the management or leadership in order to ensure the outcomes of the students and also overall school improvement.”

From the statement of the interviewee, it is proven and supported by a research by Alma Harris (2011), on implications for the role of principal. It is suggested that principal need to relinquish power and authority that there is an inevitable shift away from leadership as position to leadership as interaction and that principals will need to build high degree of reciprocal trust to negotiate successfully the fault lines of formal and informal leadership. The interviewee also supported the same research that mentioned on the school leaders' role in determination of the students' outcome and school effectiveness. Therefore, the school leaders also need to play their role in educational leadership endure and how to influence and guide others on better performance and achievement.

According to the interviewee, there is no specific effective educational leadership that contribute to the school improvement but based on her experience, she mentioned that 'distributed leadership' or 'shared leadership' is one of the effective models of leadership. She believed that, a good leadership is not about only how to be a good manager but also how the leadership can create more leader. She explained on that when she was asked about what types of educational leadership that is the most effective that can be implemented:

“Actually, I do not have any specific effective educational leadership that have been implemented in my school, but maybe one of it is Shared leadership. I believed that, a good leader will create more leader in their leadership or management skills. As a leader or principal, I think they should delegate and shared some of the task or responsibility to others to ensure the effectiveness of the task. As a good leader also, is very important to build the trust for the staff. Example, when they trust their staff, they can delegate some task to the staff or allow the staff to make any decision. For me, this will encourage the staff to perform well and at the same time, the leader also can guide the staff to do the work efficiently.”

From this statement, we found that the process of delegation of work, decision making and shared responsibility is the best way to create more leaders in the organization. The success of the school can be determined if more leaders and more quality teachers would be trained for the school organization to play their role in achieving the mission and the vision. The students’ outcomes and performance will be prioritized and they will be able to bring academic development as the best of the new generation.

During the interview, the participant mentioned that she, have an experienced when she has been given with one task that she need to do her decision making. On that time, she felt crucial and she was not confident because she felt that, she still lack of experience in doing the task, however with the guidance from the leader, she able to complete the task well. Therefore, she believes the opportunities to do decision making in the management of the school and it is very important as a process to learn how to be a good leader.

To answer the first research question, the participant has mentioned that one of the impacts of effective educational leadership towards the students’ performance is to develop and train motivated, passionate and quality teachers. This is indirectly mentioned during the interview when asked about the impact of effective educational leadership on student’s performance. The participant’s view in the interview has been stated as follows:

“...for me, the impact of the effective educational leadership is directly to teachers first. I believed that a good leader will inspire and motivate their staff to work more efficient. From the good and quality teacher, then we can see the impact towards the teacher’s performance in their teaching. From my experienced, the motivated and passionate teachers will definitely give their best in their teaching. They will be more consistent, ready for the improvement and always ensure they able to meet their target in teaching and students understanding. So I always believed, students outcome, or students improvement will only can take place if we a have a quality and a good teacher.”

This statement supported by the Malaysian Blueprint which stated that, educational leadership and teacher development in Malaysia have been highlighted on how to develop effective and quality teacher. Many researches prove that the terms of quality of teaching from quality teachers are the main factor that related to student achievement.

Now, Moving on to the factors that contribute towards students’ performance. The interviewee defined that, collaboration from the leaders, teacher, parents and society play the important role to ensure the achievement. Even though the school can provide the quality teacher, but without a good leader and support from the parents and the society, the school organization still will be failed to improve the student’s outcomes and performance.

“Yes, I do agree that effective educational leadership is one of the factors that can contributed towards the successful of students’ outcomes however for the school organization, we still need some of input or collaboration from the teachers, parents and the society or communities. Each individual needs to know their role and play their role to ensure we can improve the students’ performance. I believed the success of the students or the school is everybody’s job. All of us need to play our role to ensure this result and achievement.”

We ended the interview session by asking the interviewee the impact of un-efficient educational leadership towards the students’ performance. She highlighted that, inefficient leadership and management can lead to demotivate

teachers and students. She believes, supporting and effective leaders can create happiness and motivation among the staff then lead to drive the staff to work better.

“...from my experience for almost 5 years, the thing that can give me impact from inefficient leadership or management can lead to frustration and demotivation of the teachers, staff and students. It is because, we expect more from the leader”.

“As a staff or teacher, we actually need a guidance from the leader to lead us to achieve the mission and vision of the organization. So if the leaders are not effective enough, how the staff can rely on them? For me, the leader does not need to be perfect, but enough if they can play their role as a leader and they can be leader that we can respect. This trust and respect for me, is very important for the staff to follow the leader.”

Based on the above data received from the interviewee, the results show that an effective leadership, clearly has an impact on the students' performance. This finding is supported by a literature review by Alma Haris (2004), that mentioned, the institution needed for school improvement which involved teachers, government and educational leaders. Therefore, to ensure the improvement of educational system all teachers, school leaders need to play their role in effective educational school leadership.

## 5. Conclusion

This study was undertaken to find out the impact of effective educational leadership on school students' performance as well as overall improvement in Malaysia. The findings were finalized by conducting an interview with one of the International School's staff in Subang Jaya, Malaysia. It is suggested that an effective educational leadership is related to student's performance and achievement of the school. The study has also explored the factors that contribute to the students' performance. Based on the findings of the interview, it is concluded that educational leadership plays a huge role at students' performance in the school. All the schools' principals and leaders of higher education institutions need to ensure the implementation of leadership style and the best model that enables to contribute on the students' performance. This is to make sure that the schools are more effective to serve their students<sup>2</sup> and the community in a better way.

An effective educational leadership and development of school teacher play an important role to students' improvement and school education system in Malaysia. However, it is highlighted that educational leadership is a core to develop a quality teacher for the effective school and improvement. Moreover, for the educational leadership model, distributed and moral leadership is more approachable and need to be implemented in schools in Malaysia for progressive transformation towards better school outcomes.

Overall, the school students' performance in Malaysia may only be achieved by effective educational leadership. However, there is a lot of intervention need to be implemented and in place to ensure the goals and mission for the school improvement can be achieved through educating a better generation and nation for Malaysia. Justin (2016) stated that an effective and stronger leadership and management of the schools are necessary for the strategies that advocate more curriculum and to create direction while reacting to the available policy related. He also explained on the theory of how leadership practices have an impact on teacher performance, and subsequently better student achievement for school improvement.

In conclusion, the leadership among the school leaders in Malaysia should also transform to new models for better improvement. The leaders should be changed from the traditional leadership to more effective leadership style to meet the challenges of new generation, societal needs, unexpected challenges/ issues which each society may encounter (including natural disasters and disease outbreaks), and globalization need. Therefore, this leadership also will contribute to create more leaders by their involvement in decision making. An effective educational leadership plays an important role at educational settings and can meet the societal needs and find solutions to unexpected issues and challenges in each society; the effective educational leadership is the main contributing

factor on students' performance. It is because of a good leader who can create and train more leaders and quality teachers to achieve the mission and vision of the educational organizations.

## References

- Alma Harris, M.J. (2010). Professional learning communities and system improvement. *Improving Schools*, 172-181.
- Haddon, A, Loughlin, C, McNally, C. (2015). "Leadership in a time of financial crisis: what do we want from our leaders?", *Leadership & Organization Development Journal*, Vol. 36 Issue: 5, pp.612-627, <https://doi.org/10.1108/LODJ-12-2013-0166>
- Harris, A., (2003). Teacher Leadership as Distributed Leadership: Heresy, Fantasy or Possibility? *School Leadership and Management*, 313-324.
- Harris, A., (2004). Distributed Leadership and School Improvement. *Educational Management, Administration & Leadership*, 11-24.
- Harris, A., & Spillane, J. (2008). Distributed Leadership Through The Looking Glass. *Management in Education*, 31-34.
- Justin D. Pereira, (2016) School Improvement as localized policy: A review of the educational leadership and teacher development literature in Indonesia and Malaysia [https://www.headfoundation.org/papers/2016\\_-\\_3\)\\_School\\_Improvement\\_as\\_Localized\\_Policy\\_A\\_Review\\_of\\_the\\_Ed\\_Leadership\\_and\\_Teacher\\_Dvlpmnt\\_Lit\\_in\\_Indonesia.pdf](https://www.headfoundation.org/papers/2016_-_3)_School_Improvement_as_Localized_Policy_A_Review_of_the_Ed_Leadership_and_Teacher_Dvlpmnt_Lit_in_Indonesia.pdf)
- Leithwood, K., Jantzi, D. and Steinbach, R. (1999), *Changing Leadership for Changing Times*, Buckingham: Open University Press.
- Muijs, D. and Harris, A. (2007), Teacher leadership in (in)action: Three case studies of contrasting schools, *Educational Management, Administration and Leadership*, 35 (1): 111-134.
- Palermo, C & Thomson, M.M. (2019). Large-scale assessment as professional development: teachers' motivations, ability beliefs, and values. *Teacher Development*, 23:2, 192-212. <https://doi.org/10.1080/13664530.2018.1536612>
- Spillane, J., P. (2005). Distributed leadership. *The Educational Forum*, 69, 143-150. <https://doi.org/10.1080/00131720508984678>
- Spillane, J. P. (2006). *Distributed leadership*. San Francisco: Jossey-Bass.



# High School and Vocational Students' Interest to Pursue Higher Education in West Java, Indonesia

Johar Maknun<sup>1</sup>, Agus Solehudin<sup>1</sup>, Rina Marina<sup>1</sup>, Juang Akbardin<sup>1</sup>, Dwi Lestari<sup>1</sup>

<sup>1</sup> Lecturer in the Faculty of Technology and Vocational Education, Universitas Pendidikan Indonesia

Correspondence: Johar Maknun, Faculty of Technology and Vocational Education, Universitas Pendidikan Indonesia. Jl. Dr. Setiabudi No. 229 Bandung 40154, West Java, Indonesia; E-mail: joharmaknun@upi.edu

## Abstract

The purpose of this study was to determine the preferences of High School and Vocational students to join college. The research method used was a quantitative descriptive while data analysis was based on Relative Percentage Frequency. The results showed that the interest of the high school and vocational students to proceed to college was in the high category. The number of vocational students interested in advancing their education are higher than high school students. In engineering, high school students have a higher interest than vocational. The study shows that student preferences in choosing the field of expertise and study programs in college differ.

**Keywords:** Interest Preferences, High School, Vocational Students

## 1. INTRODUCTION

Based on Government Regulation (PP) Number 19 of 2005 on National Education Standards, Vocational High Schools (SMK) is expected to prioritize the development of student skills to carry out certain types of work. Senior High School (SMA) is a level of secondary education which prioritizes the mastery of theoretical knowledge as a prerequisite for higher education. In educational programs, practical lessons are highly prioritized compared to theories in Vocational High Schools. In contrast, theoretical lessons are given more weight in high school. In general, Vocational High School graduates have the same opportunity for higher education.

Higher education decisions in a study program are not only based on general information. The decision should be based on the goals to be realized, interests and talents, intellectual and financial abilities, and the reputation of the college. Choosing the right study program is a challenge since the decision is based on several things, including interests and the impact of the study program on an individual in the labor market.

A survey by Fresh Student Living showed that the most needed study programs in 2018 include (1) Medicine and Dentistry, (2) Veterinary Medicine; (3) Other Fields of Medical Study; (4) Architecture, Building and Planning,

(5) Education, (6) Engineering, (7) Computer Science, (8) Mathematics, (9) Business and Administration, and (10) Law (Anonymous, 2019). In 2012, *Infoakademika* released the survey results of the Higher Education Careers Service (HECSU), which determined the 10 most useful study programs in the labor market. They include the following (1) Medicine and Dentistry, (2) Pharmacy and Nursing, (3) Education, (4) Science, Technology, Engineering and Mathematics (STEM), (5) Law, (6) Language, (7) Biology, Agriculture, and Animal Science, (8) Creative Arts and Design, (9) Mass Communication and Documentation, and (10) Philosophy and History.

Factors influencing the choice of study programs in College are divided into two. The first group constitutes factors from inside students, including interests, personality, and self-concept. The second category includes factors from outside students, including parents, peers, socioeconomic environment, culture, and aptitude and interest test suggestions (Seligman, 2006). Employment opportunity is another significant factor influencing students' decision making in a study program (Margareth, 2006).

The choice of study programs in tertiary institutions is influenced by career orientation. This is the individual's attitude toward the choice of further education and clear work, self-understanding, consideration of opportunities, exploration of relevant sources of information, and future planning. It is the readiness of individuals to make choices or career decisions (Sharf, 1992). This is based on the assumption that career decisions occur in all ranges of life.

The career orientation process starts at a young age and ends with resignation from working. High school/vocational students are included in the process of career orientation development (Crites, 1980). Psychologically, they are teens aged between 15-18 years. They have an interest in work marked by starting to think seriously about the future. During childhood and early adolescence, many boys and girls assess various types of work, such as law and medicine. However, their assessment is often based on the stereotypes conveyed by the media. As they approach adulthood, they begin to assess the work according to ability, time, and costs required.

Based on the theory of career development, high school/vocational students are in the exploration stage. In career exploration, individuals think of various alternatives, though they have not made binding decisions (Winkel, 1997). In the exploration stage, students can more accurately describe the chances of success at a job in the future (Sharf, 1992). The objective of career development at this stage is to achieve the crystallization of a preferred career. This is the period in which students formulate job opportunities and understand the relationship between career development and self-concept in determining relevant education (Osipow, 1983).

## 2. RESEARCH METHOD

The study uses a survey design, which takes a sample from a population and uses a questionnaire for data collection. It is a descriptive study, which describes the phenomena and symptoms or problems (Singarimbun, 1989).

The population for the study includes high school and vocational students of class XII in West Java. The sampling technique used is purposive, which determines samples with certain considerations. The schools used as samples are listed in Table 1.

Table 1 Research Samples

No	School Name	Number of High School Respondents	Number of Vocational Respondents
1	Vocational High School X1		47
2	High School Y1	55	
3	High School Y2	79	
4	Vocational High School X2		63
	Number	134	110

Total	244
-------	-----

This study uses descriptive data analysis techniques. The calculation in the questionnaire uses Descriptive Percentage. The data analysis involves finding the Relative Percentage Frequency with the following formula:

$$P = \frac{f}{N} \times 100\%$$

P = percentage, f = frequency of respondents, and N = total respondents.

### 3. RESULTS AND DISCUSSION

A college is an educational institution that prepares future qualified, efficient, and ready to compete Human Resources (HR). In case the output of colleges meets these qualifications, the dignity of the Indonesian people can be better worldwide. Every student through with education at a High School (SMA) and Vocational High School (SMK) faces various choices, including the decision to continue to college, take a course, find a job or remain unemployed. Table 2 shows the interests of high school and vocational students to join college, especially Indonesia University of Education.

Table 2. The Interests of High School and Vocational Students to join College (Indonesia University of Education)

No	Type of Education	Interested		Not Interested	
		Total	%	Total	%
1	High School (SMA)	100	74.6	34	25.4
2	Vocational High School (SMK)	101	91.8	9	8.2

Based on Table 2, graduates of Vocational High School (SMK) and High School (SMA) interested in joining Indonesia University of Education for the Faculty of Technology and Vocational Education are 91.8% and 74.6%, respectively. The students' interest is in the high category. This is because every student has a tendency and desire to advance their education to a higher level. According to Rini (2012), advancing to college begins with a sense of interest and the need to develop knowledge. The existence of an interest in a person encourages actions and participation.

The high number of students interested in joining college is motivated by different reasons, including the ease of accessing information about colleges, various scholarships offered, and opportunities for better jobs after graduation. Also, joining college adds insight, knowledge, and experience that can be useful for their future. This is because, in this increasingly advanced and modern era, many people are competing to advance education and improve the quality of life. The high interest to join college is also encouraged by special scholarships by the government for high achieving students from underprivileged families through Bidikmisi scholarships.

Apart from interests, the views or perceptions about future employment opportunities obtained after college education also impact students' decisions. According to Brennan (1991), perception is the oldest and most traditional field of psychology that relates to views. The perception of employment opportunities interest to advance to higher education. Additionally, parents' economic background also influences their interests to advance education. Perception students influence the choice to join the Indonesia University of Education, Faculty of Technology and Vocational Education.

Higher education prepares students with academic and professional abilities that can implement, develop, and create science and technology. Therefore, higher education creates experts who in the form of actors, implementers, and discoverers of things that benefit people. The Faculty of Technology and Vocational Education in Indonesia University of Education for undergraduate level consists of educational and engineering study programs. The description of the choice of expertise types of high school (HS) and vocational (VHS) students are shown in Figure 1 below.

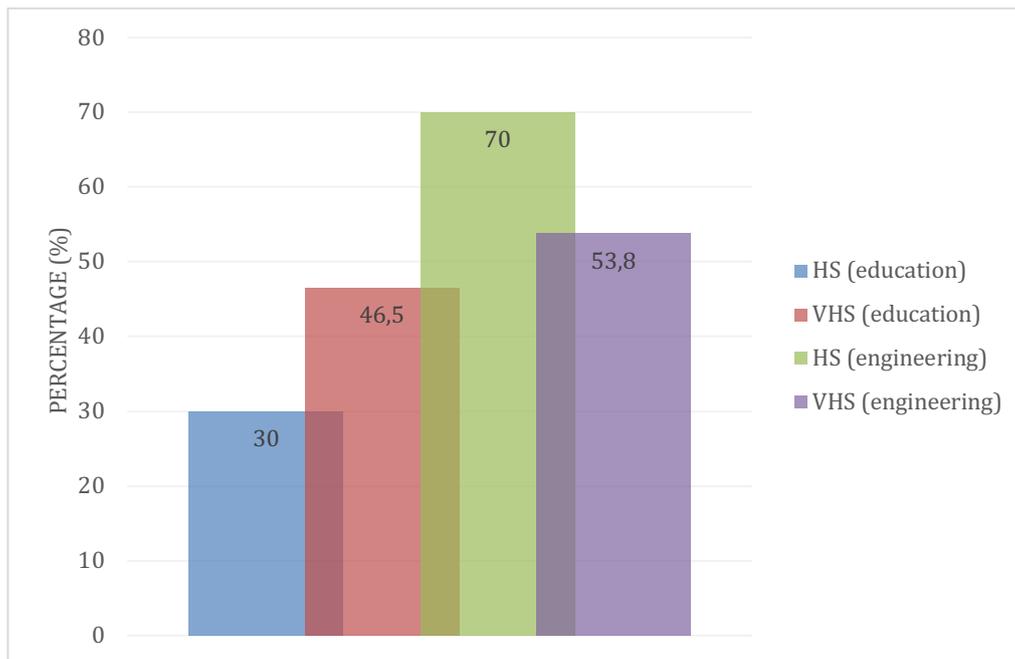


Figure 1. The choice of expertise types of high school and vocational students

Interest for joining tertiary institutions is influenced by several factors, both internal and external. The internal factors include the willingness and academic success. Willingness refers to desires to deepen certain knowledge and skills, achieve certain goals, and have a bachelor degree. External factors include the socioeconomic status of parents and environmental influences. The data shown in Figure 1 represent these choices. Vocational students choosing education are higher than those in high school. This is because vocational students receive more information about the Faculty of Technology and Vocational Education (FPTK) at the Indonesia University of Education from their teachers. The information obtained is often about study programs in the field of education.

High school students choosing engineering are higher than vocational. This is because they do not get specific information about the Faculty of Technology and Vocational Education (FPTK) at the Indonesian University of Education. They made choices based on information obtained from various sources. The choice of high school students in engineering is in line with Soutar and Turner (2002) which stated that the four determinant variables of preference for a college include course suitability, academic reputation, job prospects, and teaching quality. This is also in line with Rosen, et.al (2006) which stated that in case individuals have an interest in objects, they might automatically be attracted to them. Interest encourages a person to be attracted to an object, increasing the desire and willingness to own it.

The choice of study programs by students is then deepened. The choice of study programs for education and engineering is shown in Figures 2 and 3, respectively.

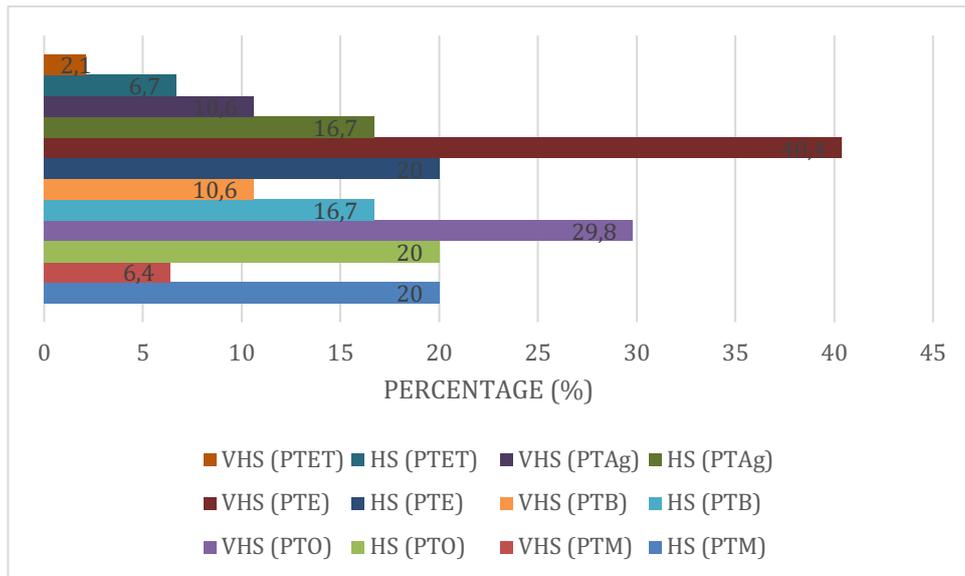


Figure 2. Preference of choice of study programs in education

The choice in favor of education is almost the same for Electrical Engineering Education (PTE), Mechanical Engineering Education (PTM), and Automotive Engineering Education (PTO) study programs. The program with the lowest choice is the Renewable Energy Engineering Education (PTET). The highest choice for vocational students in the Electrical Engineering Education (PTE) and Automotive Engineering Education (PTO) study programs.

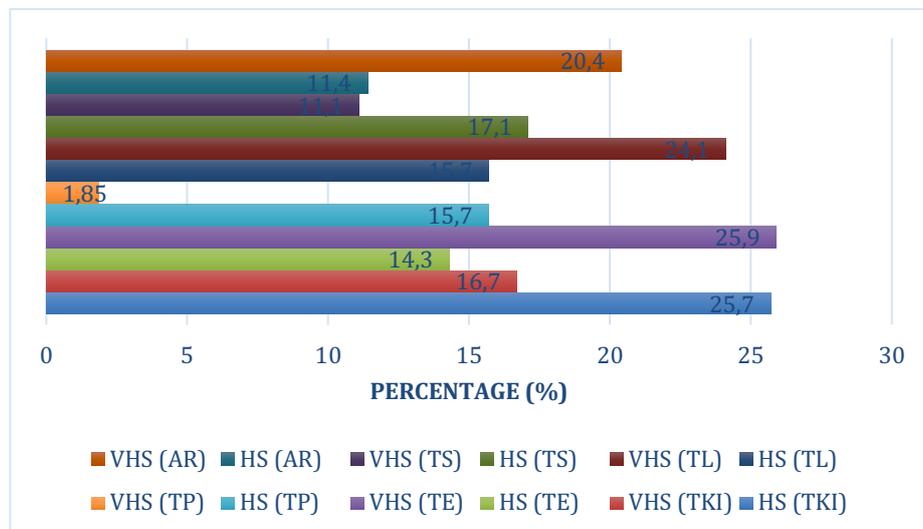


Figure 3. Preference of choice of study programs in engineering

For engineering, the highest choices include Industrial Chemical Engineering (TKI), Civil Engineering (TS), Logistics Engineering (TL), and Food Engineering (TP) study programs. The highest choice of vocational students in the Electrical Engineering (TE), Logistics Engineering (TL), and Architecture (AR) study programs. The lowest choice of vocational students is the Food Engineering (TP) study program.

The choice of study programs for education and engineering is in line with Hurlock (1979) which stated that interest plays a significant role in life and has a large impact on behavior and attitudes. Therefore, an interest in an object influences attitude and behavior. Students with an interest in something strive to achieve despite the obstacles. In contrast, less interested students tend to avoid something even when supported by a variety of facilities.

#### 4. CONCLUSION

Students' desire to advance to college is a tendency that contains feelings of pleasure, attention, interests, needs, hopes, encouragement, and willingness to continue learning to a higher level after graduating from high school. The interest of the high school and vocational students to advance their education to college is in the high category. Vocational students interested in the education field are higher than those in high school. In engineering, high school students have a higher interest than vocational. The data show that the preferences of high school and vocational students are different in choosing study programs in colleges.

Students interest to join college is influenced by family and environment. Therefore, parents and the government need to participate in encouraging high school and vocational students to advance their studies. Parent and family participation is essential and should provide facilities and infrastructure to support educational activities. Also, the government should provide scholarships to high achieving students from underprivileged families.

#### References

- Anonim. (2019). 10 Jurusan dengan Prospek Kerja Paling Bagus. Tersedia: <https://www.hotcourses.co.id/study-abroad-info/subject-info/10-jurusan-s1-dengan-prospek-kerja-paling-bagus/>
- Brennan, J.F. (1991). *History and systems of psychology*. Englewood Cliffs, NJ: Prentice Hall.
- Crites, J. O. (1980). *Career Counseling: Models, Methods, and Material*. McGraw-Hill Book Company. United States of America-New York.
- Hurlock, E.B. (1979). *Developmental psychology*. New Delhi: [Tata McGraw-Hill](#)
- Infoakademika. (2012). Survey 10 Jurusan Bergengsi di Dunia Kerja (diakses pada tanggal 05 Januari 2019 13:05 WIB)
- James M. Curran, J.M. & Deborah, E.R. (2006). Student Attitudes Toward College Courses: An Examination of Influences and Intentions. *Journal of Marketing Education*, 28 (2), 135-148.
- Margareth. (2006). *Perencanaan Karir Siswa SMA dan keterkaitannya dengan Orientasi Nilai dan Aspirasi Karir Orang Tua*. Tesis. PPS UPI: tidak diterbitkan
- Osipow. (1983). *Theories of Career Development*. Third Edition, McGraw-Hill Book Company. United States of America-New York.
- Peraturan Pemerintah Nomor 19 Tahun 2005 Tentang Standar Nasional Pendidikan.
- Seligman, Martin. (2006). *Learned optimism*. New York: Vintage Books.
- Sharf, R. S. (2002). *Appllying Career Development Theory to Counseling*. Pasific Grove: Brooks/ Cole-Thomson Learning.
- Singarimbun, Masri. (1989). *Metode Penelitian Survei*, Jakarta: LP3 ES.
- Soutar, G.N. dan Turner, J.P. (2002), "Students' preferences for unversity: A conjoint analysis", *The International Journal of Educational Management*, Vol. 16, pp. 40-5.
- Winkel. (1997). *Bimbingan dan Konseling di Instansi Pendidikan*. Remaja Rosdakarya. Bandung.



# ‘He is So Determined! I Can Also Do It and Be Like Him’: Exploring Campus Male Influence in Female Students’ Career Aspirations

Justine Namaganda<sup>1</sup>, Joseph Kimoga<sup>2</sup>

<sup>1</sup> Department of Educational Leadership and Management, School of Management Science, Uganda Management Institute, P.O Box 20131, Kampala-Uganda

<sup>2</sup> East African School of Higher Education Studies and Development – College of Education and External Studies, Makerere University, P.O. BOX 7062, Kampala, Uganda. Email: kimogaj@yahoo.com

Correspondence: Justine Namaganda. Email: jbazarama@gmail.com

## Abstract

Being determined to achieve a purpose is a necessary ambition for success. Various factors influence one’s determination to pursue a specific goal. Scholars have spent much effort in exploring and discussing such factors in relation to female pursuance of career goals. However, little attention has been put on campus male influence on female students’ career aspirations. This is the main focus of this article. We find that campus male influence on the female students’ career aspirations is through female acquired courage, positive inspiration and strengthening certainty. We recommend that the Campus career guidance department year round instills and strengthens in the female students an ambitious focus on any non-gender exclusive career.

**Keywords:** Male and Female, Career Aspiration, Courage, Inspiration, Certainty

## 1. Introduction

Scholars have found out a number of factors that impact on the female students’ career aspirations such as, parents (Lerdpornkulrat, Koul & Sujivorakul, 2012), teachers (Weisgram & Bigler, 2007), peers (Wentzel, 2009b), environment (Khattab, 2015), availability of jobs, employment security, prestige associated with the profession, availability of advancement (Mutekwe, 2008), self-employment opportunities and high income Rashid, Ghotane, Abufanas, & Gallagher, 2013). This adds to Frye (2012) who links four elements to female students’ career aspirations success: ambitious career goals, sustained effort, unflagging optimism, and resistance to temptation. This implies that one’s aspirations should be interpreted not as rational calculations, but instead as assertions of a virtuous identity, claiming to be what one aspires. However, scanty scholarly concern has been dedicated on the nature of campus male influence on female student’s career aspirations. This provoked us to delve into this scholarly gap. We used focused interviews to interact with some selected female students on literature-based issues of courage, inspiration and certainty in relation to their career aspirations. We found that campus male influence

on the female students' career aspirations is through female acquired courage, positive inspiration and strengthening certainty. We recommend that the Campus career guidance department year round instills and strengthens in the female students an ambitious focus on any non-gender exclusive career.

## 2. Literature

According to Lerdpornkulrat, Koul and Sujivorakul (2012), male parents influence high school students' career aspirations. While male parents have a strong impact on their female children; they also have the potential to shape their orientation towards achieving their professional goals. Pomerantz, Grolnick and Price (2007) indicated that there are three distinct male parent roles in how girls approach achievement of any chosen career; parents' behavior in girls' schooling, parents' perceptions of girls' achievement and parental effect which is the relationship between parents and girls. Therefore, when parents get involved in the affairs of their children, it enables them to have courage and even think positively as well as paying attention to their future responsibilities (York 2008). When female children see their male parents as the persons who have the greatest impact on their career goals, they tend to alter their career choices according to the inspiration got from them. Similarly, Mutekwe, Modiba, and Maphosa (2011) concur that career choices and aspirations for females are influenced by male parental expectations.

Many girls prefer masculine jobs that often come along with high salaries which also allow them to courageously stay closer to their families (Sikora & Pokropek, 2011). This designates total commitment and certainty on the side of girls as they take on masculine courses as long as they result in to well-paying jobs. This also warrants parents to be aware of their behavior.

In associating male role with females' career aspirations, Andrade (2013) and Martin (2010) confirmed that male dominance influences career aspirations of female students. Therefore, females value education as a means of honouring family, securing their future, and bettering the lives of family and tribes. There is also a whole range of factors which are; teachers, gender role socialization, parental expectations, socio-economic status of parents, teacher attitudes, as well as gendered occupational landscape in which females exist. Teachers influence female students. In the school environment, teachers play an important role on students' career decision. Prior research explored that female students, especially science majors are influenced by high school teachers and guidance counselors in making University plans, Weisgram and Bigler (2007). Moreover, the study conducted by Brok, Fisher and Koul (2005) indicates that the more dominant and cooperative the teacher is perceived, the greater the students' enjoyment in science, hence inspiring them.

Peers also influence female students. Socially, relationships and esteem from others are basically the human needs, especially for teenagers they also look for love and acceptance (Lerdpornkulrat, Koul & Sujivorakul, 2012). In the school context, students enjoy having relationships with peers and also want to have social competence (Wentzel, 2009b). Social competence with peers at school can be defined as the degree of peer acceptance, peer group to include all peers' identity groups, both dominant and marginalized group, in school assemblies to give them a feeling of belongingness and ownership and to give them courage to attend classes. Kochung and Migunade (2011) discovered that peers, social acceptance, self-esteem, peer group membership and relationship of friends also influence female students' career aspirations. They also stressed certain benefits that people expect to come with the chosen career as they plan for career choices. The benefits are referred to as outcome expectations. These outcome expectations include: availability of jobs, employment security and prestige associated with the profession, availability of advancement, ability to choose career specialization, self-employment opportunity and opportunity to apply skills and knowledge (Mutekwe, 2008). Although some students choose the careers that give high income (Sikora & Pokropek, 2011), discrimination in certain professions also prevents students from choosing certain careers Kochung and Migunade (2011), hence uncertainty in particular fields. Therefore, it is very important for females to be more certain of the availability and security of jobs especially when making their plan. To this, Khattab (2015), Olamide, and Olawaiye, (2013) also concluded that environment has a great effect on the educational career aspirations of females. There is a number of societal factors that impact on the female students' career aspirations such as, peers, advancement, self-employment opportunities and high income. These pressures are simultaneously internal and external, personal and social.

Social status, intelligence, gender, competences, values, and interests of each person are relevant for the construction of career aspirations (Dias, 2013). Therefore, these levels are highly influenced by self-esteem, which is closely related to the social value of career options and paths. The more central self-esteem is, the less susceptible it will become to change other factors such as educational level, profession accessibility, or gender adequacy. Female students' career aspirations are also motivated by a hospitable school culture, relevant learning opportunities, and positive personal influences outside the realm of the school (e.g., family role models and Elder influence) Preston and Claypool (2013). This means that students are inspired to make good career choices depending on the motivating experiences from their learning awareness, knowledge, continuous improvement and perseverance. An implication is that all educators need to incorporate their experiences when teaching. This is echoed by the assertion by Russell (2012) that positive perceptions of female professional environment influence their career aspirations. Therefore, any educational environment should never be taken for granted since it's a source of inspiration to many students who embrace it. However, Xu (2013) associated positive career outcomes with individuals who have an occupation closely related to their college major, such as a better income profile and greater job satisfaction. As a matter of fact, an important perspective should be offered to consider career outcome effectively in order to address student career success.

Financial stability and gaining professional experience emerge as the most important influence on female short-term career aspirations (Rashid, Ghotane, Abufanas, & Gallagher, 2013). Such important influences expand females' expectations of a successful career outcome and eventually promote interest in various careers which sparks certainty in their career aspirations (Domene, Socholotiuk, Lyndsay & Woitowicz, 2011). Female students value formation and knowledge of future possibilities through examining learning experiences, outcome expectations, career interests and career choices. Therefore, as scholars suggest, counsellors need to provide more effective career intervention programs, Tang, Pan and Newmeyern (2008). On the other hand, other research has related female's career aspirations to environment (Abiola, 2014) as well as personal issues, class structure, instructor behaviour and issues, student performance and class scheduling (Stripling, Roberts & Israel, 2013).

### **3. Method**

In order to pursue the purpose of this study, we opted to use Makerere University as our contextual case where there are distinct differences in male – female percentage ratios in administration 52.3:47.7; academic staff 73.1:26.9; and students 52.7:47.3 (Makerere University, 2017). We used focused interviews on three factors that stood out from the above literature, namely; courage, inspiration and certainty so as to explore campus male influence in female students' career aspirations. We chose four colleges from the two disciplinary fields; two from sciences (College of Engineering, Design, Art and Technology (CEDAT), and College of Health Sciences (CHS) and two from humanities (College of Humanities and Social Sciences (CHUSS), and College of Education and External Studies (CEES)). We interviewed two female students from every college, making a total of eight. The names herein are pseudonyms.

### **4. Findings**

#### **4.1. Acquired Courage**

In pursuing their career aspirations males act as a source of courage to the females. This was emphasized by Chantal, Florence and Rehema. Particularly Rehema said:

If I look at a boy doing what he loves to do, it gives me this kind of push and courage even if I have been reluctant, I imagine if this person is determined then I can also do it and be like him, I feel influenced in all my encounters. It gives me a direction of what I am supposed to do and not to do. The determination in him gives me the strength to go on in life regardless of the challenges that may happen and even survive in this life and wait for what the future holds.

To have a clear career passage, as Rehema seems to suggest, females should have a sense of direction in all they do. This could be due to certain talents that individuals have, which promote equality of opportunity as emphasized in liberal feminism. Since all people deserve an equal chance to develop their capabilities, this eventually enables them to achieve personhood. The encouragement and determination given by males, could have given her the strength to go ahead amidst all shortcomings. Equal ability to do things guarantees every student an equal opportunity to participate in all aspects of the educational process, including learning facilities. This acts as a platform for the females to acquire equality since it is a source of strength in their career aspirations.

This encouragement has enabled them to even avoid complaining and get more committed to study which in away refines their pursuance of their career aspirations. Florence shared that:

With determination, the male students influence the females to live a complaint free campus. Because we have a lot of course units to read and it's like we study from 4 different departments. Because we have the department of the foundations, the teaching subjects, then for each teaching subject, each one of them belongs to a different department. So when you look at all that, the work load becomes too much and the girls are always complaining I can't handle this work load it's too much for me. So whereas the girls are busy complaining, the boys are buying hand outs and reading them. So when a lecturer comes to class you don't have an idea of what they are talking about but you see a boy putting up his hand and explaining everything and you just look on like that. So when you see how determined the males are, ... girls will end adjusting their ways instead of wasting their time complaining they will spend it productively by working hard like the boys foreseeing their future.

#### **4.2. Positive Inspiration**

Rehema and Florence shared that male people in their academic encounters who are fully committed to whatever they do have been a source of inspiration to their (female) career interests. Rehema precisely said:

Like in my career e.g. in the medicine field there's a Doctor when he is doing something he does it out of passion, all the surgeries he does are done out of passion. It's not about the money he is going to earn but he wants to help out the humanity. I was used to read his books when I was in high school I would feel like I want to do things with passion. So I felt that people who do things out of passion do them out of love. So concerning my career medicine, I always feel that's where I belong like if I treat a child within 3 days and he's okay I feel okay. You know children are not the same as adults. Children will also show on their faces that they are okay.

Rehema may have meant that males have positive energy because they work with passion which in turn inspires females in their actions. Through inspiration, females will also do what males do without any reservations, hence promoting equality. In her field of medicine, where she claims a certain doctor has made her career aspirations transformed, she has picked the virtue of working with passion regardless of financial benefits. Her thinking is not different from Carol's statement that, "boys want to live up something practical, so if you are around them they would actually advise you to live up to something too or you will want to do it because you see them doing it which is a positive thing." Males motivate females to be like them in all spheres. This acts a platform to promote equality as females plan for their careers.

According to Carol and Florence, being near males actually gives positive energy and this helps it them to work with inspiration regardless of any challenges. As Carol said, "boys want to live up something practical, so if you are around them they would actually advise you to live up to something too or you will want to do it because you see them doing it which is a positive thing.

#### **4.3. Strengthened Certainty**

Certainty is an important element in fostering a self-motivated person. A core environment of certainty and stability allows a person the freedom to grow and develop with less confusion, anxiety, and conflict. This in turn fosters reasonable risk taking, resiliency, heightened productivity, self-motivation, and self-worth. Due to high confidence levels, many students want to contribute to the society by helping in any way possible. Unfortunately, female students in this study seemed less certain about their career decisions. This could be due to some negative

factors that influence their perceptions of career competence and certainty. Pursuing career aspirations can be unseating due to uncertainties involved. Chantal stated that:

I fear to predict the future. I fear because it's all by God's luck not our own making. Due to such uncertainties, it becomes a challenge to plan and as a result it influences female students' career aspirations negatively because this brings about poor planning for the future due to the fear of what the future holds for us.

Josephine particularly attributed this uncertainty to the male dominance on course and in the jobs related to her field of pharmacy she noted:

We have a challenge with these males dominating, so we don't really share much in common apart from doing the same course. With our life styles we sit down and plan about our career, what I'm looking at after my 4 year course and then I ask myself whether I am not risking. Everywhere out there it's the males who occupy the field. In the end I lose hope; I feel that I'm in the wrong place. Why are women out there who did pharmacy not into it? Perhaps even me I'm just wasting my time.

The socio-cultural environment within which Josephine was brought up could have made a strong impact on her. Traditionally among the Kinyankole culture; her tribe, medicines were administered by whoever was endowed with that talent, male or female. Despite the big number of female graduates in pharmacy, her dissatisfaction with the small number of female pharmaceutical practitioners could be due to her socio-cultural background. Although it shows how modern society discriminates against women, liberal feminism advocates for a just society which allows individuals to exercise their freedom and fulfil themselves.

Therefore, Josephine would expect equal gender participation in the pharmaceutical practices as it was traditionally. Therefore, there could be socio-economic barriers that militate against her expectation, for instance attitude, financial constraints, marital obligations and so on.

Males differ from females in being disposed to career issues. Theirs is often positive and focused. This at times may restore certainty into some females to stick to their career aspirations. In this relation, Florence shared that:

In most cases female students don't know what they want to become, for instance in my literature class we are all pursuing a bachelors of Education, but when I ask my female colleagues what they want to be, I hear them saying all sorts of weird dreams. Someone says I want to be a television presenter, another says I want to be an Air hostess and so on. But I find boys committed saying me I love teaching and it's what I will base on and all that. So when I get some career guidance from my colleagues, it enables me to think out of the box and look through all those aspirations I have so that at the end of the day I have one major thing to focus on. Also whereas most girls are busy cursing; I never wanted to do education, I hate this course and all that their male colleagues will always tell them but you are doing Education now. Its better you give it all your time, pass the course and then can look into other things later. This makes the girls to have a better focus, because it is here at the moment. Males act as influencers to the girls because they always discuss issues of career choices.

## **5. Discussion**

### **5.1. Acquired Courage**

According to Lerdpornkulrat, Koul and Sujivorakul (2012), males influence female students' career plan. While males have a strong impact on their female counterparts, they also have the potential to shape their orientation towards achieving their professional goals. Therefore, when males get involved in it enables females to have courage and even think positively as well as paying attention to their future responsibilities (York, 2008). When females see males as the persons who have the greatest impact on their career goals, they tend to alter their career choices according to the inspiration got from them. Success may not be achieved if courage is missing. This is reflected in most of the assertions made by the females when they made it clear that in pursuing their career plan males act as a source of courage to them. This was emphasized by Chantal, Florence and Rehema. Particularly Rehema said:

If I look at a boy doing what he loves to do, it gives me this kind of push and courage even if I have been reluctant, I am like if this person is determined then I can also do it and be like him, I feel influenced in all my encounters.

It gives me a direction of what I am supposed to do and not to do. The determination in him gives me the strength to go on in life regardless of the challenges that may happen and even survive in this life and wait for what the future holds.

This encouragement has enabled them to become more committed to study which in away refines their pursuance of their career plans.

## 5.2. Positive Inspiration

The power of inspiration cannot be underestimated. When females are inspired and presented with potential advancement, they are more likely to progress. Females perform at their best when they are inspired by males (Mutekwe, Modiba, & Maphosa, 2011). Findings from my study indicate that females are more likely to succeed in any career venture when they are inspired by males. Rehema and Florence shared that, “males in their academic encounters who are fully committed to whatever they do have been a source of inspiration to their (female) career interests.” Rehema precisely said:

Like in my career e.g. in the medicine field there’s a Doctor when he is doing something he does it out of passion, all the surgeries he does are done out of passion. It’s not about the money he is going to earn but he wants to help out the humanity. I was used to read his books when I was in high school I would feel like I want to do things with passion. So I felt that people who do things out of passion do them out of love. So concerning my career medicine, I always feel that’s where I belong like if I treat a child within three days and he’s okay I feel okay. You know children are not the same as adults. Children will also show on their faces that they are okay.

According to Carol and Florence, being near males actually gives positive energy and this helps them to work with inspiration regardless of any challenges. As Carol said, “boys want to live up something practical, so if you are around them they would actually advise you to live up to something too or you will want to do it because you see them doing it which is a positive thing.” Similarly, in associating male role with females’ career plan, Andrade (2013) and Martin (2010) confirmed that male dominance influences career plans of female students. Therefore, females value education as a means of honouring family through their fathers, securing their future, and bettering the lives of family and tribes. On a general note, male parental encouragement has a positive influence on their female children’s’ HE transitions, commitment, inspiration, certainty and persistence (Andrade (2009); Andrade & Evans (2009). These findings support the male figure in the family and enhance formation of female aspirations.

## 5.3. Strengthened Certainty

Mutekwe, Modiba, and Maphosa (2011) concur that career choices and aspirations for females are influenced by male parental expectations. This means that many girls prefer masculine jobs that often come along with high salaries which also allows them to courageously stay closer to their families (Sikora & Pokropek, 2011). This designates certainty on the side of girls as they take on masculine courses as long as they result in to well-paying jobs. This also warrants parents to be aware of their behavior and autonomy support focusing on the ways used to allow and encourage their children to design their own careers.

Female students had mixed feelings when talking about how certain their career plans were; Josephine particularly attributed uncertainty to the male dominance on course and in the jobs related to her field of pharmacy she noted: We have a challenge with these males dominating so we don’t really share much in common apart from doing the same course. With our life styles we sit down and plan about our career, what I’m looking at after my four year course and then I ask myself whether I am not risking. Out there it is mostly the males who occupy the field. In the end I lose hope; I feel that I am in the wrong place. Why are women out there who did pharmacy not practicing it? Perhaps, I am just wasting my time.

Nevertheless, being positive and focused at times may restore certainty into some females to stick to their career plans. In this relation, Florence shared that:

When I get some career guidance from colleagues it makes me think out of the box and also look through all those aspirations I have so that at the end of the day I zero to one thing. Its better you give it all your time, you pass the

course and then you can look into other things later. This makes the girls to be focused because it's what is there at the moment. Males act as influencers to the girls because they always discuss issues of career choices.

Therefore, it is very important to note that planning for any career, female students should be absolutely certain of their choices basing on the surrounding factors.

## 6. Conclusion

We conclude that campus male influence on the female students' career aspirations is through courage, inspiration and certainty. In pursuing female career aspirations, males act as a source of courage to the female, because the determination of the boys gives females courage and strength to persevere regardless of the challenges. Findings also indicated that females succeed in their career ventures when they are inspired by males, because males are fully committed to whatever they do. However, due to male over presence even in jobs and professions formerly assumed to be for females, it creates great uncertainty for females. This uncertainty notwithstanding, male over presence in Higher Education has encouraged positive ambition reflected in female career aspirations.

## 7. Recommendation

Basing on the findings and conclusions related the purpose of exploring the nature of campus male influence in female students' career aspirations, we recommend that the University department in charge of career guidance should endeavor to continuously create awareness for career paths available to all females throughout their entire study and the positive returns of their desired career aspirations. This could as well be done through regular career guidance workshops conducted by professionals. Instilling and strengthening in the female students an ambitious focus on any non-gender exclusive career may reduce the uncertainty among female students.

## References

- Abiola, J. (2014). Impact of educational aspirations on vocational choices of the female secondary schools in Ondo west local government area of Ondo staff, Nigeria, *European Scientific Journal*, 1, 224-233.
- Andrade, M. S. (2009). The value of a first-year seminar: International students' insights in retrospect. *Journal of College Student Retention*, 10(4) 483-506.
- Andrade, M. S. (2013). I can do everything: Family influence on American Indian women's Educational aspirations. *Journal of American Indian Education*, 52(1), 3-25.
- Andrade, M. S., & Evans, N. W. (Eds.). (2009). *International students: Strengthening a critical resource*. New York, NY: Lanham, Rowman & Littlefield Education.
- Brok, P. D., Fisher, D., & Koul, R. (2005). The importance of teacher interpersonal behaviour for secondary science students' attitudes in Kashmir. *Journal of Classroom Interaction*, 40(2), 5-19.
- Dias, D. (2013). Students' choices in Portuguese Institutions of higher education: influences and motivations. *European Journal of Psychology of Education*, 28(2), 437-451. Retrieved from <http://www.jstor.org/stable/23421903>
- Domene, J. F., Socholotiuk, K. D., Lyndsay A., & Woitowicz, L. A. (2011). Academic motivation in post-secondary students: Effects of career outcome expectations and type of aspiration. *Canadian Journal of Education*, 34(1), 99-127.
- Frye, M. (2012). Bright futures in Malawi's new dawn: Educational aspirations as assertions of identity. *American Journal of Sociology*, 117, 1565-1624.
- Khattab, N. (2015). Students' aspirations, expectations and school achievement: what really matters? *British Educational Research Journal*, 41 (5), 731-748. doi: 10.1002/berj.3171
- Kochung, E., & Migunade, Q. (2011). Factors influencing students career choices among secondary school students in Kisumu municipality, Kenya. *Journal of Emerging Trends in Educational Research and Policy Studies*, 2(2), 81-87.
- Lerdpornkulrat, T., Koul, R., & Sujivorakul, C. (2012). Career aspiration and the influence of parenting styles: A review of the literature. *Research in Science Education*, 16, 92-100.

- Makerere University (2017). Directorate of Quality Assurance Report. Kampala, Uganda.
- Martin, A. (2010). *Building classroom success: Eliminating academic fear and failure*. London: Continuum International Publishing Group.
- Mutekwe, E. (2008). The teacher's role in the deconstruction of gender role stereotypes and in promoting a gender sensitive curriculum for schools. *Zimbabwe Bulletin of Teacher Education*, 14, 35-45.
- Mutekwe, E., Modiba, M., & Maphosa, C. (2011). Factors affecting female students' career choices and aspirations: A Zimbabwean example. *Journal of Social Sciences*, 29(2), 133-141.
- Olamide, S. O., & Olawaiye, S. O. (2013). The Factors determining the choice of career among secondary school students. *The International Journal of Engineering and Science*, 2(6), 33-44.
- Pomerantz, E. M., Grolnick, W. S., & Price, C. E. (2007). *The role of parents in how children approach achievement*, 259-278. New York: The Guilford Press.
- Preston, J. P and Claypool, T. R. (2013). Motivators of educational Success: Perceptions of Grade 12 Aboriginal Students. *Canadian Journal of Education*, 36(4), 57-279. Retrieved from <http://www.jstor.org/stable/canajeducrevucan.36.4.257>
- Rashid, H. H., Ghotane, S. G., Abufanas, S. H., & Gallagher, J. E. (2013). Short and long-term career plans of final year dental students in the United Arab Emirates. *BMC Oral Health*, 13(39), 1-9.
- Russell, J. A. (2012). The short and long-term career plans of secondary music educators: characteristics of stayers, movers, and leavers. *Bulletin of the Council for Research in Music Education*, No. 191, 61-80.
- Sikora J., & Pokropek, A. (2011). *Gendered career expectations of students' perspectives from PISA 2006*. OECD Education working papers, No.57 Paris: OECD Publishers.
- Stripling, C. T., Roberts, T. G and Israel, G. D. (2013). Class attendance: An investigation of why undergraduates choose to not attend class. *NACTA Journal*, 57(3), 47-59.
- Tang, M., Pan, W and Newmeyer, M. D. (2008). Factors influencing high school students' career aspirations. *Professional School Counseling*, 11(5), 285-295.
- Weisgram, E. S., & Bigler, R. S. (2007). Effects of learning about gender discrimination on adolescent girls' attitudes toward and interest in science. *Psychology of Women Quarterly*, 31(3), 262-269.
- Wentzel, K. R. (2009b). *Peers and academic functioning at school*. In K. H. Rubin, W. M. Bukowski, & B. Laursen (Eds.), *Handbook of peer interactions, relationships and groups* (531-547). New York, NY: Guilford Press.
- Xu, Y. J. (2013). Career outcomes of STEM and non-STEM college graduates: Persistence in majored-field and influential factors in career Choices. *Research in Higher Education*, 54(3), 349-382.
- York, A. E. (2008). Gender differences in the college and career aspirations of high school valedictorians. *Journal of Advanced Academics*, 19(4), 578-600.



# To Declare or Not to Declare [Bankruptcy]: That May Be the Question, A Tale of Bankruptcy in Higher Education

Richard J. Hunter, Jr.<sup>1</sup>, John H. Shannon<sup>1</sup>, Henry J. Amoroso<sup>1</sup>, Hector R. Lozada<sup>1</sup>

<sup>1</sup> Stillman School of Business, Seton Hall University

Correspondence: Richard J. Hunter, Jr., Seton Hall University, South Orange, N.J., USA  
Phone: 908-285-8632; E-Mail: [Hunterm@shu.edu](mailto:Hunterm@shu.edu)

## Abstract

This case study provides the background for a discussion of the bankruptcy of a composite non-profit corporation under Chapter 11 of the Bankruptcy Code, and the possible alternatives available to bankruptcy. Topics considered include: reorganizations, the selection of a bankruptcy trustee or an examiner, duties of a non-profit board, the automatic stay, aspects of the creation and confirmation of the bankruptcy plan, priority of creditors, termination of employment contracts for tenured and non-tenured faculty and those faculty represented by a union, at-will employment, and Title IX implications for any bankruptcy filing. The case study then turns to a discussion of options and perspectives available in the case that bankruptcy under Chapter 11 is not seen as a viable or practical alternative. Could the real target of restructuring and cost cutting be academic tenure?

**Keywords:** Bankruptcy, Reorganization, Examiner, Labor, Automatic Stay, Employment, Title IX

## 1. Introduction

Professor Richard Vedder (2020) provides a fitting, if not troubling, context to this case study:

“... No one knows the precise financial damage that the COVID-19 pandemic will inflict on American colleges and universities. ... Higher education is in for severe belt-tightening. State subsidy monies will likely decline... Private gifts will decline, as will, in time, endowment income. Cutting costs is difficult for colleges, partly because some costs are fixed by long term obligations, most importantly tenure for faculty and often large interest payments on bonds incurred during a building spree over recent decades. Falling revenues but less rapidly falling costs means schools will be facing huge budget deficits.”

Consider this scenario:

St. Swithen's College, a private denominational college located in Northern New Jersey, operated by the Swedish Diocese of New York, is experiencing a grave financial crisis in the wake of a national outbreak of measles. Richard Ekman, President of the non-profit Council of Independent Colleges, noted that "Roughly one third of those small colleges have cash reserves that would be depleted in less than half a year if they were not able to collect tuition and other revenue from enrolled students. If they had no income for six months, those schools would be in trouble" (Adams, 2020). St. Swithen's canceled all "on campus" classes during the spring 2020 semester and its student body of nearly 2,200 students took classes "on line."

The President's Cabinet of St. Swithen's has decided that it will not begin the fall 2020 semester on campus, but will continue to operate all classes "on line"—at least for the foreseeable future. Based on spring 2020 advanced course registrations, the President of St. Swithen's, Dr. Malcolm Neyland, son of the renowned Swedish actress Rose Neyland, has told the President's Cabinet that he expects to lose at least half of its incoming students for the fall (300 out of 550) and more than half (900 out of 1,650) of its normally returning students. President Neyland believes that most of these losses will be permanent. Stated Brown (2020): "Even if colleges can reopen in the fall, enrollments are likely to be down since many families have taken a huge financial hit and students may opt to delay college or to attend less expensive public or community colleges." [See Appendix I for the "Budget Pro Forma and Projections" given to the President's Cabinet at its emergency April meeting.]

The President's Cabinet has met with the Board of Trustees of St. Swithen's and has decided to declare a "financial emergency," to take steps immediately to reduce costs and spending, and to possibly pursue bankruptcy reorganization under the United States Bankruptcy Code after discussing this possibility with its Acting University Counsel (see Hunter & Shannon, 2020), Dr. Graham Sorenson.

Before any final decisions will be made, the President contacts you, an old friend, who practices law in the bankruptcy field, to get a "fresh perspective" on these issues and has asked your opinion on several questions:

1. Is bankruptcy reorganization appropriate for an organization like St. Swithen's?
2. Would the filing of bankruptcy remove control of St. Swithen's from the Board to an "outsider"?
3. Would the filing of bankruptcy permit the Board to terminate academic programs that are no longer financially viable?
4. Would the filing of bankruptcy permit the Board to terminate all but its men's basketball program (the only program that is revenue-producing)?
5. Would the filing of bankruptcy permit the Board to restructure its employment contracts with its professional and administrative staff by reducing salaries or benefits such as contributions to its retirement plan or payments for medical insurance?
6. Would the filing of bankruptcy permit the Board to reduce faculty salaries and benefits, terminate its contracts for both non-tenured and even tenured faculty?
7. How long could this "austerity program" last?
8. Instead of filing for bankruptcy, what actions might be suggested to fill the gap in what may be a budget shortfall of over \$8 million?

## **2. Bankruptcy Reorganization and St. Swithen's**

One of the main objectives of Chapter 11 bankruptcy is to preserve St. Swithen's as a viable educational institution by creating a realistic payment plan for its debt (including interest payments on its bonding) or by creating a plan of reorganization that will be approved by the Bankruptcy Court. Coco (2019, p. 234) notes that "Chapter 11 of the Bankruptcy Code enables the reorganization of a corporation's finances and operations." Chapter 11 is typically used to reorganize a business, which may include a corporation, a sole proprietorship, or a partnership facing financial difficulty. Chapter 11 will allow St. Swithen's to repay or restructure its debt over a period of time. Chapter 11 may also be available for a category of businesses termed "non-profit" or "not-for-profit" (Rosenthal, 2017; see generally Huffman, 2020). Elliott and Hollander (2020) report that the nonprofit sector is an enormous contributor to the American economy, providing 5.5 percent of the nation's GDP and employing 13.7 million people.

Rosenthal (2017) notes that “non-profits can benefit from the bankruptcy process, either by restructuring debts and continuing to operate, or by providing a method to transfer valuable assets to another entity which can continue to make use of them.” St. Swithen’s College is organized under the joint “not-for-profit/non-profit” statute of the State of New Jersey. Many private colleges such as St. Swithen’s are classified as either non-profits or not-for-profits depending upon the nomenclature adopted in the state in which they were organized and legally registered (see generally Chingos, 2017). [For the purposes of this discussion, St. Swithen’s will be called a non-profit.]

Generally, a non-profit organization works towards the promotion of commerce, science, art, or any similar purpose (see Trautman & Ford, 2018). In New Jersey, a non-profit may also operate a hospital or an educational institution. A non-profit like St. Swithen’s retains all profits to meet its objectives and mission, pays no income taxes, generally pays no local property taxes, and may accept tax-deductible donations from the public. St. Swithen’s charges its students tuition and fees of \$340 per academic credit or \$10,200 per academic year; the 200 students who reside in the St. Swithen’s dormitories are charged an additional \$2,000 per semester—the “cost basis” for these services. St. Swithen’s receives ancillary revenues from the operation of the bookstore and parking, as well as net revenues from athletics. (The Department of Athletics annually receives a direct non-budgetary contribution from the *Swithen Athletic Booster Fund* to cover the costs of its men’s basketball program.)

Then St. Swithen’s, broadly speaking, expends the tuition money on the education of its students. St. Swithen’s uses student tuition monies, as well as a regular contribution from the St. Swithen’s endowment fund, to pay the salaries and benefits of administrators, professors, instructors, and support staff, to provide co-curricular and intercollegiate activities, to conduct research, and to maintain its campus plant and facilities. More than 80% of St. Swithen’s students receive some form of federal financial aid from such programs as Pell Grants, Stafford Loans, PLUS Loans, and others. In addition to enrolling more than 2,200 students, St. Swithen’s currently employs 86 full and 28 part time faculty and other instructional persons, 40 administrators and staff, 30 clerical staff members, and 28 “other” support employees. St. Swithen’s campus houses two student dormitories (with housing for approximately 200 students), a College Library, a cafeteria, and a new student recreation center with a 1,500 seat basketball and multi-purpose arena.

St. Swithen’s has a modest endowment of \$22 million, which earned 6.3% or approximately \$1.386 million in 2019 (\$250,000 kept “in reserve”), of which \$1.136 million was used for operations, scholarships, etc. Similar to other educational institutions, St. Swithen’s endowment dropped by approximately 9% in the spring of 2020 (e.g., Shanes, 2020). In 2019-2020, St. Swithen’s projected a \$3.366 million budget surplus. It expected to make a contribution of approximately \$336,690 (as an assessment) to the Swedish Diocese. Preliminary projections for 2020-2021 indicate that the deficit could reach \$8.611 million. In addition, the Board may decide whether it will follow the lead of other colleges and universities and offer a “partial refund” to students who were sent home because of the outbreak of the measles (e.g., Rimbach, 2020).

Non-profits can benefit from the bankruptcy process, either by restructuring debts and continuing to operate if that is a viable option, or by providing a method to transfer valuable assets to another entity which can continue to make use of them. For example, St. Swithen’s might consider merging with another similar educational entity (for example, St. Pedro’s College, located about 14 miles from St. Swithen’s) or even becoming a state institution. However, there is a restriction on the ability of a non-profit entity transferring its property (Herman & Herman, 2019). Under Section 541(f) of the United States Bankruptcy Code (2019), a non-profit entity such as St. Swithen’s can transfer property only to the same extent it could if no bankruptcy had been filed. Thus, in a college or university setting, an analysis of legal or any “donor restrictions” on the transfer of property owned by a non-profit would be essential in assessing whether bankruptcy is a potential option (Lippman & Grimmer, 2017). (The fact that the Stockholm Association had placed its organizational archives at St. Swithen’s and had erected a building to house the archives must be considered.) Unlike for-profit corporations, non-profits corporations cannot be forced into bankruptcy involuntarily.

However, in addition to being a college offering majors, minors, certificates, programs, and non-credit courses for its students and others, St. Swithen’s is also a *business*. In enacting Chapter 11 of the Bankruptcy Code, the United States Congress concluded that the value of a business like St. Swithen’s is potentially greater if it were reorganized

as a viable or “going concern” rather than the value of the sum of its individual units, schools, buildings, and physical plant if the business assets of St. Swithen’s were to be sold off individually—that is, if a suitable buyer could even be found. It follows, then, that it may be more economically efficient to allow a besieged “business” like St. Swithen’s College to continue running, shed some of its employees and even faculty that are deemed too redundant or no longer necessary, reduce expenses, and cancel or restructure some of its debts.

When St. Swithen’s College determined that it was unable to service the debt it had acquired over the past three decades in building the university’s plant and facilities (including a \$15 million on campus-recreation center and basketball arena, two residence dormitories, and a student/community center), pay its creditors, and perhaps at some point the salaries of its faculty, administrators, and other employees, the Board of Trustees of St. Swithen’s has decided that it would pursue filing a petition with the federal bankruptcy court for protection under Chapter 11 as one of its options.

Unlike Chapter 7, where St. Swithen’s would cease its operations and a court-appointed trustee would sell off its assets and then distribute the proceeds to its creditors by filing for bankruptcy under Chapter 11, St. Swithen’s could remain in control of its business operations as a “debtor-in-possession,” subject to the oversight and jurisdiction of the bankruptcy court (see Shachmurove, 2019). In *In re Roth* (1992, p. 952, note 42), the 3<sup>rd</sup> Circuit noted: “The framework of section 363 is designed to allow a trustee (or debtor-in-possession) the flexibility to engage in ordinary transactions without unnecessary creditor and bankruptcy court oversight, while protecting creditors by giving them an opportunity to be heard when transactions are not ordinary.”

The debtor-in-possession retains control of its “business” and manages its affairs until such time that a trustee is appointed to take control or until the case converts to a Chapter 7 liquidation (see generally Armstrong, 2019). A debtor-in-possession owes a fiduciary duty to the bankruptcy estate and has the powers and duties of a bankruptcy trustee, which include: accounting for all property, examining claims, objecting to claims, filing tax returns, and filing monthly operating reports as may be required by the Bankruptcy Court and the United States Trustee. A debtor-in-possession such as St. Swithen’s would have the power to hire attorneys, accountants, brokers, or other professionals, subject to bankruptcy court approval. Should a debtor-in-possession fail to comply with the U.S. Trustee requirements, fail to comply with court orders, or fail to take appropriate steps to propose or submit a plan for confirmation, the U.S. Trustee, a creditor, or a “party in interest” may file a motion to appoint a case trustee, convert the case to a Chapter 7 liquidation, or dismiss the case (see Schlagel & Averch, 2020). In *Kapp v. Naturelle, Inc.* (1979, p. 33, note 158), the 8<sup>th</sup> Circuit noted: “The term ‘party in interest’ is not defined in the [Bankruptcy] Act. Courts construing the provision have reasoned that the interest must be a pecuniary interest in the estate to be distributed.”

In order for St Swithen’s to reorganize, the Board of Trustees as the governing body of St. Swithen’s will be required to file a plan of reorganization, which must be confirmed by the bankruptcy court (Broude, 2020). A Chapter 11 debtor has 18 months to propose a reorganization plan before creditors are allowed to propose their own plans. Prior to the Bankruptcy Act, creditors were barred from making proposals indefinitely due to the debtor’s ability to obtain extensions. If the court approves the reorganization plan offered by St. Swithen’s and the creditors agree, then the plan can be confirmed. Section 1129 of the Bankruptcy Code requires the bankruptcy court to reach certain conclusions prior to its confirmation or approval of the plan. For example, the plan proposed by St. Swithen’s must comply with all applicable laws and St. Swithen’s must have proposed the plan “in good faith.” In practical terms, St. Swithen’s would have to demonstrate to the bankruptcy court that it will remain viable as an educational institution capable of meeting its financial obligations—even with a substantial portion of its student body no longer planning on returning. The bankruptcy court must also be convinced that the proposed plan will not be followed by the need for further reorganization or perhaps liquidation in the future.

### **3. An Overview of Issues Relating to the Possible Bankruptcy Reorganization of St. Swithen’s**

The Swedish Diocese of New York established St. Swithen’s to carry out its stated mission of “educating the children of Swedish background and others in the liberal arts, stressing the contributions that Sweden has made to Western civilization and to Protestant theology.” As such, the Swedish Diocese established a Charter for St.

Swithen's and registered the Charter with the State. The Diocese initially established a board of directors, more formally called the Board of Trustees, as the ultimate party responsible for the operation of St. Swithen's and the fulfillment of its mission, and a method for election of future members of the Board. When the finances of a non-profit corporation such as St. Swithen's raise concerns about its future viability, the directors are obligated to fulfill their fiduciary obligations as delineated under state law.

After the filing of a Chapter 11 case, a representative of the Office of the United States Trustee, which is a branch of the Department of Justice, will normally solicit "indications of interest" from any unsecured creditors in forming an official creditors' committee. In the case of St. Swithen's, bond holders and several individual creditors (including the builder of the on-campus recreational center and basketball arena who is still owed a considerable sum) might be consulted. (Because there are numerous "rumors" circulating on campus, that there will be a major reduction in both administrative and faculty positions, representatives from the Campus Life Council have been in contact with the Department of Justice seeking information about membership in a possible creditors' committee in order to protect their respective positions.) If, in the opinion of the Office of the United States Trustee, a sufficient level of interest is shown, a committee will be formed, which may retain legal and financial professionals—at the debtor's expense.

During a Chapter 11 bankruptcy, St. Swithen's will be required to seek court approval, after providing its creditors with proper notice and the opportunity to object, before taking any action that is not in the debtor's "ordinary course of business." Chapter 11 bankruptcy will also provide the creditors of St. Swithen's with certain remedies for addressing any alleged malfeasance on the part of the Board of Trustees or college administrators that are not ordinarily available, such as replacing the debtor-in-possession with a trustee or an examiner.

### 3.1 A Possible Examiner for St. Swithen's?

US Legal (2020) reports that "An examiner is appointed to conduct an *investigation* of any allegations such as fraud, dishonesty, incompetence, misconduct, mismanagement, or irregularity in the current or former management of the debtor business."

Section 1104(c) of Chapter 11 provides for the appointment of an examiner if the bankruptcy court does not order the appointment of a Chapter 11 trustee (Fuller, 2005). Fuller (2005) notes that the "appointment is not a routine procedure for every Chapter 11 case. An examiner is probably not needed if no issue of fraud or mismanagement exists or if a committee can furnish sufficient information about the debtor's transactions."

The appointment of an examiner for St. Swithen's would be considered as an intermediate rather than a final step and is generally more economical than would be the appointment of a trustee (see Lipson, 2010). The following are circumstances where a bankruptcy court might appoint an examiner:

1. To mediate and help to solve any deadlock in negotiations concerning any plan;
2. If the debtor has failed to submit required financial statements during the pendency of the bankruptcy case; and
3. If the creditor finds that management in the case of a debtor-in-possession is incapable of carrying out their core management responsibilities.

Fuller (2005) further notes that "While the Code is largely silent on the credentials of an examiner, 'a few examples of what a court must 'find' in an examiner are disinterestedness (see Section 101(14); *In re Big Rivers Elec. Corp.*, 2004), impartiality, the ability to meaningfully 'review the books, records and transactions of the debtor,' and the ability to fulfill the duties assigned" (see *In re Tighe Merchantile, Inc.* (1986). An examiner "may not have a 'material adverse interest to any party to the bankruptcy 'for any reason,' either at the time of appointment or during the course of the bankruptcy" (*In re Big Rivers Elec. Corp.*, 2004). Fuller (2005) described the position of a bankruptcy examiner as "unique and has evolved over time" (citing Norton, 2004, **Section 79.23**). In *In re Baldwin v. United Corp.* (1984, 1985), the Ohio bankruptcy court described the position of a bankruptcy examiner as "unlike that of any other court-appointed officer" in that:

"The court can mould an examiner's duties to fit a particular case. The examiner can be ordered to simply investigate the debtor's conduct, or the duties can be expanded to include prosecuting

actions on the estate's behalf or mediation between the parties. This flexible role is specifically tailored to the needs of that case" (see also Zaretsky, 1993).

The appointment of an examiner provides several significant benefits to the parties in a case, which include:

"First, the examiner can assist in an early determination of whether the debtor's business has a meaningful chance of reorganizing successfully. Second, an examiner's investigation can reduce the time and money that might have been later spent in investigation by multiple parties... . Third, an examiner's investigation can be concluded more quickly than another party's investigation, since the examiner is not "usually distracted by other aspects of reorganization... . Fourth, using an examiner can avoid disrupting the debtor's business since an examiner does not take control of the business as a trustee would. Finally, an examiner may be able to diffuse tensions between the parties in several ways including mediating plan negotiations or other disputes, assisting the debtor with management or reorganization issues, or performing other tasks that are best performed by a party unconnected with any of the constituencies of the case" (Fuller, 2005), citing *In re Baldwin United Corp.* (1984, 1985); Zaretsky, 1993).

The role of examiner in a Chapter 11 bankruptcy is generally more limited than that of a Chapter 11 trustee. However, the Chapter 11 examiner has the statutory powers to "investigate the acts, conduct, assets, liabilities, business operations, and financial condition of the debtor" (see Section 1104(c)), and in many ways functions as a "one person grand jury to investigate the pre-petition affairs of the debtor and to report his/her findings to the court" (Fuller, 2005). Fuller (2005) states "a court can order an examiner to run the debtor's business or otherwise control the reorganization, including filing the reorganization plan." Fuller (2005) adds, however, that "a court would not order an examiner to take control unless it was beyond a doubt absolutely necessary, because to allow an examiner such control would defeat one of the benefits of an examiner, which is not to disrupt the debtor's business."

Perhaps more importantly, the examiner is authorized to assess the potential of a Chapter 11 debtor for the continuance of the business. In this regard, the examiner is required to prepare a statement for the creditors' committee regarding any issues relating to "fraud, dishonesty, incompetence, misconduct, mismanagement, or irregularity of the management" (US Legal, 2020).

The compensation of an examiner must be "reasonable" and will be based on factors such as the time and labor involved; the uniqueness and complexity of the questions; and the experience, ability and reputation of the examiner (see Temin & Chovanes, 2020). If an examiner violates any of the prescribed duties under the Bankruptcy Code, the Federal Rules of Bankruptcy Procedure, or the common law, a court can order the disgorgement of all fees paid to the examiner and his or her law firm (*In re Big Rivers Elec. Corp.*, 2004) in addition to terminating the services of the examiner.

#### **4. Fiduciary Duties of Nonprofit Corporate Boards** (adapted from Elliott & Hollander, 2014)

Directors of non-profit corporations have fiduciary duties that to a large extent are coextensive to the fiduciary duties of for-profit corporate directors (Harrison & Murray, 2014). Price (2018) states that the three fiduciary responsibilities of all boards of directors include: "the duty of care, the duty of loyalty, and the duty of obedience as mandated by state and common law." Trautman and Ford (2018, p. 971) point out that some of the most important issues for consideration for the board of a non-profit "include, but are not limited to: (1) enterprise lifecycle stage, (2) extent to which certain experiences and skills are mission critical (detailed understanding of target culture, mission, stakeholder composition, and risk); (3) unique technology dependence (social media); and (4) the need for capacity expansion (fundraising)."

While a non-profit corporation does not have shareholders, a non-profit has certain "constituencies" whose interest must be protected in a bankruptcy besides those of traditional creditors (Goldschmid, 1998). "Constituencies" of St. Swithen's may include the faculty, administrators, and staff (and perhaps even alumni or members of the

sporting public who are fans of St. Swithen's athletics), as well as the students whose lives will be impacted by a Chapter 11 reorganization.

However, whereas the key duty of a for-profit director in a bankruptcy proceeding is to maximize the value of the enterprise, the fiduciary obligations of the board of a non-profit are to the non-profit corporation and to its stated purpose and mission.

A breach of duty by a fiduciary can result in a "derivative suit" being brought against the fiduciary party (Payne, 2019). As Payne (2019, p. 737) notes: "Because it is a fundamental principle of corporate governance that the directors of a corporation and not its shareholders manage the business and affairs of the corporation," the decision to sue or to refrain from litigating a claim on behalf of the corporation rests with the board of directors." At the same time, federal law and the non-profit laws of some states provide what is known as *qualified immunity* for uncompensated officers and directors of certain nonprofit organizations provided they have acted in "good faith" (see, e.g., 42 U.S.C. Section 14503(a); N.Y. Not-for-Profit Corp. Laws Section 720-a; California Corporation Code Section 5239(a)). State law generally outlines the nature and extent of these fiduciary duties. "Good faith" requires that fiduciaries must act "with a conscious regard for their responsibilities as fiduciaries."

## 5. Creditors' Rights

The creditors of an insolvent non-profit corporation exercise different rights than the creditors of an insolvent for-profit corporation (see Lipson, 2018). For example, unlike creditors of a for-profit corporation, creditors of a non-profit cannot place the nonprofit into bankruptcy by filing an *involuntary bankruptcy petition*. Section 303 prohibits creditors from filing an involuntary petition against a "corporation that is not a moneyed, business or commercial corporation." Similarly, creditors of a non-profit corporation may not compel a non-profit debtor to *convert* its case from Chapter 11 reorganization to a Chapter 7 liquidation. Section 1112(c) mirrors Section 303 and provides that a bankruptcy court cannot convert a case "if the debtor is ... a corporation that is not a moneyed, business, or commercial corporation unless the debtor requests such conversion."

However, similar to creditors of for-profit corporations, creditors of a non-profit may seek the appointment of a Chapter 11 trustee to displace the management of a non-profit. If a trustee is appointed, the debtor's exclusive right to file the plan of reorganization, which is ordinarily in force for the first 120 days of the case, *automatically expires* and the trustee or any other "party-in-interest" may then file a Chapter 11 plan providing for the liquidation of the non-profit debtor. Further, while creditors of a bankrupt for-profit corporation can generally expect to receive the residual value of the assets of an insolvent for-profit corporation in a liquidation, courts have generally held that creditors of non-profits are not entitled to the residual value of the enterprise in bankruptcy (see *In re Wabash Power Association*, 1996).

The Bankruptcy Code places several restrictions on a non-profit debtor, which frequently prevent the debtor from maximizing the value of the business. These restrictions include:

- i. a transfer of assets of a non-profit debtor must comply with whatever laws are applicable to the transfer of property by non-profits (Section 363(d));
- ii. a non-profit debtor may transfer assets to a for-profit corporation only under the same conditions that would apply if the debtor had *not* filed a bankruptcy case (Section 541(f)); and
- iii. all transfers of the property of a non-profit under a proposed plan must be made in accordance with applicable non-bankruptcy law that governs transfers of property by a nonprofit entity (Section 1129(a)(16)).

Elliott and Hollander (2014) note that "The legislative history of these three subsections evidences Congress's intent to keep in place state law restrictions on non-profits" and "restrict the authority of a trustee to use, sell, or lease property by a nonprofit corporation or a trust" (see also H.R. Rep. No. 109-31, pt. 1, at 145 (2005)).

## 6. What Are the Expected Features of St. Swithen's Chapter 11 Reorganization?

Of prime importance to the Board of Trustees of St. Swithen's will be its ability to operate the college as an ongoing, viable business. However, under Chapter 11, the bankruptcy court may appoint a trustee "for cause" to operate the college if the court does not believe the current administration and Board will be able to meet this goal. The United States Trustee monitors the progress of a Chapter 11 bankruptcy case. The U.S. Trustee reviews the debtor's monthly operating reports, applications to employ professionals, motions for fees, and any plan or disclosure statement filed in the case. The U.S. Trustee conducts the initial debtor's conference and the 341 creditors' meeting (O'Neill, 2020) at the beginning of the case, where creditors may question the debtor concerning the debtor's conduct, assets, and the plans for reorganization (Schmidt, 2019). The U.S. Trustee also imposes requirements on a debtor such as filing of monthly operating reports, opening new debtor-in-possession bank accounts, and ensuring the payment of current employee's withholding and other taxes. During the pendency of the case, the debtor is required to pay a quarterly fee to the U.S. Trustee. The amount of the fee is based upon the disbursements made in the prior quarter and can add significant expense to a Chapter 11 case (Appelbaum, 2019; see 28 U.S.C. Section 1930(a)(6); U.S. Department of Justice, 2020).

As noted earlier, St. Swithen's, acting through its Board of Trustees and college administrators, may act as trustee during the period of its reorganization (Bragg, 2018). Chapter 11 will afford St. Swithen's, as the debtor-in-possession under Section 363, with a number of options in which it can restructure its business (see Cordry, 2020). St. Swithen's will be empowered to acquire new financing and loans on favorable terms by giving any new lenders first priority on the business's income or earnings. The bankruptcy court may also permit the debtor-in-possession to reject and cancel contracts. St. Swithen's will be protected from lawsuits and other litigation through the imposition of an *automatic stay* by the bankruptcy court. This is of prime importance to St. Swithen's, which has indicated that it would be terminating all of its intercollegiate athletic programs, including its women's basketball program—with the exception of its men's basketball program—and withdrawing from the "Little East" Athletic Conference. The Conference, made up of NCAA Division I schools, has indicted that it will be seeking a \$300,000 "withdrawal" fee for such an action. In addition, several members of the women's basketball team have announced that they will be challenging the decision to terminate their program and would be filing a formal complaint with the Department of Justice on grounds that such a decision would violate Title IX.

### 6.1 The Stay and Further Actions

The website of U.S. Courts (2020) states that "the stay provides a breathing spell for the debtor, during which negotiations can take place to try to resolve the difficulties in the debtor's financial situation." During the period while the stay is in place, creditors of St. Swithen's are forbidden from initiating any collection attempts against St. Swithen's. Most litigation against the debtor is likewise suspended until the matter can be resolved in the bankruptcy court. The automatic stay also makes many any *post-petition* debt collection efforts void or voidable by the debtor.

### 6.2 The Plan

The creditors and other "interested parties" of St. Swithen's are entitled to be heard by the bankruptcy court. The bankruptcy court is ultimately responsible for determining whether the plan of reorganization proposed by the Board of Trustees for St. Swithen's complies with bankruptcy laws and whether it provides a viable option for the future.

While Chapter 11 is intended to reorganize St. Swithen's business, taking into account both assets and debts, Chapter 11 can also be used as a mechanism for its liquidation if the plan of reorganization is deemed as unrealistic or is not successful in its execution. Since St. Swithen's is largely dependent on tuition for its existence, it will be important to first stabilize its enrollments and then to recapture students who may have either not enrolled, who have chosen to pursue their education at other institutions, or who have chosen not attend college at all. St. Swithen's may "emerge" from a Chapter 11 bankruptcy within a few months or within several years, depending on the complexity of its bankruptcy. The bankruptcy plan is the primary way a debtor can accomplish this overarching purpose.

As the “debtor-in-possession,” St. Swithen’s will have the first opportunity to propose a plan during a period of exclusivity of 120 days from the date of filing for Chapter 11 before any other party “in interest” may propose a plan (see Lubben, 2019, Chapter 17). “The contents of the plan must include a classification of claims and must specify how each class of claims will be treated under the plan (Section 1123). Creditors whose claims are ‘impaired,’ i.e., those whose contractual rights are to be modified or who will be paid less than the full value of their claims under the plan, vote on the plan by ballot” (Section 1126). Besides traditional financial creditors, St. Swithen’s will have to take into account the interests of its students, many of whom are attending the college on a combination of federal and state scholarships and financial aid.

The Board of Trustees of St. Swithen’s has indicated that it intends to file a plan with the bankruptcy court. In addition, representatives of the Faculty Life Council, the main body on campus representing the interests of St. Swithen’s faculty, had initially indicated that it intended to file a plan as a “party in interest” in order to assure that “faculty rights, benefits, and other prerogatives” are adequately addressed in any plan of reorganization. As it turned out, the faculty was unable to agree upon a rival plan—thus, the only plan proposed was from the Board of Trustees.

### 6.3 Confirmation of the Plan

Bank (2019, p. 54) notes that “There is often significant uncertainty over how a judge will rule or whether a debtor can obtain confirmation of its plan. Confirmation is a potentially grueling process.” In order to proceed to the confirmation hearing, St. Swithen’s is required to file a *disclosure statement* (Meyer, 2020) within 60 days of filing for Chapter 11 bankruptcy. The written disclosure statement must contain “information on assets, liabilities and business affairs of the debtor sufficient to enable a creditor to make an informed judgment about the debtor’s plan of reorganization” (Section 1125).

Once the disclosure statement is approved by the bankruptcy court, the plan proponent is required to solicit votes from the various classes of creditors. Solicitation is the technical process by which creditors vote on the proposed confirmation plan. This process of solicitation can be complex, especially if creditors fail or refuse to vote—which then might require the Board of Trustees to modify or change the plan in order to gain approval.

If the bankruptcy court approves the reorganization plan and the creditors agree (Coco, 2019), the plan proposed by the Board of Trustees of St. Swithen’s will now move to the confirmation stage (Lubben, 2019, Chapter 20) “to determine whether to confirm the plan” (Section 1128).

Generally, the plan must be “fair and equitable” and not discriminate against a class of creditors. Members of the faculty are concerned about the 20% “across the board” salary cut in the plan proposed by the Trustees, the immediate hiring freeze imposed, and the “stopping of the tenure clock” for all untenured faculty. However, it might be helpful to know that the plan also proposes a similar 20% across the board salary cut for administrators and staff (with the exception of the basketball coach), an administrative and staff hiring freeze, and a 20% overall reduction in number of administrators and staff. If at least one *class* of creditors objects and votes against the plan, the plan may nonetheless be confirmed if the requirements of what is known as “cramdown” are met (Wong, 2010; Lubben, 2019, Chapter 17).

Upon confirmation of the plan, the plan becomes binding on all parties and identifies how the debts and other obligations of St. Swithen’s will be addressed, and how St. Swithen’s will be operated during the duration of the plan. Should a plan *not* be confirmed, the bankruptcy court may either *convert the case to a liquidation* under Chapter 7, or, if in the best interests of the creditors and St. Swithen’s, the case may be dismissed resulting in a return to the *status quo* before bankruptcy. If the case is dismissed, St. Swithen’s may look to other strategies not involving bankruptcy in order to move ahead—such as a composition of creditors agreement (see *In re Bricksin*, 2006) or perhaps a non-bankruptcy merger with an institution similar to St. Swithen’s.

Under some circumstances, creditors or the United States Trustee can request the bankruptcy court to convert the case into a liquidation under Chapter 7, or appoint a trustee to manage St. Swithen’s, if either of these actions are deemed to be in the best interest of the creditors. It also might be in the best interests of a debtor-in-possession

such as St. Swithen's to liquidate under Chapter 11, a process in which the administration and Board of Trustees may be able to negotiate a merger with another college or university, or gain a higher price for certain of its academic divisions (for example, its business school or its nursing program), or other assets than a Chapter 7 liquidation would likely achieve.

### 7. Priority of St. Swithen's Creditors

Bankruptcy reorganization filings under Chapter 11 follow the same priority order as other bankruptcy chapters. The priority structure is defined primarily by Section 507 of the Bankruptcy Code (Strub & Reisner, 2020). As a general rule, administrative expenses which include the actual and necessary expenses of preserving the bankruptcy estate and the cost of litigating the Chapter 11 case will be paid first. This would include salaries of faculty, administrators, and staff at St. Swithen's who have continued to work during the process. The claims of any secured creditors who have a security interest in any specific property will be addressed before the claims of any unsecured creditors. Unsecured creditors' claims are prioritized by Section 507. For example, the claims of suppliers of products or services to St. Swithen's may be paid before other unsecured creditors are paid. It should be noted that each priority level must be paid *in full* before the next lower priority level may receive payment

### 8. Labor Issues

Will the Board of Trustees and administration of St. Swithen's be permitted to make changes to employees' terms and conditions of employment—most especially relating to salary and benefits—in order to permit St. Swithen's to remain in operation? In deciding whether or not to file for bankruptcy reorganization under Chapter 11, St. Swithen's is especially concerned about the cost of its academic and non-academic payroll. After filing a Chapter 11 petition, a St. Swithen's has determined that a reduction of labor costs would be necessary for a successful reorganization.

St. Swithen's employees fall into several categories: tenured faculty and non-tenured faculty; staff; and "other" non-academic employees. There are no "unions" for faculty at St. Swithen's, which operates under the *Yeshiva Principle* of "shared university governance" (Olson, 2009; Amsler & Borukova, 2019) where faculty act in consort with the administration to manage the affairs of the college or university (see contra, Hunter & Shannon, 2015). As noted by Methner (2019, p. 406): "It also reflects faculty interests. If a university is upholding the academic norm of shared governance, then all of its community standards should reflect input or approval to the extent its shared governance system requires it." Faculty and the administration at St. Swithen's are governed by a "*Shared Governance Guide*" which deals with issues such as initial appointments, promotion and tenure, faculty ranks, dismissals, and other matters.

Untenured faculty serve under an initial contract and a "letter of appointment" which delineates their terms and conditions of employment, as well as laying out the requirements for granting tenure should they reach that stage in the process. The provisions of that initial contract and letter of appointment will apply until the decision on tenure is made if the faculty member has been previously renewed.

The Shared Governance Guide prescribes specific steps that must be followed if a tenure-track faculty member will not be continued *before* they reach tenure. After reaching tenure, however, faculty of St. Swithen's generally do not sign any further faculty teaching contracts, but under the St. Swithen's Shared Governance Guide, faculty can expect continued employment unless specified conditions are met which would justify their non-renewal. Other faculty (term employees, instructors, and adjunct professors) and all staff, with the exception of certain high university officials such as the President, members of the President's Cabinet, the men's basketball coach and Athletics Director, and academic Deans, typically receive one to three-year contracts of employment. At the conclusion of the contract period, absent special circumstances (relating to public policy (Smith v. Safety-Kleen Sys., 2019), the theory of an implied contract (Smith v. Shaw's Supermarkets, Inc., 2020), the implied covenant of good faith and fair dealing (Cejka v. Vectrus Sys. Corp., 2018), employer retaliation (Lucio v. Fern at Tenth LLC, 2019), or promissory estoppel (Cathcart v. Micale, 2019) (generally Heyman, 2019; National Conference of State Legislators (NCSL), 2019) these employees serve under what are termed as "at-will" employment regulations,

meaning that either party can terminate the relationship at any time, with or without advanced notice, for any reason or for no reason (Willborn, et al. , 2012; Lindblad, 2017; National Conference of State Legislators (NCSL), 2019). The status of employment-at-will:

“also means that an employer can change the terms of the employment relationship with no notice and no consequence. For example, an employer can alter wages, terminate benefits, or reduce paid time off. In its unadulterated form, the U.S. at-will rule leaves employees vulnerable to arbitrary and sudden dismissal, a limited or on-call work schedule depending on the employer’s needs, and unannounced cuts in pay and benefits” (National Conference of State Legislatures (NCSL), 2008).

In cases relating to employment-at-will contracts, St. Swithen’s would have the right to alter any existing terms and conditions of employment and to implement a “reduction in force,” provided that is carries out policies in a nondiscriminatory manner and in compliance with any notice to which it may have been obligated to give under the Shared Governance Guide or an individual employment contract. If St. Swithen’s employs other staff (for example, maintenance or clerical workers), who belong to a union, the procedures outlined below under Section 1113 would apply, especially if the Board determines that the compensation and benefits package contained in the collective bargaining agreement exceeds comparable compensation and benefits for employees not employed at St. Swithen’s.

As noted above, it might be an entirely different situation regarding tenured faculty members. In order to vitiate tenure, St. Swithen’s would, in most likelihood, have to rely on provisions of its Shared Governance Guide. (For general informational purposes, we have quoted from the Faculty Guide of Seton Hall University (2020). Any similarity between St. Swithen’s College and Seton Hall University is purely coincidental and unintentional.) The St. Swithen’s Shared Governance Guide stipulates the conditions under which the employment of a tenured faculty member can be terminated:

“Adequate cause for a dismissal shall be related directly and substantially to the fitness of the faculty member in his/her professional capacity as a teacher or researcher. The burden of proof that adequate cause exists rests with the university. Such a termination shall not be used to restrain a faculty member in the exercise of academic freedom or other rights of American citizens.”

“Dismissal proceedings may be instituted only for one or more of the following reasons:

1. teaching incompetence;
2. continued neglect of scheduled academic duties in spite of written warnings;
3. serious violation of the rights and freedoms of fellow faculty members, administrators, or students;
4. conviction of a crime directly related to the faculty member's fitness to practice his/her profession;
5. falsification of credentials or academic experience;
6. loss of required professional licensure;
7. serious act or acts of academic dishonesty.”

“Terminations of Tenured Appointments by the University:

a. Termination of tenured appointments by the university, other than dismissal for cause, shall occur only from one or both of the following two circumstances:

1. A decision to reduce or terminate a program or a faculty position through program review procedures initially undertaken by the faculty of the college or unit.
2. A decision to reduce or terminate a program or a faculty position because of unforeseen, severe, drastic, or emergency institutional situations.”

However, there is a provision in the Shared Governance Guide that specifically relates to *salaries and benefits*. The Shared Governance Guide states:

“An appointment with tenure means that a full-time faculty member has the right to university employment each and every fall and spring semester until retirement without reduction in rank

and without termination except as provided for in articles ... . *Furthermore, a tenured faculty member shall not have his/her salary or benefits reduced unless a general reduction in salaries and benefits for all faculty members is necessary because of financial exigency.*"

#### 8.1 What If St. Swithen's Faculty Had a Union? Rejection of a Collective Bargaining Agreement

Pasquale, Siegel, and Lee (2015, p. 113) note that "A debtor seeking to reorganize will, during the course of its bankruptcy case, often seek to reject unfavorable contracts in order to ensure that the debtor obtains the fresh start that the chapter 11 process is intended to provide." What if St. Swithen's faculty had a labor union?

As a general rule, when employees are represented by a union and are covered by a collective bargaining agreement, an entity such as St. Swithen's (or the Chapter 11 trustee, if one if one has been appointed) that continues to operate its business in Chapter 11 may either assume or reject that agreement, subject to bankruptcy court approval, and provided certain requirements are met (generally Spizman & Kane, 1990). In many cases, rejecting an executory employment contract may be considered essential to a Chapter 11 reorganization, since rejection may release St. Swithen's from burdensome salary and other obligations that could impede its successful reorganization.

However, the process of rejecting a collective bargaining agreement is more cumbersome than it is for other executory contracts (adapted from Association of Flight Attendants (AFA), 2004). To reject a collective bargaining agreement, the debtor must comply with certain stringent requirements of Section 1113 of the Code which requires a debtor to follow "rigorous substantive and procedural requirements before a court will approve a debtor's motion to reject a CBA" (Pasquale, Siegel & Lee, 2015, p. 122).

Section 1113 was added to the Bankruptcy Code partially in response to a decision of the United States Supreme Court in *NLRB v. Bildisco* (1984), where the Supreme Court held that a collective bargaining agreement is "ultimately an executory contract that may be rejected pursuant to Section 365(a) of the Bankruptcy Code," which provides that "the trustee, subject to the court's approval, may assume or reject any executor contract ... of the debtor." Is the right to reject a collective bargaining agreement absolute? In affirming the decision of the Third Circuit, the United States Supreme Court stated, however issued an important caveat:

"Given the favored status Congress has accorded collective bargaining agreements, a debtor-in-possession has to meet a more stringent test than the usual business judgment rule to obtain rejection... The debtor-in-possession is required to show not only that the collective-bargaining agreement is burdensome to the estate, but also that the equities balance in favor of rejection."

Professor West (1986, p. 105) noted that:

"In brief, the section does four things: (1) it specifies that the collective bargaining agreement remains in effect and cannot be unilaterally terminated by the employer during bankruptcy; (2) on the other hand, it allows the bankruptcy court to approve interim changes pending a ruling on rejection; (3) it sets up a new bargaining procedure under which the employer must propose, prior to filing an application for rejection, necessary modifications to the collective bargaining agreement; and (4) it adopts, with two preconditions and a slight change in wording, the "balance of the equities" standard for rejection of the collective bargaining agreement. Each of these four areas will be examined in terms of its meaning under the new law and in terms of the impact on the employer's obligation under the NLRA."

Section 1113 allows the debtor to modify or reject a collective bargaining agreement in two different ways: Section 1113(c) and Section 1113(e) in which Congress "imposed the procedural and substantive safeguards of § 1113," to ensure that "when the NLRA yields to the Bankruptcy Code, it does so only for reasons that will permit the debtor to stay in business" (Cedrone, 2019, p. 87).

#### 8.1.2 Section 1113(c) Motion Review

Section 1113(c) applies in cases where debtor seeks to reject a collective bargaining agreement or reach a consensual agreement with the union to put in place long-term or permanent modifications to the contract. As

noted in the *United Airlines* bankruptcy by Judge Eugene Wedoff, where the bankruptcy court ruled that United Airlines may “default on its pension obligations and turn over control of its pension funds to a federal agency that is already swamped by corporate pension defaults” (Martin, 2005):

“... the power of the Court in a situation like this is really very limited ... the only power the Court has is to either grant or deny a motion by the debtor to reject a collective bargaining agreement. It's an all or nothing proposition. The parties themselves have the opportunity to create solutions of considerably more subtlety and appropriateness for the case” (Association of Flight Attendants (AFA), 2004; see also Seltzer & Ciantra, 2007).

Section 1113(c) provides the following parameters:

1. “Prior to filing to reject a Contract, the debtor must make a proposal to the Union that details all of the modifications “necessary” to restructure while also assuring that all creditors and affected parties are treated “fairly and equitably.”
2. The debtor must provide the Union with relevant information necessary to evaluate the debtor’s proposal.
3. Both parties are required to meet, at a reasonable time, to confer in “good faith” in an attempt to reach mutual agreement on modifications to the Contract.”

Once the debtor officially files a Section 1113(c) motion with the court, a hearing will be scheduled to occur within 14 days after the filing date unless the parties mutually agree to a later date or the court determines that there is a need to extend the hearing date according to the circumstances of the case. The bankruptcy judge will make a ruling on the motion within 30-days of the hearing. Discussions between the company and the union may continue in an effort to work toward a consensual agreement up to the date of the court ruling (see Nave, 1985).

Absent a consensual agreement and assuming the debtor has met the parameters listed above, the court will approve the rejection of the contract if:

1. “the Union has refused to accept such proposal without “good cause” (as determined by the court including the parameters listed above); and
2. the court determines that the concessions of other constituencies in the bankruptcy [are] commensurate to those made by labor.”

### 8.1.3 Section 1113(e) Motion Review

Section 1113(e) allows a debtor to ask the court for temporary or interim relief on an emergency basis. The debtor must show that the changes sought are “essential to the continuation of the debtor’s business” or needed “to avoid irreparable damage” to the debtor. The full text of Section 1113(e) provides:

“If during a period when the collective bargaining agreement continues in effect, and if essential to the continuation of the debtor's business, or in order to avoid irreparable damage to the estate, the court, after notice and a hearing, may authorize the trustee to implement interim changes in the terms, conditions, wages, benefits, or work rules provided by a collective bargaining agreement. Any hearing under this paragraph shall be scheduled in accordance with the needs of the trustee. The implementation of such interim changes shall not render the application for rejection moot.”

Unlike the bankruptcy code under Section 1113(c), the court has more latitude to determine the application of changes to a collective bargaining agreement (see also Cameron, 1994).

### 8.2 But They Don't....

As previously noted, unionization of the faculty is highly unlikely at St. Swithen’s in light of the United States Supreme Court decision in *NLRB v. Yeshiva University* (1980), which determined whether certain faculty are “managerial” employees under the National Labor Relations Act (1935, as amended), and thus precluded from joining a union. In *Yeshiva*, the Supreme Court held in the context of religious colleges and universities that faculty are *managerial employees* if they exercise “collegial” authority collectively with administration in a wide range academic matters. The Supreme Court held that faculty are managerial employees if:

- they *participate in decision-making* about academic programs (such as the university's curricular offerings and requirements for graduation), enrollment management, finances, academic policy (such as university grading policy) and personnel policy and decisions, with greater weight to the first three areas;
- they *actually control* (have authority to decide matters and evidence shows they in fact exercise it) or *make effective recommendations* (the university administration almost always follows their recommendations) over these areas;
- the faculty members fit in the university's structure as *decision-makers* rather than, for example, members of a committee that makes recommendations not followed by university administrators; and
- the faculty have relatively *high standing at the university*, for example they are tenured or tenure-eligible rather than non-tenured and contingent (*NLRB v. Yeshiva University*, 1980).

In 2014, however, the National Labor Relations Board in *Pacific Lutheran University* (2014) rejected the university's claim that it was exempt from board oversight merely because it was a religious institution (Flaherty, 2019) and announced a new two part standard (Parker & Park, 2015) for determining the managerial status of faculty members. The new standard went beyond "participation" and "recommendation" and the exercise of "collegial authority": (1) whether faculty have *decision-making authority* in academic programs, enrollment policies, finances, academic policies, and personnel policies; and (2) whether the faculty exercise "*actual control or effective recommendation*" over each of those areas (Fisher, Berman, Harper, & Ayers-Mann, 2019).

However, on March 11, 2019, "the Court of Appeals for the D.C. Circuit *denied enforcement* of the Board's unanimous application *Pacific Lutheran* to non-tenure track full- and part-time faculty at the University of Southern California's Roski School of Art and Design" (*USC v. NLRB*, 2019). On appeal to the D.C. Circuit, USC argued that the Board decision conflicted with the Supreme Court's *Yeshiva* decision in two ways. "First, USC argued broadly that *Pacific Lutheran's* two-part standard also ran afoul of *Yeshiva*. The Court disagreed. While cautioning that the Board must be sensitive to the notion of collegial managerial authority, the D.C. Circuit concluded that the two-part standard for effective control did not necessarily contravene the Supreme Court's *Yeshiva* decision." Second, USC challenged the requirement that faculty subgroups must hold a "majority of seats on a committee in order to have effective control." The Court agreed with USC that this was inconsistent with *Yeshiva*. The D.C. Circuit reasoned that this aspect of *Pacific Lutheran* "failed to view faculty as a collective body of decision-makers and ignored the potential for commonality among faculty." The Court emphasized that *Yeshiva* did not focus on "whether one group outnumbered another, but on whether the subgroup was vested with managerial responsibility." Judge Tatel, who wrote the opinion, added that the NLRB decision "ignores the possibility that faculty subgroups, despite holding different status within the university, may share common interests and therefore effectively participate together as a body on some or all of the issues relevant to managerial status."

The Court remanded the case to the NLRB to reconsider its application of *Pacific Lutheran* in order to undertake a review "based on a standard more faithful to the Supreme Court's *Yeshiva* decision" (Fisher, Berman, Harper, & Ayers-Mann, 2019). The remand would give the newly-constituted Republican majority of the Board an opportunity to reconsider the *Pacific Lutheran* standard altogether.

When the question re-emerged once again before the D.C. Circuit on January 28, 2020, the Court of Appeals rejected the *Pacific Lutheran* framework, thus leaving its earlier *Yeshiva* decision intact. "The Court found that the Board improperly asserted authority over the school, which is properly exempt from the National Labor Relations Act (NLRA)" (Liebert Cassidy Whitmore, 2020). Was there a broader implication? Provost Michael Quick of USC added that the decision in the USC case "defends the principle that tenured and untenured faculty are partners in shared governance. The recent court decision affirms that principle" (Flaherty, 2019). *Yeshiva* would continue to be applied broadly to *all* faculty at private colleges and universities.

## 9. Athletics and Title 9 (adapted from NCAA, 2020)

As a part of its “cost savings efforts,” St. Swithen’s announced that it would terminate all of its athletic teams with the exception of men’s basketball and would be withdrawing from the “Little East” Conference—in the face of threats that it would be responsible for \$300,000 for renouncing its conference affiliation commitments. However, might St. Swithen’s have a “Title IX” problem?

Title IX of the Education Amendments Act of 1972 (1972) is a federal law that states:

"No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving Federal financial assistance."

St. Swithen’s is a member of the National Intercollegiate Christian Athletic Association (NCAA). The NCAA is an association of Christian universities and denomination and Bible colleges in the United States whose mission is "the promotion and enhancement of intercollegiate athletic competition with a Christian perspective." The NCAA was formed in 1965. For the 2019–2020 season, the NCAA was composed of 93 members, 53 of which participate in Division I and 40 in Division II. St. Swithen’s participates in their Division I, and currently supports 4 men’s and 4 women’s athletic teams and offers 5 basketball scholarships to athletes on both its men’s and women’s basketball teams.

If St. Swithen’s decides to terminate its women’s athletic teams, would such an action potentially be in violation of Title IX? Title IX applies to all educational institutions, both public and private, that receive federal funds. St. Swithen’s is such an institution. In rejecting a decision of the Supreme Court in *Grove City College v. Bell* (1984), limiting Title IX only to those “programs” that received federal funding, the Congress enacted a law under which almost all private colleges and universities were required to comply with Title IX regulations because they receive federal funding directly or indirectly through federal financial aid programs accessed by their students. In fact, as noted, 80% of all students attending St. Swithen’s will receive some form of federal financial aid (see the Civil Rights Restoration Act of 1987, 2012).

Athletics programs are considered “educational programs and activities.” There are three basic parts of Title IX as it applies to athletics (U.S. Department of Education, 1996):

1. “Participation: Title IX requires that women and men be provided equitable opportunities to participate in sports. Title IX does not require institutions to offer identical sports but an equal opportunity to play;
2. Scholarships: Title IX requires that female and male student-athletes receive athletics scholarship dollars proportional to their participation (George, 1999); and
3. Other benefits: Title IX requires the equal treatment of female and male student-athletes in the provisions of: (a) equipment and supplies; (b) scheduling of games and practice times; (c) travel and daily allowance/per diem; (d) access to tutoring; (e) coaching, (f) locker rooms, practice and competitive facilities; (g) medical and training facilities and services; (h) housing and dining facilities and services; (i) publicity and promotions; (j) support services and (k) recruitment of student-athletes” (NCAA, 2020; see also *Biediger v. Quinnipiac University*, 2012; Hefferan, 2016).

An institution must meet all of the following requirements in order to be in compliance with Title IX: For participation requirements, institutions officials must meet one of the following three tests.

1. An institution may:
  - a. Provide participation opportunities for women and men that are substantially proportionate to their respective rates of enrollment of full-time undergraduate students;
  - b. Demonstrate a history and continuing practice of program expansion for the underrepresented sex;
  - c. fully and effectively accommodate the interests and abilities of the underrepresented sex (U.S. Department of Education, 1996); and,
2. Female and male student-athletes must receive athletics scholarship dollars proportional to their participation; and,

3. Equal treatment of female and male student-athletes in the eleven provisions as mentioned above (see *Cohen v. Brown University*, 1993; Buzuvis, 2006; Marshall-Freeman, 2017).

According to current guidelines, the only provision that requires that the same dollars be spent proportional to participation is *scholarships*. Otherwise, male and female student-athletes must receive equitable "treatment" and "benefits." Title IX does not require that each team receive *exactly* the same services and supplies. Rather, Title IX requires that the men's and women's program receive the *same level* of service, facilities, supplies and etc. Variations within the men and women's program are allowed, as long as the variations are justified.

St. Swithen's maintains that it should be allowed to discontinue all but men's basketball (including its women's basketball program, along with other women's teams), because its men's program is "revenue producing" and mostly "self-sustaining financially" and, in fact, frequently fills its 1,500-seat on-campus arena. [It should be noted however, that the *Swithen Athletic Booster Club*, an organization independent of the college, annually donates \$750,000 towards the expenses of the men's basketball team—a situation that makes the program essentially "self-sustaining."] However, under guidelines issued by the Department of Justice, Office of Civil Rights (OCR), the basic philosophy underpinning Title IX (Brake, 2001) states that there cannot be an "economic justification" for non-equal treatment (see, e.g., the *Tower Amendment*, 1974). As a result, St. Swithen's cannot maintain that there are revenues or other considerations that mandate that certain sports receive better treatment or participation opportunities than other sports.

It does appear that St. Swithen's would **not** be precluded from terminating *all* of its athletic programs. Schools are not required to sponsor sports teams. However, if St. Swithen's decides to continue its men's basketball program with athletic scholarship offered to its players, it would be precluded from terminating its women's basketball program or terminating the scholarships for its women athletes on Title IX grounds. Whether the contribution from the *Swithen Athletic Booster Club* would have to be taken into account in determining Title IX compliance in other areas is another matter!

Concerning the second issue—St. Swithen's decision to withdraw from the "Little East Conference"—Vron (2010) notes that under Chapter 11, St. Swithen's would presumably be able to reject this affiliation contract. However, rejection of an executory contract (or an unexpired lease) pursuant to section 365 of the Bankruptcy Code does not rescind such contract or lease. Instead, rejection would constitute a *breach* of contract that would nonetheless relieve St. Swithen's from future performance under the affiliation agreement. As a result of the breach, the non-debtor party [the "Little East" Conference] can terminate the contract and would have no remaining obligations under the contract to St. Swithen's. Under these circumstances, the Conference is entitled to file an unsecured claim for any damages resulting from the rejection of the affiliation contract by the debtor or the Trustee. However, absent a Chapter 11 reorganization, where it might be possible to terminate its affiliation with the "Little East" Conference, this issue would be decided on the basis of its contractual (affiliation) obligation with the Conference. In either case, St. Swithen's should be prepared to take whatever action it feels is appropriate under the circumstances.

## 10. Wait! Not So Fast...

Concerning the challenges confronting higher education in the wake of the "Great Recession" of 2008-2009, Hueske (2013) wrote that "depressed tuition revenues, reduced federal and state funding, market volatility affecting endowments—are unlikely to abate in the short-term." In light of more recent developments surrounding the coronavirus outbreak in the spring of 2020—or in the case of St. Swithen's, where a pandemic measles outbreak takes place—colleges and universities have been placed under financial pressures which have led to the possibility that several institutions might consider seeking protection from creditors or fundamental restructuring of their institutions in order to weather the storm. In addition to cutting back course offerings and academic programs or evaluating the method by which courses are offered (i. e., expansion of on-line programs, hiring of more term and adjunct faculty), these restructuring efforts have included reducing faculty and administrative staff, cutting back sports programs, reducing faculty and staff benefits (most especially contributions to health and retirement plans),

renegotiating service contracts, cutting travel research support, and in some cases, taking a serious look at provisions relating to faculty tenure.

Hueske (2013) reports in the face of these challenges, some institutions have also “put themselves up for auction,” and have sought “bankruptcy protection.” Raising a caution, Hueske (2013) cited the case of *In re Lon Morris College* (2012) in which the Bankruptcy Court for the Eastern District of Texas held that *filing for bankruptcy* can result in “stripping” a school of eligibility to participate in federal student loan and assistance programs such as Pell Grants, Stafford Loans, PLUS Loans, and others, leading to the “sudden liquidation and piecemeal auction” of Lon Morris and to the conclusion that filing Chapter 11 may not be a viable alternative for St. Swithen’s.

In light of the ruling of the bankruptcy court, *Lon Morris* may serve as a warning to stressed and insolvent colleges and universities to carefully evaluate both their options and strategies in possibly pursuing a Chapter 11 reorganization filing.

*10.1 The Lessons of Lon Morris (In re Lon Morris College, 2012; adapted from Hueske, 2013; Bruckner, 2017)*  
Ironically the rationale for the bankruptcy court’s decision in *Lon Morris* did not relate to actions of traditional non-profit institutions of higher education; rather, the bankruptcy court was seemingly reacting to primarily private for-profit or “proprietary” institutions “exploiting their Title IV eligibility by aggressively recruiting and enrolling students into overhyped and underfunded programs,” leaving hundreds of thousands of students with little or no training, no jobs, and significant debts that they could not possibly repay.

Partly in response, Congress amended the Higher Education Act (1965) to, among other things, “strip any institution of higher learning of its Title IV eligibility if such institution filed for bankruptcy protection” (see 20 U.S.C. Section 1002(a)(4)(A)). This amendment was intended to eliminate the use of the provisions of the bankruptcy laws, namely the *automatic stay*, in order to forestall any actions by the Department of Education against an unscrupulous institution. The *Lon Morris* court took note of *In re Betty Owen Schools, Inc.* (1996) where the bankruptcy court for the Southern District of New York had stated that “courts are bound by Congressional judgments that general bankruptcy policy give way to more specific policy considerations.” In reference to the amendments to Section 1002(a)(4), Congress’s specific intent to prevent institutions of higher education from seeking refuge in bankruptcy to avoid action by the Department of Education must override the general “fresh start” policy of Section 525(a) of the Bankruptcy Act.

Lon Morris College, a private junior college located southeast of Dallas, Texas, was founded in 1854. In 2008, Lon Morris experienced a substantial negative cash flow from reduced enrollment and increased “tuition receivables.” When the college took steps to increase student enrollment in the hope of turning around its finances, ironically the increase in student enrollments necessitated the construction of new dormitory facilities, “which were financed by incurring even more debt.” In July of 2012, after the college ran out of cash, and its president resigned, a chief restructuring officer sought Chapter 11 protection with the goal of continuing to operate Lon Morris while restructuring its debts. The restructuring officer indicated that Lon Morris would be seeking a financial partner to recapitalize or perhaps a party to acquire the school as a viable concern.

One month later, in August 2012, “the Department of Education notified Lon Morris that its eligibility for Title IV programs had been revoked due to the bankruptcy filing.” Lon Morris responded by filing a motion seeking an injunction to forestall the Department’s action under section 525(a) and seeking monetary damages. Lon Morris argued that “[b]ecause of the DOE’s actions, Lon Morris’ ability to sell itself as a going concern has been impaired and Lon Morris has lost value.”

Shortly thereafter, on August 20, 2012, Judge Parker in the Eastern District of Texas issued a decision focusing on whether the Department of Education may properly revoke a bankrupt college or university’s eligibility under Title IV by virtue of the institution’s bankruptcy filing.

In his opinion, Judge Parker adhered to the reasoning of the court in *Betty Owen* (1996), holding that:

“[I]t is a clearly expressed subsequent Congressional choice that the public policy supporting access to bankruptcy relief must necessarily yield in this limited instance to the public policy

protecting students and their investment in their education, as well as protecting the vast sums of money that American taxpayers invest into higher education for its citizens through the availability of federally backed student loans.”

While Judge Parker noted that the situation before him was “clearly distinguished from a fly-by-night, for profit, limited time venture, maybe by questionable entrepreneurs seeking to fleece the student loan system.” Upon affirming the Department of Education’s revocation of Lon Morris’ Title IV status, Lon Morris was no longer able to market itself as a “going” concern and concluded that the only available option was an orderly liquidation.

As noted in its disclosure statement relating to its liquidation, filed in October 2012:

“The result of the Bankruptcy Court’s decision was that the Debtor could not enroll a fall class. Students were dependent upon federal aid and would be unable to pay for their education; the Debtor would have no receipts and would be unable to pay faculty and operating expenses. The Debtor was forced on an emergency basis to transfer its students to other colleges and suspend the fall semester, while it continued to attempt to sell itself as a going concern, to no avail. After discussions and meetings with secured lenders, the Debtor proposed an auction process with a sale confirmed through a plan of reorganization that permits the Debtor to dispose of its assets.”

The plan of liquidation for Lon Morris was confirmed on February 12, 2013, and the sale of the college’s property and assets through an auction was approved (Harper, 2012). The auction of Lon Morris College property was concluded with major purchases by the Jacksonville Independent School District and an office supply company in a multi-day auction that raised nearly \$2.2 million.

## 11. Conclusion

What might be the lesson of *Lon Morris*? Before St. Swithen’s takes the step of filing for Chapter 11 reorganization, the Board of Trustees should consider the consequences. If St. Swithen’s *were to lose its Title IV eligibility immediately upon filing*, it would seriously endanger its ability to continue in operation as a “going” or viable concern. Additionally, St. Swithen’s might lose substantial value to any investors or other parties who may have expressed an interest in a merger or some other arrangement through a 363 sale or otherwise.

If St. Swithen’s would be precluded from seeking reorganization through a Chapter 11 filing, what actions might be possible and are there other restrictions that might be imposed on these possible actions? How can St. Swithen’s continue in operation amidst these practical and financial limitations? Because the faculty of St. Swithen’s is not unionized and are not covered by a collective bargaining agreement, protections under Section 1113 would not be available to them. By declaring a “financial emergency,” St. Swithen’s would have great latitude to effect changes in employee’s salaries and benefits—and perhaps moving forward, even to the system of tenure—such as no longer offering tenure as an employment option for non-tenured and “future” faculty hires. Removing tenure from currently tenured faculty is quite another matter.

Would the faculty at St. Swithen’s have *any* recourse in the event that modifications of their faculty contracts are deemed as either unfair or unreasonably burdensome? Faculty can insist that they are “at the table” when difficult decisions are taken; faculty can insist that the provisions of the Shared Governance Guide are strictly adhered to in deciding whether to terminate the contracts of any of its teaching staff (for example, eliminating or sharply reducing adjunct faculty) (Higer, 2020) or change faculty status with reference to tenure; faculty can insist that they be represented on the Board of Trustees in recognition and furtherance of the principle of “shared governance”; faculty can insist that any cost savings be equally born by all “constituencies” of the college; and faculty should insist that a complete review of administrative structures and salaries at St. Swithen’s is undertaken. One additional possibility exists: if all else fails, faculty can engage in concerted actions such as informational picketing or seeking to voice their viewpoints in the local media; or in the extreme, the faculty could call a strike—perhaps further crippling the ability of St. Swithen’s to emerge from its financial crisis—a result that none of the parties desires.

## APPENDIX I

**BUGET PRO FORMA AND PROJECTIONS: PREPARED FOR THE PRESIDENT'S CABINET MEETING  
(CONFIDENTIAL): FOR DISCUSSION PURPOSES ONLY (UNAUDITED)**

2019-2020 Budget

2020-2021 Budget

**ACTUAL****PROJECTED****REVENUES****REVENUES**

## TUITION:

## TUITION:

2200 students times \$10,200 = 22,440,000

1000 students times \$10,200 - \$10,200,000

Less Discounted tuition (10%) = 2,244,000

Less Discounted tuition (10%) = \$1,020,000.

TOTAL TUITION: \$20,196,000

TOTAL TUITION = \$9,180,000

Dormitory and Cafeteria Fees = \$800,000

Dormitory and Cafeteria Fees = \$800,000

Net Ancillary Income:

Net Ancillary Income:

Parking = \$200,000

Parking = \$80,000

Book Store = \$80,000

Book Store = \$40,000

Athletics = \$80,000

Athletics = \$40,000

Total Net Ancillary Income = \$360,000

Total Net Ancillary Income = \$160,000

Net Income from the Endowment = \$1,136,000

Net Income from the Endowment = 0

**TOTAL EXPECTED REVENUES = \$22,492,000****TOTAL EXPECTED REVENUES =****\$10,140,000****EXPENSES:****EXPENSES:**

Full time Faculty Salaries and Benefits = \$10,203,000\*

Full time faculty Sals and Benefits = \$10,203,000

Part Time Faculty = \$168,000\*

Part Time Faculty = \$168,000

Administrative Salaries and Benefits = \$4,180,000\*

Admin. Sals and Benefits = \$4,180,000,

Clerical Salaries and Benefits = \$990,000\*

Clerical Sals and Benefits = \$990,000

"Other" Salaries and Benefits = \$800,000\*

"Other" Salaries and Benefits = \$800,000

**TOTAL SALARIES AND BENEFITS = \$16,341,000****TOTAL SALS AND BENEFITS =****\$16,341,000**

## BUDGET EXPENSES (OTHER)

## BUDGET EXPENSES (OTHER)

Maintenance, Utilities, etc. = \$1,400,000

Maintenance, Utilities, etc. = \$1,400,000

Debt Service = \$480,000

Debt Service = \$480,000

Supplies = \$78,000

Supplies = \$78,000

Travel = \$90,000

Travel = \$90,000

Publicity, other = \$60,000

Publicity, other = \$60,000

Athletics (net) = \$302,000\*

Athletics (net) = \$302,000

TOTAL OTHER EXPENSES = \$2,410,000

TOTAL OTHER EXPENSES =

\$2,410,000

**TOTAL EXPENSES = \$18,751,000****TOTAL EXPENSES = \$18,751,000****EXPECTED BUDGET SURPLUS = \$3,741,000****TOTAL BUDGET DEFICIT = (\$8,611,000)**

LESS DIOCESE CONTRIBUTION = \$374,100

\$0

**SURPLUS = \$3,366,900****POTENTIAL DEFICIT = (\$8,611,000)**

## \* Notes

Faculty Salaries: Average of \$105,000 plus 10% benefits

Adjunct Salaries at \$3,000 per course

Administrative Salaries: Average of \$95,000 plus 10% benefits

Clerical Salaries: \$30,000 including benefits

Other Salaries: \$26,000 including benefits

Discounted tuition includes scholarships offered directly by St. Swithen's

Athletics: Combined budgets for all sports (does not include a \$750,000 yearly non-budgetary contribution from the *Swithen Athletic Booster Fund*, separately administered, for the men's basketball team)

Debt service includes interest payments on all past and current bonding obligations

## References

- Adams, S. (2020). Boston university is first to announce it may postpone opening its campus until January 2021. *Forbes* (April 14, 2020). Retrieved: <https://www.forbes.com/sites/susanadams/2020/04/13/boston-university-is-first-to-announce-it-may-postpone-its-fall-term-until-january-2021/>
- Amsler, J.B., & Boruvka, E. (2019). Teaching democracy through practice: collaborative governance on campus. *Journal of Dispute Resolution*, 2019: 73-109.
- Applebaum, A.S. (2019). The new hidden cost of chapter 11. *American Bankruptcy Institute Journal*, 38(3): 32-33.
- Armstrong, C. (2019). What happens when a company files chapter 11 bankruptcy? *The Balance Careers.com* (August 9, 2019). Retrieved: <https://www.thebalancecareers.com/what-to-do-when-your-company-files-chapter-11-bankruptcy-316247>
- Association of Flight Attendants (AFA). (2004). What is section 1113 anyway? *Jump Seat News.com* (November 5, 2004). Retrieved: <https://jumpseatnews.com/2004/11/what-is-section-1113-anyway> (last visited April 15, 2020).
- Bank, J.W. (2019). Representing a business in a workout or bankruptcy. *Michigan Bar Journal*, 98: 52-54.
- Bragg, S. (2018). Debtor in possession. *Accounting Tools* (June 4, 2018). Retrieved: <https://www.accountingtools.com/articles/2018/6/4/debtor-in-possession>
- Brake, D. (2001). The struggle for sex equality in sport and the theory behind Title IX. *University of Michigan Journal of Law Reform*, 34: 13-149.
- Broude, R.F. (2020). Reorganizations under chapter 11 of the bankruptcy code. Eagan, Minn.: Law Journal Press.
- Bruckner, M. (2017). Why can't colleges declare bankruptcy? HBCU's would benefit greatly from chapter 11 reorganization. *New York Daily News* (March 30, 2017). Retrieved: <https://www.nydailynews.com/opinion/colleges-declare-bankruptcy-article-1.3013855>
- Buzuvis, E.E. (2006). Survey says... A critical analysis of the new Title IX policy and a proposal for reform. *Iowa Law Review*, 91: 821-886.
- Cameron, C.D. (1994). How "necessary" became the mother of rejection: an empirical look at the fate of collective bargaining agreements on the tenth anniversary of bankruptcy code section 1113(c). *Santa Clara Law Review*, 34: 841-943.
- Cedrone, M.J. (2019). Supreme silence and precedential pragmatism: *King v. Burwell* and statutory interpretation in the federal courts of appeals. *Marquette Law Review*, 103: 43-109.
- Chingos, M.M. (2017). Don't forget private, non-profit colleges. *Economic Studies* (Evidence Speaks Reports), 2(9): 1-9.
- Coco, D. (2019). Third-party bankruptcy releases: an analysis of consent through the lenses of due process and contract law. *Fordham Law Review*, 88: 231-265.
- Cordry, K. (2020). Affairs of state, textualism, originalism and the code: arguments for a heretical view of section 363. *American Bankruptcy Institute Journal*, 39(2): 20-29.
- Elliott, D.Y., & Hollander, E.C. (2014). Navigating a nonprofit corporation through bankruptcy. *Non-Profit Quarterly* (April 29, 2014). Retrieved: <https://nonprofitquarterly.org/nonprofit-corporation-navigating-through-bankruptcy/>
- Fisher, R., Berman, J., Harper, S., & Ayers-Mann, J. (2019). D.C. Circuit denies enforcement of NLRB's decision applying Pacific Lutheran standard. *Employer Labor Relations.com* (March 18, 2019). Retrieved: <https://www.employerlaborrelations.com/2019/03/18/d-c-circuit-denies-enforcement-of-nlrbs-decision-applying-pacific-lutheran-standard/>
- Fuller, K. (2005). Chapter 11 examiner when why what and how (Part 1). *American Bankruptcy Institute Journal* (March 2005). Retrieved: <https://www.abi.org/abi-journal/chapter-11-examiner-when-why-what-and-how-part-i>
- George, B.G. (1999). Sports law in the 21<sup>st</sup> century: Title IX and the scholarship dilemma. *Marquette Sports Law Journal*, 9: 273-285.
- Goldschmid, H.J. (1998). The fiduciary duties of nonprofit directors & officers: paradoxes, problems, and proposed reforms. *Journal of Corporate Law*, 234: 631-653.
- Harper, Faith. (2012). Lon Morris to liquidate all of its assets through auctions. *Jacksonville Daily Progress* (October 5, 2012). Retrieved: <https://www.jacksonvilleprogress.com/news/lon...>
- Harrison, Y., & Murray, V. (2014). *Guidelines for improving the effectiveness of boards of directors of nonprofit organizations*. Albany, N.Y.: Open SUNY.
- Hefferan, J.J. (2016). A sporting chance: *Biediger v. Quinnipiac University* and what constitutes a sport for purposes of Title IX. *Marquette Sports Law Review*, 26: 583-670.
- Herman, K.A., & Herman, J.A. (2019). Protecting retirement assets from creditors. *Journal of the Missouri Bar*, 75: 172-204.

- Heyman, S.B. (2019). United States Supreme Court surveys: 2017 term digest *Reality Trust v. Somers*: Whistleblowers and corporate retaliation. *Roger Williams University Law Review*, 24: 78-103.
- Higer, A.J. (2020). I teach at Rutgers and I don't know if I'll have a job this fall. N.J.com (April 24, 2020). Retrieved: <https://www.nj.com/opinion/2020/04/i-teach-at-rutgers>
- Hueske, W. (2013). School's out forever: Lon Morris College, section 525(a), and revocation of Title IV eligibility for institutions of higher education in bankruptcy. *Weil Bankruptcy Blog* (April 9, 2013). Retrieved: <https://business-finance-restructuring.weil.com/government/schools-out-forever-lon-morris-college-section-525a-and-revocation-of-title-iv-eligibility-for-institutions-of-higher-education-in-bankruptcy/>
- Huffman, A.E. (2020). Forgive and forget? An analysis of student loan forgiveness plans. *North Carolina Banking Institute*, 24: 449-478.
- Hunter, R. J., & Shannon, J.H. (2015). Is it time to revisit the Yeshiva decision: the myth of "shared university governance." *International Review of Sciences and Humanities*, 9(1): 193-207.
- Hunter, R.J., & Shannon, J.H. (2020). A primer on the role of the university's attorney. *Education Quarterly Reviews*, 2(4): 86-100.
- Liebert Cassidy Whitmore. (2020). D.C. Circuit rejects NLRB's Pacific Lutheran test, reasserts Great Fall's exemption for determining NLRA exemption for religiously affiliated schools. *Lcwlegal.com* (March 4, 2020). Retrieved: <https://www.lcwlegal.com/news/dc-circuit-rejects-NLRB's-Pacific-Lutheran-test>
- Lindblad, M. (2017). Advantages & disadvantages of at-will employment. *BIZFLUENT* (September 26, 2017). Retrieved: <https://bizfluent.com/info-8533105-advantages-disadvantages-atwill-employment.html>
- Lippman, E., & Grimmer, T. (2017). Protecting donor restrictions on bequests. *The CPA Journal*, 87(4): 9-12.
- Lipson, J.C. (2010). Understanding failure: examiners and the bankruptcy reorganization of large public companies. *American Bankruptcy Law Journal*, 84: 1-77.
- Lipson, J.C. (2018). The secret life of priority: corporate reorganization after Jevic. *Washington Law Review*, 93: 631-783.
- Lubben S. (2019). *American business bankruptcy: a primer* (Chapters 17 & 20). Northampton, Mass.: Edward Elgar Publishing.
- Marshall-Freeman, D., (2017). Title IX's three-prong test in athletics. *National School Boards Association*. Retrieved: [https://cdn-files.nsba.org/s3fs-public/09\\_MarshallFreeman Title IX 3 Prong Test.pdf](https://cdn-files.nsba.org/s3fs-public/09_MarshallFreeman Title IX 3 Prong Test.pdf)
- Martin, P. (2005). Court approves termination of United Airlines pension plans. *World Socialist Web.org* (May 13, 2005). Retrieved: <https://www.wsws.org/en/articles/2005/05/unit-m13.html>
- Methner, S.E. (2019). A Catholic university approach to campus speech: using constitutional academic freedom to hold the tension of free speech, inclusive diversity, and university identity. *University of St. Thomas Law Journal*, 15: 358-418.
- Meyer, R.C. (2020). Legislative update, Small Business Reorganization Act arrives this month. *American Bankruptcy Institute Journal*, 39(2): 8-49.
- National Conference of State Legislators (NCSL). (2019). The at-will presumption and exceptions to the rule. *NCSL.org* (September 21, 2019). Retrieved: <http://www.ncsl.org/research/labor-and-employment/at-will-employment-overview.aspx>
- Nave, G.A. (1985). Collective bargaining agreements in bankruptcy proceedings: Congressional response to *Bildisco*. *University of Illinois Law Review*, 1985: 997-315.
- NCAA. (2020). Title IX frequently asked questions. *NCAA.org*. Retrieved: <http://www.ncaa.org/about/resources/inclusion/title-ix-frequently-asked-questions> (last visited April 14, 2020).
- Norton, W.L. (2004). Norton bankruptcy law and practice, 4: Section 79.23. Eagan, Minn.: Thompson Reuters (Westlaw).
- Olson, G.A. (2009). Exactly what is 'shared governance'? *Chronicle of Higher Education* (July 23, 2009). Retrieved: <https://www.chronicle.com/article/Exactly-What-Is-Shared/47065>
- O'Neill, C. (2020). The meeting of creditors (341 hearing) is an important part of every chapter 7 and chapter 13 bankruptcy case. *All law.com* (updated). Retrieved: <https://www.alllaw.com/articles/bankruptcy/what-expect-meeting-creditors-341-hearing.html> (last visited April 19, 2020).
- Parker, M. & Park, S. (2015). The impact of *Pacific Lutheran* on collective bargaining at catholic colleges and universities. *Journal of Collective Bargaining in the Academy (The Keep)*, 7(1): Article 3. Retrieved: <http://thekeep.eiu/jcba/vol7/iss1/3>
- Pasquale, K., Siegel, J., & Lee, O. (2015). The rejection and modification of collective bargaining agreements pursuant to bankruptcy code section 1113. *Norton Annual Survey of Bankruptcy Law*: 113-159.
- Payne, A.M. (2019). What the hack? Reexamining the duty of oversight in an age of data breaches. *Georgia Law Review*, 53: 727-769.
- Price, N. (2018). The fiduciary responsibilities of a nonprofit board of directors. *Board Effect.com* (March 12, 2018). Retrieved: <https://www.boardeffect.com/blog/fiduciary-responsibilities-nonprofit-board-directors/>

- Rimbach, J. (2020). NJ colleges will partially refund students sent home due to coronavirus. Here's how it will work (March 27, 2020). Retrieved: <https://www.msn.com/en-us/news/us/nj-colleges-will-partially-refund-students-sent-home-due-to-coronavirus-here-s-how-it-will-work/ar-BB11FRrL>
- Rosenthal, L. (2017). Yes, nonprofits sometimes do file bankruptcy. *For Purpose Law Group* (March 29, 2017). Retrieved: <https://www.forpurposelaw.com/nonprofits-file-bankruptcy/>
- Schlagel, C., & Averch, C. (2020). Beauty is in the eye of the beholder: a bundle of rights theory of enforceability of chapter 11 voting assignments. *American Bankruptcy Institute Law Review*, 28: 1-38.
- Schmidt, A. (2019). Litigator's perspective, is under oath enough? *American Bankruptcy Institute Journal*, 36(9): 18-58.
- Seltzer, R.M., & Ciantra, T.N. (2007). The future of labor through the prism of bankruptcy: the return of government by the injunction in airline bankruptcies. *American Bankruptcy Institute Law Review*, 15: 499-535.
- Seton Hall University. (2018). *Faculty Guide*. Seton Hall University. Retrieved: <https://www.shu.edu/provost/upload/Faculty-Guide.pdf> 12)
- Shachmurove, A. (2019). Escape from pandemonium: Reconciling section 363(f) and section 365(h) in Qualitech's shadow and Spanish Peak's wake. *American Bankruptcy Institute Law Review*, 27: 181-263.
- Shanes, A. (2020). Seton Hall's endowment drops 9% as outbreak takes financial toll on markets. (April 3, 2020). *North Jersey.com*. Retrieved: <https://www.northjersey.com/story/news/coronavirus/2020/04/03/seton-halls-endowment-drops-9-coronavirus-outbreak-takes-toll/2945215001/>
- Spizman, L., & Kane, J. (1990). Chapter 11 bankruptcy and the termination of collective bargaining contracts. *Employee Responsibilities and Rights Journal*, 3(4): 277-284.
- Strub, M.H., & Reisner, J.M. (2020). Section 507: a re-examination of the rules of property rights and post-petition gifting in bankruptcy. *Bankruptcy Institute Law Review*, 28: 93-134.
- Temin, M.L., & Chovanes, M.B. (2020). Venue in small-value preference cases after SBRA: Congress should have amended 28 U.S.C. Section 1409(b). *American Bankruptcy Institute Journal*, 39(4): 38-84.
- Trautman, L.J., & Ford, J. (2019). Nonprofit governance: the basics. *Akron Law Review*, 52(4): 971-1042.
- United States Courts. (2020). *Chapter 11. Bankruptcy Basics*. Retrieved: <https://www.uscourts.gov/services-forms/bankruptcy/bankruptcy-basics/chapter-11-bankruptcy-basics> (last visited April 18, 2020).
- U.S. Department of Education. (1996). Clarification of intercollegiate athletics policy guidance: the three-part test (January 16, 1996). Retrieved: <https://www2.ed.gov/about/offices/list/ocr/docs/title9-qa-20100420.html> (last visited April 15, 2020).
- U.S. Department of Justice (2020). Change in chapter 11 quarterly fee payment processing time (April 1, 2020). Retrieved: <https://www.justice.gov/ust/chapter-11-quarterly-fees> (last visited April 15, 2020).
- U.S. Legal (2020). The role of an examiner. *U.S. Legal.com*. Retrieved: <https://bankruptcy.uslegal.com/chapter-11-bankruptcy/the-role-of-an-examiner/> (last visited April 16, 2020).
- Vedder, R. (2020). Tenure is dying. *Forbes* (April 13, 20120). Retrieved: <https://www.forbes.com/sites/richardvedder/2020/04/13/academic-tenure-rip1>
- Vron, V. (2010). Rejection of an executor contract does not relieve a debtor of assumed liabilities. *Weil Bankruptcy Blog* (December 22, 2010). Retrieved: <https://business-finance-restructuring.weil.com/executory-contracts/update-to-rejection-of-an-executory-contract-does-not-relieve-a-debtor-of-assumed-liabilities/>
- West, M.S. (1986). Life after *Bildisco*: Section 1113 and the duty to bargain in good faith. *Ohio State Law Journal*, 47: 65-161.
- Willborn, S., et al. (2012). *Employment law: Cases and Materials* (5<sup>th</sup> ed.). New York: Lexis-Nexis.
- Wong, D. (2010). Chapter 11 bankruptcy cramdown and the contract rate approach. *Northwestern University Law Review*, 106(4): 1927-1958.
- Zaretsky, B. (1993). Symposium on bankruptcy: Chapter 11 issues: trustees and examiners in chapter 11. *South Carolina Law Review*, 4: 907-962.

## CASES

- Biediger v. Quinnipiac University (2009). 616 F. Supp 2d 277 (United States District Court, District of Connecticut)
- Cathcart v. Micale (2019). 402 F. Supp. 3d 110 (United States District Court, Eastern District of Pennsylvania)
- Cejka v. Vectrus Sys. Corp. (2018). 2018 U.S. Dist. LEXIS 173599 (United States District Court, District of Colorado)
- Cohen v. Brown University (1993). 991 F.2d 888 (United States Court of Appeals, 1<sup>st</sup> Circuit)
- Grove City College v. Bell (1984). 465 U.S. 555 (United States Supreme Court)
- In re Baldwin United Corp. (1984). 47 B.R. 898 (United States District Court, Southern District of Ohio)
- In re Baldwin-United Corporation (1985). 57 B.R. 759 (United States District Court, Southern District of Ohio)
- In re Betty Owen School, Inc. (1996). 195 B.R. 23 (United States Bankruptcy Court, Southern District of New York)
- In re Big Rivers Elec. Corp. (2004). 355 F.3d 415 (United States Court of Appeals, 6<sup>th</sup> Circuit)
- In re Bricksin (2006). 346 B.R. 497 (United States Bankruptcy Court, Northern District of California)
- In re Lon Morris College (2012). Case No. 12-60557 (United States Bankruptcy Court, Eastern District of Texas)
- In re Roth American Industries (1992). 975 F.2d 949 (United States Court of Appeals, 3<sup>rd</sup> Circuit)
- In re Tighe Merchantile (1986). 62 B.R. 995 (United States Bankruptcy Court, Southern District of California)
- In re Wabash Valley Power Ass'n. (1996). 72 F.3d 1305 (United States Court of Appeals, 7<sup>th</sup> Circuit)
- Kapp v. Naturelle, Inc. (1979). 611 F.2d 703 (United States Court of Appeals, 8<sup>th</sup> Circuit)
- Lucio v. Fern at Tenth LLC (2019). 2019 U.S. Dist. LEXIS 174330 (United States District Court, Southern District of Texas, Mcallen Division)
- NLRB v. Bildisco (1984). 465 U.S. 513 (United States Supreme Court)
- NLRB v. Pacific Lutheran University (2014). 19-RC-102521, 361 NLRB 1404. (National Labor Relations Board)
- NLRB v. Yeshiva University (1980). 444 U.S. 672 (United States Supreme Court)
- Smith v. Safety-Kleen Sys. (2019). 2019 U.S. Dist. LEXIS 23806 (United States District Court, Western District of Pennsylvania)
- Smith v. Shaw's Supermarkets, Inc. (2020). 2020 U.S. App. LEXIS 12479 (United States Court of Appeals, 2<sup>nd</sup> Circuit)
- USC v. NLRB (2019). No. 17-1149 (United States Court of Appeals, D.C. Circuit)

## SELECT STATUTORY MATERIALS

- Cal. Corp. Code Section 5239(a): No personal liability for certain volunteers
- Civil Rights Restoration Act of 1987 (2012). 20 U.S.C. Section 1681.
- Higher Education Act (1965). [Pub. L. 89-329](#).
- H.R. Rep. No. 109-31, pt. 1, at 145 (2005): Bankruptcy Abuse Prevention and Consumer Protection Act of 2005
- National Labor Relations Act (1935, as amended). 29 U.S.C. Sections 151- 169.
- N.Y. Not-for-Profit Corp. Law Section 720-a: No personal liability for certain volunteers
- Title IX of the Educational Amendments (1972). 20 U.S.C. Â§1681 et seq.
- Tower Amendment (1974). 120 Congressional Record 15: 322-323.
- U.S. Code Title 11— BANKRUPTCY (The Bankruptcy Act, 2019)
1. [CHAPTER 1—GENERAL PROVISIONS \(§§ 101 – 112\)](#)
  2. [CHAPTER 3—CASE ADMINISTRATION \(§§ 301 – 366\)](#)
  3. [CHAPTER 5—CREDITORS, THE DEBTOR, AND THE ESTATE \(§§ 501 – 562\)](#)
  4. [CHAPTER 7—LIQUIDATION \(§§ 701 – 784\)](#)
  5. [CHAPTER 9—ADJUSTMENT OF DEBTS OF A MUNICIPALITY \(§§ 901 – 946\)](#)
  6. [CHAPTER 11—REORGANIZATION \(§§ 1101 – 1195\)](#)

7. CHAPTER 12—ADJUSTMENT OF DEBTS OF A FAMILY FARMER OR FISHERMAN WITH REGULAR ANNUAL INCOME (§§ 1201 – 1232)
  8. CHAPTER 13—ADJUSTMENT OF DEBTS OF AN INDIVIDUAL WITH REGULAR INCOME (§§ 1301 – 1330)
  9. CHAPTER 15—ANCILLARY AND OTHER CROSS-BORDER CASES (§§ 1501 – 1532)
- 20 U.S.C. Section 1002(a)(4)(A): Title IV eligibility  
28 U.S.C. Section 1930(a)(6): Bankruptcy fees.  
42 U.S.C. Section 14503(a): Limitation on Liability for (Non-Profit) Volunteers



# Innovative and Collaborative Learning in Visual Arts with the Use of Modern Educational Software

Spyros Kolyvas<sup>1\*</sup>

<sup>1</sup> Art teacher, Visual artist, MSc 1; kolyvas0@gmail.com

Correspondence: kolyvas0@gmail.com

## Abstract

The aim of the educational scenario is to create an innovative teaching proposal in the Class of visual arts for the pupils of the last two classes of the elementary school. This teaching proposal escapes the strict framework of the school program and proposes a holistic approach to knowledge. Its application requires the use of new technologies, which contribute particularly to the design and implementation of educational scenarios where the student takes an active role in the framework of the teaching act. The use of new technologies in both the process of seeking information from the student and the use of modern digital tools and educational software fosters collaboration, excites curiosity and creativity through which they develop critical thinking, which must be at the heart of learning. The didactic results of this teaching proposal are derived from the teacher's diary and the students' questionnaires and are of special value both during the feedback phase and in the future design of scenarios. The future uses of the micro-script by teachers who teach the course of visual arts will offer valuable observations for improving it.

**Keywords:** Educational Script, New Technologies, Collaboration, Innovation, Art Education, Critical Thinking

## 1. Introduction

The content of this educational script is compatible with the curriculum of Visual arts in Greece elementary school. The cognitive objectives and the skills of this scenario are basic goals of the visual course. This micro-scenario is a differentiated teaching method that facilitates active learning by aiming to improve learning effectiveness and the teaching and learning process. (Zhu, Wang, Cai & Engels, 2013). The experience of the work of art by children through the analysis of its structure and composition leads to liberating creative activity (Brandon, 2004). The activities of the scenario involving the use of ICT are developed in the computer lab so that pupils divided into groups

---

\* About the author Spyros Kolyvas holds Intergrated master from the Athens School of Fine Arts Greece (1999) and MSc from the Hellenic Open University (2018). He also holds BA from the National and Kapodistrian University of Athens, Department of Theology School (1992). Mr. Kolyvas has received national scholarship and prize of his study in the Athens School of Fine Arts. He is a member of Visual Chamber of Greece. He works as a visual arts teacher.

of three people can work effectively with the available computers. Activities such as painting, discussion, etc. will be developed in the classroom (laboratory) where the desks are separated per groups in a circular layout to facilitate the interaction and active participation of pupils. With regard to prerequisite knowledge regarding ICT, students already know the word processor and (power point) after they have been taught in computer science and the program of creating digital exhibition spaces artsteps.com As well as the use of Wikipedia and the Wiktionary tools they have already used in the visual class.

The activities of the micro-screenplay were attempted to be drawn up in accordance with the principles and spirit of the theory of constructionist, where students are invited through group collaborative learning to discover new knowledge. Learning takes place in certain cultural contexts through a trim relationship. Interaction of students with a teacher, students with classmates and students with medium. The teacher's role is guiding (Christensen, Horn & Johnson, 2008). It also provides the student with the means to facilitate the search and conquest of new knowledge. The teacher through the structure of the teaching module and the targeted questions in the worksheets stimulates the student to active learning (Ferrari, Cachia & Punie, 2009: 47, Jacker & Lockman, 2000). The teaching is not based on a linear transmission of matter but starts from a student's choice project and with some questions it helps the student to process the work, to associate it with knowledge that it already possesses (previous lesson modules, experiences) to penetrate it and create its own work (Jacker & Lockman, 2000). The teacher assists the student with specific pedagogical options and practices to exploit the available resources by discovering "self" knowledge. With regarding to the use of the new tools, detailed instructions are given to the worksheets in order to facilitate the pupils in their proper use and to achieve their pedagogical utilization. We must not forget that the tool is a supportive means of achieving the learning objectives and not an end (Jenkins, 2006; Livingston, 2012). Higgins, Xiao & Katsipataki (2012) report that the research data of the last 40 years on the impact of digital technologies for consistently identify positive benefits.

### 1.1. Innovative educational activities

Innovative actions are an effort to introduce modern pedagogy and technology through alternative classroom teaching methods (Kozma, 2003). Innovative actions aim at creating learning mechanisms with new strategies and aim at developing the student's creative abilities (Ferrari, Cachia, and Punie, 2009). Current teaching methods often disregard creativity and may stifle it (Ferrari, Cachia, & Punie, 2009: 47, 48; Mynbayeva, Sadvakassova & Akshalova, 2017:16; Serdyukov, 2017: 8). Modern perceptions of the complexity of Gardner's Intelligence (1993) and Fullan's (1991) theory have helped to develop new learning mechanisms, which argue that educational innovation focuses on actions that involve and promote new perceptions of education in three dimensions: a) change of principles and beliefs; b) application of new teaching approaches; and c) use of new teaching methods. Innovative educational actions give the possibility of an alternative pedagogy where it can help improve cognitive ability and the production of new knowledge by the student (Brandon, 2004). The need for creative education and innovation highlights the research findings in recent decades where teachers in the overwhelming majority want to change the way of teaching towards more creative methods and applications to produce knowledge (Andreadis, Athanasiadis & Dodontsis, 2012; Papapanagoy, 2006).

The application of the principles of exploratory learning using modern teaching tools and materials creates attractive and effective learning environments that lead to the improvement of Learning (Crook, 1998; Kaklamanis, 2005; Zhu et al., 2013). An innovative program is basically a profound incision in the change of mentality and culture. In Germany, as early as 1975, the first alternative schools began to operate in which the holistic personality of each child is promoted and where learning is a means of liberation in order to understand and cope with the child's daily life (Yiagkounidis, 2017). The aim of this teaching proposal is to change the mindset and culture in order to give students more space for active action in combination with the use of modern school technology and modern educational software. The use of new technologies in the learning process supports learning and provides a more interesting and enjoyable learning environment for students (Jenkins, 2006; Livingstone, 2012: 11; Passey et al., 2004). In the new learning model, the student plays a central role, while the teacher plays a role in guidance and mediation (Christensen et al., 2008; Ferrari et al., 2009: 47, Jager & Lokman, 2000).

## 1.2. Collaborative Learning

Collaborative learning leads to the discovery of knowledge through practice. Students, through social interaction, with their classmates, teachers, and the broader context of social support, build their own spiritual world, based on old knowledge and experiences. Collaborative learning environments, such as wikis, allow students to learn together, share knowledge and collaborate on problem solving. Collaborative environments are directly linked to the concept of social building. Computer-aided collaborative learning (CSCL) is particularly suited to fostering student-led dialogue and deepening and expanding these dialogues (Wegerif, 2004).

## 2. Teaching goals - expected outcomes

- To exercise students in the use of appropriate terminology in the description of works of art.
- To experience the artistic language of the artwork in an experiential way.
- To realize that the plastic elements of the artwork (shape, color, texture, space, etc.) are the visual language of the project.
- To exploit what they experienced from their contact with the board in a personal way through the creation of a new project.
- To realize that artistic creation is a complex phenomenon.
- Work in such a way as to develop a positive attitude towards working in groups.
- Become familiar with ICT tools (the WEB GALLERY OF ART, how to create <http://www.jigsawplanet.com/puzzle>, create a digital artsteps.com exhibition space).
- Create digital space for exhibitions that will utilize the new knowledge of the module, the worksheets and the artistic creations of the pupils, in order to enable them to interact with the material through the digital resource

## 3. Materials & Methods

The teaching scenario took place in primary school students of the 3rd grade. The sample consisted of 35 students (13 boys and 22 girls). The activities took place in 4 teaching hours of the course of visual arts. In each teaching hour, specially formed activity sheets were given, which corresponded both to the possibilities of the classroom's learning level and to the objectives of the program. The program actively participated (1) educator. The collection of data from the application of the micro-script was made through (a) the calendar was respected by the teacher and (b) through a questionnaire that was shared with the pupils. The teacher's diary provided important data for the development of the project. It contained a record of events and reflective notes throughout the training scenario. The questionnaire was used to record attitudes and experiences from the participating pupils. The data obtained from the students' calendar and questionnaires helped to evaluate the micro-scenario of teaching in order to achieve the learning goals.

### 3.1 Didactic application of the proposal

The implementation of this proposal had a duration of (4) teaching hours. The teacher had the opportunity to carry out some of the actions in the educational unit, while others could be completed in the free time of the students with the use of the online collaborative platform (wiki spaces). The activity was cross-curricular and addressed to students who had basic knowledge of computer use. For the implementation of the educational script it was necessary to use the Classroom-visual laboratory. Students using the appropriate tools sought information on the internet constructed their own puzzles and finally their own digital museum. Initially, introductory information was made to students regarding the use of appropriate educational software. Then the pupils were divided into groups. The composition of the groups, as well as the assignment of roles to their members was made considering the skills and interests of the members. The activities took place within 4 teaching hours, but through the online collaborative platform (wiki spaces), where the open conversations feature could deepen and enrich the dialogue (Wegerif, 2006). The subject, activity selected "Acquaintance with a work of my beloved artist!" gave the possibility of personal expression to each student regardless of the level of knowledge in order to express various ideas. The activity was supported by dialogues, even with simple prompts ("What do you think", "Why

do you do It"), which in the right place can have a profound effect on learning (Wegerif, 2004). The methodology for the development of the activity was based on the model of Carbonaro, Rex & Chambers (2004) and was divided into individual stages: activation, exploration, investigation, creation and presentation. The investigation was done through internet searches, where students visit different websites to explore an issue. For the construction of the puzzle, the appropriate software was used as well as the construction of the Digital Museum. Learning occurs through the search for information and the creation of a project (Resnick & Ocko, 1991).

The idea of "learning to create" is in the context of the philosophy of constructivism. The stage of project creation is an ideal teaching intervention for the emergence, utilization and evaluation of the cognitive structures of each pupil. This teaching scenario is a different way of teaching approach than usual practice. The pupils initially expressed their thoughts, sought information, built with modern tools their own puzzles and their own digital museum, used educational software to understand concepts, created their own works to understand the concepts and use of morphological elements. In the context of the teaching scenario, the digital order was exploited, which gave the possibility of continuing the activity and outside of the school unit by further tying the members of the group. Attention was paid to the integration of the collaborative platform (wiki spaces) in the educational process to maintain its role as collaborative and not to remove the importance of physical presence and communication. An attempt was made to make this scenario an alternative learning proposition combined with play and pleasure, rather than with conventional learning obligations (Jenkins, 2006). This teaching proposal proposes collaborative and not competitive learning but even if competition between pupils is developed within the framework of the game considering that the teacher can manage competition efficiently to promote learning and improve student performance.

#### 4. Results

Students consider that the use of new technologies helped them a lot when conducting the teaching micro-script. In more detail 21 students replied a lot of 60%, while only 3 replied a modest rate of 8.6% (table 1)

**Table 1.** Frequencies and relative frequencies on whether new technologies and the Internet helped pupils

	Frequency	Percent
Valid		
Very much	11	31,4
Enough	21	60,0
Moderate	3	8,6
Total	35	100,0

Students believe that innovative learning methods (innovative projects, educational scenarios) are not adequately integrated in school, most students are wary since 20 out of 35 replied moderately (table 2)

**Table 2.** Frequencies and relative frequencies on whether innovative teaching methods have been adequately integrated in schools

	Enough	Moderate	Little	None	Total
sex					
male	4	4	5	1	14
female	3	16	2	0	21
Total	7	20	7	1	35

Students believe that innovative learning methods (innovative projects, educational scenarios) are not adequately integrated in school, most students are wary since 20 out of 35 replied moderately (table 2).

Students believe that new technologies and the Internet helped communicate with each other and develop cooperative relations, 21 people replied a lot of 60% and only 3 replied a modest rate of 8.6% (table 3).

**Table 3.** Frequencies and relative frequencies on whether new technologies and the Internet can help students communicate and collaborate

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very much	11	31,4	31,4	31,4
	Enough	21	60,0	60,0	91,4
	Moderate	3	8,6	8,6	100,0
	Total	35	100,0	100,0	

There is a consensus that the experiential approach to knowledge has helped students achieve their goals. The 34 of the 35 replied that their experiential approach much or helped much-too much (table 4).

**Table 4.** Frequencies and relative frequencies on whether the experiential approach help students achieve the goals.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very much	19	54,3	54,3	54,3
	Enough	15	42,9	42,9	97,1
	Moderate	1	2,9	2,9	100,0
	Total	35	100,0	100,0	

## 5. Discussion

As the teachers' diary found, there were difficulties in implementing this teaching scenario, especially in the organizational part in the preparation of the computer laboratory. It is necessary to assist educational informatics in preparing the application of the educational scenario. Also, due to the absence of an optical laboratory in the school unit, the transformation of the classroom into a laboratory required proper preparation by the teacher before the start of the teaching time. It was found that the use of the digital classroom helped to cultivate communication between pupils and to save time from teaching hours, as many problems arise during the implementation of the scenario were resolved in the digital class. It was found that the application of the teaching micro-script resulted in pedagogical benefits for pupils:

- a) Students' interest has been maintained throughout the educational scenario. An attempt was made to make this teaching scenario an alternative learning proposition combined with play and pleasure, rather than with conventional learning obligations (Lund & Nielsen, 2002; Paul, C., Paul, A., Hafner & Bongard, 2000).
- b) The micro-teaching scenario offered the possibility of direct participation of pupils in the process of discovering knowledge. Through collaborative learning, pupils experienced a new way of discovering knowledge. Collaborative learning is particularly important for the 21st century student (Ben-Jacob, M. G. & Ben-Jacob, T. E., 2013)
- c) Students at all stages of the teaching scenario were able to reflect on the self-correction.
- d) On the occasion of the educational teaching scenario, the participating pupils formed collaboratively through the wikis a learning community with the willingness to jointly create a learning environment through their interaction with the common goal of Successful completion of the project.
- e) Online learning has ensured students time to think as well as greater participation in the learning process as pupils on the internet tend to be less shy students (M. G. Ben-Jacob & T. E. Ben-Jacob, 2013).

The results from the application of the micro-script as emerged from the student questionnaire show that most pupils consider that the use of new technologies helped them greatly in the conduct of this educational Micro-script. They believe that new technologies and the Internet have helped them communicate with each other and develop collaborative relationships. The research data confirm that the collaboration of the participants in the micro-scenario was excellent. Previous surveys show that such activities promote collaborative learning (Kearns

et al., 2001; Chronakis & Kourias, 2011). However, students believe that innovative learning methods have not been integrated to a degree that changes the mentality of the teacher-centric teaching methodology at school. Also, most pupils consider that there is incomplete information at school about the necessity of innovative teaching methods such as micro-scenarios to raise awareness of all pupils in new ways of discovering Knowledge. Finally there was a consensus among the students that the experiential approach to knowledge helped them achieve their goals in conducting the specific micro-scenario of teaching.

This teaching practice could be extended to other sections of the course of visual arts and in general and other courses of the school unit. This will help stimulate the interdependence and familiarization of pupils with modern technologies and basic concepts of visual arts.

## 6. Conclusions

The specific teaching scenario offered the possibility of direct involvement of pupils:

- (a) In the learning process
- (b) Cultivation of reflection through the possibility of self-correction
- (c) Immediacy of feedback and the satisfaction of achievement of the goal (final project).

On this teaching proposal, all participating pupils formed a learning community with the willingness to jointly create a learning environment through their interaction with the common goal of successfully completing the project. The pupils experienced a new way of discovering knowledge through collaborative learning. Students' interest in this teaching proposal was great throughout its implementation. Therefore, the above methodology is proposed to be applied gradually to the teaching of various courses which will contribute to the stimulation of the interrelation and the familiarization of the pupils with the modern technologies and the basic concepts of visual arts. It was found that as in any innovation, the contribution of modern technology was necessary in the design and implementation of the micro-script. It is proposed that this particular mini-scenario be applied by teachers teaching artistic subjects in the last two classes of primary school in order to provide us with data through the teachers' calendar and student questionnaires so that we have an objective assessment (a) of the ability of this particular educational scenario to achieve its objectives (b) feedback on any changes and proposals to improve it.

## References

- Andreadis, A., Athanasiadis, K., and Dodonitsis, M. (2012). ICT applications in the school programs of environmental education. P. E. E. P. C 1, 46. Available on the website: <http://www.peakpemagazine.gr/issue/61> [In Greece].
- Ben-Jacob, M. G., & Ben-Jacob, T. E. (2013). Perspectives on Online and On-Site Pedagogy: The Impact of Technology Now and in the Future. *Art and Design Review*, 1(01), 1. <http://dx.doi.org/10.4236/adr.2013.11001>
- Brandon, B. I. L. L. (2004). Applying instructional systems processes to constructivist learning environments. *The eLearning Guild*, 6(29). <https://www.elearningguild.com/pdf/2/062904des.pdf>
- Carbonaro, M., Rex, M., & Chambers, J. (2004). Using LEGO robotics in a project-based learning environment. *The Interactive Multimedia Electronic Journal of Computer-Enhanced Learning*, 6(1). <http://www.imej.wfu.edu/articles/2004/1/02/index.asp>
- Christensen, C. M., Horn, M. B., & Johnson, C. W. (2008). How'disruptive innovation'will change the way we learn. *Education Week*, 27(39), 25-36. [http://cdn.apexlearning.com/documents/EdWeek\\_Disruption.06.04.08.pdf](http://cdn.apexlearning.com/documents/EdWeek_Disruption.06.04.08.pdf)
- Crook, C. (1998). Children as computer users: The case of collaborative learning. *Computers & Education*, 30(3-4), 237-247. [https://doi.org/10.1016/S0360-1315\(97\)00067-5](https://doi.org/10.1016/S0360-1315(97)00067-5)
- Ferrari, A., Cachia, R., & Punie, Y. (2009). Innovation and creativity in education and training in the EU member states: Fostering creative learning and supporting innovative teaching. *JRC Technical Note*, 52374, 64. [https://www.researchgate.net/profile/Yves\\_Punie/publication/265996963\\_Innovation\\_and\\_Creativity\\_in\\_Education\\_and\\_Training\\_in\\_the\\_EU\\_Member\\_States\\_Fostering\\_Creative\\_Learning\\_and\\_Supporting\\_Innovati](https://www.researchgate.net/profile/Yves_Punie/publication/265996963_Innovation_and_Creativity_in_Education_and_Training_in_the_EU_Member_States_Fostering_Creative_Learning_and_Supporting_Innovati)

- [ve Teaching Literature review on Innovation and Creativity in ET in the E/links/54b6848e0cf24eb34f6d28a4.pdf](#)
- Jager, A., & Lokman, A. H. (2000). *The Impact of ICT in Education: The Role of the Teacher and Teacher Training*. Stoas Research.  
[https://scholar.google.com/scholar?hl=en&as\\_sdt=0%2C5&q=8.%09Jager%2C+A.%2C+%26+Lokman%2C+A.+H.+%282000%29.+The+Impact+of+ICT+in+Education%3A+The+Role+of+the+Teacher+and+Teacher+Training.+Stoas+Research.&btnG=](https://scholar.google.com/scholar?hl=en&as_sdt=0%2C5&q=8.%09Jager%2C+A.%2C+%26+Lokman%2C+A.+H.+%282000%29.+The+Impact+of+ICT+in+Education%3A+The+Role+of+the+Teacher+and+Teacher+Training.+Stoas+Research.&btnG=)
- Jenkins, H. (2006). *Fans, bloggers, and gamers: Exploring participatory culture*. nyu Press.  
[https://books.google.gr/books?hl=en&lr=&id=jj2eKl3NcBEC&oi=fnd&pg=PA1&dq=Jenkins,+2006&ots=nagdbzNMGP&sig=DSVoeoQhKx1WxEp\\_Whqd1ozY4K8&redir\\_esc=y#v=onepage&q=Jenkins%2C%202006&f=false](https://books.google.gr/books?hl=en&lr=&id=jj2eKl3NcBEC&oi=fnd&pg=PA1&dq=Jenkins,+2006&ots=nagdbzNMGP&sig=DSVoeoQhKx1WxEp_Whqd1ozY4K8&redir_esc=y#v=onepage&q=Jenkins%2C%202006&f=false)
- Higgins, S., Xiao, Z., & Katsipatakis, M. (2012). The impact of digital technology on learning: A summary for the education endowment foundation. *Durham, UK: Education Endowment Foundation and Durham University*. <https://pdfs.semanticscholar.org/d26b/b59f2536107b57f242b8289b1eb6f51d8765.pdf>
- Fullan, M. (1991). *The new meaning of educational change*. London: Cassel.
- Kaklamanis, Th. (2005). Collaborative learning and ICT in education. *Inspection of educational issues, 10, 130-144*.
- Kearns, S. A., Rogers, C., Barsosky, J., Portsmore, M., & Rogers, C. (2001). Successful methods for introducing engineering into the first grade classroom. In *ASEE Annual Conference and Exposition Proceedings, Albuquerque, New Mexico*. <https://ceeo.tufts.edu/documents/conferences/2001skcrjbmpr.pdf>
- Kozma, R. B. (2003). Technology and classroom practices: An international study. *Journal of research on technology in education, 36*(1), 1-14. <https://doi.org/10.1080/15391523.2003.10782399>
- Livingstone, S. (2012). Critical reflections on the benefits of ICT in education. *Oxford review of education, 38*(1), 9-24. <https://doi.org/10.1080/03054985.2011.577938>
- Lund, H. H., & Nielsen, J. (2002). An edutainment robotics survey. In *HART2002*.  
<http://citeseerx.ist.psu.edu/viewdoc/summary?doi=10.1.1.72.6048>
- Mynbayeva, A., Sadvakassova, Z., & Akshalova, B. (2017). Pedagogy of the Twenty-First Century: Innovative Teaching Methods. In *New Pedagogical Challenges in the 21st Century-Contributions of Research in Education*. <http://dx.doi.org/10.5772/intechopen.72341>
- Paul, C., Paul, A., Hafner, V., & Bongard, J. (2000). Teaching new artificial intelligence using constructionist edutainment robots. <http://citeseerx.ist.psu.edu/viewdoc/summary?doi=10.1.1.38.1793>
- Papapanagoy, E. (2006). Development of educational material of environmental education and evaluation of the awareness-change of attitudes in various groups of pupils (Doctoral dissertation). [In Greece]
- Passey, D., Rogers, C., Machell, J., McHugh, G., & Allaway, D. (2004). The motivational effect of ICT on pupils. Department of Educational Research.  
<https://pdfs.semanticscholar.org/b3c6/2de570e4928a969b27aaa31ecd17870fde1d.pdf>
- Resnick, M., & Ocko, S. (1991). LEGO/Logo: learning through and about design In: Harel, I. & Papert, S. (Eds.) *Constructionism*. <https://llk.media.mit.edu/papers/ll.html>
- Serdyukov, P. (2017). Innovation in education: what works, what doesn't, and what to do about it?. *Journal of Research in Innovative Teaching & Learning, 10*(1), 4-33. <https://doi.org/10.1108/JRIT-10-2016-0007>
- Yagounides, P. (2017). The school of future and the Finnish-German alternative educational system-a comparative approach. *Education sciences, (2)*, 160-171.
- Wegerif, R. (2004). The role of educational software as a support for teaching and learning conversations. *Computers & Education, 43*(1-2), 179-191. <https://doi.org/10.1016/j.compedu.2003.12.012>
- Wegerif, R. (2006). A dialogic understanding of the relationship between CSCL and teaching thinking skills. *International Journal of Computer-Supported Collaborative Learning, 1*(1), 143-157.  
<https://link.springer.com/article/10.1007/s11412-006-6840-8>
- Zhu, C., Wang, D., Cai, Y., & Engels, N. (2013). What core competencies are related to teachers' innovative teaching? *Asia-Pacific Journal of Teacher Education, 41*(1), 9-27.  
<https://doi.org/10.1080/1359866X.2012.753984>
- Chronaki, A. and Kourias S. (2011). Kids, Robots and Lego Mindstorms: recording the beginning of an interactive relationship. In the Proceedings of the *2nd Pan-Hellenic Conference on the Integration and Use of ICT in the Educational Process*, 1009-1020, Patras. [in Greek]



# A Project-Based Application-oriented Language Teaching Research

Youwen Zhang<sup>1</sup>

<sup>1</sup> Zhejiang University of Finance & Economics Dongfang College, Zhejiang China, email:zyw12398@163.com

## Abstract

Based on the examination washback mechanism, the study is to carry out college English application-oriented teaching reform practice, unify the diverse core themes in textbook learning through project tasks in the network and classroom teaching, and emphasize the close connection between language learning and language practice. Project tasks involve the establishment of a series of task documents, task implementation, and task reflection. Project tasks are carried out closely following the core idea of the improvement of workplace capabilities, project data can be integrated into a semester language learning course. The study provides task samples for language teaching and initial experience to adapt to other relevant elective courses, and provides students with additional learning motivation and deeper learning capabilities.

**Keywords:** Washback Mechanism, Application-based Teaching, Project Tasks, Task Documents

## 1. Introduction

College English is a general university course, which is a basic course that almost all college students in China need to learn. Foreign language instruction is always an important part of modern education, and is always closely related to the development of the country. At present, China's economic development has entered a new normal, and the country's development requires more highly qualified international talents than ever before. According to the "Guide to College English Teaching", the cultivation of students' English application ability and comprehensive cultural literacy is an important training goal of English teaching. At the same time, with the official release of "Chinese English Proficiency Scale", it has put forward refined measurement standards for the cultivation and application of language ability in teaching. The new training goal is very focused on the cultivation of students' basic ability and cultural literacy, so the classroom teaching design based on applied concepts is particularly important, so that learners have the awareness and ability to learn.

## 2. Application-based Instructional Design Based on the Washback Mechanism

ETIC refers to the English Test for International Communication, it is a certification system that assesses English communication ability in the workplace. ETIC aims to serve as a benchmark for employers to select

employees who are confident and competent to communicate in English in an international environment. At the same time, ETIC helps colleges promote teaching and training comprehensive abilities including critical thinking, intercultural communication, and solving contextualized problems, etc. in language classrooms. The design concept of ETIC based on market and application can provide a good testing and evaluation platform for applied teaching. As one of the first batch of national ETIC test units in our country, our university has conducted the school-wide ETIC test several times in a row, and the frequency of student's taking the test has increased year by year. In order to achieve the teaching objective of the College English course, we combined the ETIC to design classroom teaching, and fully utilized the examination washback mechanism to optimize teaching design and enhance language learning efficiency.

The research in washback theory and practice from early 1990s have proposed different theoretical models, including Hughes' (1993) Washback trichotomy, Bailey's (1996) basic model of washback and Green's (2007) model of washback, incorporating intensity and direction, and a variety of empirical studies conducted (Alderson & Hamp-Lyons, 1997; Cheng 2005; Hawkey 2006; Green 2007; Qin 2012; Xiao et al. 2014).

ETIC examines English communication ability, the ability to analyze and solve problems and the ability of cross-cultural understanding and expression. We put the concepts of excellent classification and practical orientation in ETIC into the daily teaching design, so that the teaching is close to the actual needs and practical principles.

1) In teaching belief, through the combination of intensive teaching and situational teaching, to create a emulational environment for language use and cultivate language application awareness during the teaching process. Intensive teaching means that the teacher should grasp the language points and content framework as much as possible, and use refined language to enable students to understand the teaching content and difficulties. It is not necessary to teach students all the details of the course, but to teach students how to learn, so that they can carry out self-study and discussion, and have enough time to think about and solve difficult problems and practice more, they can understand and digest knowledge learned in the classroom. Situational teaching is supported by emulational language conditions, to complete language tasks and implement language teaching in an emulational language environment, so that teaching tasks and teaching content are based on daily life and working setting, and task design is oriented to actual needs and practical applications.

2) In teaching design, College English is divided into two courses as a foreign language communication ability module: College English Listening and Speaking, College English Reading and Writing. English listening and speaking classes aim to improve students' language listening and oral communication skills, while college English reading and writing is to train students' English reading and writing skills. To meet different needs of international exchange activities in different fields, ETIC offers 7 tests, ranging from basic level to simultaneous interpreting level, its contents cover the daily contacts in workplace, international business exchange activities, translation of professional documents, simultaneous interpretation in meetings and conversations etc.. In speaking and listening class, teaching content and task design appropriately refer to the questions and content of the ETIC, simulate the working environment and design real teaching cases to be incorporated into the teaching project, let students experience and use language to solve problems. In reading and writing course, to incorporate business communication and task implementation in the teaching projects, the language output ability and language practice ability are targetedly honed, and let the feedback effect of the exam and the washback mechanism give students the best positive guidance for learning and teaching.

3) In teaching mode, relying on the Unipus system of the Foreign Language Teaching and Research Press, it uses a combination of online teaching and offline teaching to solve the problem of insufficient teaching time due to the reduction of class credits and improve the teaching network. Constructing an online self-learning platform in college English basic teaching, as a supplement to conventional teaching, online teaching plays an important role in the entire teaching process. The effective combination of network teaching resources and multimedia classroom teaching can greatly improve students' learning interest and learning efficiency. By using the teaching resources on the Internet, students can learn and strengthen the teaching content by themselves. In addition, students can communicate with teachers at any time on the Internet. The combination of online and offline methods can not only avoid the time and location limitations caused by the traditional teaching model,

but also improve the students' computer control ability and language use ability. Students' learning styles change from passive to active, which can mobilize students' self-learning ability.

4) In teaching methods, strengthening practical teaching to cultivate students' ability to use language and solve practical problems is the ultimate and optimal pursuit of application-oriented teaching reform. In traditional teaching experiments, many teaching and evaluation systems focus on verification, repetition and reproduction of what students have learned in the classroom. This kind of teaching experiment can improve students' knowledge acquisition and knowledge management ability to some extent, but it lacks in using knowledge flexibly to solve problems. It cannot cultivate students' application ability, lack flexibility and creativity. In order to change this situation, the primary task of college English teaching is to cultivate students' application ability. Project task-driven teaching is a good way to solve such problems. The course content is incorporated in the project, in proposing tasks, analyzing tasks, completing tasks, communication and summary, through the implementation of tasks, students use the acquired knowledge to improve their ability to solve problems in the real world, and intensify practical teaching to achieve the improvement of language use ability. At the same time, through task-driven mode, teachers can be regarded as leaders and facilitator in learning, and students can be transformed into the main body of classroom tasks.

### 3. Implementation of Instructional Design

College English courses are offered from first-year freshmen in college, teaching students basic knowledge about language theory and practice, such as listening, speaking, reading, writing, and translation. The course aims to help college students master and use language tools to cultivate the ability to obtain information and exchange information, and possess critical thinking and an international perspective to examine the world. The goal of the curriculum reform is to develop a teaching model, stimulated by the examination washback mechanism, to cultivate students' interest in using English and enhance their ability to solve practical problems in English.

College English textbooks are composed of different theme units. Through the connection with the professional orientation of the ETIC, to make full use of the emulational workplace language environment to practice vocabulary and language knowledge points in text learning. The seemingly disconnected themes in various texts are linked together to enhance students' language efficiency and workplace experience in the course learning; by providing a framework that showcases the themes of workplace activities, it emphasizes the close connection between the working environment and language learning, thereby increasing students' interest and motivation in learning languages; at the same time, the task-based project implementation model allows students to enter a simulated language environment, which is an important place to develop problem-solving skills and critical thinking, thereby inspiring them to continue to study higher-level courses and learn to use English to develop undergraduate project research of the major.

In order to achieve these goals, two courses College English Reading and Writing and College English Listening and Speaking adopt a mixed online and offline teaching model of "Classroom Learning" + "Self-Learning". Online study uses the computer-aided foreign language digital teaching platform Unipus and the mobile terminal self-learning App platform for independent learning and teaching interaction; offline, it is to make full use of the exam washback mechanism to integrate two teaching paths to implement task-driven teaching activities, and respond to improve teaching efficiency. In short, the project-driven hybrid teaching method can provide a variety of learning management for college English courses, from a wide range of textbooks and extra-curricular knowledge intensive training to practical application projects based on ability enhancement, learning content and skills ascension are varied. For this course, the task-driven project implementation model and the online and offline mixed teaching model provide an excellent balance between two valuable goals of good experiential learning and a wide range of topics covering.

Each task involves the design and implementation of a learning system that can enhance the sense of substitution of language learning and the immediacy of language practice. These tasks also provide an opportunity for students to not only solve the topic of language learning, but also solve the core problems of language use. Teachers can choose a task to use in the classroom, and then interact and implement part of the task or

subsequent tasks on the Internet. Network tasks are not to replace regularly scheduled assignments, but to supplement and enhance them, while teachers may need to adjust the number of extracurricular assignments to avoid overloading students.

Tasks can be in the form of textbook or extra-curricular knowledge combined with the ETIC workplace English for application design. Students can choose from a variety of fields for a variety of training projects for workplace simulation, such as recommending products and services, oral communication tasks with customers, in response to the need of letters or e-mails reply, or writing business recommendations based on the information provided in the form of written communication tasks. This kind of theoretical knowledge combined with practical application of project implementation can enable students to better practice and enhance their ability in speaking, analyzing business data and conducting business briefings. Studies have shown that the choice of background or problem domain for assignments and examples used in the classroom can have a huge impact on students' motivation to learn, which in turn impact their learning quality (Wilensky, 1991) . A problem domain that a student relates to and finds relevant leads to deeper understanding and hence smoother transfer to other domains, something that assessment of our work supported.

We have carefully designed the specific content of the text, and the experimental project for the task implementation of workplace English can be tightly integrated into the teaching of college English for a semester and become a systematic cluster. Regarding task-driven teaching, the specific experimental course operation mode is shown below.

#### Phase 1: text extraction and data preparation

The contemporary college English is basically a university general course, so the relevant learning content is mainly aimed at the development of basic language skills such as listening, speaking, reading and writing. After learning the words and text in accordance with conventional teaching methods, we ask students to understand and think about which vocabulary and sentences may be used according to the workplace context, and form a training data set. This preparation is actually to give learners a basic concept of language use space and scene transition, this conversion plays an important role in information retrieval and vocabulary search, it allows learners to get psychological preparation and material preparation of being familiar with the workplace language environment. Learners can also use online materials to improve these word data, so that they can obtain a full reserve of language materials. In the first few preparation activities at this stage, teachers are particularly advised to assist students' preparation. After several practical exercises, learners will quickly use different feature extraction methods to prepare data files.

#### Phase 2: develop task documents grouped by subject

The purpose of this stage is to develop a collection of task documents belonging to different workplace themes. The first is the determination of the theme of the workplace. We can refer to the ETIC about the different levels of the preset for the use of workplace English to determine the different topics. Then, to combine Unipus and network materials to organize group learning activities, each group is responsible for different topics, and each topic is composed of at least 3 to 5 document collections. Since these tasks with different topics will be used for learning and classification implementation at a later stage, they are best to form a specific structure. Different task documents are at different levels in different topic hierarchies, and there is a distinction between the difficulty and the depth of the subject. An example of the structure of such a task document is as follows: (a) Each unit has at least five different topics related to spoken and written exercises, and each topic has at least 3-5 document sets. (b) Each document should contain at least a certain amount of text, such as 20 words, 30 sentences, or a number of paragraphs. The learner has the preparation for the extraction of words and sentences in the previous stage, and can easily understand and prepare the initial data of the task document without too much guidance. Teachers should also prepare the document data of the speaking, writing and listening comprehension task before the stage of classroom task implementation.

#### Phase 3: Task implementation

At this stage, through the arrangement and implementation of document tasks to create an emulational language environment and workplace practice, and finally form a model of language experiment data set. These models

were subsequently used for two purposes: (1) to improve the structure and classification accuracy of task topics, and (2) to expand the applicability of new task items.

Entering the topic of classroom tasks, the implementation phase includes the following steps. (1) To preprocess document data for oral practice and listening comprehension. Make the necessary connection between the spoken and listening comprehension task documents, and verify the consistency of the documents created in phase 2 of the project, and use class notes for reflective analysis. (2) To create a context. Through the introduction of company's business background and operation, create a learning situation that is as realistic as possible related to the current learning theme, and make the situation as intuitive and vivid as possible, so that the learner can enter the learning situation with "real tasks". (3) To determine the task. In the created situation, select the authenticity event or problem related to the task document as the central content of spoken or written communication, let students understand, analyze and solve the current real problem. (4) To learn autonomously and collaboratively. Teachers provide students with relevant clues to solve the problem according to the task, guide students to use relevant language materials and connect relevant information materials in classroom communication and group activities, and emphasize the cultivation of the self-learning ability in communication and written activities, at the same time, advocate discussions and idea communication between students, through the confrontation of different points of view, supplement, correct and improve each student's solution to the current problem. And lead some sections of the task and listening materials into the Unipus learning platform to continue and deepen the content of classroom learning, strengthen the effect of language practice, and supplement the lack of offline learning time simultaneously.

In the final stage of the project task, the teacher writes a report on the language experiment to evaluate the learning effect. The effectiveness of these projects is evaluated through a multi-level evaluation system composed of teachers, students, and advisory committees. The assessment process includes both formative assessment and final assessment. The content includes a detailed statement of the experimental data (language input data, language output data), task implementation solutions or results, and interpretation and analysis of existing problems, as well as an evaluation analysis about test scores and ETIC examination score at the end of the semester. Think about the real needs of students and the best mode of knowledge transfer, and how to create a good environment for expanding knowledge and capabilities. Finally, a practical language experiment model is constructed according to the task objectives, preparation, steps, implementation and results.

#### **4. Reflective Thinking of Teaching**

In teaching feedback, we will compare the data before and after incorporating the ETIC into the examination and evaluation system, and analyze the washback effect of the examination mechanism on the teaching action and effectiveness. The investigation contents include teaching content, teaching organization, teaching materials, language used in the classroom, teacher-student communication characteristics, classroom atmosphere and other internal elements of the teaching, as well as external factors such as the washback effect of the examinations accepted by the administrative department, teachers and students. At the same time, a comparison will be made between the ETIC preparation category and the non-preparation category to identify the differences caused by ETIC. In addition, the classes taught by different teachers, the classes of students with different language levels, and the classes of different types of schools will be compared to distinguish other factors that may cause discrepancy in different classes.

#### **5. Conclusion**

We explore a language learning experiment project with the unified theme of task documents, which is a teaching method that combines the test washback mechanism with task-driven concepts, and emphasizes the close connection between the internal mechanism of language learning and external teaching practice. Through a set of adaptable language experiment projects, workplace application abilities can be integrated into language teaching courses in emulational language context, thereby providing a framework that can be used to enhance students' learning experience. The project is developed for a specific application ability system, when we take

the improvement of workplace practical ability as the theme of the language experiment project, we are also creating a framework and applicable models that can be adapted to other topics in the course and even other related elective courses.

### Acknowledgments

This paper is supported by the State Scholarship Fund of China Scholarship Council.

China Foreign Language Assessment Fund Key Project in the year 2018 “Applied Research on ETIC Under the Reform of College English Teaching” (ZGWYCPJJ2018085A)

Zhejiang University of Finance & Economics Dongfang College Zhejiang Province Higher Education “Thirteenth Five-Year Plan” the second batch of college-level teaching reform research key project in the year 2019 “Research on the Formative Evaluation Model of “Advanced English” (2019JK36)

### References

- Alderson, C., & Hamp-Lyons, L. (1996). TOEFL Preparation Courses: A Study of Washback [J]. *Lang. Test.* 13(3), 280–297.
- Bailey, K. (1996). Working for Washback: A Review of the Washback Concept in Language Testing [J]. *Lang. Test.* 13(3), 257–279.
- Cheng, L. (2005). *Changing Language Teaching through Language Testing: A Washback Study* [M]. Cambridge: Cambridge University Press.
- Green, A. (2007). *IELTS Washback in Context* [M]. Cambridge: Cambridge University Press.
- Hawkey, R. (2006). *Impact Theory and Practice: Studies of the IELTS Test and Progetto Lingue 2000* [M]. Cambridge : Cambridge University Press.
- Hughes, A. (1993). *Backwash and TOEFL 2000* [Z]. Unpublished manuscript, University of Reading.
- Qin, X. (2012). Fully Exploiting the Positive Washback Effects of TEM4/8 to Arrest the Decline in the Quality of Teaching and Learning [J]. *Foreign Lang. World* 3, 10–14.
- Wilensky, U. (1991). Abstract Meditations on the Concrete and Concrete Implications for Mathematics Education. In I. Harel and S. Papert, Eds. *Constructionism*. Ablex, Norwood, NJ. 193–203.
- Xiao, W. Gu, X. Ni, C. (2014) The Washback Mechanism of CET: a Longitudinal Study via Multi-group Structural Equation Modeling [J]. *Foreign Lang. Learn. Theory Pract.* 3, 37–43.



# The Effect of Using Youtube to Increase the Level of Listening Skills Among Non-Native Students of Arabic Speakers in Malaysian Universities

Shorouk Mohamed Farag Mohamed Farag Aboudahr<sup>1</sup>

<sup>1</sup> Ph.D. candidate: School of Education and Modern Languages, Universiti Utara Malaysia. Email: shroukaboudaheh@gmail.com

## Abstract

Learning through YouTube has become one of the main sources of learning in the student's life at the present time which provides illustrative images, scalability of knowledge, and ease of searching for sources of knowledge. It also provides the student with large areas of self-learning and the provision of knowledge according to the desire of the student. On the contrary, other learning sources, where knowledge and goals are limited as well as time and place. Therefore, the current study deals with knowledge of the students' performance in listening skills by using YouTube among students of non-native Arab speakers by adopting Connectivism Theory. To achieve the objective of this study, the researcher intends to use the questionnaire survey to measure the effect of using youtube to increase the level of listening skills among non-native students of Arabic speakers. The study sample size was 144 students selected through the stratified sampling method from non-Arabic speaking students at the International Islamic Universiti Sultan Abdul Halim Mu'adzam Shah (UniSHAMS). The study used (SPSS,25) to investigate the hypotheses. Furthermore, the study showed that using YouTube has a highly significant impact on increasing listening skills for non-native students of Arabic speakers.

**Keywords:** Youtube, Listening Skills, Non-Native Speakers, Arabic Languages

## 1.1 Introductory

In recent years, modern technology has provided tools that have played a major role in the development of teaching and learning methods. These methods have also provided an opportunity to improve teaching methods that will provide an effective educational climate that helps to stimulate students' interest and motivate them and face individual differences in an effective manner the technological revolution has produced many technological means such as the computer, which has been currently replaced by a smartphone (Barker & Sparrow, 2016). Meanwhile, linguists were not immune from the current developments in the field of modern technologies, due to their profound impact on the daily life of human being, so they researched and experimented to identify the educational capabilities behind these modern technological means and how to tame them to serve the language lesson and increase its performance (Aboashmah, 2015 & El Omari, 2014).

Meanwhile, the advancement of information and communication technology has influenced many things in human life, as for this rapid progress, the learning environment and education in our time today has evolved step by step to help us achieve the desired goals as well as in learning languages as a second language has developed educational programs (Ismail & Sahrir, 2017). According to Zinedine (2014), online educational programs for language teaching have evolved from e-books to advanced programs such as Facebook, YouTube, and Moodle, besides that students and teachers use smartphones to learn the language in the light of mobile learning. Technology has become an urgent necessity for students and teachers, which helps in accessing information at record speed and improve academic performance. It also assists the learner in educational activities without restrictions by having to be in a specific place as well as students and teachers have also become more use of technology content and more aware of its importance over time (Kulkuska, 2005; Alyobeay, 2017).

Technology has become an urgent necessity for students and teachers, whether it helps to access information at record speed and improve academic performance, also assists the learner in educational activities without restrictions by having to be in a specific place. as well as students and teachers have also become more use of technology and content and more aware of its importance over time (Kulkuska, 2005 & Alyobeay, 2017). Linguists were not immune from the current developments in the field of modern technologies, due to their profound impact on the daily life of human being, so they researched and experimented to identify the educational capabilities behind these modern technological means and how to tame them to serve the language lesson and increase its performance (Aboashmah, 2015 & El Omari, 2014).

In the middle east, for the past few years have witnessed a growing interest in the field of teaching Arabic and learning it for non-Arabic speakers, this interest has been demonstrated by holding international scientific conferences in more than one Arab country, including Morocco, Jordan and the United Arab Emirates. Arabic language for non-native speakers in particular, such as educational curricula and teaching methods, the preparation of Arabic language teachers, the use of modern technology and theories in teaching Arabic, and teaching Arabic for special purposes, As it concerned with educational institutions in this country to teach the Arabic language to non-native speakers, as was the students are also directed to obtain research master and doctoral degrees in this field.

Sherer and Shea (2011) point out that many universities have established channels on YouTube to display videos of their lectures through it and that the YouTube site is available for students and teachers to use effectively within the classroom and outside to help students in their learning and achieve learning goals (Wilkins & Watkins, 2011). According to Aoutaih (2009) and Escobar, Muñoz, and Silva (2019), E-learning plays a pivotal role in developing some language skills such as listening. The Arabic language, with its four arts of listening, speaking, reading and writing, is an integrated unit, However, the priority of listening and speaking skills is that they are the two basic skills that begin with teaching Arabic to non-native speakers (Aburezeqm, 2019).

Furthermore, listening skill is a way for the development of other language skills, The ability of the individual to listen automatically leads to verbal fluency, demonstrating the convergence of listening and other language skills (Morales, 2018). Moreover, Omar and Tenkari (2016) demonstrated that Some previous studies proved that the individual takes (70%) of his waking hours in a verbal activity distributed as follows (11%) writing, (15%) reading, (32%) speaking and (42%) listening. Likewise, the study of Bird (1953) showed that (42%) to listening, (25%) speaking, (15%) reading and (18%) writing. While Wilt (1950) explained that (57%) of the time spent in the skill of listening. The previous percentages associated with listening skills indicate how important this skill for communication in general and the field of teaching a foreign language in particular.

This study is motivated by the fact that the Arabic language in this era is attracting an increasing number of students who want to learn it, especially after it became the fifth Arabic machine in the world as the number of those who are constantly learning is increasing, which poses a challenge in how to teach it to non-native speakers, especially in teaching listening and speaking skills. Being one of the most important pillars on which the teaching of Arabic language to non-native speakers and the need to invest technology in the teaching process because it contributes to providing an interesting performance contributes significantly to the demand for

students to learn Arabic (The 2nd International Conference on Arabic Language Education, 2015 & the International Council for the Arabic Language, 2013).

This study aims to investigate the effectiveness of using YouTube to increase the levels of Listening Skill among Non-Native Students Arabic Speakers in Malaysian Universities. E-learning has multiple tools, each with its usefulness to serve the educational process and helps students and teachers to obtain information and improve the level of performance in different ways and forms, There are Facebook, blogs, video sites and other sites that feature participatory content ( Alkadam,2019). Study of Gentry(2008) illustrated that YouTube is one of the most important tools, which is considered the most famous and widespread in the world and researchers in the field of education and education work must study and take a benefit of the enormous advantages provided in terms of how much information available and free publication of videos where the learner gets easily.

## 1.2 Statement of the Problem.

The majority of university students and lecturers have smartphones which becoming more prevalent in the world at present for both personal and educational lands, especially in the field of languages. Unfortunately, some of them do not use them for educational or special purposes in learning Arabic as a second language (Ducate & Lomicka, 2013; Ismail & Sahrir, 2017). According to Zinedine (2014), the poor performance of students in recalling the vocabulary of the Arabic language and the unwillingness to learn is one of the reasons for the failure of students in the Arabic language in some Malaysian universities. Consequently, learning Arabic cannot be based on traditional learning, such as writing notes and lectures, as most Arabic lecturers prefer. Also, Bahraudin (2017) and Abdullahi, Rouyan, and Noor (2018) pointed out that Lack of exposure to the Arabic language because the use of the Arabic language is limited to the classroom, while sometimes the lecturers resort to giving lectures in the mother tongue due to lack of time, which leads to the poor performance of students. Thus, it needed to use YouTube because of its great impact on language learners (Orú et al., 2016). Moreover, Omar and Tenkari (2016) stressed that listening is an essential skill which is the key to the rest of the skills (speech, reading, and writing) and requires education, training, and practice. Therefore, the study suggested the need to giving attention to listening skills as a second language and train learners to use effective strategies that lead to language proficiency in listening skills.

In light of that, there is a need to improve the learning process in the Arabic language for non-native speakers, taking into account the conditions of modern technological progress in the development of educational methods. From this standpoint, the current research will try to find aids to overcome the problem of listening among students and one of these means is YouTube, which provides a huge amount of educational videos for learning the Arabic language such as (ArabicPod101.com, LearnArabicwithMaha, and Easy Arabic) Where learning Arabic through YouTube is one of the best options that can be used to learn the language from its speakers directly, which accelerates the learning process and makes it more acceptable to the learner.

Even though the studies were conducted in different countries, their conclusion quite similar to Abdulhameed and Alkhawaldah (2018) who conducted a study on the impact of an instructional program based on using social networking sites on improving Arabic writing Skill. The studies agreed to confirm the listening skill as a fundamental requirement and a major objective in learning second languages as well as the effectiveness and impact of using a computer and mobile-assisted in acquiring language learning skills in learning languages for non-native speakers. Furthermore, based on the results of previous studies that indicated the importance of educational videos because of its impact on increasing the progress of students in various subjects, whether school or university. The study noted that the use of YouTube sites as a source of videos is relatively few, especially in Malaysia. The purpose of the research was to define the effectiveness of the participatory learning program on Facebook in improving writing skills. The study posited that the necessity to activate participatory learning through social networking in teaching and writing skills. Abdulhameed and Alkhawaldah (2018) found that there were statistically significant differences in promote of the experimental group, this means E-learning encourages students to learn which leads to a significant increase in the performance of students in experimental

groups. Therefore, this study aims to investigate the effectiveness of using YouTube to increase the levels of Listening Skill among Non-Native Students Arabic Speakers in Malaysian Universities.

### 1.3 Research Questions.

Arrived from the statement of the problems above, the study developed three research questions to achieve the objectives of the study. The following research questions are therefore considered relevant to the study:

- i. What is the opinion of utilizing YouTube by non- native Arabic speaking students among some Malaysian universities?
- ii. To what extent is the use of YouTube increasing the level of listening by Youtube?
- iii. What is the causality of using YouTube and increasing the level of listening skills?

### 1.4 Research Objective.

Based on the research question above, the study is to ascertain the effectiveness of using YouTube to increase the levels of Listening Skill among Non-Native Students Arabic Speakers in Malaysian Universities. However, the specific objectives are highlighted as follows:

- i. To determine the opinion of utilizing YouTube by non- native Arabic speaking students among some Malaysian universities.
- ii. To investigate the relationship between using YouTube and increasing the level of listening by Youtube.
- iii. To examine the causality of using YouTube and increasing the level of listening skills.

## 2.1 Review of Related Studies

Certainly in the field of learning through website and applications, studies have been conducted to give more insight on the impact of the use of modern technology such as Computer and a Mobile Assisted Language Learning in the acquisition of language skills some of them deal with technology in general and YouTube, in particular, to teach and learn the Arabic language for non-native speakers. According to Rice, Cullen, and Davis (2011) assert that utilized the internet in the field of education has a highly positive effect on learning and teaching. Therefore, the fact that the Arabic language for non-native speakers is in the form of learning foreign languages, it is necessary to refer to those studies.

Similarly, Al-Arabey (2014) conduct an empirical study on using blended learning to improve listening comprehension. The research objective was to examine the impact of using blended learning to improve listening comprehension. The study adopted an experimental research design and sample 10 from Arabic language learners. In the same vein, Abou roman and Hamdy (2018) researched on teaching listening for non-native speakers in Jourdan. Their study aimed to measure the effect of using Mobile Learning to obtain listening and speaking skills. Al-Arabey (2014) used to test for listening comprehension. Similarly, Abou roman and Hamdy (2018) ) use tests for listening and speaking skills, and 25 respondents participated fully in the study and found Mobile Learning, as well as blended learning, has a positive significant impact to increase listening skills. Also, Alsaleem (2013) carries out an empirical study on the effect of WhatsApp toward obtaining the vocabulary. The study aimed to determine the effect of electronic dialogue in WhatsApp on improving the writing of English as a second language. Likewise, Ismail and Sahrir (2017) researched the effectiveness of WhatsApp to gain the vocabulary. During the experiment of the study in which, Alsaleem (2013) made use of 30 female Saudi students as respondents. Their data analyses were done using ANCOVA. Findings revealed that there is a difference between pre and post writing in for students who have conducted an electronic dialogue. Also, Ismail and Sahrir (2017) used a stratified sampling method in the study with a sample of 30 students. The study found that there were statistically significant differences in promote of the experimental group.

In the same context Ahmad, Sudweeks, and Armarego (2015) research on the effect of Mobile Assisted Language Learning to obtain English vocabulary in Australia. The study sample was 6 immigrant women via utilizing pre and post-interview. The study implied that there was a positive response of the respondents towards

the mobile learning experience in acquiring their vocabulary easily and comfortably which reflected on their confidence. Also, Atia (2014), conducted an empirical study on teaching Arabic as a second language. The research objective was to measure the attitudes of Arabic students as a second language towards using mobile and identifying their training needs. The study adopted a quantitative research design and a sample of 105 students from King Saud University in Saudi Arabia. The study using a questionnaire and found positive attitudes to using Mobil for learning. The study suggested taking advantage of the useful and educational benefits of this positive in the application of this model on students.

Even though the studies were conducted in different countries, their conclusion quite similarly to Abdulhameed and Alkhawaldah (2018) who conducts a study on the impact of an instructional program based on using social networking site on improving Arabic writing Skill, the purpose of the research was to define the effectiveness of the participatory learning program on Facebook in improving the writing skill. The study posited that the necessary to activate participatory learning through social networking in teaching writing skills. They found that statistically significant differences in promote of the experimental group mean E-learning helps and encourages students to learn which leads to a significant increase in the performance of students in experimental groups.

In the light of YouTube studies, researchers have tried to shed light on the vital role of YouTube videos for teaching and learning in educational improvement. Eick, Charles, David, and King (2012) discuss the YouTube influence on enhancing students learning At the university of the USA. Participants of their study consisted of 174 students and found that the videos helped to attract the attention of students to understand and remember the scientific material easily and students expressed their preference for high-quality short videos linked to the content accurately and directly. Savas (2012) conducted a similar study on the influence of youtube. Aimed to determine the effect of using YouTube on methods of teaching teachers of English as a second language in public universities in Turkey. The sample was 40 students and the result showed the usefulness of using videos in teaching as it contributed to improving students' skills in learning English.

In the context of listening skills, Rahimi and Soleymani (2015) sample 25 students whos studying English as a second language to experiment tow groups of students. the finding from their study revealed that the experiment group get the positive impact of using Mobile Learning in listening comprehension, and reduce anxiety and reduce fear, which enhanced their listening skill. The study suggested that to follow the research on the impact of mobile learning technology on the development of other skills.

A recent inference from Al Kidam (2019), examines the effect of YouTube on developing the level of listening speaking skills. The study comprises 42 students and applying the descriptive-analytical method by questionnaire. The research found the student's level of using YouTube was moderate, while, there was a significant impact to increase listening and speaking skills.

Also, Al lat (2018) sample was 77 students divide to tow group, YouTube group was 16, the Facebook group and 34 traditional group was 27, and analysis was done using an experimental method. The finding was there was a significant effect of using YouTube and Facebook on promoting the performance due to both of experimental group. Meanwhile, Ateiat (2018) considers a study on kindergarten to investigate the effect of YouTube on the teaching speaking skill. The study has a total number of 31 kids. Observation tools were used to measure speaking skills. Ateiat (2018) found YouTube has a great effect on increasing speaking skills. Both studies have similar research purposes with the same independent variable of YouTube in the studies. However, in addition to an understanding of this review on YouTube and increase level of skills and improve the performance of students, it can be concluded that there was an effect of using YouTube on increase level of skills as most authors cited in this review indicated a positive relationship between using YouTube on increase level of skills( Al Kidam,2019; Ateiat,2018& Al lat,2018 ).

The studies agreed to confirm the listening skill as a fundamental requirement and a major objective in learning second languages as well as the effectiveness and impact of using a computer and mobile-assisted in acquiring language learning skills in learning languages for non-native speakers. Furthermore, based on the results of previous studies that indicated the importance of educational videos because of its impact on increasing the

progress of students in various subjects, whether school or university we note that the use of YouTube sites as a source of videos is relatively few, especially in Malaysia. In light of this fact, the present study specified the following questions and objectives of the study.

## 2.2 Theoretical framework and Methodology

### 2.2.1 Constructivism learning theory

Constructivism theory refers to a set of educational processes that focus on the learner, which means that teaching is based on the interactive process taking into the students' tendencies and needs. Simultaneously, Constructivism theory focuses on building new knowledge in the light of past experiences of the learner by considering the environment in which teaching and learning have taken place (Johnson, 2004). Consequently, learning is not the transfer of knowledge by the teacher but is the construct of knowledge in which learners performed it during the interaction with the learning environment.

There are some of the models that exist in the education teaching and learning process based on constructivist learning theory. The current study will use the five E Model which developed by Roger Bybee (1990). According to Cahyarini, Rahayu, and Yahmin (2016), this model is one of the teaching models based on constructivist philosophy that emphasizes the active role and the critical thinking of the learner during an educational situation. The Model components consist of five phases which are represented in Engage, Explore, Explain, Elaborate, and Evaluate, these phases will use for a teaching plan. The phases are shown in the graphic below:



*Fig.1: Five E instructional model*

Several studies were conducted to test the effectiveness of the constructive learning model to improve the level of students and confirmed that the significant and effective of 5 E instructional model to increasing academic achievement and developing positive attitudes towards learning in various fields, especially teaching foreign languages, such as Duran and Duran (2004); Gillies, Nichols, Burgh, and Haynes (2012); Skamp (2012); Dorji, Panjaburee, and Srisawasdi (2015) and Jogan (2019). The use of constructive learning model in teaching Arabic helps for getting information anytime and anywhere they want from more than one source and also allow students to express their idea in Arabic. Likewise, linking the educational material to the websites supported by audio and video will help non-Arabic-speaking students to listen more than once to the video which leads to confirm the information in their minds.

The purpose of teaching Arabic to foreigners is not only to know the grammar but to be functional and identical to the lives of students. This is consistent with the constructivist theory that teaching provides a great opportunity for students to communicate their knowledge with their daily experiences outside the classroom. Moreover, learning at the university level differs from educational levels before, the students at this level are required to be more effective than lecturers who teach them language skills. The impact of constructivism theory will be more useful particularly when the theory merges with technology, the learner will become more interesting and active related to what they learn. Furthermore, Constructive theory fits with learning to listen to non-native Arabic speaker students through YouTube, where the student is the one who builds his idea himself

with all activity and the teacher plays the role of encouragement and guidance to sources of information. Likewise, teachers will get an impact by changing their method on teaching style from the sender of knowledge to guiders in the learning process.

Through the Connectivism model, learning takes place in a democratic atmosphere that provides an opportunity for active interaction among students each other between students and science. this theory links knowledge and technology which makes learners in constant thinking that leads to the development of language skills of learners as well as provides an opportunity for learners to correct the misconceptions they may reach through the dialogue sessions held by traditional methods. Also, learners create knowledge in their attempt to understand experiences. According to Darrow (2009), the theory provides activation among all involved in the learning process. Thus, Connectivism Learning Theory considers as a significant theory for life long learning. Likewise, Davis, Edmunds, and Kelly-Bateman (2012) assertion that permit the future of education to be seen in an optimistic, this is because the majority of students co-create knowledge in a global society.

In this respect, the current study applied Connectivism Theory, because it links learning with YouTube and this is very important to give students the ability to listening to the educational material more than once. Also, the student will not be restricted by a certain time and place that can be re-annotated multiple times. Hence, the students develop a sense of belonging to the increased knowledge because the site provides clear voice and expressive images. Moreover, the Connectivism theory makes the learner the center of the educational process with the freedom to search and choose the audio material that fits their interests as well as allows the student to interact positively which in turn helps to increase performance.

### **3. Methodology**

According to Martin and Guerin (2006), research methodology was grounded on the summary of the systematic investigation, procedure, sample selection, and analysis, which were conducted in the research. Meanwhile, the main purpose of this study is to examine the effect of using Youtube to increase the level of listening skill among non-native student of Arabic speakers in Malaysian Universities, a self-administered questionnaire was developed to collect respondent's data from the Malaysian students of International Islamic Universiti Sultan Abdul Halim Mu'adzam Shah (UniSHAMS). The survey questionnaire has consisted of four parts. Primary data was collected by distributing questionnaires. Especially, data was collected from the Faculty of Usool Edin (Islamic Foundations); Faculty of the Arabic language; and Faculty of Sharia and Law.

Respondents were asked to assess the items of different variables such as the opinion of students, increasing listening by Youtube, using Youtube, and listening skills based on 5-point Likert scales that range from strongly disagree (SD: 1) to strongly agree (SA: 5). Therefore, this study distributed 150 questionnaires to target respondents (Malaysian non-native Arabic students of Universiti) and via face to face students' survey at Malaysian Islamic Universiti using convenience sampling method, as it is the easiest to conduct with a large number of sample sizes as suggested by Hong, Thong, & Tam, (2004). Both descriptive and inferential analysis was employed to examine the effect of using Youtube to increase the level of listening skill, as it was a meaningful transforming statistical data into a linear combination of constructs (Hair et al., 2014). The survey research makes use of the fundamental information and Statistical Packages for Social Science (SPSS version 25) that carried out to examine the relationship among the constructs which influence using Youtube to increase the level of listening skill among non-native student of Arabic speakers in International Islamic Universiti Sultan Abdul Halim Mu'adzam Shah (UniSHAMS).

### **4. Data Analysis and Interpretation of Results**

#### **4.1 Response Rate of Distribution**

In this research study, a total number of 150 questionnaires were distributed to the target respondents, of which 144 questionnaires were received. We found there are some errors or rest incorrectly and incompletely answered

a questionnaire by the respondent. After completed the screening process of the questionnaires, 140 questionnaires were found valid for data analysis, which represented a success rate of 93% that was considered satisfactory in view of time, certainty, cost, and geographical constraints. Table 1 indicates the summary of the response rate of the questionnaire survey distributed to the target respondents.

Table 1: Response Rate of Distribution

Descriptions	No of Respondents
Distributed Questionnaires	150
Retrieved Questionnaires	144
Usable for further Analysis Questionnaires	140
Unusable Questionnaires	4
Response Rates	93%

#### 4.2 Reliability and Validity Analysis

Reliability coefficient measurement refers to the stability and consistency of the mechanism. Thus, this method shows reliability through examining the internal consistency of the research questionnaires, in which Cronbach's alpha of this study ranged from 0.727 to 0.869 which was considered a high-reliability coefficient of the data analysis. Jaapar, Endut, Bari, and Takim (2009) stated that Cronbach's alpha should be from 0.0 to 1.0, but 0.70 is deemed to be indicative of good scale reliability as suggested by Hair et al. (2016). Therefore, the reliability of this instrument was satisfactory. Based on the validity of the instrument of the variables, the exploratory factor analysis for the variable (Opinion of students; Increasing listening by Youtube; Using Youtube; Listening skills) is used by principal axis factoring extraction with varimax rotation. Exploratory factor analysis for variables, all items were found for analysis and the result showed that the Kaiser-Meyer-Olkin measure of sampling was adequate (Opinion of students 0.720; Increasing listening by Youtube 0.750; Using Youtube 0.678, and Listening skills 0.893). The total percentage of variance was explained in Table 2, in which 54.27% was explained for the total percentage of the variance of variables. The factor loading of each item was greater than 0.55. The factor loadings of items are greater than 0.50, indicates excellent. Pallant (2010) stated that a validity coefficient should be greater than 0.50. Hence, the Kaiser-Meyer-Olkin (KMO) is considered as higher validity of all the variables. Table 2 shows a summary of the reliability and validity of the measurement of the variables used in this study.

Table 2: Reliability and Validity Analysis

Descriptions	Items	Cronbach Alpha	KMO
Opinion of students	7	.815	.720
Increasing Listening by Youtube	6	.727	.750
Using Youtube	5	.781	.678
Listening skills	9	.869	.893

#### 4.3 Descriptive Statistics of the Variables

Table 3 presents the respondents' perception of all the variables of a non-native student of Arabic speakers in Malaysian Universities. The examination of the results reveals the respondents' attributes of Opinion of students; Increasing listening by Youtube; Using Youtube; and listening skills in Malaysian Universities. The average score of mean and standard deviation is moderately good with a mean of 3.64 and the standard deviation is 0.882 which indicates that most of the non-native Arabic students incline to Youtube Opinion on listening skills at Malaysian Universities. Hence, the highest mean value is 3.95 for the construct of "product display is important" which followed by "Using Youtube" with mean 3.98. The lowest mean is 3.874 of the construct "Opinion of students" which followed by the "Listening skill" with the mean value 3.94. So, the respondents are more likely to state that the Malaysian Universiti of their preferred choice is Using Youtube because the standard deviation of using Youtube is less varied.

Also, testing for normality has been seen as an important and common procedure in statistical tests and multivariate data analysis in which many tests have been proposed. Therefore, it is important for researchers to examine the normality of their data distributions before proceeding to the analysis stage (Hair et al., 2014). The test for normality for this study was carried out using skewness and kurtosis. Hence, the skewness and kurtosis values of the variables are within the  $\pm 2.58$  acceptable range as suggested by Tabaniche and Fidel (2007). The entire constructs are said to be normal.

Table 3: Descriptive Statistics and Normality Test

Constructs	Mean	SD	Skewness	Kurtosis
Opinion of students	3.874	.803	-1.07	.243
Increasing Listening by Youtube	3.920	.790	-1.32	1.27
Using Youtube	3.977	.848	-1.29	.88
Listening skills	3.940	.849	-1.42	.93

#### 4.4 Correlation Analysis

As shown in Table 4 the correlations between the exogenous latent constructs were sufficiently below the suggested threshold values of 0.9. This shows that the opinion of students; Increasing listening by Youtube; using Youtube, and listening skills were not highly correlated. Pallant (2011) asserted that a correlation of 0 indicated no relationship at all, a correlation of 1.0 is an indication of positive correlation, and a value of -1 is a pointer of a perfect negative correlation. Cohen (1988) suggested the following guidelines as:  $r = 0.10$  to  $0.29$  small;  $r = 0.30$  to  $0.49$  medium; and  $r = 0.5$  to  $1.0$  large.

Table 4: Correlation Matrix of the exogenous latent constructs

Construct	OS	ILY	UY	LS
Opinion of Student (OS)	1			
Increasing Listening by Youtube (ILY)	.514**	1		
Using Youtube (UY)	.428**	.573**	1	
Listening Skill (LS)	.540**	.643**	.628**	1

\*\* . Correlation is significant at the 0.01 level (2-tailed).

The table above signifies that the variables are significantly correlated to the fact that there is no variable with a value of 0.9 which indicated that there is no problem of multicollinearity (Hair et al., 2010).

#### 4.5 Multiple Regressions and Hypotheses Test

Multiple regression analysis provides an avenue of neutrally evaluating the degree and character of the relationship between exogenous constructs and endogenous constructs (Sekaran & Bougie, 2012; Field, 2009). The regression coefficient employed to show the relative importance of each of the independent variables in the prediction of the dependent variable. Regression analysis was employed to test the hypothesis in this study; it is intended to investigate the relationship between predicting as well as the criterion variables respectively. For the conduct of regression analysis large sample is required and considered appropriate and also the underlying assumptions of multiple regressions were fulfilled as suggested by Hair et al. (2010).

##### 4.5.1 Objective one – Opinion of Students and Listening Skills

Multiple regression analysis was conducted in determining the opinion of utilizing YouTube by non- native Arabic speaking students among some Malaysian universities. The model summary as indicated in Table 5 shows that R Square is 0.27; this implies that 27% of the variation in the dependent variable (opinion of students) was explained by the constant variables (listening skills)

Table 5: Coefficients<sup>a</sup>

Model		Unstandardized Coefficients		Standardized	t	Sig.
		B	Std. Error	Coefficients		
1	(Constant)	1.895	.278		6.815	.000
	Opinion of Student	.537	.070	.517	7.692	.000

a. Dependent Variable: Listening Skill

The dependent variable as shown in Table 5 explains the influence the opinion of utilizing YouTube by non-native Arabic speaking students among some Malaysian universities. This was used as a yardstick to examine the influence between the two variables (i.e. opinion of students and listening skills). According to the result in the table above the opinion of students, the t-test coefficient is 7.692 and the P-value is 0.000 which is less than 0.05 (i.e.  $P < 0.05$ ). This means that these variables are statistically significant at 5% significant level. The overall summary of this regression outcome in relation to the coefficient of the opinion of students has a significant influence on listening skills. The finding is consonance with the finding of (Aksu-Ataç & Köprülü-Günay, 2018); (Sareepattanapol, 2017); (Worrawattananukul, 2016) & (Pimsamarn, 2011) who found that opinion of students has a significant influence on listening skills. Therefore, hypothesis H1 has supported.

#### 4.5.2 Objective Two – Using YouTube and Increasing the Level of Listening

Multiple regression analysis was conducted to investigate the relationship between using YouTube and increasing the level of listening. The model summary as indicated in Table 6 shows that R Square is 0.34; this implies that 34% of the variation in the dependent variable (Using YouTube) was explained by the constant variables (Increasing the level of listening by YouTube).

Table 6: Coefficients

Model		Unstandardized Coefficients		Standardized	t	Sig.
		B	Std. Error	Coefficients		
1	(Constant)	1.742	.247		7.063	.000
	Use Youtube	.548	.060	.584	9.159	.000

a. Dependent Variable: Increasing the Level of Listening

The dependent variable as shown in Table 6 explains to investigate the relationship between using YouTube and increasing the level of listening by YouTube. This was used as a yardstick to examine the influence between the two variables (i.e., using YouTube and increasing the level of listening skills). Based on the result in the table above using the YouTube t-test coefficient is 9.159 and the P-value is 0.000 which is less than 0.05 (i.e.  $P < 0.05$ ). This means that these variables are statistically significant at 5% significant level. The overall summary of this regression outcome in relation to the coefficient of using YouTube has a significant influence on increasing the level of listening. Therefore, hypothesis H<sub>2</sub> is supported, the finding of the study concurs with Abou roman and Hamdy (2018); Al- Arabey (2014); Savas (2012) and Cullen and Davis (2011) they study disclosed that the usefulness of using videos in teaching as it contributed to improving students' skills in learning second languages.

#### 4.5.3 Objective Three – Using YouTube and Listening Skills

Multiple regression analysis was conducted to examine the causality of using YouTube and increasing the level of listening skills. The model summary as indicated in Table 7 shows that R Square is 0.40; this implies that 40% of the variation in the dependent variable (using YouTube) was explained by the constant variables (listening skills)

Table 7: Coefficients<sup>a</sup>

Model		Unstandardized Coefficients		Standardized	t	Sig.
		B	Std. Error	Coefficients		
1	(Constant)	1.397	.255		5.487	.000
	Use YouTube	.642	.062	.632	10.391	.000

a. Dependent Variable: Listening Skill

The dependent variable as shown in Table 7 explains to examine the causality of using YouTube and increasing the level of listening skills. This was used as a yardstick to examine the influence between the two variables (i.e. opinion of students and listening skills). According to the result in the Table, 7 opinion of students t-test coefficient is 10.391 and the P-value is 0.000 which is less than 0.05 (i.e.  $P < 0.05$ ). This means that these variables are statistically significant at 5% significant level. The overall summary of this regression outcome concerning the coefficient of using YouTube has a significant influence on listening skills. Therefore, hypothesis  $H_3$  is supported. Furthermore, the study conformed with Al Kidam (2019; Al lat (2018) and Rahimi and Soleymani (2015) their study found there was a positive relationship between using YouTube and increasing the level of listening skills.

## 6. Conclusion

In the light of the current result of the study and review of previous studies confirmed that YouTube is an effective medium and a useful educational tool, whether in research or educational presentations, and increasing educational skills as well, given its infinite digital content. Therefore, the study recommended that The necessity to use YouTube to acquire listening skills in Arabic language teaching centers, non-native students of Arabic speakers, due to the positive relationship this study showed in developing the listening skill. Likewise, encouraging lecturers in Arabic language teaching centers for non-native students of Arabic speakers to use YouTube in education in all skills, in addition to including educational video links for YouTube in educational syllabuses. Further studies in the future must examine the impact of using YouTube on increasing other skills, for instance, speaking, reading, and writing.

## References

- Abdullahi, A., Rouyan, N. B. M., & Noor, S. S. M. (2018). A Review on the Factors Affecting the Learning of Arabic Macro-Skills Among Malay Undergraduate Students. *Humanities and Social Science Research*, 1(1), p53-p53.
- Aburezeq, I. M. (2019). The Impact of Flipped Classroom on Developing Arabic Speaking Skills. *The Asia-Pacific Education Researcher*, 1-12.
- Ahmad, k, Sudweeks, F, & Armarego, J (2015). Learning english vocabulary in a mobile assisted language learning (mall) environment: a sociocultural study of migrant women, *Interdisciplinary Journal of e-Skills and Life Long Learning*, 11, 25-45
- Al Kidam, B, M (2019) The impact of the use of the youtube website in raising the level of listening and speaking skills among students of arabic teaching institute for non-arabic speakers at the princess nora bint abdul rahman university in saudi arabia, *Journal of the Basic Education College Magazine For Educational and Human Sciences, University of Babel*, (42), 401-412.
- Al lat, M, F, S (2018) The impact of youtube and facebook on the achievement of jourdan university student in english language course, *The Arab Journal For Quality Assurance in Higher Education*, 11, (34).3-24.
- Alatiat, A, F, H (2018) *The effect of using youtube in teaching the correct pronunciation skill of english language for kindergarten in private schools in the capital amman*, Master thesis (un publish) Middle East University, Amman, Jourdan.
- al-Kināni T. S. M. (2018). Effectiveness of using second generation for web 2.0 in developing language skills of arabic as a second language. *journal of linguistic and literary studies*, 9 (3), 4-32.
- Almurashi, W. A. (2016). The effective use of YouTube videos for teaching English language in classrooms as supplementary material at Taibah University in Alula. *International Journal of English Language and Linguistics Research*, 4(3), 32-47.

- Alsaleem, B. (2013). The effect of "whatsapp" electron dialogue journaling on improving writing vocabulary word choice and voice of eflundergraduate s. saudi students. *Arab World English Journal*, 4 (3), 213-225.
- Amin, A., & Rajadurai, J. (2018). The conflict between social media and higher education institutions. *global business and management research: An International Journal*, 10(2), 499.
- Apuke, O. D., & Iyendo, T. O. (2018). University students' usage of the internet resources for research and learning: forms of access and perceptions of utility. *Heliyon*, 4(12), e01052.
- Arkorful, V., & Abaidoo, N. (2015). The role of e-learning, advantages and disadvantages of its adoption in higher education. *International Journal of Instructional Technology and Distance Learning*, 12(1), 29-42.
- Barker, C., & Sparrow, C. (2016). Technology and presentation skills teaching: activity theory as a tool for the design and evaluation of strategies for the use of video as a learning tool in presentation skills teaching. *European Journal of Law and Technology*, 7(3).
- Bird, D. (1953). Teaching listening comprehension. *Journal of Communication*, 3, 127- 130.
- Burns, A. (2016). Research and the teaching of speaking in the second language classroom. *Handbook of research in second language teaching and learning*, 3, 242-256.
- Bybee, R. W. (1990). Science for life & living: An elementary school science program from biological sciences curriculum study. *The American Biology Teacher*, 52(2), 92-98.
- Cahyarini, A., Rahayu, S., & Yahmin, Y. (2016). The effect of 5e learning cycle instructional model using socioscientific issues (ssi) learning context on students' critical thinking. *Jurnal Pendidikan IPA Indonesia*, 5(2), 222-229.
- Dorji, U., Panjaburee, P., & Srisawasdi, N. (2015). A learning cycle approach to developing educational computer game for improving students' learning and awareness in electric energy consumption and conservation. *Journal of Educational Technology & Society*, 18(1), 91-105.
- Duran, L. B., & Duran, E. (2004). the 5e instructional model: a learning cycle approach for inquiry-based science teaching. *Science Education Review*, 3(2), 49-58.
- Eick, Charles Joseph, and David T. King Jr. (2012). "Nonscience Majors' perceptions on the use of youtube video to support learning in an integrated science lecture." *Journal of College Science Teaching* 42, no. 1.
- El Omari, S. (2014). The impact of computer assisted language learning adhering to the national standards for foreign language learning: A focus on modern standard Arabic at the university level. University of Maryland, Baltimore County.
- Escobar, F. F., Muñoz, L. D., & Silva, A. V. (2019). Motivation and e-learning english as a foreign language: a qualitative study. *Heliyon*, 5(9).
- Gillies, R. M., Nichols, K., Burgh, G., & Haynes, M. (2012). The effects of twostrategic and meta-cognitive questioning approaches on children'sexplanatory behaviour, problem-solving, and learning during cooperative, inquiry-based science. *International Journal of EducationalResearch*, 53,93e106. <https://doi.org/10.1016/j.ijer.2012.02.003>
- Hair, J. F., Anderson, R. E., Babin, B. J., & Black, W. C. (2010). *Multivariate data analysis: A global perspective* (Vol. 7): Pearson Upper Saddle River.
- Hair, J. F., Black, W., Babin, B., & Anderson, J. (2016). *Multivariate data analysis: A global perspective*. New Jersey: Pearson Prentice Hall.
- Hair, J. F., Hult, G. T. M., Ringle, C., & Sarstedt, M. (2014). *A primer on partial least squares structural equation modeling (PLS-SEM)*. Washington DC: SAGE Publications, Incorporated.
- Hong, W., Thong, J. Y., & Tam, K. Y. (2004). The effects of information format and shopping task on consumers' online shopping behavior: A cognitive fit perspective. *Journal of management information systems*, 21(3), 149-184.
- Jaapar, A., Endut, I. R., Bari, N. A. A., & Takim, R. (2009). The impact of value management implementation in Malaysia. *Journal of sustainable Development*, 2(2), 210-219.
- Jogan, S. N. (2019). An Effective 5 e lesson plan in teaching prose: a model. *Online Submission*, 6(50), 11999-12009.
- Martin, C. S., & Guerin, D. A. (2006). Using research to inform design solutions. *Journal of Facilities Management*.
- Morales, H. (2018). Helping children develop English listening comprehension ability through body language.
- Nunnally, J.C. (1978). *Psychometric Theory* (2nd Edition). New York, NY: McGraw Hill.
- Orús, C., Barlés, M. J., Belanche, D., Casalo, L., Fraj, E., & Gurrea, R. (2016). The effects of learner-generated videos for YouTube on learning outcomes and satisfaction. *Computers & Education*, 95, 254-269.
- Pallant, J. (2011). *Multivariate analysis of variance. SPSS survival manual*. Crows Nest: Allen & Unwin, 20(11), 83-96.
- Patil, R. S. (2018). E-learning technologies in english language teaching at tribal area. *E-Learning*, 3(2).
- Rahimi, M & Soleymani, E (2015). The Impact of Mobile Learning on Listening Anxiety and Listening Comprehension, *Canadian Center of Science and Educatio, English Language Teaching*; 8 (10).

- Rice, K, Cullen, J, & Davis, F (2011), Technology in the Classroom: The Impact of Teacher's Technology Use and Constructivism. Retrieved from edtech2. boisestate.
- Savas, P. (2012). Micro-teaching videos in EFL teacher education methodology courses: Tools to enhance English proficiency and teaching skills among trainees. *Procedia-Social and Behavioral Sciences*, 55, 730-738.
- Sekaran, U. (2012). Research methods for business: A skill building approach (8th ed.). New York: John Wiley and Sons Ltd.
- Skamp, K. (2012). Teaching primary science: Trial-teacher feedback on the implementation of primary connections and the 5E model. Retrieved from <https://tinyurl.com/ybhn6x8e>
- Tabachnick, B., & Fidell, L. (2007). Multivariate analysis of variance and covariance. Using multivariate statistics, 3, 402-407.
- Terantino, J. M. (2011). YouTube for foreign languages: You have to see this video. *Language Learning and Technology*, 15(1), 10.
- Wilt, M. E. (1950). A study of teacher awareness of listening as a factor in elementary education. *The Journal of Educational Research*, 43(8), 626-636.



## Language and the Formation of Religious Reality

Majed S. Allehaibi<sup>1</sup>

<sup>1</sup> Prof. of American Literature and Intellectual History, Department of English, School of Arts and Humanities, Jazan University

### Abstract

This paper explores the notion that religious texts and the tradition of religious story telling are the content, form or “the movable feast” by which we form and preserve our culture and group identity, and by which we pass them down to the next generations. All these texts are composed of language that is open for analysis and multiple interpretations. Hence, religious beliefs are anchored in language which shapes and reshapes our worldview.

**Keywords:** Language, Religious Reality, Beliefs

Paul Tillich saw linguistic symbols as conventional, “they grow out of the individual or collective unconscious”. Each linguistic symbol, Tillich notes, “opens up levels of reality which otherwise are closed to us. . . .”. About the arbitrariness and conventionality of language, Nietzsche wrote in his essay “On Truth and Lies in a Nonmoral Sense:”

What is a word? It is the copy in sound of a nerve stimulus . . . We separate things according to gender, designating the tree as masculine and the plant as feminine. What arbitrary assignments! How far this oversteps the canons of certainty! We speak of a “snake”: this designation touches only upon its ability to twist itself and could therefore also fit a worm. What arbitrary differentiations! What one-sided preferences, first for this, then for that property of a thing! . . . This creator only designates the relations of things to men, and for expressing these relations he lays hold of the boldest metaphors. To begin with, a nerve stimulus is transferred into an image: first metaphor. The image, in turn, is imitated in a sound: second metaphor.

The basic categories of terms in which we see the world come from the human mind. Rather than the world imposing them on us, we impose these forms and categories on the world to make sense of it, and language is an order-imposing phenomenon. It is a form of power that man exercises to control nature. What primarily distinguishes humanity from all other forms of life is this unique linguistic verbal power, such that we can represent the world abstractly in propositional forms and solve problems that are far beyond the range of possibility for the nonlinguistic creature.

Language is the production of sounds by a certain apparatus for the purpose of achieving certain events in the world and adapting to the characteristics of the environment's demands. John Locke's conventionalist theory of language addresses the question: How do words come to have the meaning they have? He says these meanings can only be arrived at by way of certain conventions. It can only be by conventional agreement amongst people that they refer to a chair as a "chair." Similarly, people came to agree that "money" as a word would refer to an object that functions as a medium of exchange, let it be gold coins, silver coins, paper currency, credit cards, or checks. Thus, language then becomes an essentially cultural affair. Not only does one learn Arabic because one is brought up to learn Arabic, but one learns the meaning of terms by the common agreement of those who use these terms.

Languages are traditionally understood to contain two elements: the first is a "denotative" element—that is, the element that represents actual objects in the world, which can ostensibly be defined by pointing at them. So, if one is asked to define a chair, one would give a definition that involves pointing to something, to the object in the category, "chair." The term "chair" is a denotative term, in that the word denotes an actual object in the world. Language also contains a second element—connotative terms, or terms that represent not an object but a meaning. That is to say, if one is asked to show a watch, one would point to an object, but if one is asked to show justice, one would certainly have to engage in certain conducts, a certain performance that matched up not with an object in the external world but with a principle (e.g., No one should be treated merely as a means to an end but always as an end unto himself). Therefore, one would engage in patterns of meaning, and the linguistic elements here would be irreducibly connotative, wrapped up in cultural considerations, the way the world is understood through a particular set of "-isms" during a particular time and cultural history.

What I wish to demonstrate up to this point is that language is a socially constructed phenomenon. It is formed through practices that are sanctioned by the language-using society. Language acquired its reality as a cultural phenomenon through human acceptance or recognition. Furthermore, what goes for language also goes for other social phenomena, such as religion. As Nietzsche says, in "On Truth and Lies in a Nonmoral Sense," truth itself is the creation of the human mind, created through human experience and human living, but we have forgotten that we created it.

For his part, John Searle, in his book *Mind, Language and Society*, says that the human mind acting collectively has a remarkable ability: It can create an objective reality that exists in some sense only because we think or believe it exists, or only because we have a certain attitude towards it. Meanwhile, Ludwig Feuerbach in his "projection theory" of religion, proposes that the concept of God is really a human projection of their essence into heaven. In doing so, human beings alienated themselves from their innermost qualities and created a god out of those qualities. He describes religion as a mistaken belief about reality and symptoms of underlying social and psychological causes. Thus for him, religion is basically an act of human beings projecting into the sky an imaginary being who is supposed to be perfect in love, power, righteousness, and justice. All these qualities, Feuerbach thinks, are indeed human qualities, and we took what we hoped to see in a human being and projected it into the sky to console ourselves. That is to say, we do not really have justice on this Earth, but in heaven we will. So, for Feuerbach, we take something that could be a real human attribute and project it upon this alien form, this imaginary being in the sky.

Marx also has a theory of religion that to some extent parallels Feuerbach's theory that religion is false consciousness. He says that religion is the imaginary realization of human beings; it is the consolation for what the worker has lost. This imaginary realization is needed because human beings possess no true reality. Therefore, they have to have an imagined reality, a consolation such as going to heaven where their humanity is fulfilled or realized in this imagined way. Religion is the hope of the restoration of their stolen humanity. It is an expression of suffering: "It is the sigh of the oppressed creature, the heart in a heartless world, the soul in a soulless condition, it is the opium of the people." It is the way to make their lives bearable. In short, Marx thinks that the religious language discourse is one of lying and propagandizing to impose and maintain social control.

In his "Daybreak," Nietzsche also thinks that religious morality is culturally formed. It started as an individual habit, then as the habit of a tribe, then a custom, and finally, over time, a cultural tradition. It is a set of habits or a

set of rituals of which the original cause has been forgotten. In the same way, Searle illustrates, in his *Mind, Language And Society*, how religion is brought about like this with a very useful example: Imagine a community of creatures that builds a wall around an area where they live. The wall's assigned function is to keep intruders out and its own members in, and it functions by virtue of its physical features. It is just too high a wall for anybody to climb over easily. And, Searle adds, suppose the wall gradually decays so there is nothing left but a line of stones. Suppose, however, that the members of the community continue to see the line of stones as the boundary of their community, as the boundary of their little gathering. Suppose they attach a certain notion of duty, or obligation, to this line of stones because they think one is not to cross it, and people outside are not supposed to cross it either. It is just unacceptable to cross that line. In this example, people first assigned a function to an object (the wall), which performs that function solely by virtue of its physical structure. But later, the function is no longer performed by virtue of its physical structure but by way of the collective acceptance or recognition of the line as having a certain status, the status of a boundary. Thanks to that status, it has a certain function, the function of keeping intruders out and the members of the community in.

To return to the main question—what is the role of language in all of this? The answer is that none of it would be possible without language. Language, as mentioned above, is just noises that come out of one's mouth. Words are rather trivial physical events that have this remarkable capacity because we have imposed a function on them. Most religions, if not all, have their sacred texts. They are sacred because they are claimed to be the words of the Divine; thus, we created a sacred language.

For example, Muslims believe that the Quran is the final and complete word of God, revealed to Mohammad as a guide for humankind. For Muslims, Islam can be traced back through the prophets to Abraham and God himself. The Quran embodies that original revelation, and therefore Islam is the oldest, if you will, of the religions. The words of the Quran and the example of the prophet (his sayings, Hadith, and deeds) are preserved in narrative tradition and, which Muslims use as their guide for daily life. They represent the foundation stones not only of the Islamic faith but also of Islamic civilization, discussing as they do the life problems and issues of the Islamic community in addition to outlining religious beliefs and describing religious practices.

The Quran was revealed in Arabic, so Arabic is the sacred language of Islam, and translations of the Quran are typically accompanied by an Arabic text. Until recently, translation of the Quran into local languages was forbidden for fear that the original text and meaning would be corrupted. The Quran is full of performatives, Recanati defines it as, linguistic operations that bring something about, that get something done. The Quranic passages are central to the Muslim prayers, and if a Quranic passage is not recited while praying, the prayer is not performed. Muslims believe that the Quran is a miraculous text. For them, it is the only miracle brought about by the prophet. This is why Muslims believe that reciting specific passages from the Quran repeatedly has the power of blessing, saving, or even curing the worshipper from physical or psychological ailments. Reciting specific passages of the Quran over a cup of water or oil would turn it into a medicine. Alternatively, performing a certain kind of praying at a specific time in a specific manner would have the power (by the will of God) to yield rain in time of drought. The words "*besmi Alla Al Rahmani Al Raheem*" ("in the name of Allah the Magnificent the Merciful") is used by Muslims at the beginning of letters, speeches, or lectures. A Muslim would say these words when s/he begins any task. In addition, the Quran has played a major role in the development of Arabic language and literature.

Similarly, Hebrew is considered a sacred language. In the Kabbalah tradition, the Zohar is a profoundly esoteric and sacred book. Jews are not allowed to read and study this text until they are over the age of forty. It teaches that man is separated and alienated from God and that the purpose of the Kabbalah is to return the world as a whole to God; this can be done through *teshubah* (repentance). Kabbalists try to create a kind of critical mass of people who repent so that the whole world can go back to God and the Messiah can come. A branch of the Kabbalah tradition is the contemplation of the Hebrew alphabet and especially the four letters of the unpronounceable name of God. There is a whole mysticism based on the contemplation of that name. It is fascinating in Judaism that one cannot see God, that one cannot even pronounce his name; one can only contemplate the written letters of that name. The Kabbalistic tradition suggests that the structure of the Hebrew alphabet is the key to the structure of creation. Thus,

meditation on the Hebrew alphabet, especially the divine name, yields up the secret of the whole of creation. It unveils the meaning of the world; it is a magical way, a mystical way, to reach into the heart of Divinity.

In his *Philosophy of Religion*, John Hick explores quite beautifully the idea that one form of religious discourse is storytelling<sup>1</sup>. It may be that our storytelling tradition has created our religious reality, just like Searle's example of the wall. Almost all religions are caught up in the notion of the parable, or the creation of myths. They tell stories that have a moral point to help us frame a view of the world. These kinds of stories encourage the formation of a group identity and encourage and solidify group cohesion; they also encourage a group's connection to its traditions and roots. Take, for example, the story of Sara, the wife of Abraham; grown old and childless, she tells Abraham to have a child with Hagar, her servant. So, Abraham and Hagar have a son, Ishmael. Subsequently, to their astonishment, Sara becomes pregnant again and gives birth to Isaac. Because Isaac would be overshadowed by his older brother, Ishmael, Sara persuades Abraham to send Ishmael away with his mother, Hagar, and the pair make their way to Arabia. Now, Jews and Christians trace their genealogy through Sara and Isaac to Abraham, while Muslims trace their genealogy to Abraham through Ishmael and Hagar. This story, therefore, is about heritage and roots and identity. Religious storytelling also has to do with the cultivation of particular kinds of attitudes towards life, people, and nature. The stories also function as a moral framework for specific behaviors, for people's personal and social lives. They channel us in the "right" direction. They are calculated to promote, enrich, and expand moral understanding or an understanding of the nature of our relationships to each other and the world. These stories can also provide us with fortitude in the face of adversity and reassurance when the way is very dark. In short, this kind of religious language or religious discourse constitutes traditions and cultural paradigms.

However, as John Hick argues quite poignantly, this storytelling tradition also leads to the persecution of individuals or societies and the development of a persecuting mentality in which national identity is articulated through punishing, torturing, or executing those who tell different stories. It is the belief that people will receive a kind of common identity through exemplary punishment, in front of everyone, of those who think the wrong things and tell the wrong stories. Choosing a set of stories or values and dressing them up with a "thus saith the Lord" justification breeds arrogance and intolerance. If people reach the point of thinking that the set of values they and everybody in their society hold dear have behind them the weight of infinite wisdom, they are probably not going to be tolerant of those who do not share or listen to that set of stories, because in their minds these others are against the Almighty. Therefore, telling religious stories not only identifies things that are good and worthwhile for us but also enforces that with authority and power, and that leads to a grave risk of persecution. That, indeed, would be a work of faith, an exercise of piety.

---

<sup>1</sup> John Hick writes: "It is not appropriate to speak of a religion as being true or false, any more than it is to speak of a civilization as being true or false. For the religions, in the sense of distinguishable religion-cultural streams within human history, are expressions of the diversity of human types and temperaments and thought-forms. The same differences between the eastern and western mentality that are revealed in characteristically different conceptual and linguistic, social, political, and artistic forms presumably also underlie the contrast between eastern and western religion. . . . That the great religious traditions of the world represent different human perceptions of and response to the same infinite divine Reality." (112, 119)

**References**

- Chomsky, Noam. Reflections on language. Pantheon Books, 1975.
- Feuerbach, Ludwig. The Essence of Christianity. Translated by Alexander Loos. Prometheus Books, 2004.
- Hick, John H. Philosophy of religion. Prentice Hall, 1990.
- Nietzsche, Friedrich. "Dawn of Day;" translated by John M Kennedy. Complete Works of Friedrich Nietzsche. Delphi Classics, 2015.
- Nietzsche, Friedrich. "On Truth and Lies in a Nonmoral Sense;" translated W. A. Haussmannt. Complete Works of Friedrich Nietzsche. Delphi Classics, 2015.
- Patterson, Robert Leet. A Philosophy of Religion. Duke UP, 1970.
- Recanati, Francois. Meaning and Force: The Pragmatics of Performative Utterances. Cambridge University Press, 1987.
- Scholem, Gershom. Kabbalah. Meridian, 1974.
- Searle, John. Mind, Language And Society. Basic Books, 1998.
- Tillich, Paul. Dynamics of Faith. Harper & Row, 1957.
- Williams, John Alden. The Word of Islam. University of Texas Press, 1994.



# Self-Assessment on Communicative Competence of Students of Higher Education in Indonesia

Hery Yufrizal<sup>1</sup>, Nery Eka Pratiwi<sup>2</sup>

<sup>1</sup> Univeritas Lampung, Email: heryyufrizal@gmail.com

<sup>2</sup> Universitas Lampung, Email: neryeka2710@gmail.com

## Abstract

The objectives of this study are firstly to explore students' self-assessment on four language competence: linguistic, sociolinguistic competence, discourse competence, and strategic competences, secondly to find out whether there is any significant influence of students' length of language learning toward their self-assessment of communicative competences. The research was undertaken at undergraduate program at the university of Lampung. The results showed that communicative competence assessed by students has positive relationship to the score of their performance assessed by teachers. The current research succeeded in modifying students' self-assessment according to the communicative competence.

**Keywords:** Self-Assessment, Communicative Competence, Higher Education, Indonesia

## 1. Introduction

Learners' communicative competence is defined as learners' ability to efficiently express their intentions in the target language and to successfully achieve communications in real-life situations (Larsari, 2011). This includes examination of syntax, semantics, and phonology. Communicative competence means not only in comprehending the surface grammar structure but also deep level of sentence structure.

The term communicative competence has been discussed in several studies (Swain and Canale, 1983; Savignon, 1992; Larsari, 2011). Other researchers use the term to represent an overall framework from which to study aspects of communicative behavior across various communities (Bates, 1979). Michael Canale and Merrill Swain (1986) identified four components of communicative competence: grammatical competence, sociolinguistic competence, discourse competence and strategic competence.

Learners should be able to make themselves understood, using their current proficiency to the fullest regarding to the four components of communicative competence and the practical steps of communicative competence as the goal of learning language, They should try to avoid confusion in the message, to avoid offending communication

partners due to socially inappropriate style, and to use strategies for recognizing and managing communication breakdowns.

In Indonesian context, students or teachers might not be familiar to do self-assessment, a way the students appraise their work individually. The action which requires higher-level thinking and opportunities for feedback and revision during the task, for example by responding to discrepancies between students' judgment and teacher judgment.

Many language testers have been inspired to investigate whether students are able to make a meaningful contribution to their own evaluation (Bachman, 2000; Calfee & Hiebert, 1991; Hamayan, 1995). The current trends in learner-centered language teaching approaches, and a growing interest in authenticity and interactivity (Bachman & Palmer, 1996) have led to a greater interest in expanding the use of second language self-assessment. Mahmoodi & Shahreabaki (2014) note that students self-assessment can play a crucial role in helping learners become more dedicated and motivated.

Another notable example of the use of self-assessment is the experiment conducted in new students in undergraduate second language programs (Ito, Kawaguchi, and Ohta 2005). They were asked to rate their receptive skills in their target language using a self-assessment questionnaire prior to taking standardized proficiency tests. High correlations were obtained between the two kinds of measurement after modifying the questionnaire content so it was relevant to the students' experience.

The current study attempts to answer whether students' self-assessment of communicative competence significantly correlate with their actual performance, and to find out whether there is any significant influence of students' length of language learning toward their self-assessment of communicative competences

### **Frame of Theories**

Fitzpark, 2006 stated that student self-assessment is a form of authentic assessment in which each student reflects his/her strengths and weaknesses in order to identify learning needs and reinforce weaknesses with the aim of improving achievement and/or performance. Another definition of self-assessment was proposed by Boud (1986) who stated that self-assessment is the involvement of students in identifying standards and/or criteria to apply to their work and making judgments about the extent to which they met these criteria and standards.

Self-assessment can be used for a variety of purposes, including appropriate placement, diagnosis and feedback to the learner, program evaluation, assessment of attitudes and socio psychological differences, determination of course grade, and so forth (Henning, 1987). Because of the inherent intricacy in providing a comprehensive definition of self-assessment, some researchers (Bachman, 2000; Haughton & Dickinson, 1988; Oscarson, 1989) have attempted to define the term by identifying two types of self-assessment according to their purpose: (1) performance-oriented self-assessment, and (2) development-oriented self-assessment. A major distinction between performance-oriented self-assessment and development-oriented self-assessment is that the former typically samples the test takers' performance at one particular point in time, whereas the latter assesses the participants for an extended period of time in order to detect changes and patterns of development over time.

### **Performance-oriented self-assessment**

Performance-oriented assessment measures the outcomes related to selection, certification, placement, achievement, diagnosis, etc. For instance, if self-assessment is used as a placement exam in a university ESL program, it will be administered to the students only once prior to program entrance. In this case, students are asked to evaluate their language ability on whatever being assessed.

Many researchers have investigated whether self-assessment instruments accurately sample the learners' language ability at one particular point of time. Although there remain serious concerns about learners' objectivity and capacity to view their achievements, the use of self-assessment for the purpose of the performance-oriented self-

assessment has various advantages. First, it eliminates concerns with cheating and security issues (LeBlanc & Painchaud, 1985). Second, it is cost and time efficient (Strong-Klause, 2000). These advantages are often attractive enough to induce test administrators to implement self-assessment into their language programs.

However, self-reporting is affected by many factors including the wording of the questions, the assessed language skills, the proficiency level of the students, the cultural backgrounds of the students, and so forth (Strong-Klause, 2000). Most importantly, self-assessment is severely influenced when there is a perceived advantage to a higher rating. Many test administrators are hesitant to use it in situations where the consequences of the self-assessment seriously affect the test takers' present circumstances. Because the students' self-ratings are greatly affected by subjective errors, the results must be interpreted with caution when used for the purpose of placement, certification, diagnosis, and admission.

### **Development-oriented self-assessment**

Development-oriented assessment measures the process of learning (usually in a classroom environment) in which self-managed activities are incorporated. It is used as an observation of "the participants for an extended period in order to detect changes and patterns of development over time" (Dornyei, 2001, p. 194). This type of assessment began to receive attention as the result of an increasing interest in the learner-centered approach.

In a learner-centered curriculum, learners are encouraged not only be test takers, but also be active participants in the assessment process (Bachman, 2000; Dickinson, 1987). By incorporating self-assessment into classroom learning, students as well as teachers acknowledge assessment as a mutual responsibility, and not as the sole responsibility of the teacher (Oscarson, 1989).

A number of empirical studies indicated the presence of increased productivity and autonomy, higher motivation, less frustration, and higher retention rates among learners when development-oriented self-assessment is utilized (Dickinson, 1987; Rivers, 2001). Although the findings of these studies make their implementation of self-assessment sound plausible, issues regarding the validity and reliability of the assessment need to be addressed. For example, when self-assessment is implemented in a portfolio project, the students engage in multiple assessments, a cycle of self-assessment and feedback, throughout the semester. Because the final product is influenced by feedback from a teacher, a peer, or even a parent, the completed portfolio might not be an accurate measure of the students' language ability. In other words, if the purpose is to measure the students' language ability, the validity of the portfolio is severely affected by a confounding variable such as feedback. Furthermore, the complexity involved in grading a portfolio exacerbates the reliability of the assessment.

Although the issues of reliability and validity remain the primary concern for development-oriented self-assessment, many studies have focused on how the implementation of self-assessment in classroom enhances the students' language learning. This approach not only promotes autonomy in student learning, it also helps the teachers to measure the students' progress in the course. Development-oriented self-assessment may best serve as a complementary instrument to traditional assessment. However, it may become a more viable part of the assessment process when more research has been conducted to investigate its validity and reliability.

### **Actual Performance**

The term "performance" has two senses: (1) a technique used in phonetics whereby aspiring practitioners of the subject are trained to control the use of their vocal organs; and (2) a term used in the linguistic theory of transformational generative grammar, to refer to language seen as a set of specific utterances produced by native speakers, as encountered in a corpus. Another definition of performance was proposed by Noam Chomsky who described performance as the actual use of language in concrete situations. The performance is defined in opposition to competence. The distinction between performance and competence in the transformational generative grammar, however, has been severely criticized as being not that clear-cut and there are problems, often in deciding whether a particular speech feature, such as intonation or discourse, is a matter of competence or performance (Crystal, 1985: 59).

## 2. Methodology

The data of this study are in the form of:

- 1) Students' self-assessment of communicative competence in the form of questionnaire result
- 2) Performance test scores

The performance tests in the research were role play, writing argumentative essay, structure and vocabulary, and pronunciation test.

### Data Collecting procedures

In conducting this study, some procedures were implemented to make the research run in a well-organized way. The first was organizing the instruments. The instruments were the questionnaire of self-assessment and several performance tests. The next step is administering the self-assessment questionnaire to the sample of the study. The result of the questionnaire would show the ability of the students when they appraise their self of the level of communicative competence they perceive.

The second is administering several performance tests. The tests are actual performance tests regarding to communicative competence. The first test was speaking test in the form of role play and writing argumentative essay. The second test was structure and vocabulary and pronunciation test. The test scores were correlated to the result of questionnaire which is intended to find out whether there was significant correlation between both of them.

### Speaking Performance Test

Speaking performance in this study is in the form of role play. The use of role play makes the learning activity more enjoyable and interesting because role play helps shy students by providing a mask (Susanti, 2007). In the current research, the role play was given to the students by pairing two students in given situation. There were two kinds of situations then the students were given a chance to create conversation related to the situations. (See appendix).

Writing Argumentative Essay was assigned in the three general topics. The argumentative essay helps students to develop critical thinking and research skills, as well as the ability to develop and logically defend a position. The students were given a chance to write their argument or idea whether agree or disagree to the topics given.

Structure and vocabulary tests employed in this study consisted of 20 items which were adapted from many sources of TOEFL preparation book. In this research, there were no multiple choices items employed. Each items of structure and vocabulary performance was false sentences then the students had to make it correct. The objective structure and vocabulary test was used in this research (see appendix)

### Pronunciation Test

Pronunciation test used in this study includes three components of important contrastive sounds; intonation, vowels, and intonation. The tests were in the form of objective tests which make the scoring easier. The tests have four parts, each part had 25 points in which when the students gave all correct pronunciation for each, and the score is 100.

### The results

The questionnaires were distributed into three different classes of students' years of study. They were allowed to ask questions if needed along this activity. They had an opportunity to do this activity approximately 15 to 20 minutes to fill the questionnaire. The following table is descriptive statistics of students' self-assessment of communicative competence.

Table 1: Descriptive Statistics of Students' Self-Assessment of Four Communicative Competences

Descriptive Statistics						
	N	Minimum	Maximum	Mean		Std. Deviation
	Statistic	Statistic	Statistic	Statistic	Std. Error	Statistic
Lingcom	72	15.00	88.00	61.8403	2.02745	17.20345
Socioling	72	16.00	91.00	64.6347	2.14725	18.21999
Discom	72	11.00	89.50	60.5333	2.31105	19.60989
Strgycom	72	10.00	87.00	60.2694	2.36175	20.04010
Valid N (listwise)	72					

Table 1 above shows that the mean of students' self-assessment of linguistic competence is 61.84. The maximum score of linguistic competence is 88 and the minimum score of students' self-assessment is 15. The Mean of students' self-appraisal of sociolinguistic competence is 63.56. This score is the highest mean of all. The maximum score of sociolinguistic competence is 91 and the minimum score is 16. The mean of students' self-assessment of discourse competence is 60.53. The maximum score of discourse competence is 89.50 and the minimum score is 11. The mean of students' self-appraisal of strategic competence is 60.27.

Table 2: Descriptive Statistics of Students' Self-Assessment of Communicative Competence based the Years of Study.

Descriptives				
		N	Mean	Std. Deviation
Lingcom	1.00	16	40.6688	17.01046
	3.00	31	65.1484	10.51101
	5.00	25	71.2880	12.27434
	Total	72	61.8403	17.20345
Soslingcom	1.00	16	42.0938	19.70660
	3.00	31	67.1419	11.37749
	5.00	25	72.8520	18.09777
	Total	72	63.5583	19.67999
Discom	1.00	16	35.6688	17.92100
	3.00	31	65.9774	11.21786
	5.00	25	69.6960	15.54650
	Total	72	60.5333	19.60989
Strategycom	1.00	16	32.5875	18.75284
	3.00	31	65.2484	11.69204
	5.00	25	71.8120	10.75861
	Total	72	60.2694	20.04010

The table shows the ability of students' communicative competence, according to students' assessment, from three difference years. The students from the first years (16) have 40.67 for the mean of linguistic competence; 42.09 for the mean of sociolinguistic competence; 35.67 for the mean of discourse competence; and 32.59 for the mean of strategy competence. This result shows that the students from the first years have the lowest mean score of all. The students' score from the second years (31) have 65.15 for the mean of linguistic competence; 67.14 for the mean of sociolinguistic competence; 65.98 for the mean of discourse competence; and 65.25 for the mean of

strategy competence. This result shows that the students from the second years have relatively moderate mean score of all.

The students' score from the third year (25) have 71.29 for the mean of linguistic competence; 72.85 for the mean of sociolinguistic competence; 69.70 for the mean of discourse competence; and 71.81 for the mean of strategy competence. This result shows that the students from the third years have the highest mean score of all. Moreover, in investigating the influence of students' length of language learning toward their appraisal, data from questionnaire were statistically described using one way ANOVA in SPSS 23.0 program. The following table is the result of each competence that was statistically described using one way ANOVA.

Table 3: The Influence of Students' Length of Language Learning Toward Their Self-Assessment

**ANOVA**

		Sum of Squares	Df	Mean Square	F	Sig.
Lingcom	Between Groups	9742.475	2	4871.238	29.822	.000
	Within Groups	11270.598	69	163.342		
	Total	21013.073	71			
Sociolingcom	Between Groups	11526.416	2	5763.208	33.019	.000
	Within Groups	12043.307	69	174.541		
	Total	23569.723	71			
Discom	Between Groups	12909.602	2	6454.801	30.944	.000
	Within Groups	14393.298	69	208.599		
	Total	27302.900	71			
Strgycom	Between Groups	16359.891	2	8179.946	46.438	.000
	Within Groups	12154.101	69	176.146		
	Total	28513.993	71			

Table 3 above showed, the mean square between groups of each competence like linguistic competence, sociolinguistic competence, discourse competence and strategic competence had significant difference regarding to students' different years of language learning. Since the value of variable sig (2-tailed) was 0.00 which means  $< 0.05$ . Thus, it can be revealed that the null hypothesis was rejected and there is significant effect of the students' length of language learning toward the result of their self-assessment.

### The Result of the Actual Performance Tests

To cover the third research question in this research, the actual performance tests were constructed with regard to four communicative competences. Since the tests were performance tests, they deal with productive skills. The tests used in this research were speaking in the form of role play, writing an argumentative essay, structure and vocabulary, and pronunciation tests. Those tests aim at testing the students' level of performance achievement in the target language and actual use of language in terms of the length of study in higher education. Since the subjects were grouped into three, the scores of the performance tests were analyzed by comparing means among groups and using one way ANOVA to find whether there is significant difference among groups

Table 4: The Difference among the Groups in terms of Length of Language Learning

		Sum of Squares	Df	Mean Square	F	Sig.
Writing	Between Groups	2097.861	2	1048.930	31.882	.000
	Within Groups	2270.139	69	32.901		
	Total	4368.000	71			
Structure	Between Groups	9572.190	2	4786.095	24.373	.000
	Within Groups	13549.685	69	196.372		
	Total	23121.875	71			
pronountest	Between Groups	541.885	2	270.943	34.264	.000
	Within Groups	545.615	69	7.907		
	Total	1087.500	71			
Speaking	Between Groups	144.144	2	72.072	10.830	.000
	Within Groups	459.175	69	6.655		
	Total	603.319	71			

The table above shows the mean square between groups of each performance had significant difference regarding to students' different years of language learning. Since the value of variable sig (2-tailed) was 0.00 which means  $< 0.05$ . Thus, it can be revealed that the null hypothesis was rejected and there is significant difference in students' performance among the three groups in the terms of the length of language learning.

## Discussion

This first research question here tested the hypothesis that students' self-appraisal of communicative competence significantly correlated with students' actual performance. The participants are 72 EFL of University Students. They fulfill 40 items of self-appraisal questionnaire then they are tested such performance tests with respect to communicative competence.

The answer of the first research question in findings section is that mostly there is significant correlation between the students' self-appraisal questionnaire of communicative competence and their performance. However, some competences still have low correlation for instance linguistic competence toward speaking, and discourse competence toward speaking and structure performance.

In linguistic competence, there was a positively moderate significant correlation between students' self-appraisal of linguistic competence and writing, structure and vocabulary, and pronunciation test. However, the size of correlation between students' self-appraisal of linguistic competence and speaking (0.256) was low. Thus, it can be said that there was positive correlation even it was not significant correlation between students' self-appraisal of linguistic and students' speaking performance because the correlation is weak. This was, however, not overly for surprising for the following reasons.

According to Yule (1996), there are some difficulties in getting the brain and speech production to work together. In fact that people who make occasional "slips of tongue" in everyday conversation does not mean that they do not know their language or do not have fluency in it. The performance errors trait to a variety of performance factors like tiredness, boredom, drugs, external distraction and so forth (Radford, 1981; Gleason and Ratner, 1993). Another reason is due to the differences between teachers' judgment and students' self-assessment. The teacher's judgment can be not equivalent with the students' judgment because the teachers have greater experience in judging oral presentations (Bolivar-Cruz et al, 2013). Moreover, the speaking performance in this research is in the form of role play, this makes that there is not sufficient accuracy when students acted as peers. Therefore, it

can be stated that students' judgment of their ability in linguistic competence was not as good as the result of their speaking performance.

This finding is also related to the study of Langen et al (2008) who conducted the study of the relationship between students, peers, and tutor evaluations of oral presentation. The students are fairly advanced students at the end of their second-year undergraduates. The student' numbers varied between courses ( $n_{2002} = 41$ ,  $n_{2003} = 19$ ). At the end of the course they delivered five minute presentation summarizing their research projects which were assessed by tutors, a subset of peers and themselves. The result of their study indicates that students' self-assessment was not strongly associated with tutor grades unlike peer grades. For self-assessment, there was strong effect of gender (female students undervalued their performance compared with tutor grades).

However, overall, the findings of the present research about the correlation between the competence and performance proved the Chomskyians who believed that the study of competence cannot be separated from performance (Taha & Reishan, 2008). Specifically, it can be stated that the ability of university students to assess their selves has correlation to their performance assessment marked by tutor or teacher. The finding is also in line with the previous research (e.g. Stefani, 1994; Falchikov & Boud, 1989; and Falchikov & Goldfinch, 2000 cited in Langen 2008) who have found strong associations between self- and tutor assessments. Falchikov & Goldfinch (2000) noted that self-assessment involves little knowledge of the work of students' performance.

In particular, self-assessment was a challenge to many students, reflected in part by the high variability in self-assessment marks and their lack of congruence with tutor and peers. Understanding the process of self and peer assessment requires an appreciation of students' perceptions of themselves and others. In the current research, during self-assessment of communicative competence, students have evaluated themselves in a broad range of marks; linguistic competence (15 – 88), sociolinguistic competence (16 – 91), discourse competence (11 – 89.5), strategy competence (10 – 87). This is an indication that the students have lack of confidence or ability to discriminate high or low their achievement. High self-assessment marks may reflect high levels of confidence or poor understanding of academic level in relation to the requirements of the assessment.

## Discussion

The first research question tested the hypothesis that students' self-appraisal of communicative competence significantly correlated with students' actual performance. The participants are 72 EFL of University Students. They fulfill 40 items of self-appraisal questionnaire then they are tested such performance tests with respect to communicative competence.

The answer of the first research question in findings section is that mostly there is significant correlation between the students' self-appraisal questionnaire of communicative competence and their performance. However, some competences still have low correlation for instance linguistic competence toward speaking, and discourse competence toward speaking and structure performance.

In linguistic competence, there was a positively moderate significant correlation between students' self-appraisal of linguistic competence and writing, structure and vocabulary, and pronunciation test. However, the size of correlation between students' self-appraisal of linguistic competence and speaking (0.256) was low. Thus, it can be said that there was positive correlation even it was not significant correlation between students' self-appraisal of linguistic and students' speaking performance because the correlation is weak. This was, however, not overly for surprising for the following reasons.

According to Yule (1996), there are some difficulties in getting the brain and speech production to work together. In fact that people who make occasional "slips of tongue" in everyday conversation does not mean that they do not know their language or do not have fluency in it. The performance errors trait to a variety of performance factors like tiredness, boredom, drugs, external distraction and so forth (Radford, 1981; Gleason and Ratner, 1993). The other reason is due to the differences between teacher judgment and students' self-assessment. The teachers' judgment can be not equivalent with the students' judgment because the teachers have greater experience in

judging oral presentations (De Grez et al, 2012 cited in Bolivar-Cruz et al, 2013). Moreover, the speaking performance in this research is in the form of role play, this makes that there is not sufficient accuracy when students acted as peers. Therefore, it can be stated that students' judgment of their ability in linguistic competence was not as good as the result of their speaking performance.

This finding is also related to the study of Langen et al (2008) who conducted the study of the relationship between students, peers, and tutor evaluations of oral presentations. The students are fairly advanced students at the end of their second-year undergraduates. The student' numbers varied between courses ( $n_{2002} = 41$ ,  $n_{2003} = 19$ ). At the end of the course they delivered five minute presentation summarizing their research projects which were assessed by tutors, a subset of peers and themselves. The result of their study indicates that, self-assessment was not strongly associated with tutor grades unlike peer grades. For self-assessment, there was strong effect of gender (female students undervalued their performance compared with tutor grades).

However, overall, the findings of the present research about the correlation between the competence and performance proved the Chomskyians who believed that the study of competence cannot be separated from performance (Taha & Reishan, 2008). Specifically, it can be stated that the ability of university students to assess their selves has correlation to their performance assessment marked by tutor or teacher. The finding is also in line previous researches (e.g. Stefani, 1994; Falchikov & Boud, 1989; and Falchikov & Goldfinch, 2000 cited in Langen 2008) who have found strong associations between self- and tutor assessments. Falchikov & Goldfinch (2000) noted that self-assessment involves little knowledge of the work of students' performance.

In particular, self-assessment was a challenge to many students, reflected in part by the high variability in self-assessment marks and their lack of congruence with tutor and peers. Understanding the process of self and peer assessment requires an appreciation of students' perceptions of themselves and others. In the current research, during self-assessment of communicative competence, students have evaluated themselves in a broad range of marks; linguistic competence (15 – 88), sociolinguistic competence (16 – 91), discourse competence (11 – 89.5), strategy competence (10 – 87). This is an indication that the students have lack of confidence or ability to discriminate high or low their achievement. High self-assessment marks may reflect high levels of confidence or poor understanding of academic level in relation to the requirements of the assessment.

### **The Influence of Students' Length of Language Learning toward Their Self-Assessment**

The second goal of the research is to investigate the effect of students' length of language learning toward their appraisal. Since the participants are university students which means they are in the criteria of older learners, the present study differentiate the students into their length of study in university (years). Each year was grouped into pre-intermediate, intermediate, and advanced learners. Older learners are more effective at the process of using self-appraisal (McDonald, 2004).

The result shows that there is significant influence of students' length of language learning toward their self-assessment. Students' self-assessment of communicative competence had significant difference regarding to students' group of language learning. The value of variable significant is 0.00 which means it was lower than significant level ( $p < 0.05$ ). This result shows that the ability to use self-assessment is significantly different used by different group and it was equivalent to all competences like linguistic competence, sociolinguistic competence, discourse competence, and strategy competence. The finding is in line with Renzulli (1997) who found that learners become more advanced; they are more committed to the tasks assigned to them.

Moreover, the reason of the findings was stated by the result of Andretta (2008) research which indicated that advanced learners are more successful to find their way through information in new unfamiliar situations. As learners become more advanced, they come to the terms with many new experiences which they need more progress than what they have faced at their lower level. They need at least some creative experiences so that they can experiment, invent, and apply what they have learned. Seeing as self-assessment requires being involved in different intricate cognitive, sociological, and psychological processes, which are influenced by many

uncontrollable factors, there still remains lack of consensus about the effective use of self-assessment in EFL contexts.

The result of the current study is also supported by Butter and Li (2005) who investigated the effectiveness of self-assessment among university students and found some positive effects of self-assessment on the students' English performance as well as their confidence in learning English. Thus, in comparison with pre-intermediate, intermediate or advanced learners; advanced learners have a lot benefit from the use of self-assessment while beginner language learners are more dependent to the teachers. In current research, the lowest level is pre-intermediate, higher than beginner. It is assumed that there is opportunity to the students if they will to get benefit of the use of self-assessment and improve their ability to assess themselves by training students (as suggested in Langen, 2005).

## CONCLUSIONS AND SUGGESTIONS

### Conclusions

Based on the research questions, there are two conclusions which can be drawn; the research firstly explores the correlation between students' self-assessment of communicative competence and their performance. The result showed that communicative competence assessed by students has positive relationship to the score of their performance assessed by teachers. However, it was also found some competences are not significantly correlated to the students' speaking performance. In other words, it indicates that even the study of competence cannot be separated from the performance. It remains differences between what students know in their mind with what students act as their performance or due to discrepancies between students and teachers' experience in giving judgement.

The current research succeeded in modifying a questionnaire of 40 items students' self-assessment according to the communicative competence. The study compares three groups of subjects when they assess their ability to the communicative competence in the form of questionnaire. It was not surprisingly when the result shows that there is significant difference among the groups toward their appraisal.

### Suggestions

In the light of the findings of the research, there are some suggestions proposed for practitioners or teachers and for further study. Here are some suggestions for practitioners or teachers;

1. It is recommended to increase the number of students' self-assessment experiences in order to facilitate students' capacity to evaluate them.
2. It is recommended that freshmen university to have more students' self-assessment training to develop their ability toward their capacity to evaluate them.
3. Make more possibilities to have the use of self-assessment during the students self-assessment training then practice the language performance particularly in oral performances such as debates, group discussion, public speaking, etc.

Furthermore, some suggestions are proposed in this research:

1. It is recommended to explore more about the impact of self-assessment of communicative competence on productive skills.
2. Subject for further research is about the differential factors affecting students in making judgment like gender and personality type.
3. It is suggested not only for student but also the willingness of language teachers for self-assessing their own performance.
4. It is suggested to explore more about receptive skill and productive skill performance with respect to sub competence of communicative competences.

## References

- Agbatogun, A.O. 2014. Developing Learners' Second Language Communicative Competence through Active Learning: Clickers or Communicative Approach? *Educational Technology & Society*, 17 (2), 257–269.
- Aschbacher. 1991. Performance Assessment: "State, Activity, Interest and Concerns". *Applied Measurement in Education*, 4, 275-288.
- Bachman, L.F.& Palmer.A.S. 1996. *Language Testing in Practice*. Oxford: Oxford University Press.
- Bates, E. 1976. *Language and Context: The Acquisition of Pragmatics*. Newyork: NY Academic Press.
- Bellingham. 1993. The Relationship of Language proficiency to academic Success for International Students. *New Zealand Journal of Educational Studies*. 30, 229-232
- Brown. 1994. *Principles of Language Learning and Teaching*, 3<sup>rd</sup> edition. NJ: Prentice Hall Regents
- Brown. 2001. *Teaching by Principle: Interactive Approach to Language Pedagogy*. New York: San Francisco State University.
- Calfee & Hiebert. 1991. Classroom Assessment and Reading. In R. Barr, L. Kamil, P. Mosenthal & P.D. Pearson (Eds), *Handbook of reading research*, Vol. 2. White Plains, NY: Longman.
- Canale, M. and M. Swain. 1980. Theoretical bases of communicative approaches in second language teaching and testing. *Applied Linguistics* 1: pp. 1-47.
- Canale, M. 1983. "From Communicative Competence to Communicative Language Pedagogy", en J.C. Richards and R.W. Schmidt (eds.) *Language and Communication*, London: Longman.
- Celce-Murcia. 2000. *Discourse and Context in Language Teaching: A Guide for Language Teachers*. Cambridge: Cambridge University Press.
- Clark and Clark. 1977. *Psychology and Language*. San Dingo: Harcourt Brace Jovanovich, Publishers.
- Dornyei. 2001. *Teaching and Researching Motivation*. London: Cambridge University Press.
- Ellis, R. 1994. *The Study of Second Language Acquisition*. Oxford: Oxford University Press.
- El-Koumy, A. 2010. *Student Self Assessment in Higher Education: Alone or Plus?*. Paper Presentation at the CPLA Conference. Lebanon
- Fear. 2002. The impact of IELTS scores on performance at University. *International Education Journal* 3, 70-85
- Gardner & McIntyre. 1991. Motivational Variables in Second Language Acquisition. *Studies in Second Language Acquisition*, 13.
- Hamayan. 1995. Approaches to Alternative Assessment. *Annual Review of Applied Linguistics*, 15, 212-216.
- Harris. 1974. *Testing English as a Second Language*. Newyork: McGraw Hill Book Company.
- Hatch and Farhady. 1982. *Research Design and Statistics for Applied linguistic*. Los Angeles: New bury House publisher
- Haughton & Dickinson. 1988. Collaborative Assessment by masters' candidates in a tutor based system. *Language Testing* 5.
- Henning. 1987. *A Guide to Language Testing: Development, Evaluation, Research*. Rowley, MA: Newbury House.
- Hymes. 1972. On Communicative Competence. in *Pride, J.B. & Holmes, J. (eds), Sociolinguistics*. Baltimore USA: Penguin Books ltd
- Ito, Kawaguchi, and Ohta. 2005. *A Study of the Relationship between TOEIC Scores and Functional Job Performance: Self-assessment of Foreign Language Proficiency*. The Institute for International Business Communication. Japan.
- Langen, et al. 2008. Relationship between Student Characteristics and Self-, Peer, and Tutor Evaluations of Oral Presentation. *Assessment & Evaluation in Higher Education*. Vol. 33 No. 2
- Larsari, N.V. 2011. Learner's Communicative Competence in English as a Foreign Language. *Journal of English and Literature* Vol. 2(7)
- LeBlanc & Painchaud. 1985. Self Assessment as a second language placement instrument. *TESOL Quarterly* 19, 673-687.
- Mahmoodi & Shahrehabaki. 2014. Using Self-Assessment Checklists To Make English Language Learners Self-Directed. *International Journal for Research in Education* Vol. 3.
- McNamara & Deane. 1995. Self-Assessment Activities toward autonomy in language learning. *TESOL Journal* 5, 18-23.
- Nunan, D. 1990. *Second Language Teacher Education*. Cambridge: Cambridge University Press.
- Richards and Renandya. 2002. *Methodology of Language Teaching*. Cambridge: Cambridge University Press.
- Senemoglu, N. 2010. *Development, Learning, and Instruction "Geliim, Örenme ve Öretim"*. Ankara: Pegem Academy Press.
- Shahrakipour, H. 2014. On the Impact of Self Assessment on EFL learners' receptive skills performance. *AJTLHE* Vol.6, No. 1, Jan 2014, 1-13

- Swanson. 2015. Spanish Teachers' Communication Competence as It Relates to Student Performance on the National Spanish Exams. *Electronic Journal of Foreign Language Teaching 2015, Vol. 12, No. 2, pp. 149–168*
- Taha & Reishaan. 2008. The Relationship between Competence and Performance: Towards a Comprehensive TG Grammar. *Adab Al Kulfa Journal Vol. 1 No. 2.*
- Yoshida, R. 2003. "Evaluations of Communicative Competence in Japanese by Learners and Native Speakers" in *ASAA e-journal of Asian Linguistics & Language Teaching*. Issue #4.
- Yufrizal, H. 2007. *An Introduction of Second Language Acquisition*. A Text Book for ESL Learners and English Teachers. Bandung: Pustaka Reka Cipta
- Yule. 1996. *The Study of Language 2nd ed.* Cambridge: Cambridge University Press.



# Evaluation of Effectiveness of Internal Quality Assurance System in Public Universities in Ghana

Peter Eshun<sup>1</sup>, Dandy George Dampson<sup>2</sup>, Yayra Dzakadzie<sup>3</sup>

<sup>1</sup> Department of Psychology and Education, University of Education. Email: peteshun37@gmail.com

<sup>2</sup> Department of Psychology and Education, University of Education. Email: dgdampson@mail.com

<sup>3</sup> Department of Psychology and Education, University of Education. Email: dyayra2014@gmail.com

## Abstract

The study was to evaluate effectiveness of institutional Internal Quality Assurance (IQA) structure in Ghanaian public universities. The convergent parallel design within the mixed methods research paradigm based on the Context and Input levels of the CIPP evaluation model was adopted. A sample of 2,844 was drawn out of 125,799 staff and students of accredited public universities in Ghana. Simple random and purposive sampling techniques were used. Staff and students' questionnaire with Cronbach alpha coefficients of 0.81 and 0.80 respectively and interview guide for administrators of IQA were used for data collection. Data were analysed using mean, standard deviation and narrative approach. The findings of the study indicated that quality assurance in the schools, colleges, faculties, departments and sections/units in public universities in Ghana was fairly effective. Students' progression were fairly effective ( $\bar{X} = 14.66$ ,  $SD = 2.26$ ); and staff progression activities were very effective ( $\bar{X} = 9.63$ ,  $SD = 1.83$ ). The study concluded that most members of the university community are not committed in ensuring the building of quality culture in public universities. It has been recommended that the university authorities should make it mandatory for every school, college, faculty, department and section/unit within the university to design and make their IQA structure more functional.

**Keywords:** Internal Quality Assurance, Public Universities, Effectiveness

## Introduction

The rapid changes in the higher education context driven by political, economic and socio-cultural forces in the latter part of the 20<sup>th</sup> century have generated concern for quality (Becket & Brookes, 2008). Quality assurance is a systematic review of educational programmes to ensure that acceptable standards of education, scholarship and infrastructure are being maintained (United Nations Educational, Scientific and Cultural Organization [UNESCO], 2004). Similarly, International Network of Quality Assurance Agencies in Higher Education (INQAAHE, 2005) sees quality assurance as those attitudes, objects, actions and procedures, which through their existence and use ensure that appropriate academic standards are maintained and enhanced in each programme. Contained in these views of quality assurance are issues of maintenance and improvement of quality and standards, embedded in the

demands for accountability. This makes quality assurance a collective process by which university ensures that the quality of educational process is maintained to the standards it has set for itself. A quality assurance system in higher educational institution may be described as a totality of the policies, values/attitudes, procedures, structures, resources and actions devoted to ensure continuous improvement of quality of the educational processes.

Woodhouse (2004) claims that although quality itself has been discussed throughout recent higher education history, quality assurance has just become a profession moving into the 21st century, and INQAAHE has been a major part of that development. That does not mean quality assurance is a new idea in higher education management. Rather, it has now caught the attention of significant stakeholders in higher education, such as the governments, higher education institutions, industry bodies and international organisations.

Internal quality assurance systems are practices and procedures put in place within educational institutions to promote participation of all stakeholders in quality related activities to maximize its output. This is important as the institutions are able to set goals and targets, work hard to achieve them, and assess if these are being achieved. The government of Ghana established a national quality assurance agency, the National Accreditation Board (NAB), to regulate the quality of education provided by higher education institutions in Ghana. Generally, NAB's quality assurance involves both institutional and programme accreditation. As part of the requirements for a higher education institution in Ghana to have full accreditation, the institution should establish an Internal Quality Assurance Unit (IQUA) within a maximum of five years from its first partial accreditation. A well-established and functioning IQUA would, among others, heighten the level of clarity and focus on institutional functioning towards quality enhancement; facilitate the acculturation of quality within the institution through institutionalization of good practices; provide sound basis for decision making; act as a dynamic system for quality changes in the institution; and make the institution and its graduate globally competitive in programme and institutional rankings, in attracting prospective students and collaborators to the institution and in graduate placement on the job market (NAB, 2000).

With the student population growing at a faster rate than the available facilities in the majority of Ghanaian tertiary institutions, internal quality assurance is essential to ensure that the education processes within the institutions are efficient and effective. Internal quality assurance is not only becoming a policy priority for institutions, but a necessity for their existence (Bonsu & Amakyi, 2014). Internal quality assurance practices are also needed to ensure that all students who enter and leave the institutions obtain the best education within the available resources. Internationalization and globalization increase mobility of students and academics across national frontiers and it is important that the quality of an institution be recognized in another country (Mohamedbhai, 2008). When internal quality is assured, there is integral combination of quality student admission, high quality lecturing staff, and high quality programmes and resources. It is imperative therefore to ensure the relevance of programmes provided and the employability of student graduates within and outside the country.

Csizmadia (2006), in a study on the implementation of quality management in higher education institutions, applied institutional theory together with resource dependency to analyze quality management in Hungarian higher education. Csizmadia found that organizational complexity, leadership, and decision-making process influence the pace and scope of implementation of quality management in higher educational institutions. That is, the more complex the higher education institution, the slower the pace of quality management implemented. The study demonstrated the relevance of organizational theories in analyzing the practice of quality assurance in universities. Despite the progress made through research and debate on quality assurance, there is still no universal consensus on how best to manage quality within higher education (Becket & Brookes, 2008). Much of the research conducted so far focus on how quality could be defined, the design and relevance of various national quality assurance schemes, appraising the applicability of industrial models to higher education, tension between improvement and accountability in both internal and external quality assurance approaches, and the effects of such quality assurance processes in higher education in the context of developed countries (Pratasavitskaya & Stensaker, 2010).

With the rise in the number of higher educational institutions in Ghana, there is a general concern that the rapid expansion in the enrolment accompanied by inadequate resources; incompatibility of existing capacity and lack of

organizational arrangements may result in deterioration of academic quality and standards. As a response to the increasing concerns, the Ghana government established the National Accreditation Board (NAB) in 1993 with the enactment of PNDCL 317, 1993 and the National Council for Tertiary Education (NCTE) by Act 454, 1993 to regulate quality of the education offered in higher education institutions in Ghana (NAB, 2000).

National Accreditation Board attaches great importance to institutional audit and the role of the internal quality assurance units (IQAU). IQAU is mandatory for all Institutions under NAB's mandate. If well established, the IQAU performs the role of the NAB in the respective institutions. IQAU is a unit created within an institution purposely to promote quality culture within that institution. The IQAU may undertake several functions depending on its assigned mandate by the institution and its capacity to do so.

Comprehensive evaluation models collect and report data from multiple perspectives. The Context, Input, Process, and Product (CIPP) evaluation model reports from four parts which ask the following questions: What needs to be done? How should it be done? Is it being done? Did it succeed? (Stufflebeam, 1971). These four questions are answered through the CIPP model where context evaluations help prioritize goals, input evaluations assess different approaches, process evaluations assess the implementation of plans and product evaluations assess the outcomes (both intended and not intended). The CIPP Model offers a comprehensive way to gather and report evaluation data. This model has been used in countless educational and non-educational settings with recognizable results (Stufflebeam, 2000).

Many researchers have used the CIPP evaluation model for their study. Ghazali and Hasnida (2015) used the CIPP Model to evaluate the School-Based Assessment (SBA) in Malaysia. Zhang and Cheng (2012) employed the CIPP model to evaluate e-learning at the University of Hong Kong. The CIPP model is deemed appropriate to be used to evaluate the effectiveness of IQA system in the public universities in Ghana, as Ghana is also a member of the global university community whose quality should be recognized globally.

### **Statement of the Problem**

Institutional self-monitoring and review is expected of all accredited higher education institutions in Ghana. The National Accreditation Board (NAB) requires all accredited higher education institutions in Ghana to establish an Internal Quality Assurance Unit (IQAU) within a maximum of five years from the date of first accreditation. Due to this requirement, Thaver (2008) argue that most accredited higher education institutions in Ghana have IQAU. Despite the existence of these IQAUs, NAB officials after their mandated periodic evaluation of higher educational institutions and their academic programmes, withdraw the accreditation of some institutions and some programmes for not meeting established standards. This often creates problems for students in these institutions and those offering such programmes.

Internal approaches to quality assurance for learning and teaching in universities have typically been based on an overly simplistic notion of quality assurance and/or a disorganised and unrelated set of elements and practices (Lee & Boyle, 2008). Empirically, however, not much research studies have been conducted on how Ghanaian universities are internally assuring quality of their programmes under the circumstances of rapid enrolment and programme expansion, and in the face of multitude of constraints including changes in student demographics. Gosling and D'Andrea (2001) observed that despite the enormous growth in national quality assurance processes, serious doubts remained about their effectiveness in achieving lasting quality improvement. This was supported by Harvey and Williams (2010) that it was not clear whether quality assurance systems had truly enhanced the quality of higher education. This suggests that there is lack of agreement on the extent to which quality assurance in education has generated the desired improvement in the core educational processes of universities.

Okae-Adjei (2012) conducted a study of the quality assurance practices of Koforidua Polytechnic (KP) in Ghana and concluded that KP has not been successful in establishing a quality culture. The study by Boateng (2014) on barriers to internal quality assurance in Ghanaian private tertiary institutions, involved 93 respondents made up of academic, administrative staff and students from four private higher educational institutions in Ghana. Failure to

link identification of quality objectives to the institutional strategic plan, lack of student involvement, poor or ineffective coordination, weaker emphasis on strategic planning and quality management as well as dominance culture not open to change and improvement were the findings of the study.

A study conducted by Seniwoliba and Yakubu (2015) on challenges to implementation of quality assurance in the University for Development Studies in Ghana, concluded that, staffing and offices; quality culture; physical and financial resources; commitment and support for quality assurance; and absence of a current policy plan, were the major observed challenges facing the implementation of quality assurance practices in the university.

Almost all the studies on quality assurance conducted in Ghana focused on the challenges and barriers to effective implementation of quality assurance. None of the studies on quality assurance in higher education in Ghana evaluated the quality assurance system to establish the effectiveness of the internal quality assurance system in public universities in Ghana. This gap was what the current study set out to fill.

### Research Questions

Guided by the use of Context, Input, Process, and Product (CIPP) model, the following research questions were raised to guide the current study

1. How effective is the internal quality assurance structure in public universities in Ghana?
2. How effective do public universities in Ghana ensure students' progression?
3. How effective do public universities in Ghana ensure staff progression?

### Methodology

The study was an evaluation research that adopted the convergent parallel mixed methods design. In finding out the effectiveness of the Internal Quality Assurance (IQA) System, the Stufflebeam's CIPP evaluation model was employed in this study. The study focused on the first two level of the model, that is, context and input. Context evaluation focused on the Institutional QA policy and structure. The Input evaluation focused on student's entry, progression and exit policy, staff recruitment and promotion policy, programme design and approval policy, T/L facilities (Lecture halls, laboratories, libraries, ICT), research policy, and policy on community service.

The target population of 132,458 was from all public accredited universities in Ghana. This comprised administrators at the quality assurance directorate/unit, lecturers, general administrators and regular students in the 10 public universities in Ghana. The accessible population was 125,799 people made up of 120,796 regular students, 4,083 full-time academic staff, 910 general administrators and 10 administrators at the quality assurance directorate/unit.

Table 1: Distribution of Population and Sample for the Study

Stakeholders	Population	Sample Selected
Regular Students	120,796	2,560
Academic staff	4,083	200
General Administrators	910	80
Administrators at the quality assurance directorate/unit	10	4
<b>Total</b>	<b>125,799</b>	<b>2,844</b>

Four out of the ten public accredited universities were purposively selected. The use of purposive sampling was based on effective representation of all sectors (specialities) of the economy that public universities serve: energy, science and technology, education and wide range of programmes. All the four administrators in charge of the quality assurance directorate/unit in the four selected universities were purposively selected for the study. Simple random sampling technique was used to select 50 lecturers from each of the four selected universities and 20

administrators from each of the selected universities. A total of 200 lecturers and 80 general administrators, and four administrators at the quality assurance directorate/unit were sampled for the study.

In selecting the students, simple random sampling technique was used to select eight departments from each selected university. A total of 32 departments was used for the study. In each selected department, 80 students were selected using the convenience sampling technique. The sample size for the study was 2844 people made up of 4 administrators of the quality assurance directorate/unit, 200 lecturers, 80 general administrators, and 2560 regular students.

Open ended interview and close ended questionnaire were used for data collection. The administrators of internal quality assurance directorates/units were interviewed, while the lecturers, administrators and regular students responded to questionnaires. The data collected was analysed by combining quantitative statistical results with qualitative narrations to better understand the views expressed by participants and to reach meaningful conclusions. Quantitative data are presented using percentages and means while narrative approach involving content analysis and quotations from respondents were used to analyse the qualitative data for the study.

## Results

**Research Question 1:** *How effective is the internal quality assurance structure in public universities in Ghana?*

This research question was raised to assess how the actual operational structure of the IQA system in public universities in Ghana promote the quality assurance activities in the institutions. Responses from interviews with administrators of IQA directorates/units on the structure of the internal quality assurance directorate/units of public universities and responses from staff were analysed.

The public universities have a more complex IQA structure with some degree of autonomy. The structure of the IQAU of the four universities studied follow the second form of what the National Accreditation Board (NAB) proposed. According to NAB, an institution's IQAU can take the form of a more complex entity with some degree of autonomy headed by a proven reputable academic with, at least, Senior Lecturer status. NAB proposed the Head of the institution to be in-charge, followed by the Head of the IQAU, then a Coordinating body, followed by Functional areas (e.g. Admissions, Curriculum, etc.). A participant stated that:

*The internal quality assurance directorate is headed by a director who is a professor and report to the Vice Chancellor directly. As IQAU we have five sections, a section to deal with accreditation, a section to deal with management information system, a section to deal with assessment and other sections. Every section is supposed to have a head, but at the moment only two people are doing the work of five people. This is making the IQA work difficult (ADMIN 1).*

The comment suggest that the public universities have not appointed the required number of personnel to be in charge of all the proposed sections under the IQAU, and few people are doing the work of many. This is affecting the effectiveness of the monitoring and coordination of quality activities that will bring about the needed quality culture expected in the universities. Other participants also made similar comments to support the fact that lack of personnel is making the internal quality assurance work not very effective. A participant asserted that:

*We need a full complement of staff but we lack personnel. We have only two senior members who are in charge of all the things we have to do here, so we have a lot to do and it is difficult for us [ADMIN 2]*

Another participant indicated that:

*There are a lot of work to be done to ensure that the IQA policy documents is fully implemented but as a monitoring and coordinating body, we need more qualified personnel to work with. Currently we are using people who are not much qualified and the national service persons to do the work (ADMIN 3)*

All the universities have a detailed QA structure in their QA policy documents, indicating roles and responsibilities of all stakeholders in assuring quality in the services they provide. The IQAUs are to monitor and coordinates internal quality assurance activities for the achievement of set targets and goals in all sectors of the university. For the IQA system in the public universities to work effectively, schools, faculties, departments, sections and units in the universities are supposed to set-up IQA sub-committees. Most of these IQA sub-committees are non-functional. This is making the efforts to develop the desired quality culture in the universities difficult. A participant stated that:

*We have asked all colleges and departments in the university to set up quality committees (quality sub-unit). The only college, one out of the five, that is distance education, have establish the unit we are talking about. Even though they have established the unit, they are not living up to expectation (ADMIN 4).*

Another participant indicated that:

*Faculties and departments are not setting up the IQA sub-units as expected of them. Some members of the university community see the quality assurance work in the university to be done by the few people who are working at the IQAU. This is affecting the effectiveness of assuring quality in the university (ADMIN 3).*

From the comments from the IQAU administrator participants, the public universities have QA policy documents that direct the implementation of internal quality assurance in their respective institutions. There is lack of qualified personnel to help the IQAU to effectively play its role as a monitoring and coordinating unit to ensure that the desired quality is assured in the services and programmes provided by the institutions. Also, the non-functioning of IQA sub-units in the various sections in the institution is affecting the effectiveness of IQA structure to help assure quality in the institution.

In addition to the narrations from the interview with the administrators of IQAUs, other staff participants were asked to assess the effectiveness of approval, monitoring and periodic review of academic programmes which were part of IQA structure in the universities. Distribution of their responses are presented in Table 2.

Table 2: Staff Assessment of Institutional QA structure

Description	Frequency	Percentage
Not Effective	11	4.3
Fairly Effective	162	63.5
Very Effective	82	32.2

Results from Table 2 show that majority of staff 162 (63.5%) perceive that the institutional structure of IQA in public universities is fairly effective, while 82 (32.2%) perceive it to be very effective. Only 11 (4.3%) of staff perceive institutional structure of IQA as not effective.

Mean and standard deviation of responses from lecturers and administrators on institutional structure of IQA were computed using the composite scores. These scores were categorised and judged as 8 – 12.0 = Not effective, 12.1 – 17.0 = fairly effective and 17.1 - 21.0 = Very effective (Boone Jr & Boone, 2012; Harwell & Gatti, 2001). The summary is presented in Table 3.

Table 3: Summary result on Institutional QA Structure

Respondent	N	Composite Score		Mean ( $\bar{x}$ )	Standard Deviation
		Minimum	Maximum		
Staff	255	8	21	16.26	2.77

The mean score of ( $\bar{X} = 16.26$ ,  $SD = 2.77$ ) fall in the range of 12.1 – 17.0 representing fairly effective. This indicates that the staff participants for the current study were of the view that, institutional IQA structure is fairly

effective in the public universities in Ghana. This support the finding from the responses from the interview with IQAU administrators.

**Research Question 2:** *How effective do public universities in Ghana ensure students' progression?*

Research question two was raised to assess the effectiveness of the orientation given to students to help them know what is expected of them to enable them progress in their academic journey. Also, to assess the effectiveness of how students are assessed to help make informed decisions on their progression in their academic journey. Responses from students and staff were used. Means of the ratings were computed, categorised and judged as 6.0 – 8.0 = not effective, 8.1 – 14.0 = fairly effective, and 14.1 – 18.0 = very effective (Boone Jr & Boone, 2012; Harwell & Gatti, 2001). Distribution of stakeholders' assessment of effectiveness of orientation given to students on progression are presented in Tables 4 - 6.

Table 4: Students' Assessment of Orientation (for students)

Description	Frequency	Percentage
Not Effective	101	4.0
Fairly Effective	1468	57.7
Very Effective	976	38.3

Results from Table 4 show that 1468 (57.7%) of students view orientation given to students on their progression from one level to another as fairly effective, while 976 (38.3%) view it to be very effective. Whereas 101 (4.0%) of students were of the view that orientation across the levels was not effective.

Table 5: Staff Assessment of Orientation for students

Description	Frequency	Percentage
Not Effective	7	2.7
Fairly Effective	89	34.9
Very Effective	159	62.4

Results from Table 5 show that majority of staff 162 (62.4%) view orientation given to students as very effective, while 89 (34.9%) view it as fairly effective. On the other hand only 7(2.7%) of staff view orientation given to students as not effective.

Table 6: Summary result on Orientation for Students

Respondent	N	Composite Score		Mean ( $\bar{x}$ )	Standard Deviation
		Minimum	Maximum		
Students	2545	6	18	13.60	2.59
Staff	255	8	18	14.76	2.37
Overall				13.70	2.59

Results from Table 6 indicate that students ( $\bar{X} = 13.6$ ,  $SD = 2.59$ ) describe the orientation given to them for their progression as fairly effective, while staff ( $\bar{X} = 14.76$ ,  $SD = 2.37$ ) described the orientation given to students for their progression in their academic journey as very effective. Deduction from the results indicate, that the overall mean and standard deviation of  $\bar{X} = 13.70$ ,  $SD = 2.59$  meant that the general view of the participants for the study is that orientation given to students on their progression is fairly effective.

Table 7: Students' Assessment of How Students are assessed

Description	Frequency	Percentage
Not Effective	26	1.0
Fairly Effective	1154	45.4
Very Effective	1365	53.6

Results from Table 7 show that, 1365 (53.6%) of students indicated that how students' were assessed was very effective, while 1154 (45.4%) indicated that it was fairly effective. Only 26 (1.0%) indicated that it was not effective.

Table 8: Staff Assessment of How Students are assessed

Description	Frequency	Percentage
Not Effective	0	0.0
Fairly Effective	66	25.9
Very Effective	189	74.1

For the staff participants, result from table 8 indicate that majority 189 (74.1%) indicated that how students' were assessed is very effective, while 66 (25.9%) indicated that it was fairly effective.

Table 9: Summary result on how students' are assessed.

Respondent	N	Composite Score		Mean ( $\bar{x}$ )	Standard Deviation
		Minimum	Maximum		
Students	2545	6	18	14.55	2.27
Staff	255	10	18	15.76	1.88
Overall				14.66	2.26

Results from Table 9 indicate that both students ( $\bar{X} = 14.55$ ,  $SD = 2.27$ ) and staff ( $\bar{X} = 15.76$ ,  $SD = 1.88$ ) described how students were assessed as very effective. Deduction from the results indicate that, the overall mean and standard deviation of  $\bar{X} = 14.66$ ,  $SD = 2.26$  meant that the general view of the participants for the study was that students were assessed very effectively.

**Research Question 3: How effective do public universities in Ghana ensure staff progression?**

This research question sought to elicit from staff participants their views on activities and programmes the universities planned and organize to help them deliver on the job. Means of the ratings were computed, categorised and judged as 5.0 – 7.0 = not effective, 7.1 – 12.0 = fairly effective, and 12.1 – 15.0 = very effective for responses from items eliciting information on orientation, and 4.0 – 5.0 = not effective, 5.1 – 9.0 = fairly effective, and 9.1 – 12.0 = very effective for responses from items eliciting information on staff progression (Boone Jr & Boone, 2012; Harwell & Gatti, 2001). Distribution of staff assessment of effectiveness of orientation for staff is presented in Table 10.

Table 10: Staff Assessment of Orientation for staff

Description	Frequency	Percentage
Not Effective	19	7.5
Fairly Effective	166	65.1
Very Effective	70	27.4

Results from Table 10 show that 166 (65.1%) of staff indicated that the orientation given to them was fairly effective, while 70 (27.4%) indicated that was very effective. 19 (7.5%) indicated that it was not effective.

Table 11: Summary result on orientation of staff

Respondent	N	Composite Score		Mean ( $\bar{x}$ )	Standard Deviation
		Minimum	Maximum		
Staff	255	5	15	10.77	2.27

The result on Table 11 with staff ( $\bar{X} = 10.77$ ,  $SD = 2.27$ ), indicate that staff participants described orientation for newly recruited staff as fairly effective.

Table 12: Staff Assessment of staff progression

Description	Frequency	Percentage
Not Effective	17	6.7
Fairly Effective	77	30.2
Very Effective	161	63.1

Results from Table 12 show that 161 (63.1%) were of the view that activities planned and organized to help them in their progression was very effective, while 77 (30.2%) were of the view that it was fairly effective. 17 (6.7%) are of the view that it was not effective

Table 13: Summary result on staff progression

Respondent	N	Composite Score		Mean ( $\bar{x}$ )	Standard Deviation
		Minimum	Maximum		
Staff	9	5	12	9.63	1.83

The result in Table 13 shows that staff participants ( $\bar{X} = 9.63$ ,  $SD = 1.83$ ) perceive the in-service training and other planned activities for staff progression as very effective in public universities.

## Discussion of Results

### Structure of IQA system

This research evaluated the structure of the internal quality assurance of public universities. It was revealed that, the non-functional QA sub-units or QA committees at school, college, faculty, departmental and sectional levels negatively impacts on the effectiveness of assuring quality in the various public universities in Ghana. Some members of the university community perceive quality related issues as the responsibility of those working at the internal quality assurance directorate. The findings is in line with the view of Seniwoliba and Yakubu (2015) who conducted a study titled ‘An analysis of the quality assurance policies in a Ghanaian University’ and found that some staff view activities of IQAU with suspicion instead of seeing it as a transformative endeavour of the university demanding a collective responsibility. As a result of this perception, information on quality related matters is often viewed with some ambivalence. They argue that quality assurance is nascent and it may take time for quality culture to be built in the university.

Also, an international survey conducted by Martin and Parikh (2017) revealed that, the lack of technical support for quality assurance at decentralized levels within institutions is an obstacle to the institutionalization of quality assurance. In most responding institutions, the university leadership (head of the institution and the vice-rector) played the most important role, followed by a quality committee and a dedicated person in charge of quality assurance. Decentralized authority over quality assurance (deans and departmental committees) was, however, less frequent. This suggests that IQA is still widely perceived as a central-level responsibility, which needs to further permeate HEIs to become fully effective.

Higher educational institutions in Ghana have been observed to take the top-down management-oriented approach in dealing with quality assurance. According to Abma (2006) this top-down management-oriented approach has several flaws. First, the goals and intentions of policy makers in making judgment would lead to management bias. Second, the findings are hardly used in decision making and third, the stakeholders’ experiences and expertise and dialogue with and between stakeholders are being side-lined although their interests are at stake.

As one of the administrators interviewed in this study observed “to be successful in developing a good quality culture in the university we need to encourage the bottom-up approach to quality assurance.” What this means is that, if the public universities want to achieve their aim of rendering quality services to their stakeholders, they need to ensure that every unit in the university establish functional QA sub-unit or QA committee as recommended in the QA policy documents of the universities. This may bring additional cost in human capital or financial

commitment. While a high level of quality cannot be achieved with little funding, the costs related to neglecting quality must also be recognised. In the long run lack of appropriate funding for quality measures could lead to the institutional mission remaining unfulfilled. Therefore, investment in quality is seen as indispensable for higher education institutions and, in order to minimise cost, the key concern is: what can be done better, rather than what additional activities should be embarked upon

The current structure of QA assurance system in the public universities mandate the IQAU to ensure effective implementation of institutional QA policy and coordinates all QA related processes and activities in all sections in the university. This mandate seems not to be very clear to some members of the university community, thinking that it is the responsibility of some few individuals to assure quality in the institution. This calls for serious education for people to understand that assuring quality is the responsibility of all and not for a few. Some members of the university community see the staff of the IQAU as people who are in to police them. This is in line with Rauhvargers' (2004) view point that in some countries higher educational institutions have established performance-based management systems rather than improvement-oriented and learning outcomes-based quality culture. While quality of teaching as such is often mentioned, there is no notion of learning and learning outcomes in the general descriptions of the internal QA systems; suggesting there is a need to focus more on internal QA.

### **Staff and Students Progression**

Students and staff are key players in the life of every university. Therefore, any good IQA system should needfully focus on the progression of students and staff. Research questions two and three examined the effectiveness of activities organised by the university to assure smooth progression of students and staff from one level to another. The findings revealed that activities and procedures to assure students progression is fairly effective while that of staff progression is very effective. All the required activities and processes that students and staff need to experience for smooth progression are stated in details in the various policies in the universities, but the implementation of that of students is not done as expected. This supports Anyakoha (1994) assertion that our policies are written by knowledgeable authorities who have foresight and believe strongly in what they write for the future but the problem comes when translating theory into practice by implementers.

There are many factors that help a new staff or student flourish when arriving on campus and remain prosperous once there. Orientation programmes aid in the successful transition for staff and students who are eager to start their new experience and continue successfully through their university journey. It is therefore important for universities to put quite a reasonable time and resource into the orientation they give to their staff and students. New staff and students are to be educated on their responsibilities, rights and privileges in the university. Students should be educated on the courses to offer for the award of degrees, and the requirements to progress from one level to another. All those responsible for the various academic support services should be given the opportunity to educate staff and students during the orientation period. There is no need to rush staff and students through orientation programmes with the excuse of insufficient time and resources. Staff and students who are taken through well-structured orientation programmes, taking into consideration inputs of all academic support services, are likely to produce better results.

The European University Association (2006) Quality Culture Project had identified staff development as an important building block of internal quality assurance and quality enhancement. It indicated that institutions should provide low performing staff with opportunities to improve their skills to an acceptable level and should have the means to remove them from their duties if they continue to be demonstrably ineffective. Romina (2013) has posited that vibrant staff development programme on a continuous basis will help academics and non-academics to clarify and modify their behaviour, attitude, value, skills and competencies. In this way, they grow and develop in their knowledge and thus become more effective and efficient in the performance of tasks.

### **Conclusion**

Members of the university community do not take ownership of assuring internal quality in the universities. It is not enough to produce good and detailed policy documents, with little commitment to ensuring its implementation.

Quality assurance is implemented by few individuals of the IQAUs in the universities. Real results of achieving a quality assurance culture in the universities will materialize if all members of the university community take ownership of internal and external quality assurance systems by embracing the idea of setting up functional QA sub-units and QA committees in every section within the university to complement the existing centralized QA system.

### Recommendations

Based on the findings of the study, the following recommendations have been made:

The university authorities should make it mandatory for every school, college, faculty, department and section within the university to establish a functional QA sub-unit or committee. The heads of the various departments and sections should be tasked with the responsibility of establishing functional QA sub-unit or committees.

It is also recommended that the IQAU in collaboration with the students' affairs division and other sections should develop and implement a well-structured orientation programme taking into consideration all the academic support services for students. This should be done at the university, school, college, faculty, departmental and unit levels. Enough time should be given for the orientation programme.

Lastly, the IQAU in collaboration with the human resource division and other sections should develop and implement a well-structured orientation programme taking into consideration roles, responsibilities and expectations for all staff recruited into the university.

### References

- Abma, T. A. (2006). The practice and politics of responsive evaluation. *American Journal of Evaluation*, 27, 31-43.
- Adu, K., & Orivel, F. (2006). *Tertiary education funding strategy in Ghana*. Accra: National Council for Tertiary Education.
- Anyakaoha, E.U. (1994). Strategies for enhancing the teaching of home economics in junior secondary school level. *Nigerian Vocational Journal*, 7, 61-70.
- Becket, N., & Brookes, M. (2008). Quality management practices in higher education: What quality are we actually enhancing. *Journal of Hospitality, Leisure, Sport and Tourism*, 7(1): 40-54.
- Boateng, J. K. (2014). Barriers to internal quality assurance in Ghanaian private tertiary institutions. *Research on Humanities and Social Sciences*, 4(2), 21-30.
- Bonsu, R., & Amakyi, M. (2014). Getting ready for accreditation: Internal quality assurance in teacher education institutions in Ghana. *Journal of Business Administration and Education*, 5 (1), 44-54.
- Csizmadia, T. (2006). *Quality management in Hungarian higher education: Organizational responses to government policy*. CHEPS: Enschede
- Dadzie-Mensah, J. (2012, March 14). *Post accreditation quality assurance considerations*. National Accreditation Board stakeholders' workshop held at the Alisa Hotel Accra.
- European University Association. (2006). *Quality culture in European universities: A bottom-up approach*. Report on the Three Rounds of the Quality Culture Project 2002-2006, Brussels.
- Ghazali, C. M., & Hasnida, N. (2015). *An evaluation of the implementation of the school-based assessment system in Malaysia* (Doctoral dissertation, University of Southampton).
- Gosling, D. & D'Andrea, V.-M. (2001). Quality development: a new concept for higher education, *Quality in Higher Education*, 7(1), 7-17.
- Harvey, L. (2002). Evaluation for what? *Teaching in Higher Education*, 7(3), 245-263.
- Harvey, L., & Green, D. (1993). Defining quality. *Assessment & Evaluation in Higher Education* 18, 9-34.
- Harvey, L., & Knight P. T. (1996). *Transforming higher education*. London: Open University Press and SRHE.
- Harvey, L., & Williams, J. (2010). Fifteen years of quality in higher education. *Quality in Higher Education*, 16(1), 3-36.
- INQAAHE (2005). *Guidelines of good practice*. Wellington: INQAAHE.
- Kahsay, M. (2012). *Quality and Quality Assurance in Ethiopian Higher Education. Critical Issues and Practical Implications*. UniversiteitTwente/CHEPS

- Kirkpatrick, D.L., & Kirkpatrick, J.D. (2008). *Evaluating training programs* (3<sup>rd</sup>ed.). New Delhi: Tata McGraw-Hill Publishing Company Limited.
- Lee, A., & Boyle, P. (2008). Quality assurance for learning and teaching: A systemic perspective. *Ideas on Teaching*, 6, 21-40.
- Martin, M., & Parikh, S. (2017). *Quality management in higher education—developments and drivers. Results from an international survey*. Paris: IIEP-UNESCO.
- Mohamedbhai, G. (2008). The importance of quality assurance for African higher education. *AAU Newsletter* 14 (2&3).
- National Council for Tertiary Education (2015). Homepage. [www.ncte.edu.gh/ncsite/index.php](http://www.ncte.edu.gh/ncsite/index.php)
- Nikel, J., & J. Lowe (2010). "Talking of fabric: a multidimensional model of quality in education". *Compare: A Journal of Comparative and International Education*, 40(5), 589-605.
- Ntim, S. (2014). Embedding quality culture in higher education in Ghana: quality control and assessment in emerging private universities. *Higher Education*, 68(6), 837-849.
- Okae-Adjei, S. (2012). Quality assurance practices in Ghanaian polytechnics: The Case of Koforidua Polytechnic. *Interdisciplinary Journal of Contemporary Research Business*, 4: 6-14.
- Pratasavitskaya, H. & Stensaker, B. (2010). Quality management in higher education – towards a better understanding of an emerging field. *Quality in Higher Education*, 16(1), 37–50.
- Rauhvargers, A. (2004). "Latvia: Completion of the First Accreditation Round—What Next?" In Schwarz, S., and Westerheijden, D.F. (Eds.). *Accreditation and Evaluation in the European Higher Education Area*. Dordrecht: Kluwer Academic Publishers.
- Romina, I. A. (2013). Challenges of quality in higher education in Nigeria in the 21st Century. *International Journal of Educational Planning and Administration*, 3(2), 159-172. ISSN 2249-3093.
- Seniwoliba, J. A., & Yakubu, R. N. (2015). An analysis of quality assurance policies in a Ghanaian university. *Educational Research and Reviews*, 10(6), 2331-2339.
- Stufflebeam, D. L. (1971). *The relevance of the CIPP evaluation model for educational accountability*. Annual meeting of the American Association of School Administrators. Available at: <http://eric.ed.gov/PDFS/ED062385.pdf> (Accessed: 13 September 2015)
- Stufflebeam, D. (2000). *CIPP. Evaluation models - viewpoints on educational and human services evaluation second edition (2nd ed.)*. New York: Springer.
- Stufflebeam, D. L., & Shinkfield, A. J. (2007). *Evaluation theory, models and applications*. San Francisco: CA, Jossey-Boss
- Thaver, B. (2008). The private higher education sector in Africa: current trends and themes in six country studies. *Journal of Higher Education in Africa/Revue de l'enseignement supérieur en Afrique*, 6(1), 127-142.
- UNESCO (2004). *Indicators of quality and facilitating academic mobility through quality assurance agencies in the asia-pacific region*. Bangkok: UNESCO and Thailand National Accreditation Council.
- Woodhouse, D. (2004). The quality of quality assurance agencies. *Quality in Higher Education*, 10(2), 77-87.
- Zhang, W., & Cheng, Y. L. (2012). Quality assurance in e-learning: PDPP evaluation model and its application. *The International Review of Research in Open and Distributed Learning*, 13(3), 66-82.



# Understanding Latin America's Educational Orientations: Evidence from 14 Nations

Ejiro U. Osiobe<sup>1</sup>

<sup>1</sup> Department of Economics, New Mexico State University, MSC 3CQ P. O. BOX 30001, Las Cruces, NM 88003-8001, USA. Email: euosiobe@nmsu.edu

<sup>1</sup> Chief Economic Adviser & CFO, The Ane Osiobe International Foundation. Email: jijji@aneosiobe.ngo

## Abstract

Latin American countries have evolved over the years. Still, after years of military reign, socioeconomic-instability, and civil wars, the region has been known for its anti-hegemonic economic growth (educational-policies) strategies. Central and South America's educational system has long been under investigation by researchers both theoretically and empirically. The transition of its education system through the introduction of centralized, liberalized, and populist ideology has sparked many researchers' interest. This paper aims to understand and compare 14 Latin American countries' education orientation. The study uses a matrix table to visualize the qualitative finding.

**Keywords:** Human Capital, Latin America, Educational Orientation, Neocolonialism, Contractarianism

## Introduction

Most Latin American and Caribbean Countries (LAC) are exposed to some of the world's ills and inhumane conditions (Aman & Ireland, 2015). This paper contributes to the existing literature on the socio-economic, political, and educational transition in Latin America. The study presents descriptive-statistics of our Selected Latin American Countries (SLACs). Such as the educational policies that have moved SLACs forward, identifying their differences and similarities, and proposing recommendations for some of the SLACs to improve their nations' human capital.

The concept of human capital emerged from the recognition that the investment in human capital by an individual, firm, or country has an increasing return to scale on productivity. Human capital can be split into three concepts: talent (natural-given ability), acquired qualifications, and expertise. The term human capital was first used in the late '50s and early '60s (Holden & Biddle, 2017). Before the '50s and '60s, the word was a suggestive phrase in the field of economics and played no role in the decision-making algorithm when it came to recommending, passing, and implementing educational policies. Upon empirical and practical evidence that there was a high return on

quality education and it helped promote a country's national goals, new ideas on public spending on education as a form of domestic investment was advocated by academics, policymakers, and economic development practitioners.

### Understanding Human Capital

Human capital is labor used to produce other goods and services. Schultz (1961) defined human capital as a value used for measuring human potential. Smith (1776) stated that "the improvement to human capital through training, education, and experience make the individual enterprise more profitable, but also add to the collective wealth of the nation." While Osiobe (2020) defined human capital to be education and training (formal, informal, and culture); knowledge; labor; skills (general, industry, firm, job, and task-specific); experience. Human capital is the collective wealth of a nation in terms of judgment, skills, training, knowledge, expertise, and talent for a population ((Schultz, 1963), (Schultz, 1961), and (Osiobe, 2020)).

In a standard growth economic model (Romer, 1989), (Solow, 1956), and (Mankiw et al., 1992), the accumulation of human capital is a private and public investment undertaken to promote economic growth and development. The principle of opportunity cost is implemented in the model where the individual gives up some proportion of income during the period of education and training in return for increased future earnings. Hence, an individual will only undergo additional schooling or training if the future reward (return on education) is higher than the instant gratification.

**Figure 1:** Latin America



Author's creation (Google Earth, 2019)

\*Grey countries are the selected countries for the study

**Table 1:** Economic Indicators used in Figure 2 & 3

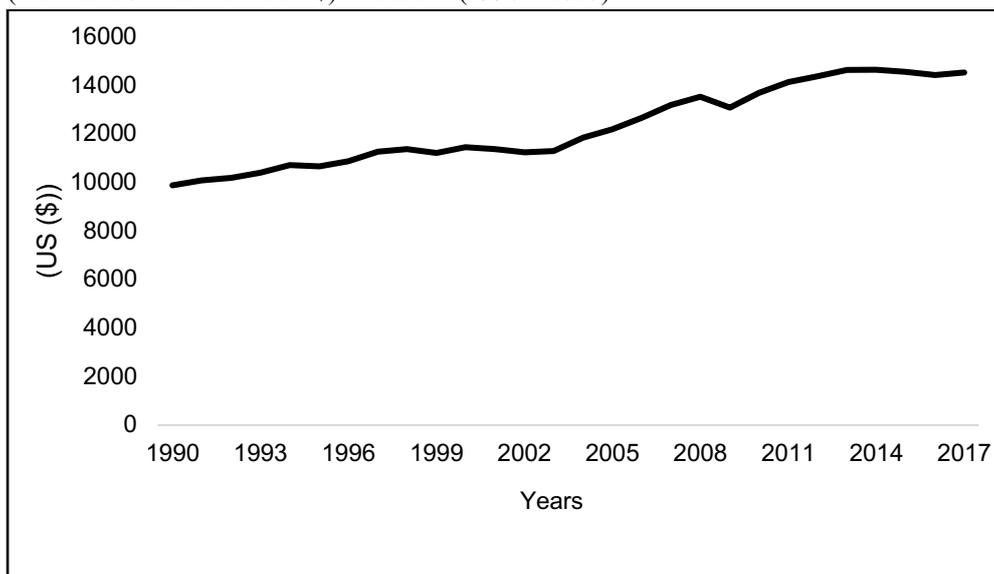
	<b>Meaning</b>
<i>RGDP<sub>ppp</sub></i>	Real gross domestic product purchasing-power-parity is gross domestic product adjusted for inflation or deflation and converted to international dollars using the purchasing-power-parity rate.
<i>T%GDP</i>	Trade as a percentage of gross domestic product is the total sum of exports and imports of goods and services measured as a share of the gross domestic product.
<i>ATE</i>	Access to electricity is the percentage of the population with access to power in a region. But <i>ATE</i> does not imply a steady or constant supply of the service.
<i>TSE</i>	Tertiary school enrollment is the gross enrollment ratio of the nation's total enrollment ( <i>TSE, SSE, and PSE</i> ) of students into a tertiary institution, regardless of age, to the population of the age group that officially corresponds to the level of education.
<i>SSE</i>	Secondary school enrollment is the gross enrollment ratio of the nation's total enrollment ( <i>TSE, SSE, and PSE</i> ) of students into a secondary institution, regardless of age, to the population of the age group that officially corresponds to the level of education.
<i>PSE</i>	Primary school enrollment is the gross enrollment ratio of the nation's total enrollment ( <i>TSE, SSE, and PSE</i> ) of students into a primary institution, regardless of age, to the population of the age group that officially corresponds to the level of education.

Source: (World Development Index (WDI), 2019)

In the last decades, LACs have achieved remarkable social and economic success. The middle-class population in the LACs has grown to historic levels; the poverty rate is reduced by almost half; access to education, electricity, and health care has expanded at moderate levels; property rights are enforced. As a result, most countries in the LACs region have now achieved emerging market status, but according to (Sanguinetti 2016), more work is needed.

If a country intends to move to a path of sustained and inclusive economic growth for its members, it will have to address some of the fundamental socio-economic challenges—beginning with but not limited to the lack of high-quality human capital. The potential of youths in LACs is immeasurable, and youths' are defined as people within the ages 15–29 years, which account for more than 163 Million (Mn.) persons in the LACs region as of 2017 (OECD et al. 2016). In the LACs, 18% of the youth population, are in the labor force while the remaining 82% are not in the working class and not engaged in education or training (NEET), an acronym coined by the (OECD et al. 2016). The statistic is most prevalent among the disadvantaged group, meaning those who are classified as NEET. Low-skilled human capital makes productivity growth difficult in any economy; hence, an inclusive human capital and entrepreneurship approach with sustainable and applicable instruments to the specific needs of a country will increase productivity and equity in the region.

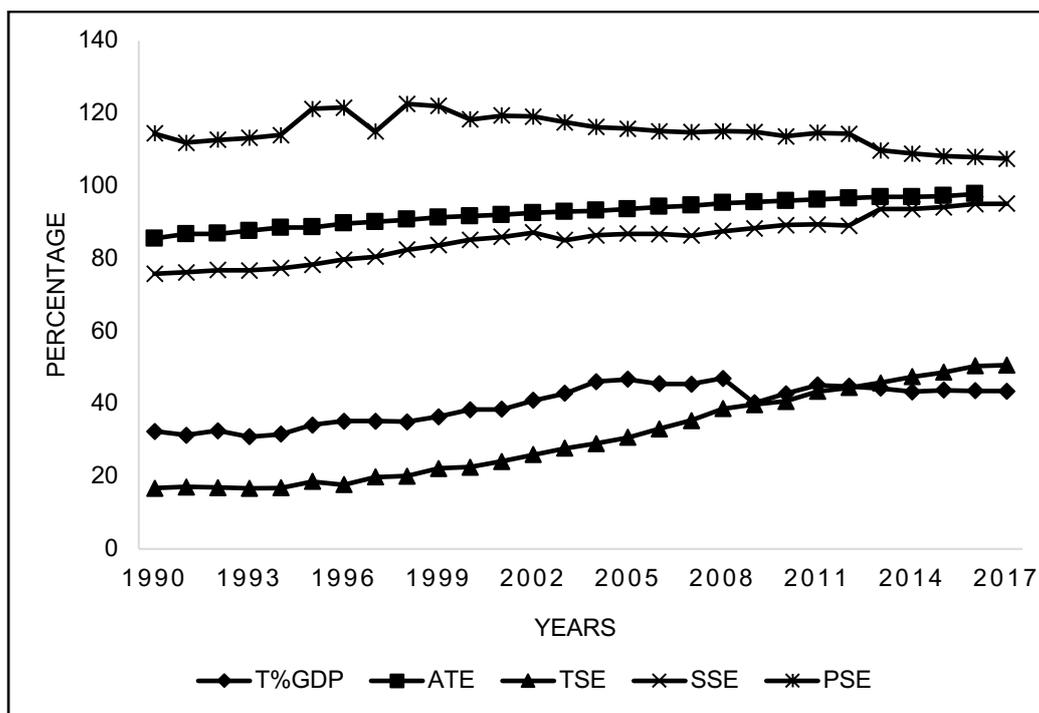
**Figure 2:** Gross Domestic Product per capita purchasing-power-parity ( $GDP_{per\ capita_{ppp}}$ ) (constant 2011 international \$) of SLACs (1990 – 2017)



Source: (WDI, 2019)  
 Author's creation

If the SLACs are to compete effectively with the rest of the world, the region must urgently remedy itself by raising its human capital or Human Development Index (*HDI*). Figure 2 shows that our SLACs  $GDP_{per\ capita_{ppp}}$  has been rising since the 1990s. Although the  $GDP_{per\ capita_{ppp}}$  in these nations has been increasing, human capital has not. One primary reason Latin American workers lack the right skills is the lack of access to quality education: less than half of the youth population in the region graduate from a tertiary institution, while the rest are in the NEET group.

**Figure 3:** Economic Indicators of our SLACs



Source: (WDI, 2019)  
 Author's creation

Figure 3 shows that our SLACs have *ATE* with a mean of 92% of the population and a range of 12%. The enrollment rate in these countries varied from *TSE*, *SSE*, and *PSE* schools, where *TSE* has a mean of 30%, *SSE* 85%, and *PSE* 115% with a range of 33%, 19%, and 15%, respectively. The result implies that there is a vast disparity between *TSS*, *SSE*, and *PSE*. Meanwhile, *T%GDP* in Latin America has had an upward trend since the '90s, which implies that the region is becoming more open and business-friendly in the international market despite the slow growth in *TSE* rate. Figure 3 shows some line graphs above the 100% threshold. This implies that *PSE* enrollment rates are above the school capacity; i.e., if a classroom was built to accommodate only 50 students in it, the class may have 60+ students in it; this is also a result of free mandatory primary education for all in most of our SLACs. Our 14 SLACs were selected due to the availability of macroeconomic development indicators, which is a common problem when studying economic growth policies from emerging nations.

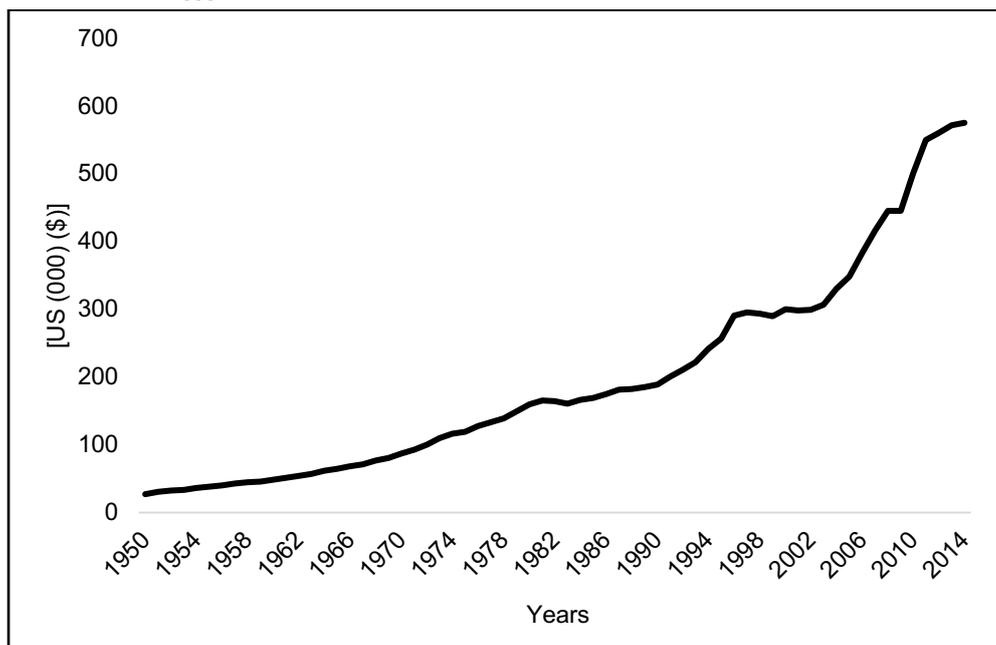
Based on existing literature and our descriptive statistic (Figure 3 & 6), one can infer that our SLACs require a more integrated system aimed at reinforcing the roles which promote higher education from an enrollment count to an attainment count.

### **Educational history, similarities, and differences of the SLACs**

Most of the SLACs got their independence in the 1820s. The SLAC embraced the trinity of equality of John Locke (life, liberty, and property) nor Thomas Hobbes' social contractarianism theory. These two theorems are known to be the foundation for most democratic political systems. The revolutionary troops didn't adopt western neocolonialism, which collided with the SLACs culture, experiences, and history of the indigenous people (Verges, 1999). The neocolonialism era came with notable educational reforms that led to the establishment of indigenous universities in Bolivia, Ecuador, and Mexico intending to reconquer, modify their native language, and traditional systems (Aman, 2014). Some LACs like Bolivia, Cuba, and Venezuela have adopted the Karl Mark's and Friedrich Engels' (abolition of private property) as their nation's new contractarianism following Hobbes government-monarchism and disregarding Locke's government by, and for the people.

According to (Aman, 2015) the neoliberal ideology and the emergence of a new global commerce divide from merchandise to human cargo imposed on Latin America date back to when the region was part of the European map in the 20th century. The World Bank (WB) and International Monetary Fund (IMF) exposed the area to many harsh and unjust conditions. Several communities have countered these efforts by the IMF and WB within the region from the indigenous social movement in Bolivia, to Venezuela's Chavistas, to the Zapatistas in the Chiapas region of Mexico, to the landless movement in Brazil (Aman and Ireland, 2015). These resistance movements, backed by the Roman Catholic Church, has created its brand of education as an expression of anti-hegemonic resilience.

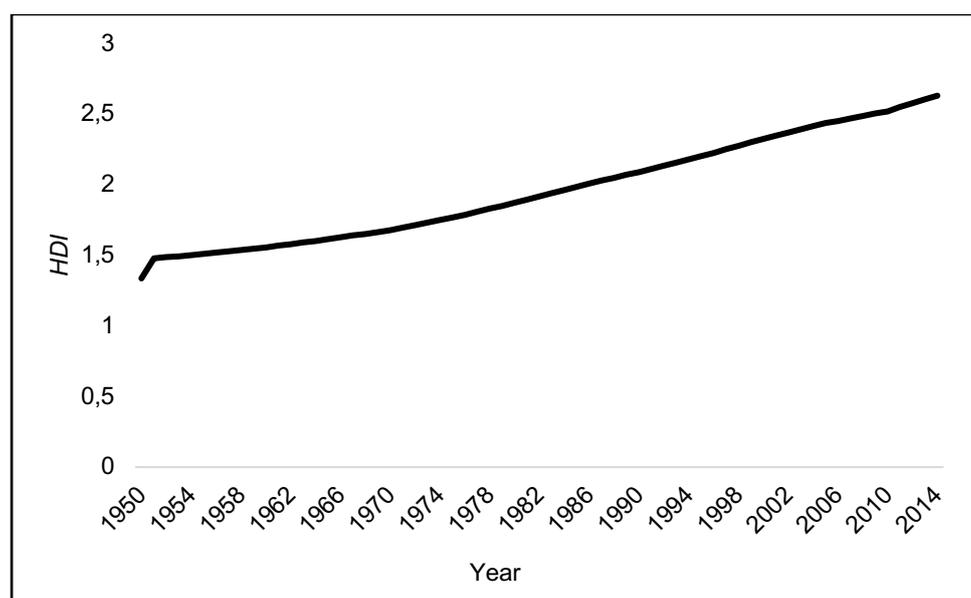
These anti-hegemonic events brought about marxism philosophy, substantive democracy, and a post-liberalized era. As a result, the newly inducted manifesto, the educational system in some parts of the region, assimilated its proposed ideology. Bolivia, Ecuador, and Mexico are good examples of countries that challenged the dominant western paradigm and scientific theories (Aman, 2014). President Juan Evo Morales declaring the decolonization of the educational from western influences, and the '80s, such concept, and practices found its way in the Nicaraguan educational policies (Aman and Ireland, 2015). The SLAC consist of one North American country (Mexico), five Central American countries (Costa Rica, Honduras, Nicaragua, Panama, and El Salvador), and eight South American countries (Argentina, Bolivia, Brazil, Chile, Colombia, Peru, Uruguay, and Venezuela).

**Figure 4:**  $RGDP_{ppp}$  of the SLACs (1950 – 2014)

Source: (Penn World Table (PWT), 2019)

Author's creation

Figure 4 shows the expenditure side of the Real Gross Domestic Product ( $RGDP_{ppp}$ ) at a chained (in Mn. 2011 USD) of the SLACs from 1950–2014 based on their moving average. Figure 4 depicts a steady upward trend of  $RGDP_{ppp}$  from 1950–2014. Figure 5 shows the Human Development Index ( $HDI$ ) of the SLACs from 1950–2014. And like that of  $RGDP_{ppp}$  it also depicts an upward trend from 1950–2014. The increasing social and economic development over the past decades has led to progress in wellbeing. These countries have adjusted their social policies in response to the needs of their residents, which has resulted in a steady increase in the nations' human capital productivity and  $HDI$ . Most of these nations' signs of progress have been widely recognized, reaching essential milestones like becoming members of the OECD, creating budgets as a percentage of the  $GDP$  specifically for education, and deregulating their nations' education system to benefit local institutions in the rural regions of the country.

**Figure 5:**  $HDI$  of the SLACs (1950 – 2014)

Source: (PWT, 2019)

Author's creation

Our SLAC education systems are grouped into a centralized and decentralized educational system. In this study, the centralized will be defined as a condition where a single government agency, usually the Ministry of Education (ME), governs the educational system of the nation (federal, state, and local). While the decentralized educational system, which for this study, is defined as when governance power is shared among the federal, state, and local governments. In most cases, the responsibilities of the distribution of resources across all levels of the education sector and governances will come from the ME. In contrast with first-world nations like the US, the responsibility for formulating and implementing educational policies does not lie solely with the department of education but rather with other autonomous public education administrative departments; this analogy is similar to that of the OECD member nations.

The 14 countries in the study have been able to achieve universal access to primary education for its residents; however, access to pre-school has been achieved in some, and others are still in the works. In light of these successes, the education attainment rate in the lower and upper high school levels and university levels remains unsatisfactory, and the dropout rate is relatively high. Beyond the use of the education budget as a political propaganda tool to win votes from grade-school parents, Latin American politicians are well known for using education resources as political patronage (Plank, 1996) (Brown & Hunter, 2004).

According to (Brown & Hunter, 2004), the construction of schools, employment of principals, teachers, and staff are used as a wheel of clientelism and nepotism. The authors' presented some theoretical assertions that democratically run governments favored public spending on primary education versus authoritarian governments, who did not. Elected leaders like Alberto Fujimori of Peru (1990–2000), Vicente Fox of Mexico (2000–2006), and Fernando Henrique of Brazil (1995–2002) made use of this political strategy to reap up some political capital and electoral dividends (Brown & Hunter, 2004).

Education-economists like (Birdsall et al., 1998), (Paul & Wolff, 1996), and (Gonzalez Rozada, 2002) have criticized governments for implementing the politicalized education budgeting (Brown & Hunter, 2004). But a substantial body of literature has suggested the centrality of human capital formation for economic growth, economic development, and poverty alleviation (Brown & Hunter, 2004). The allocation of a significant amount of grants to improve the educational system of a nation can enhance the prospects of the nations' human capital in that region. For emerging economies, it is essential to devote a larger share of the education budget to the primary school sector, for which the public returns are high relative to spending on other areas of the educational system (Brown & Hunter, 2004). Because people in poverty are a significant slice of the population in most the SLACs and the low-income earner benefits more from the investment in primary education.

In general, it is common knowledge that the labor-market return to education is higher at the primary level and then starts to decrease at subsequent levels (Colclough et al., 2010). Most developing countries prioritize investment in their educational system. Still, the social return (positive social externalities) is lower than the private return due to government financing policies for free education (public investment in education) (Colclough et al., 2010). In the developing world, the evidence on wage returns to education continues to grow, showing a 10% increase in a person's wage for one additional year of schooling (Colclough et al., 2010). Until recent studies, it was generally accepted that wage returns in developing countries are usually higher at the primary level than subsequent levels ((Porta et al., 2006), (Psacharopoulos & Patrinos, 2004), (Jamal et al., 2003), (Patrinos & Sakellariou, 2006), (Pastore & Verashchagina, 2006), and (Colclough et al., 2010)).

According to (Psacharopoulos & Patrinos, 2002), the return to schooling declines over time, but other studies suggest that primary education is not enough. However, ((Nguyen's, 2002), (Lassibille and Tan's, 2005), (Kijima's, 2006), (Ali's, 2006), (Laguna and Porta's, 2004), (Tansel's, 2008), (Bellony and Reilly's, 2009), (Van Leeuwen's, 2005), and (Fiszbein et al., 2007)) disagree with their assertions and results, while (Reilly and Bellony, 2009), had conclusions that were for both primary and higher education.

**Figure 6:** The Educational orientation Matrix table of the SLAC.

	Argentina	Bolivia	Brazil	Chile	Colombia	Costa Rica	Honduras	Mexico	Nicaragua	Panama	Peru	El Salvador	Uruguay	Venezuela
Spanish as the official language of instruction	*	*		*	*	*	*	*	*	*	*	*	*	*
Portuguese as the official language of instruction			*											
English as a bilingual language of instruction				*	*	*		*		*				
National Education Institution and Policy (compulsory & free basic education)	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Free Tertiary Education													*	*
Specified budget for Education or spending as a % of GDP or a Mandated Education Financing Law	*	*	*	*	*	*				*				*
Decentralised the educational system		*		*			*	*						
Reformed the education policies		*		*			*	*			*			*

Author's creation

**Similarities and differences of the 14 Selected Latin American Countries Policy Orientations**

Figure 6 shows how the 14 SLACs relate and differ from one another in terms of policy orientation. Few countries in the Americas and the Caribbean have experienced drastic changes in their educational system, governance, and policies as our SLACs. The social, ideological, and political approaches used by their governments to improve the academic standards of their countries have been successful in so many ways, like increasing the literacy level of their nations by providing primary education for everyone and increasing the nations' aggregate human capital index (OECD et al., 2016).

From Figure 6, one can infer that all 14 nations' have a national educational institution for regulating and creating educational policies; compulsory free primary education for all residents, except Uruguay and Venezuela, which have free but not mandatory education up to the university level; and speak Spanish as its official language for learning, except Brazil, which speaks Portuguese. Chile, Colombia, Costa Rica, Mexico, and Panama have made reasonable efforts to promote the English language in their educational system. Argentina, Bolivia, Brazil, Chile, Costa Rica, Panama, and Venezuela all have a specified educational budget as a percentage of their nation's *GDP* and a mandated education financing law.

Bolivia, Chile, Honduras, Mexico, Peru, and Venezuela have all passed educational reform bills in their countries and decentralized (excluding Peru and Venezuela) their education system to make it more flexible for regional, state, and local official educational policymakers. There has been good progress in all 14 countries' educational systems. Despite the significant policy efforts in these nations, educational quality and equity concerns remain at the forefront of their educational orientations (OECD et al., 2016). These recognitions and willingness to work on

the stated concerns are invaluable to improving human capital in these countries and considering the individual countries' analysis of their educational orientations.

### Discussion and Conclusion

The educational governance is overly centralized, rather than decentralized: the school system in the 14 SLACs (see Figure 6), especially those in the rural areas, have little and in most cases zero autonomy over their departmental or school educational policies to fit their unique situation, compared to nations that practice a decentralized education system like most OECD countries, with the exception of Bolivia, Chile, Honduras, and Mexico. Little or zero local school autonomy hinders the effective use of educational resources, as school authorities are unable to match their available resources and policies to their specific needs. Also, the responses from the central governing authority to the local schools are usually slow (OECD et al., 2016). The education system is centered on the quantity of student enrollment, rather than education quality and attainment. All 14 countries in the study all have mandatory and free primary education as education policy for all residents in their nations. This resulted in a high level of educational coverage between 85% and 99% of the country. Although a good policy, the focus should shift from student enrollment to attainment and from the number of schools to the quality of the schools with state-of-the-art equipment (OECD et al., 2016). This shift from quantity to quality will create a culture of excellence throughout their respective countries' education systems, which, in turn, will improve human capital.

In recent decades, all 14 nations have been known for their considerable efforts in spreading the coverage of school supplies on a broader range to reach every region in their countries. Although expansion has been considerably slow in most countries on our list, the operation of the extensive—more supportive schooling network is becoming more available in these nations to ensure children have easy access to educational learning materials, especially children in the rural areas while enforcing the mandatory and free public education policy. To achieve this, improving the supplies and the range of educational services will be a step in the right direction.

The accreditation standards and the General Law on Education (GLE) that is required in developed countries like the US can be adopted in the SLACs. Such as the Elementary and Secondary Education Act of 1965 (ESEA); the Every Student Succeeds Act (ESSA); the Individuals with Disabilities Education Act (IDEA); Title II of the Americans with Disabilities Act; Title IX of the Amendments of 1972; Title VI of the Civil Rights Act of 1964; the Workforce Innovation and Opportunities Act (WIOA); the Rehabilitation Act of 1973, as amended through PL 114 – 95; the Higher Education Act (HEA); and the Family Education Rights and Privacy Act (FERPA). These are all good governing policies that will ensure students get the support they need and reduce the dropout rate. Considering these [suggested new educational policies, new financing programs such as peer loans and private and government grant initiatives should be introduced to help low-income students further their education up to the tertiary level. Also, except for Argentina, Bolivia, Brazil, Chile, Colombia, Costa Rica, Panama, and Venezuela—who also have some form of specified education spending as a percentage of the nations' *GDP* or a mandated national education financing law—it is recommended that the remaining countries emulate this policy. Although notable efforts have been made to increase the influx of students into these nations' educational systems in the past few years, there is still a long way to go to achieve a reformed curriculum for teaching that will better equip their students for global competition. Considering the new curriculum system, an improved, modernized professional teacher-training process and standard should be introduced.

A highly relevant department to be established in the education governance system is the Institute for Education Accountability (IEA) (OECD et al., 2016). The IEA department will bring a democratic and independent voice to each country's educational system, and the department's jurisdiction will also cover principal officers, policymakers, and elected government officials. For example, the execution of public expenditure on the educational system, recruitment, deployment, and promotion of teachers. Among the many accountability responsibilities assigned to the IEA, the department will also be in charge of identifying the sources of inefficiencies in the educational system (OECD et al., 2016).

Within the 14 SLACs, there has been a lack of high-quality educational research and development, low investment in the research and development departments, and weak links between research findings and educational policies in the systems. The ME in each country should strengthen the research and development sector by increasing its investment in the department, the creation of a public center for educational research and development is a way to solve this issue while alleging it is the department's finding with new educational policies. In many developed nations, the schools' leadership has become a priority for educational policy and strategic planning because the schools' governing bodies are responsible for implementing educational reforms and are thus central to the improvement of the educational system.

It is safe to conclude that education in SLACs has evolved over the years deviating from the foundational colonial orientations. From our investigation, countries were more concerned with their enrollment numbers (see Figure 3) exceeding full capacity at the primary level and almost at full capacity at the secondary level than the student learning and advancement in their educational career. The disparity between education attainment at all levels of the education system and the great divide between enrollment rates in the primary, secondary, and tertiary levels have brought about a learning crisis. A learning crisis is defined as a situation where students are enrolled in a formal academic institution but are failing to learn, and these numbers are much higher within the rural communities. It is a blurred line between a child that is among the NEET group and one who is enrolled and failing to learn.

Figure 6 shows that 57% of our case study has some form of a specified budget as a percent of the nation's *GDP* mandated into their law for education spending. This bold movement led people to question the government if other socio-economic issues like (roads, running water, and power supply) are less important than human capital investment. I'll argue that the most critical resource among the factors of production is a highly trained individual. As a socio-economic investment, the human mind is the most essential because it can give a community a comparative and absolute advantage over its competitors. Understandably, the results and dividends from the expensive investment in education is a long-run case study. Still, nations like Singapore have spent similar amounts on basic education as a percentage of their nations' *GDP* and achieved a high return on their investment. Today with a population of 5.6 Mn people, Singapore is ranked 16th among other countries in the world with a *GDP<sub>per capita,ppp</sub>* of 101, 387 USD, and it ranks 2nd in the Program for International Student Assessment (PISA). The study advises policymakers and economists to create, advocate, and implement the use of a systematic learning assessment at all levels of the educational system, including the administrative staff and academics. Because, just pouring money into an already broken system will only be funding inefficiency in the educational systems, which leads to the devaluation of human capital investment.

## References

- Ali, A. (2006). On Human Capital in Post-Conflict Sudan: Some Exploratory Results. Working Papers Series 0602. Khartoum: Arab Planning Institute.
- Aman, R. (2014). Impossible Interculturality? Education and the colonial difference in a multicultural world. Linköping: Linköping University Press. <https://doi.org/10.3384/diss.diva-106245>
- Aman, R. (2015). Why interculturalidad is not interculturality: Colonial remains and paradoxes in translation between supranational bodies and indigenous social movement. *Cultural Studies*, 205-228. <https://doi.org/10.1080/09502386.2014.899379>
- Aman, R., & Ireland, T. (2015). Education and other modes of thinking in Latin America. *International Journal of Lifelong Education*, 34(1), 1-8. <https://doi.org/10.1080/02601370.2015.1007719>
- Bellony, A., & Reilly, B. (2009). An Analysis of Labor Market Earning in St. Lucia. *Social and Economic Studies*, 58(3 & 4), 111-147.
- Birdsall, N., Londono, J. L., & O'Donnell, L. (1998). Education in Latin America: Demand and distribution are factors that matter. *CEPAL Review*, 66, 39 - 52. <https://doi.org/10.18356/b3c64b3b-es>
- Brown, S. D., & Hunter, W. (2004). Democracy and Human Capital Formation: Education Spending in Latin America 1980 - 1997. *Comparative Political Studies*, 37(7), 842 - 864. <https://doi.org/10.1177/0010414004266870>

- Colclough, C., Kingdon, G., & Patrino, H. (2010). The Changing Pattern of Wage Return to Education and its Implication. *Development Policy Review*, 28(6), 733-747. <https://doi.org/10.1111/j.1467-7679.2010.00507.x>
- Fiszbein, A., Patrinos, H., & Giovagnoli, P. (2007). Estimating the Return to Education in Argentina using quantile regression analysis 1992-2002. *Economica*, 53(1-2), 53-72.
- Google Earth. (2019, 3 5). Google Earth. (Google) Retrieved 3 5, 2019, from <https://www.google.com/earth>
- Hobbes, T. (1651). *Leviathan*.
- Holden, L., & Biddle, J. (2017). The Introduction of Human Capital Theory into Education Policy in the United States. *History of Political Economy*, 49(4), 537-574. <https://doi.org/10.1215/00182702-4296305>
- Jamal, H., Toor, F., Ashraf, I., & Khan, F. S. (2003). Private Return to Education: Evidence for Pakistan Research. Report 50.
- Kijima, Y. (2006). Why did wage inequality increase? Evidence from Urban India 1983-1999. *Journal of Development Economics*, 81(1), 97-117. <https://doi.org/10.1016/j.jdeveco.2005.04.008>
- Laguna, J., & Porta, E. (2004). Analisis de la Rentabilidad de la Educacion en Nicaragua. . Ministerio de Educacion, Cultura y Deportes, Gobierno de Nicaragua.
- Lassibille, G., & Tan, J. (2005). The Returns to Education in Rwanda. *Journal of African Economies*, 14(1), 92-116. <https://doi.org/10.1093/jae/ejh035>
- Locke, J. (1689). *Two Treatises of Government*.
- Mankiw, N. G., Romer, D., & Weil, N. D. (1992). A Contribution to the Empirics of Economic Growth. *The Quarterly Journal of Economics*, 107(2), 407- 437. <https://doi.org/10.2307/2118477>
- Mark, K., & Engels, F. (1848). *Manifesto of the Communist Party*.
- Nguyen, N. N. (2002). Trends in the Education Sector from 1993-1998. *Education Studies*, 28(1). <https://doi.org/10.1596/1813-9450-2891>
- OECD; ECLAC; CAF. (2016). *Latin American Economic Outlook 2017: Youth, Skills, and Entrepreneurship*. Paris: OECD Publishing. <https://doi.org/10.1787/leo-2017-en>
- Osiobe, E. U. (2020). Human Capital, Capital Stock Formation, and Economic Growth: A Panel Granger Causality Analysis. *Journal of Economics and Business*, 3(2), 567-580. <https://doi.org/10.31014/aior.1992.03.02.221>
- Osiobe, E. U. (2019). A Literature Review of Human Capital and Economic Growth. *Business and Economic Research*, 9(4), 179-196. <https://doi.org/10.529/ber.v9i4.15624>
- Pastore, F., & Verashchagina, A. (2006). Private Return to Human Capital Over Transition: A Case Study of Belarus. *Economic of Education Review*, 25(1), 91-107. <https://doi.org/10.1016/j.econedurev.2004.11.003>
- Patrinos, H., & Sakellariou, C. (2006). Economic Volatility and Return to Education in Venezuela: 1992 - 2002. *Applied Economics*, 38(17), 1991-2005. <https://doi.org/10.1080/00036840500427338>
- Paul, J. J., & Wolff, L. (1996). *The economics of higher education*.
- Penn World Tables. (2019). Retrieved 1 25, 2019, from <http://datacentre2.chass.utoronto.ca/pwt/alphacountries.html>
- Plank, D. (1996). *The means of our salvation: Public education in Brazil 1930 - 1995*.
- Porta, E., Laguna, J., & Morales, S. (2006). *Tasas de Rentabilidad de la Educacion en Guatemala*. USAID.
- Psacharopoulos, G., & Patrinos, H. A. (2002). Returns to Investment in Education: A Further Update. *Policy Research Working Paper*, WPS: 2881.
- Psacharopoulos, G., & Patrinos, H. A. (2004). Returns to Investment in Education: A Further Update. *Education Economics*, 12(2), 111-34. <https://doi.org/10.1080/0964529042000239140>
- Reilly, B., & Bellony, A. (2009). The Determinants of Labor Market Earnings in a Small Caribbean Island: The Case of Dominica. *The Journal of Developing Areas*, 43(1), 65-85. <https://doi.org/10.1353/jda.0.0046>
- Romer, P. (1989). *Human Capital and Growth: Theory and Evidence*. NBER Working Paper No. 3173. <https://doi.org/10.3386/w3173>
- Rozada, G. M., & Menedez, A. (2002). Public university in Argentina: Subsidizing the rich? *Economic of Education Review*, 21(4), 341-351. [https://doi.org/10.1016/S0272-7757\(01\)00030-9](https://doi.org/10.1016/S0272-7757(01)00030-9)
- Sanguinetti, P. (2016, December 20). *Skilling up: human capital and Latin America*. (World Economic Forum) Retrieved March 17, 2019, from <https://www.weforum.org/agenda/2016/12/skilling-up-human-capital-and-latin-america>
- Schultz, T. (1961). Investment in Human Capital. *American Economic Review*, 51(1), 1-17.
- Schultz, T. W. (1963). *The economic value of education*. New York: Columbia University Press.
- Smith, A. (1776). *An Inquiry into the Nature and Causes of the Wealth of Nations*. <https://doi.org/10.1093/oseo/instance.00043218>
- Solow, N. R. (1956). A Contribution to the Theory of Economic Growth. *The Quarterly Journal of Economics*, 70(1), 65-95. <https://doi.org/10.2307/1884513>
- Tansel, A., & Labor, I. f. (2008). Changing Return to Education for Men and Women in a Developing Country: Turkey, 1994, 2002-2005. Paper Presented at the ESPE 2008 conference.

- U.S.News. (2020, 1 26). Retrieved from <https://www.usnews.com/>
- Van Leeuwen, B. (2005). Estimating the Return to Education in Indonesia 1890-2002. Amsterdam: International Institute of Social History (mimeo).
- Verges, F. (1999). *Monsters and Revolutionaries: Colonial Family Romance and Message*. Durham: Duke University Press. <https://doi.org/10.1215/9780822379096>
- World Development Index Group. (2019, June 11). The World Bank. (World Development Indicators) Retrieved 3 18, 2019, from <https://data.worldbank.org/region/latin-america-and-caribbean>



# A Survey on Student Preferences of Facilities and Models of Accommodation at Kapasa Makasa University, Zambia

Nimrod Siluyele<sup>1</sup>, Edward Nkonde<sup>2</sup>, Malawo Mweemba<sup>3</sup>, Goodhope Kaluba<sup>4</sup>, Cleopas Zulu<sup>5</sup>

<sup>1</sup> Nimrod Siluyele, Lecturer and coordinator of student affairs, Kapasa Makasa University

<sup>2</sup> Edward Nkonde, Educational Administration and Management, Kapasa Makasa University

<sup>3</sup> Malawo Mweemba, Lecturer Research Methods, Kapasa Makasa University

<sup>4</sup> Goodhope Kaluba, Tutor, Kapasa Makasa University

<sup>5</sup> Cleopas Zulu, Tutor, Kapasa Makasa University

## Abstract

The main aim of the survey was to generate data on students' views on the preferred model of accommodation and the hostel facilities at the Kapasa Makasa University Campus in Zambia. Currently, the University offers a unique on-campus accommodation. Unlike the traditional student hostel arrangement in other public Universities in the country where hostel allocation is gender-specific, at the Kapasa Makasa University, the hostels are co-education. It is only the floors that are gender-specific. The possible modification of this arrangement is to go further and make flat-lets co-education. Co-education here means mixing male and female students in hostels of floors, or flat-lets. Data were collected through a five-point Likert scale that was self-administered and randomly distributed questionnaires to 300 students out of the student population of 560. In the survey, the one-way Anova test showed significant differences between students year of study on their preference for gender-specific hostels and floors. Although female students had a greater desire for living in a gender-specific hostel, when compared to male counterparts the difference was not statistically significant. For the floors the one-way Anova test showed a significant difference between students year of study on their preference for gender-specific floors. When the study asked students about the convenience of the on-campus accommodation, the majority preferred on-campus housing to off-campus model of accommodation. This preference was across gender and years of study. Currently, all students at Kapasa Makasa University stay on campus. The university offers free cooking facilities, bed space, internet, television and a fridge. There is also free transport to go into town that is 25kilometers away from campus. The survey involved questions that sought students satisfaction or preference on different arrangements of allocating of hostel floors, and also how they value different hostel facilities and services. The next part of the questionnaire asked students to express their views on -off-campus accommodation. They complained mostly of poor water reticulation, erratic supply of electricity and lax security.

**Keywords:** Satisfaction, Floors, On Campus, Off-Campus Model, On-Campus Model

## INTRODUCTION

One of the factors that determine university students' academic performance is satisfying accommodation during their years of studying in a university. A lot of factors contribute to students' level of satisfaction for the offered accommodation. The majority of students would prefer to stay in hostels that are decent and cheap, Khozaei et al (2010). Researchers like Maina and Aji(2017) have postulated that student satisfaction in their accommodation usually includes rentals, room size, bathrooms, kitchen, laundries and auxiliary facilities like internet, security, electricity and water supply. Their research goes further to add issues of overcrowding, territoriality, cleanliness, noise and distance from academic facilities. Khozaei et al (2012) assert that an ideal student accommodation is in the mind of the student. Consequently a research that seeks students' perception of the type of accommodation and offered facilities is important. Many studies in different parts of the world have attempted to generate data on student satisfaction and preferences on model of accommodation and facilities offered. Taking Kapasa Makasa university campus as a case study, this research conducted a survey involving 255 out of 650 male and female students that reside in the campus. The university offers on-campus accommodation with hostel facilities and services that are mostly new since the campus is just a few years old. It was established in 2016 as a campus of the Copperbelt University an old institution in Zambia that is over 30 years old. Plans are underway to delink the institution from the Copperbelt University. Consequently, the need to increase student enrolment and concomitant accommodation will follow. The findings of this research will, therefore, inform the university management or private accommodation developers to construct structures that will offer student preferences to a large extent.

### Lessons Learnt from the International Scene

In South Africa, the Department of Higher Education and Training (DHET) published a report in 2011 on the status of student housing in South African public universities. The comprehensive study reports in parts, "Many of the students particularly those studying in our historically black institutions have been living in very poor conditions and this has often hampered their ability to succeed. We have also in the past witnessed boycotts and protests over the conditions in student residents" (DHET 2011:11).

The report has also admitted that government universities are overwhelmed by the massive demand for students' accommodation. There is a need for private accommodation providers to fill the gap that exists in the provision of accommodation as long as the private providers do not exploit the students. Oyentunji and Adidoye(2016:1) postulate a balanced view of this argument. They advocate for a win-win approach. They state that "the university management and private real estate investors/developers should invest more in student housing to reach a win-win situation where investors make a profit from their investment and the students enjoy a pleasant stay during their academic session".

In Nigeria, Azeez and Taiwo (2016), in their literature review have reported that student hostel accommodation has been one of the major challenges in the Nigerian tertiary institutions due to the student explosion in the student population. The report further reports that due to inadequate maintenance, there have been cases of students falling ill in the hostels as a result of poor sanitary conditions. Another study on the Nigerian situation by Oyentunji and Abidoye(2016) reports that student living options during their academic years include on-campus hostels, off campus apartments, privatized rented housing or simply commuting from one's home. Sanyal (1995) reports that in UK and USA governments are encouraging enrolments of more local students to reduce the pressure on on-campus residence. Sanyal (ibid) further cites examples of African Universities whereby 1995 there was exponential pressure on facilities on the on-campus model.

*"In Uganda's Makerere University, no physical expansion has taken place for 20 years, sanitary and related facilities are over stretched. Madagascar reports much the same situation while in the University of Abidjan now has 22,000 students in buildings designed for 7,000. The University of Chad, which was built for 700 students, had 2,600 as of 1992. Another example is the University of Bangui which was established in 1969 with 300 students but has expanded to 4,000 people in 1991"*

In Malaysia, Khozaei et al (2016) allude to the fact that many university students prefer to reside in hostels. The study further asserts that numerous studies have been conducted on college and university student lives, both on and off-campus in the past few years. Such studies have enhanced our understanding of various aspects of student life such as their coping strategies and the influence of residence halls on their behaviour.

One of the crucial factors that applicants of the university education look at is the provision of accommodation. This is important for many reasons. Some applicants prefer on-campus accommodation because it becomes cheaper and is more convenient than off-campus. Others prefer off-campus accommodation which is mostly offered by private developers and sometimes provides maximum comfort. However, sometimes off-campus accommodation may offer the worst model (DHET2011). Khozaei (2012) argues that the typical student accommodation is in their own minds or responses to a survey. It is this notion that has led to many studies by scholars on student housing preferences. The survey on student preferences of facilities and model of accommodation at the Kapasa Makasa University campus was conducted to generate data that would inform policymakers and accommodation developers on what type of housing to provide. The University which was opened in 2016 as part of the Copperbelt University currently has less than 700 students in four-degree programmes. It offers on-campus accommodation with facilities that are mostly new since the campus is just a few years old. Plans are underway to delink the campus from the mother institution.

Consequently, a need will soon arise to increase not only the number of students but also the accommodation and facilities. The imminent addition of student housing will surely need the generated data by this study.

## METHODOLOGY

The data for the current study was driven by the need to understand the preference of student accommodation for a University located in the rural area of Muchinga Province of Zambia. The respondents to this survey were students accommodated in four hostels of Kapasa Makasa Campus of the Copperbelt University in a Co-sex accommodation in Zambia, during the academic year 2018 / 2019. Probability sampling was used in this study with all students having equal probability of being included in the sample; in this regard the technique which was employed was stratified random sampling. Each of the four hostels in KCMU was considered as a stratum. Adopting proportionate stratified sampling the sample size for this study equaled 250 respondents.

A closed-ended and self-administered questionnaire was used for obtaining the student's opinions in this study. Approximately 80 questionnaires were distributed to each hostel. The information provided by the Dean of student's office was that they were nearly 560 students on Campus during 2018 / 2019 academic year.

The respondents were asked to choose their answer from a 5. point **Likert scale [1-5]** which was constructed as follows:

1. Highly Not
2. Not preferred
3. Not sure
4. Preferred
5. Highly preferred

The participants were informed on the purpose of the study and were also assured on the confidentiality of their responses.

## RESULTS OF DESCRIPTIVE STATISTICS

The total numbers of questionnaires distributed were 320, those returned were 270 and those that were usable were 250 which gave a 92.59 percent response rate. Data were analyzed using IBM SPSS version 23. Table 1. Shows that they were 40 percent of females in the sample over male students who accounted for 60 percent of the 250 respondents.

Table 1: Descriptive statistics on respondents.

VARIABLE	VALID[%]
<b>GENDER</b>	
Male	60
Female	40
<b>YEAR OF STUDY</b>	
First-year of study	40
Second-year of study	07
Third-year of study	22
Fourth-year of study	31

### STUDENTS PREFERENCES

The aim of this study was to examine student's preferences towards some important aspects of their accommodation in the halls of residence. For an interpretation of the mean values, the mean score below 1.39 is equal to Highly Not preferred, 1.4 and 2.39 is equal to Not preferred, 2.40 and 3.39 is equal to Not sure, 3.40- 4.39 is equal to preferred and the mean value greater than 4.40 is equal to Highly preferred.

The mean and standard deviation for each hall of residence is presented in Table 2. It is clear that the student's preferences for residing in gender-specific hostels [Mean= 3.52, SD = 0.77] is noticeably higher than Gender-Specific floors [Mean=2.21, SD= 0.87]. Student's preferences to be accommodated in gender-specific halls of residence rated as preferred while the preference for Gender-Specific floors rated as not preferred. It is interesting to note that students rated as "preferred" to be accommodated in all floors co-education, but individual living flat-lets in which there are two rooms and four roommates are single-sex gender [Mean = 3.47, SD = 0.83], all floors co-education, and students have the option of staying in a co-education living unit [Mean = 3.42, SD = 0.99]. It is also noted that students rated as "preferred" to live in a University hostel, [Mean = 4.52, SD = 0.75], than living in a boarding house [Mean = 2.31, SD = 0.81]. The results indicated that students preferred residing in all floors – co-education but individual living flat-lets.

Table2. Mean and Standard deviation [SD] for other factors.

DESCRIPTIVE STATISTICS	N	MEAN	SD
Gender-Specific hostel	250	5.52	0.77
Gender-Specific floors	250	2.21	0.87
All floors are co-ed, but individual living flat-lets (two rooms and four roommates are single-sex gender)	250	3.47	0.83
All floors co-ed, and students have the option of staying in a co-ed living unit (shared flat-let)	250	3.42	0.49
Comfortable Living in boarding house	250	2.31	0.81
Living in the University hostel	250	4.52	0.75

### Student differences on their preferences based on gender

Independent t-test samples were used to compare male and female student preference as shown in Table 3. Although female students had a greater desire for living in a gender-specific hostel [Mean = 3.57, SD = 0.88], when compared to male students [Mean = 3.43, SD = 0.88] the difference was not statistically significant  $t[248] = -1.79, p < 0.056$ . This indicates that both male and female students have similar opinions concerning gender-specific hostels. Interestingly there was a significant difference between males and females on their preferences for residing in Gender-Specific floors  $t[248] = 2.09, p < 0.04$ . It noted that male students [mean = 3.45, SD = 1.00] preferred to living in Gender-Specific floors than female students [Mean = 3.40, SD = 0.95].

No significant differences  $t[248] = -2.12, p < 0.655$  were found between male [Mean = 3.43, SD = 1.00] and female students [Mean = 3.48, SD = 0.98] responses. They were approximately the same in their preferences for living in all floors Co-education, but living in flat-let. However a significant difference  $t[248] = -4.32, p < 0.000$  was found between male and female students on their desire for all floors Co-education, and students have other options of staying in Co-education living unit. Male students had significantly higher preferences for residing in Co-education, and have the option of staying in Co-education living unit [Mean = 3.51, SD = 0.93] than female students [Mean = 3.49, SD = 1.02].

A significant differences  $t[248] = -2.63, p < 0.000$  was found between male [Mean = 3.51, SD = 0.98] and female students [Mean = 3.43, SD = 0.92] responses. They were approximately the same in their preferences for living on campus. However there was no significant difference  $t[248] = -2.61, p < 0.0678$  between male and female students on their desire to living in a boarding house.

Table 3. Independent sample t-test

	Descriptive statistics				t	P
	Male (n=150)		Female (n=100)			
	Mean	SD	Mean	SD		
Gender specific hostel	3.43	0.88	3.57	0.88	-1.79	0.056
Gender specific floor	3.45	0.1	3.40	0.95	2.09	0.04
All floors are co-ed, but individual living flat-lets (two rooms and four roommates are single sex gender)	3.43	0.1	3.48	0.98	-2.12	0.655
All floors co-ed, and students have the option of staying in a co-ed living unit (shared flat-let)	3.51	0.93	3.49	1.02	-4.32	0.000
Living in the University Hostel	3.51	0.98	3.43	0.92	-2.63	0.000
Comfortable Living in boarding house	3.58	0.91	3.51	0.83	-2.61	0.0678

Table 4: One-way ANOVA

	Sum of squares	df	ms	F	significance
Gender specific hostel					
Between groups	18.901	3	6.436	7.71	0.000
Within groups	563.637	247	0.654		
Total	583.427	250			
Gender-specific floor					
Between groups	1.549	3	2.03		0.039
Within groups	709.248	247			
Total	710.706	250			
All floors are co-ed, but individual living flat-lets (two rooms and four roommates are single sex gender)					
Between groups	8.702	3	42.97		0.000
Within groups	723.361	247			
Total	732.107	250			
All floors co-ed, and students have the option of staying in a co-ed living unit (shared flat-let)					
Between groups	1.447	3	0.47		0.714
Within groups	516.238	247	0.68		
Total	517.685	250			

The results of one-way ANOVA test in Table 4. Showed significant differences in the preferences between student, year of study and their need for gender-specific hostels [ $F(3,448)=7.71$ ,  $P=0.000$ ]. Post hoc comparisons using the least significant difference (LSDs) test revealed that the mean score for 1<sup>st</sup> year of study students (mean=4.49, SD=0.82) was significantly higher than that of fourth year (final year students (mean=2.48, SD=1.03). From the questionnaire it was discovered that first-year students prefer gender-specific hostels because it give them a better experience of campus life. Students at different years of study did not differ differently for their preference for the type of hostel facility.

The one-way ANOVA test in Table 4. Showed a significant difference between students' year of study. On their preference for gender-specific floors [ $F(3,488)=2.03$ ,  $P=0.0039$ ]. Tukey test was used to check which means were significantly different. The mean score 1<sup>st</sup> year students (mean=2.00, SD 0.87) was significantly higher than fourth year (final year students) students (mean=2.56, SD= 0.778). From the questionnaire, first-year students' opinions on gender-specific floors revealed that students wanted more interaction with the opposite sex. The response from the fourth year students indicated a high inclination towards gender-specific floors. This one will help make better connections with the opposite sex.

Significant differences were found for students in the preferences. For all floors, co-education but living in flat let [ $F(3,648)=42.97$ ,  $SD=0.001$ ]. The mean score for first-year students (mean=2.87, SD=0.79) was significantly higher than that of fourth year students (final year students). (Mean=2.45, SD=0.76). No significant differences were found between students' year of study and the preference for all floors co-ed; and students have option of staying in Co-education living unit.

Many studies have been conducted on student accommodation, (khozael, et al 2010; A Zeez, T and Taiwo, D 2016; Dragusin and Varsaru 2016), These and many others have reported that there are two common models of student housing; on-campus and off-campus student accommodation. In a research done in a sample of 33 universities in North America, Europe, Latin America and Africa by Sanyal (1995), most of these were offering on-campus accommodation in varying percentages.

The Kapasa Makasa university campus provides on-campus accommodation with facilities reflected in table 3. When asked about their satisfaction regarding living in the university hostels, 163 out of 250 respondents were very satisfied, 61 were satisfied and 21 were slightly satisfied. Only 6 indicated that they were not satisfied.

When the study asked the students on the convenience of the on-campus accommodation, the majority stated that on-campus accommodation was very convenient. Out of the 226 respondents who expressed their views on this model of accommodation, 167 stated that it was very important. This was so because it allowed for late-night study, peer consultation and socialization. Out of the 250 who responded on the convenience of late-night study, 215 affirmed that it was one of the advantages of staying on campus. For peer consultation, 203 out of 247 stated that it was an advantage, while for socialization, 214 out of 249 affirmed that it was an important factor when one was accommodated on campus.

When respondents were asked about the hostel allocation they preferred, whether gender-specific or co-education hostels, most of them rejected the option of gender-specific hostels. Out of the sample 248 respondents, 195 did not prefer the option. Only 43 preferred the option. The rest were not decided. The other question the study asked was whether students preferred gender-specific floors; one floor male and one floor females. At Kapasa Makasa University hostels are not gender specific. They are co-education. It is the floors that are gender specific. The status quo was preferred.

Another option was where all floors were co-education, but individual living flat-lets (two rooms and four roommates were single sex gender). Strangely enough, this too was preferred. Out of 224 respondents 128 preferred this option. What made it a preferred arrangement was the option of males and females living separately in the flat-let. The arrangement where all floors should be co-education and student have the option of staying in co-education living unit (shared flat-let) was mostly rejected. Out of 235 respondents, 132 rejected the option and only 72 preferred the idea and the rest could not state their option

## **2. Respondents' views on Items and Facilities offered in the hostels.**

Table 2 shows the respondents views on various facilities and items they felt were important to their stay on campus. According to the respondents, study room facilities are very important. Out of the 252 respondents, 235 indicated that study room facilities were very important. A university that provides a study table, chair and adequate room lighting would be an ideal institution for them. This would equally be an attraction if private developers of student accommodation ensured this was provided. What is important to a university student is not just bed space, but also study facilities.

Cheng and Ning (2016) observe that hostels are not the ideal setting for studying compared to the library and study rooms outside one's bedroom, but students like to work in their rooms. This needs to be explored further so that if descriptive statistics confirm, then the efficiency of studying in the rooms should be improved to enhance their productivity. However, Azeez and Tsino(2016) report that on-campus student accommodation in Nigeria is in short supply, and yet that is what is ideal for students from low-income background. They cannot afford off-campus accommodation. This observation in this study can be applicable in many African countries, in which a large number of students are sponsored by the government because they come from low-income backgrounds. In Universities with overcrowded students, studying from rooms would not be ideal because of inadequate space for study furniture. At the Kapasa Makasa University providing furniture for studies in the rooms cannot work because of inadequate space. Furthermore, one of the challenges students listed in this study was poor lighting in the rooms, which should among other things, be worked on.

Edwards (2010) observes that most college and university students are in age group of 18-25 years. He further observes that this age group tends to be more social than any other age and have a need for affordable social situation. Consequently, when facilities are shared, it creates opportunities for students to socialize through interactions. At the Kapasa Makasa University in each flat-let, four students share a fridge, stove, sleeping rooms and together with others outside their flat-let, they share recreation facilities.

When asked about the preferred number of persons in each flat-let, out of 252 respondents, 154 affirmed that they were very satisfied, 72 were satisfied, 13 were slightly satisfied and only 13 were not happy with the arrangement. Although students are currently satisfied with the number of persons allocated to each apartment.

(flat-let), soon the situation will change. The numbers will soon change, due to the likely increase in student admission and concomitant increase in students in the limited bed spaces. For overall facilities provided in the hostels, out of the 247 respondents, 55 stated that they were very satisfied, 98 were satisfied, 68 were slightly satisfied and only 30 were not satisfied. The University provides, a bed, stove, fridge, geyser, closet, in groups. For availability of internet connectivity, out of 251 respondents, 239 stated that this was an important facility in their rooms while for cooking facilities, 226 out of 248 affirmed its importance.

For the water provision in the hostels, most students were not satisfied. Out of 248 respondents, 188 were not very happy, only 56 affirmed that they were happy. For cleanliness of the hostels, 75 out of 250 were very satisfied, 99 were satisfied, 45 were slightly satisfied and only 18 were not satisfied.

Whether student accommodation is offered on or off campus it is important to take note of what student value so much in the provided model of accommodation. For instance in this study, other things student valued so much are as shown in Table 2 and Table 4. When students are provided with accommodation whether on or off-campus they value it because it provides independence or freedom from their guardians' control. Most students have passed adolescent stage and so consequently crave freedom or independence. The study posed this question and out of 250 respondents 220 stated that it was important with 159 of these emphasizing that it was a very important part of their accommodation, 148 even preferred single bed rooms for privacy.

The availability of Internet connectivity and cooking facilities to cook their own meals was another parameter that received overwhelming support. For Internet availability, out of 251 respondents 239 stated that this was an important facility in their rooms and while for cooking facilities 226 out of 248 respondents affirmed its importance.

If the provided accommodation also had big living room in each flat-let, this would be a reasonable attraction. Out of 251 respondents 141 indicated that this would be a good addition to their accommodation.

If the provided accommodation was Off Campus, it would attract more student tenants if it was not very far from campus. This is because the tenants would be near university campus facilities and other things enjoyed by their colleagues on the on campus model. Out of the 247 respondents who responded to this question 190 showed that living quarters had to be near campus.

The Kapasa Makasa campus provides on campus accommodation with facilities reflected in Table 3.

These responses could not be the same if the study were conducted in other two main government universities in Zambia where facilities were below the minimum student expectation. Kapasa Makasa university infrastructure and facilities are not yet gone far below most student satisfaction.

Out of 247 respondent for overall facilities provided in the hostels 55 stated that they were very satisfied, 98 were satisfied, 61 were slightly satisfied and only 30 were not satisfied. For cleanliness of the hostels, 75 out of 250 were very satisfied, 99 were satisfied, 45 were slightly satisfied, and only 18 were not satisfied.

On average most students were satisfied with the overall facilities provided in the hostels. Only in case did the respondents express very strong positive or negative emotions on the facilities provided.

When asked about the number of persons in each flat-let, out of 252 respondents 154 affirmed that they were very satisfied, 72 were satisfied 13 were slightly satisfied and only 13 were not happy with the arrangement.

For the water provision in the hostels, most students were not satisfied. Out of 248 respondents 188 were not very happy, only 56 affirmed that they were happy.

A dichotomous question was raised in which the respondents were to indicate whether or not they would prefer off campus accommodation in boarding houses. Out of 230 respondents, 204 did not like the option while only 26 would go for the option.

Sometimes boarding houses have a stigma of being second rate accommodation with scarcity and second rate facilities. The study asked the respondents if they would still reject high rental first class hostels if they were constructed. Out of 244 only 44 showed interest the other 200 rejected the option.

### **On-Campus versus Off-Campus model of accommodation**

Whether student accommodation is offered on or off-campus, it is important to take note of what students value so much in the provided model of accommodation. If the accommodation was off-campus, it would attract more student tenants if it was not very far from campus. This is because tenants would be near university campus facilities and other things enjoyed by their colleagues in the on-campus model. Out of the 247 respondents who responded to this question, 190 showed that off-campus living quarters had to be near campus.

In Belgium, a study conducted by Verhetsel et al (2016) reports that in that country, there is an increasing number of students who prefer individualized housing. This would secure increased privacy. This desire obviously would lead such students to opt for expensive off-campus accommodation. In the research at Kapasa Makasa University, a question was asked about the respondents views on first-class off-campus hostel accommodation. Out of 244 respondents, only 44 showed interest, the other 200 rejected the option. Verhetsel et al (2016) noted that students for whom the quality of housing was a priority, living off-campus were a better option. Some would prefer accommodation near local shops or closer to the city centre. Statistical Findings Of Student Preferences On Model Of Accommodation.

### **CONCLUSION AND IMPLICATION**

The aim of this research was to generate data on students' preferences on the type of accommodation currently offered and the desirability of facilities not yet offered. The findings from primary data firstly show that most students are happy to live in the four hostels on campus, but with varying desires of satisfaction. Secondly, for overall facilities provided in the hostels a large number of students are satisfied with varying levels of preferences. Notable major challenges from respondents were poor lighting in and outside the hostels, wrong pairing of room-mates, poor water reticulation, lack of shopping facilities and irregular maintenance of facilities. The findings on desirability of facilities that were not offered showed that if off-campus was offered, it had to be near the university. However, very few students accepted the idea of off-campus accommodation.

The *implication* of these findings are that notwithstanding the current students satisfaction about the type of accommodation the Kapasa Makasa university offers, the university should proactively adopt what has been learnt from the international scene. Among several lessons learnt are the observations that to decongest on-campus accommodation, many universities in the world are involving private accommodation developers. These developers can use the findings. At one time in the near future the Kapasa Makasa university students will have no choice but to opt for off campus accommodation.

## References

- Khozael, F. Ramayah, T and Hassan, A.S (2011). The student degree of preference for residence hall facilities and amenities, study of developing country. In African Journal of Business Management Vol. 5(17) pp 7335-7341 Academic Journals. Malaysia.
- Dragusin C and Varsaru, A. A (2016) Study Regarding Students Perception on the Accommodation facilities provided by universities in scientific Bulletin-Economic Sciences, Volume 15 / Special Issues ETATEC. ResearchGate.
- Department of Higher Education and Training (2011) Report on the ministerial committee for the review of the provision of student Housing at South Africa Universities. Department of Higher Education and Training.
- Khozaei F and Hassan A, S (2014). Examination of Students housing Preferences their Similarities and differences facilities Journal, Vol. 22 no 11/12 pp 709-722. Emerald Group Publishing Ltd. Malaysia.
- Azeez, T and Taiwo D (2016) . Comparative Assessment of Students Satisfaction with Hostel Accommodation in Selected Private Universities in Ogun State, Nigeria. European Scientific Journal. November 2016 Edition Vol. 123 No 32 pp 410 – 425.
- Oyentunji A and Abidoeye R.B (2016). Assessment of the Factor Influencing Student Choice of Residence in Negerian Tertiary Institutions (2016). Sains Humanoka Penerbit UTM press.
- Maina, J, Aji J.Y (2017) Influence of Accommodation on the academic performance of Architecture Students . Built Environment Journal Vol. 14 no 2.
- Khozaei, F. Hassan, A.S Khozaei, Z (2010) Undergraduate Students Satisfaction with Hostel and Sense of Attachmenyt to place: Case study of University Sains Malaysia. American Journal of Engineering and Applied Sciences 3(3): pp 516-520.
- Ning, Y and Chen J(2016). Improving Residential Satisfaction of University Dormitories through postOccupancy Evaluation in China:A Social – Technical System Approach sustainability Journal pp 1-17
- Verhetsel, A, Kessels, R and Bavel, M (2016) Housing preferences among students; collective housing versus individual accommodation? A stated preference study in Antwarp (Belgium)
- Sawyers, P.T and YUSOF, N.A (2013) Student satisfaction with hostel facilities management vol.11 no. 4 2013 pp 306-322. Emerald Publishing Limited.
- Khozaeri, F and Hassan, A.S(2012) A shorter version of student accommodation preferences index(SAPI) in the American Transaction On Engineering and applied Sciences vol.1 No 3 pp 195-211
- Bashir, S, Sarki, I, H and Samieh, J(2012) Students perception on the service Quality Of Malaysian Universities' hostel Accommodation in the international journal of Business and social science Vol 3 No. 15 pp 212-222
- HEA (2015) Report on Student Accommodation : Demand and Supply
- Suki, N.M and Ami, I (2015) Students' Attitude And Satisfaction Living In Sustainable On-Campus Hostelsin Malaysian Journal Of Business And Economics Vol 2 No.1 2015- pp 35-47
- Northingham University (2008) Housing Preferences For Students At Northingham's Universities- Survey Unity.Creative commons attribution.
- Sanyal, B.C (1995) Innovations in university management. UNESCO Publishing, Paris .France.IIEP
- KOLAWOLE, O, A and Boluwatife, A.R (2016) Assembly of the factors influencing students' choice of residence Nigeria tertiary institutions. Penerbit UTM press. Sains Humanika lo 8: 2(2016) pp 39-47
- Nzimande, B.E. Minister's foreword in report on the ministerial committee for the Review of the provision of student housing at South Africa University's pretorial Department of Higher Education and Training.
- Edwards, G (2010) College student's knowledge of Hostels and what factors influence their intent to stay. Athesis submitted in partial fulfillment of the requirement for the Masters degree in science at Kansas State University, USA.