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Table of Contents   i

Education Quarterly Reviews Editorial Board   ii

A Primer on the Role of the University's Attorney

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Abstract
This article is a discussion of the role of the University Counsel (sometimes called the General Counsel) as "adviser, officer, administrator, and agent" in the university setting. The article discusses the nature of the "fiduciary duty" in university governance and describes several of the substantive areas of the law with which the University Counsel must become familiar: faculty employment and tenure discussions; share governance; sponsored research; student rights; and the many issues relating to college athletics.

Keywords: University Counsel, Faculty Governance, Sponsored Research, Employment, Student Rights, College Athletics

1. Introduction

Professor Jack Harris Kelly has been a college professor for more than twenty-five years, teaching at a small private liberal arts college in Southern Indiana. Recently, he responded to a job posting in the *Chronicle of Higher Education* and has been scheduled for an interview for the position of University Counsel at Piedmont College, a four year comprehensive university in Maryland, sponsored by the Universalist Life Church.

Professor Kelly has been teaching business law throughout his tenure at Piedmont and is very interested in making a career change to an administrative position. In speaking with the current (retiring) University Counsel over the telephone, Kelly learns that there are several active or potential "legal issues" at Piedmont, including rumblings among several members of the faculty and members of the football team potentially looking to form a union; the fact that the football coach has a five year extension on his contract, but has been publicly named in a "recruiting scandal"; a faculty member has been named by a undergraduate student in a paternity suit; a faculty member in the sciences has been accused of falsifying the data in connection with a research grant; and a sexual harassment suit has been lodged against an athletic department trainer. However, Kelly admits that he really doesn't know much about "school law" and has not thought much about the topic since he took a course on the topic more than 30 years ago in law school. Should he proceed?

This Primer is designed to acquaint Professor Kelly (and readers) with some of the most important legal issues in higher education in preparation for the interview that might determine whether Kelly would accept the position of University Counsel if it were offered to him. The context will be the circumstances existing at Piedmont (and at many American colleges and universities) that will command the University Counsel's attention.

2. What Is Higher Education Law?

As a preliminary point, Dunham (2017) notes that "Higher education law is not a discrete body of law unique to colleges and universities." Rather, it must be understood that the law of higher education describes how the various substantive areas of the law may be applied to the college and university setting. In this mix, the critical party is often the University Counsel (see McCarty & Thompson, 1976; Kaplin, Lee, Hutchens, & Rooksby, 2013). Bickel (1977) wrote:

> "The need for legal counsel became apparent to most college and university administrators in the early nineteen sixties when the federal courts began to redefine and limit the authority of the college or university vis-a-vis its students, initiating the dramatic change in this relationship in *Dixon v. Alabama State Board of Education*."

In *Dixon v. Alabama State Board of Education* (1961), the court ended the doctrine of *in loco parentis* in relation to colleges and universities which had permitted the university to expel or discipline students without providing at least minimal due process. This change in the system of student discipline presaged many other changes in which the law operates in "the academy."

Gunz and Jennings (2019, p. 189) note that "The University Counsel will be expected to be an important resource person for many parties or constituents" and will function as:

1) Legal adviser within the corporation to its constituents in an individual professional capacity;
2) officer of the corporation and member of the senior executive team;
3) administrator of the corporation's internal (or "in-house") legal department; and
4) agent of the corporation in dealings with third parties, including external (or "outside") counsel retained by the corporation.

3. Areas of substantive Law

Imber and van Geel (2000) note that "educators perform their duties within a network of law—law that both empowers and constrains." The University Counsel stands as the unique party in the realm of higher education. In general terms, because the law "protects the free speech rights of students and teachers; guarantees them procedural protections when they are disciplined or fired; and prohibits policies that wrongfully discriminate on the basis of race, national origin, gender, disability, or religion," the University Counsel is the point-person on many of these issues and others discussed below.

What are the some of the most important areas of substantive law that are critical for a University Counsel to understand?

3.1. Issues of Governance

Of prime importance to the University Counsel is termed "*governance law*" (Johnson, 2018). "Governance law" begins with an understanding the legal nature of the college or university itself in terms of its creation in relation to the state. Often, governance issues are couched in terms of the meaning of the terms "fiduciary duty" or "fiduciary relationship" (Grierson, 2018). Merker and Peck (2019, p. 13) writes: The concept of fiduciary finds its sources in Roman law. The word 'fiduciary' comes from the Latin *fiducia*, which refers to the transfer of a right to a person, who receives it, subject to an obligation to transfer it again at a future time or upon the fulfillment of a certain condition." In the case of a university, the *right* involves the university's core responsibilities towards all of the constituents—including faculty, students, administrators, and in some cases third parties such as the federal government in the "granting" process.

In discharging this fiduciary duty in relation to governance issues, the university or college legal counsel will be guided by its corporate charter, or other institutional governing documents, such as articles of incorporation and

by-laws. Other governance issues will revolve around a full understanding of the institutional mission of the college or university in terms of its tax status as either "for profit" (Hentschke, Guilbert, Lechuga, & Tierney, 2010) or its organization as a "not-for-profit" under Section 501(c)3 of the Internal Review Code (Trautman & Ford, 2018). The University Counsel would be required to understand the implications of "for-profit" status as it relates to state *open meeting and open records requirements* (Choi & Kim, 2018).

The University Counsel must be fully aware of the relationship of the university or college with its Board of Trustees, individual members of the Board, University officers, and academic and non-academic employees in terms of issues of *indemnification* for any wrongful acts or omissions.

In this regard, Oates (2003, p. 1130) stated that:

> "Even the briefest review of the myriad factual disputes that can arise regarding the question of when a university should defend and indemnify faculty members who are sued for acts the faculty members consider related to their job responsibilities compels the conclusion that substantive changes should be made to the way universities answer such questions. The present decision-making process often precludes faculty input. The exclusion of faculty from the process leads to, at a minimum, feelings of mistrust of, and in some cases hostility toward, their university's administration. The damage such conflicts can do to the relationship between faculty and administration warrants changes in the process of how universities decide whether to provide a defense and indemnity to faculty members."

A thorough review of principles associated with the doctrine of "*respondeat superior*" relating to the potential liability of the university for both civil and criminal acts of employees would certainly be in order (Sheley, 2019).

3.2 Faculty Issues

A second area of substantive law relates to *faculty*, including the legal nature of the *faculty employment contract*. The University Counsel must be thoroughly schooled in the various types of faculty contracts utilized at Piedmont: tenure track; term; instructor; lecturer; faculty associate; adjunct (see, e.g., Zhang & Liu, 2010). As a faculty member, Kelly is probably well aware of issues relating to promotion and tenure (Lee, 1991; Mahat & Tatebe, 2019) — in fact Kelly has served on numerous departmental, college, and university Rank and Tenure Committees at his current institution. However, as University Counsel, Kelly will be required to delve into the unique culture of Piedmont as to its understanding of the proper balance between teaching, research, and service expected at Piedmont (see Coates, Odell, & Pike, 2007; McKiernan, Schimanski, Nieves, Matthias, Niles, & Alperin, 2019; Niles, Schimanski, McKiernan, & Alperin, 2019).

The job of University Counsel will require a thorough understanding of sensitive issues relating to academic freedom in terms of evaluating candidates for promotion and tenure and reappointment. Piedmont appears to be operating under what is termed as "shared governance" (Mortimer and McConnell, 1978; Taylor, 2010; Leach, 2010; Stensaker & Vabo, 2019). As an institution organized under the authority of the Universalist Life Church, the principle of "shared governance" is closely associated with the Supreme Court's views expressed in *National Labor Relations Board v. Yeshiva University* (1980) where Yeshiva University had successfully argued that the faculty should not qualify as "employees" under the National Labor Relations Act of 1935, as they had sufficient" supervisory authority" (Hunter & Shannon, 2015a).

Kelly learns that there is also a controversial proposal from Piedmont's Vice President for Academic Affairs that would move Piedmont to a system of "post-tenure" review" in the future (see Wood & Johnsrud, 2004). As Basu (2012) noted "The phrase "post-tenure review" can mean different things to different people. To some, 'post-tenure review' raises the issue of whether a professor's tenure will continue. To others, it is a process of evaluating performance to provide valuable feedback." Hanover Research (2012) reported that post-tenure review may also seek to "reward faculty receiving post-tenure review with salary increases, while negative reviews are met with

concrete improvement plans for faculty." It will be important to thoroughly understand Piedmont's Faculty Guide in terms of these issues.

3.3 Research Issues

A third area of substantive law, according to Dunham (2017), is the law as it relates to *research*, including institutional research grants, "sponsored research," and contracts with outside parties and entities. At the same time, Piedmont has established close relationships with many corporate partners and receives significant amounts of corporate support. Research funding is a major source of University budgets and Kelly learns that Piedmont is a major recipient of federal research funding. Compliance issues with federal regulations and guidelines include an understanding of "conflicts of interest" by individual researchers, research misconduct (which according to Resnik (2019) might include "sexual harassment, sabotage, deceptive use of statistics, and failure to disclose a significant conflict of interest (COL)), reporting and accountability issues, and human subject research (Marchant, 2005; Grady, 2018). University classifications according to the "*Carnegie Classification for Institutions of Higher Education*" (2018/2019) are largely based on expenditures for sponsored research activities. Piedmont is currently classified as "*Master's Colleges and Universities: Medium programs (M2)* are medium programs that awarded 100–199 masters-level degrees."

The federal government spent $116 billion on research and development (R&D) in 2017, an amount equal to about 0.6 percent of U.S. gross domestic product. Quoting Hourihan and Parkes, Science News Staff (2018) note that the research spending increase negotiated by the Trump Administration and the House of Representatives for 2018 resulted in the largest increase in Research and Development expenditures in more than a decade.

Information on expenditures for key science agencies indicates the following (Science News Staff, 2018):

- "The National Institutes of Health (NIH) in Bethesda, Maryland, receives a $3 billion, 8.3% increase to $37 billion. Included is an additional $414 million for Alzheimer's disease research, for a total of $1.8 billion, and a $27 million boost, to $543 million, for clinical and translational science funding."
- The National Science Foundation (NSF) in Alexandria, Virginia, would get $7.8 billion, a 3.9% or $295 million increase. The agency's research account would grow by about 5%, to $6.3 billion. The bill notes '"this strong investment in basic research reflects the Congress' growing concern that China and other competitors are outpacing the United States in terms of research spending.'"
- "The Department of Energy's Office of Science in Washington, D.C., would receive $6.26 billion, an $868 million increase. That is roughly a 15% increase, rather than the 15% cut the White House proposed. Lawmakers also rejected Trump's proposal to eliminate the Advanced Research Projects Agency-Energy, and instead gave it a $47 million boost, to $353 million."
- "A $457 million, 7.9% increase for NASA science programs, to $6.2 billion. The bill increases the agency's planetary science program by some 21%, or $382 million, to $2.2 billion. NASA's earth science programs remain flat at 2017 levels, but the bill rejects the proposed elimination of several earth science missions and maintains funding for the troubled Wide Field Infrared Survey Telescope. Overall, NASA gets $20.7 billion, $1.1 billion above 2017."
- "Spending at the National Oceanic and Atmospheric Administration in Silver Spring, Maryland, would grow by $234 million, to $5.9 billion overall."
- "The National Institute of Standards and Technology in Gaithersburg, Maryland, would get $1.2 billion, $247 million above 2017 levels."
- "The U.S. Geological Survey in Reston, Virginia, gets $1.1 billion, $63 million above 2017 levels. The bill preserves the agency's eight climate science centers; the White House had proposed cutting that number in half."
- "Research programs at the U.S. Department of Agriculture in Washington, D.C., would grow by $33 million, to $1.2 billion."
- "The budget of the Environmental Protection Agency in Washington, D.C., remains flat at $8.1 billion, as lawmakers rejected deep proposed cuts."

In turns out that Piedmont has "special ties" with the NIH, the NSF, and the Department of Science and received more than $9 million in research support from the federal government during the 2017-2018 academic year. Unless the issue of potential falsification of research data (Nurunnabi & Hossain, 2019) is satisfactorily resolved, future ties with the federal government may be put into jeopardy.

In general terms, the University Counsel must understand if there are any unique circumstances or restrictions relating to research that may be imposed by a college or university because of its institutional mission which may be dictated by its religious affiliation (Bean & Wilson, 2019; Gilliat-Ray, 2019). As noted earlier, Piedmont is sponsored by the Universalist Life Church, generally recognized as a conservative "Christian" school.

3.4 Employment Considerations

A fourth area involves an understanding of *employment law* relating to academic, administrative and other support staff, athletic personnel, and of course, faculty. University Counsel must be thoroughly aware of issues relating to all forms of employment discrimination, sexual harassment (Cantalupo & Kidder, 2018), and obligations under various federal and state statutes relating to affirmative action (Green, Apuzzo, & Benner, 2018; Tucker. 2018). Issues relating to unionization and collective bargaining must be considered as well. Maitland and Rhoades (2001, p. 27) noted that "Faculty participation is critical on employment decisions, teaching loads, non-teaching responsibilities, and on academic issues such as grade alterations, and textbook selection." Whether these and other issues will be resolved through a formal process of unionization and collective bargaining or through channels of "shared governance" will be critical. Such issues may not only relate to faculty, but also to staff and even to graduate students as well (Rowland, 2001).

Professor Kelly learns that the graduate students in the School of Business are unhappy with their work-loads and assignment of non-academic clerical tasks (Hunter & Shannon, 2015b). Epstein (2005, p. 157) noted the multiple roles filled by graduate students and the fact that "university administrators are relying upon graduate students more than ever before as a cost-effective way to operate institutions of higher learning" which might impel them to seek unionization. Epstein (2005) quoted a cross-section of graduate assistants who stated "We are teaching classes, grading papers, advising students, and performing work which is critical to the educational mission of this institution— and we're entitled to the same rights as any other group of workers."

Kelly is generally aware that the issue of "unions" for certain members of athletic teams has been seriously raised before the National Relations Board, where the Regional Director of the National Labor Relations Board had determined that the scholarship players at Northwestern were "employees" of the University and were entitled to collective bargaining rights under the National Labor Relations Act (*Northwestern University and College Athletes Players Association*, 2015) (Pollack & Johns, 2015; see also Hunter & Shannon, 2016). Although ultimately the NLRB had declined to exert its jurisdiction in the case (Strauss, 2015), reaffirming that "college athletes are primarily students," Kelly learns that a story has surfaced in the student newspaper that several members of the Piedmont football team have discussed forming a union to protect their rights as student athletes.

3.5 Student Rights

A fifth area law involves specific students' rights under the Piedmont Student Life Handbook (Mawdsley, 1996), and perhaps on the basis of broader constitutional rights (see Methner, 2019). Issues relating to student rights and responsibilities are quite varied and include student discipline; relations between "town and gown," where "universities are looking beyond their campuses, reconceiving of neighborhoods as assets rather than liabilities" (Ehlenz, 2018); student organizations, including fraternities and sororities at Piedmont which has an extensive "Greek system." The University Counsel must be aware of general concerns that have been raised regarding the American fraternity system, which revealed rampant "manslaughter, rape, sexual torture, [and] psychological trauma" (see Parks & Parisi, 2019, p. 2); affirmative action in admissions and financial aid (Tucker, 2018); issues relating to campus sexual assault in relation to Title IX (see Racklin, 2019); and other compliance issues.

Issues relating to student discipline may implicate the United States Constitution, perhaps involving the First Amendment (Whittington, 2019), due process, equal protection of the law, and also may be equally relevant for faculty and staff who may be subject to a claim of a violation of Piedmont policies.

3.6 Issues Relating to Athletics

Special attention will be required in looking at issues relating to Piedmont's extensive athletic programs, especially in connection with its championship Division II football and women's basketball and lacrosse programs. Kelly must understand the nature of the debate revolving around "paying" college athletes for their participation in excess of their athletic scholarships (Johnson & Acquaviva, 2012; Kilburg, 2018). Kelly must also understand issues relating to compensating athletes for using their "likeness" or "characteristics" on athletic equipment sold in the University bookstore or through its on-line sales promotions (Murphy, 2018). Edelman (2018) commented that the NCAA Basketball Commission had issued its "shameful report on college basketball that failed to grant college athletes the immediate right to license their names, images and likenesses for money," repeating the mantra of the NCAA that "To preserve the character and quality of the 'product,' athletes must not be paid."

With the video game industry "growing with new products and technology and could be worth nearly $138 billion" at the end of 2018 (Ell, 2018), Kelly must understand issues relating to the display of athletic photos, characteristics, etc. on video games (Matzkin, 2001) for which a Piedmont Athlete is seeking compensation in violation of the athlete's "right of publicity" (Fitzgerald, 2011; Bearman, 2012; Anderson, 2019), and recent NCAA legislation to compensate certain athletes for the "full cost of attendance" (O'Brien, 2015; Bradbury & Pitts, 2017), at least partly in response to *O'Bannon v. NCAA* (2014).

In the larger context of the debate that will most assuredly continue, Kelly must completely familiarize himself with the implications of *O'Bannon v. NCAA* (2014), in which a federal judge ruled that the NCAA's practice of barring payments to athletes violated antitrust laws. In *O'Bannon*, Judge Wilkin ordered that schools should be allowed to offer full cost-of-attendance scholarships to athletes, covering cost-of-living expenses that were not currently part of NCAA scholarships. Judge Wilken also ruled that college be permitted to place as much as $5,000 into a trust for each athlete per year of eligibility. Although the NCAA's policy did not extend to athletes competing at the Division II level, the University Counsel will nonetheless be required to consider the "equities" raised in *O'Bannon* and college policies in light of the reality of athletic department and university budgets.

Kelly will also need to carefully study NCAA rules and regulations relating to recruiting of athletes and NCAA compliance requirements (Behan, 2018; Bennett, 2019) in light of recent scandals that may be penetrated into the Piedmont athletic program.

4. Concluding Comments

In recent years, other issues will assuredly come to the attention of the University Counsel involving intellectual property and technology transfer, data security, and privacy. The University Counsel would be expected to be knowledgeable in relation to patents, trademarks, and licensing (Garon, 2018). The University Counsel may also become involved in business and professional contracts, real estate transactions, zoning and permitting questions, fund raising, and implications relating to gift and estate taxes.

Because the constituents of the University Counsel range from employees, staff, faculty, students, and guests of the university, or third-party vendors or contracting parties, the University Counsel is perhaps the one individual on the college or University campus who must be truly a "Renaissance man or woman." These are no "silos" in which the counsel can operate.

One question remains: Given all the issues raised and question still unanswered, is Kelly still interested in the job?

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Evaluation of Greek Second Chance Schools in Prison by Detainees

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Abstract
With the establishment of Second Chance Schools (SCS) inside Greek prisons, a more systematic and integrated effort was made for the overall development of trainees. Many studies have been conducted regarding the work that SCS provide. For this reason, a systematic review of the relevant bibliography and a compilation of the findings of the studies realized between 2006-2018, regarding the evaluation of the educational program provided by SCS in the prison, was considered appropriate. The results demonstrate that all inmate trainees evaluate SCS positively, concerning the educators, the school climate, the curriculum that incorporates subjects that cater for their educational needs, the active teaching techniques and flexibility in syllabus. On the other hand, trainee inmates make negative judgments about the organizational part mainly, while in the curriculum they point out some failures and deficiencies, especially in relation to their future professional reintegration.

Keywords: Correctional Adult Education, Second Chance Schools, Evaluation

Introduction

The operation of Second Chance Schools for Adults in Prisons (SCS) is an important development, as their curriculum is based on the principles of adult education and contributes to raising the level of education of detainees.

The present research is a systematic review in the field of correctional education in Greece, with the aim of gathering the findings of studies that investigated the views and judgments of detainees on the provided training program of SCS. Altogether, nineteen (19) investigations have emerged from our search for this particular issue. We first outline the theoretical framework of the analysis with reference to the training provided in the SCS (curriculum and institutional framework) and the perceptions -positive and negative- of the SCS trainees and then present the methodology, results and conclusions.

1. SCS in Greece

In November 1995, the European Commission's White Paper for the first time referred to the proposal to implement a program called Second Chance School. This is how the European Association of Cities, Schools and Second Chance Schools was created in 1999. The main objective of SCS is to reduce inequalities and to combat

social and economic exclusion through education. The White Paper (1995) does not refer to inmates as a target group of SCS, but has all the characteristics of a target group of SCS, as they "have a low level of education and are de facto included in those not only at risk but experiencing marginalization and exclusion" (Vergidis, Asimaki & Tzintzidis, 2007, p. 70).

Consequently, the choice of the Greek State to establish SCS in prisons, according to the corresponding European Action Plan, clearly demonstrates the need to provide integrated education to detainees, with a view to the overall development of trainees and their better participation in economic, social and cultural events. , as well as their more effective participation in the workplace. They are institutional social justice and encourage a second chance for detainees to make a fresh start, change their way of thinking and acting, and set a new course in their lives by making the right choices.

The training provided in the SCS is systematic and continuous and leads to the acquisition of a degree equivalent to the Gymnasium certificate. The total duration of the course is 18 months, namely two training years with a 25-hour weekly program. The weekly program is divided mainly as follows: 20 hours for the above Grades, 3 hours for projects and 2 hours for consulting services.

It is noted that SCS operate with curricula that are "open and flexible, resulting from the diagnosis of knowledge needs and skills of trainees" (MR1861 / 08-07-2014, vol. B). Thus, the program can be modified according to the specific educational needs that will arise and the priorities to be set (MR1861 / 08-07-2014, vol. B).

The cornerstone of the education offered is a multilingual network aiming at the acquisition of modern knowledge, skills and attitudes that will help learners in social, economic integration and development and includes Greek and English Linguistic Literacy, Numerical, Computer, Environmental, Scientific, Social and Aesthetic Literacy (Hondolidou, 2003).

• **Linguistic Literacy**

Greek
The goal is for each trainee to be able to handle written and oral speech better. This is achieved through interesting and constructive methods, such as dealing with texts and types of speech selected from a wide range of media and cultural sources.

English
English is a prerequisite in the professional field. The purpose of this Literacy is to enable learners to make effective use of English in real-world situations using modern learning methods and combining other literacy skills such as IT.

• **Numeric Literacy**

Particular emphasis is placed on the practical application of mathematics to the everyday life of the learners.

• **Computer Literacy**

Computer use is a prerequisite almost everywhere in the workplace and in public announcements. Trainees get in touch with the computer and its core programs. In fact, they have the opportunity to become certified and thus obtain a valuable qualification for their professional rehabilitation.

• **Environmental Literacy**

The aim is to inform the environmental issues first and to activate the learners thereafter by taking part in actions aimed at environmental protection.

• **Scientific Literacy**

Physics courses are conducted combining theory with practice (laboratory experiments).

• **Social Literacy**

It aims to meet the needs of trainees in understanding social phenomena in contemporary multicultural contexts, in activating trainees as citizens by taking active initiatives to address issues of concern to society as a whole. The already existing experiences and fragmented knowledge of the trainees are constituted on a theoretical basis.

• **Aesthetic Literacy**

It aims at connecting the learners with the arts and showcasing their artistic skills, revealing their creative part.

They are also provided with Vocational Guidance Trainees by the Vocational Guidance Counselor and psychological support by the Psychologist Counselor. This is an innovation that fully agrees with the general philosophy and purpose of SCS. Both of these specialties have an important role to play in helping trainees overcome difficulties along the way, as well as helping them gain confidence and professional ability to improve their lives.

The educators who teach at SCS are mainly permanent educators of Secondary Education with transference to these special schools. The selection criteria are set by INEDIVIM with a special accretion and preference to those with postgraduate and adult education and previous experience in adult education.

As far as trainee assessment is concerned, it is descriptive and focuses on reflecting knowledge and skills in all literacy but also on school activities eg workshops or action plans, synthetic work, material dossiers, highlighting areas to be improved (MR 1861/08-07-2014, No. B). According to Katsarou (2010) "the learner's progress is not compared to that of the rest, but the focus is on his individual progress" (p. 47). The SCS curriculum, taking into account the contemporary demands of literacy and wanting individuals to participate actively in the ever-changing conditions of society, goes beyond static linguistic and numerical knowledge to a more general attempt to acquire new skills through experiential learning and learning techniques, building up new knowledge. The student is regarded not as a receiver but as a constructor or producer of knowledge, since the end product reflects and actually extends his / her personal experience, commitment and expectations (Leadbetter 2004; European Association for Adult Education 2006). It is, therefore, a curriculum that is merged with flexibility and classification. This means that the organization of space, control, planning, rhythm, intensification, duration of each activity are at the discretion of instructor and trainee, and on the other hand the courses are not confined to the boundaries of their respective discipline (Bernstein, 1991 , pp. 67-69). In summary, SCSs aim to provide trainees with knowledge that will prove useful and necessary both for their professional and socio-political development and for the overall development of their personality.

2. SCS in Greek prisons

With this in mind, in 2004, the innovative SCS institution was introduced in prisons in Greece and operated the first school in the Larissa Prison. Since 2005, SCS has established several princes in the country: Korydallos Attikis, Grevena, Trikala, Nigrita Serres, Diavata Thessaloniki, Patra, Eleonas Thebes, Domokos Fthiotida, Malandrino Fokidas and Agia (Chania, Crete).

The White Paper (1995) does not refer to inmates as a target group of SCS, but has all the characteristics of a target group of SCS, as they "have a low level of education and are de facto included in those not only at risk but experiencing marginalization and exclusion" (Vergidis, Asimaki & Tzintzidis, 2007, p. 70).

Consequently, the choice of the Greek State to establish SCS in prisons, according to the corresponding European Action Plan, clearly demonstrates the need to provide integrated education to detainees, with a view to the overall development of trainees and their better participation in economic, social and cultural events, as well as their more effective participation in the workplace. They are institutional social justice and encourage a second chance for detainees to make a fresh start, change their way of thinking and acting, and set a new course in their lives by making the right choices.

3. Trainees' perceptions of SCS

Several studies have been conducted that relate to trainees' perceptions of the SCS they are attending, the findings of which are interesting, as both positive and negative SCS issues arise. Sometimes there are contradictory perceptions, as not all learners perceive and evaluate data in the same way.

3.1.Positive perceptions of SCS trainees
In previous empirical research (Alexopoulou, 2006, p. 75; Ananiadis, 2007, p. 38; Landritsis, 2007, p. 111) on various SCSs on learners' perceptions, trainees record mentality and SCS operate. The positive perceptions also include length of time (Landritsch, 2007, p. 85), timetable (Lazu, 2008, p. 56), lack of evaluation (Landritsch, 2007, pp. 91-92) and additional advisory services (Alexopoulou, 2006, p. 96), but also laboratories and action plans (Ananiadis, 2007, p. 38). In addition, educators' contribution to both the pedagogical climate and the way they teach is generally viewed as positive (Landritsch, 2007, p. 86). They also state that everyone learns what they really need, in a climate of free expression and acceptance, in pleasant ways (Aleksopoulou, 2006, p. 96), thus demonstrating that learners prefer free dialogue and open communication, in contrast with their teacher's monologue that is repulsive (Kokkos, 2005, pp. 88-89).

3.2. Negative and contradictory perceptions of SCS trainees
SCS trainees negatively evaluate building facilities and their spatial distribution, SCS organization, teaching hours, lack of evaluation, length of time and additional services. Also, some are not satisfied with the logistical infrastructure (Vergidis, 2003, pp. 126- 127; Landritsis, 2007, p. 86). Regarding the non-use of textbooks, the majority of them are satisfied with that since they would not have time to read the books at home (Lazou, 2008, p. 56), although there are always students who want the textbook. Negative perceptions are also expressed about their heterogeneity (mainly at the educational level), the cost of commuting, as well as the behavior of their 'classmates' (Vergidis, 2003, pp. 126- 127; Landritsis, 2007, p. 90).). Regarding literacy, they find them interesting (Ananiadis, 2007, p. 38; Lazou, 2008, p. 56). Of course there are trainees who complain about the low level in the class. However, on several issues the views of the trainees are contradictory, such as lack of assessment, duration of study, teaching hours, teaching materials and action plans, as some judge them positively and others negatively. In conclusion, the trainees' image of SCS is positive. However, a particular group of trainees studying in SCS, who are still in prisons, inevitably exhibits significant differences from the trainees of the other SCS, but at the same time, as the results of the present study will show, their perceptions for the training provided by SCS are largely identical to those of trainees outside prison. In some cases, their perceptions are much more positive and this can be interpreted as a result of the benefits of escaping from pains of imprisonment.

4. Methodology of the research

The present work is a systematic review in the field of prison education. According to the manuals for researchers by the Cochrane (2015) and Cambell (2014) organizations, in order for a review to be considered systematic, it should satisfy some principles when designing and implementing it. In brief, we present the principles of the methodological steps of the research process in the systematic review, which were followed in this study:
• Formulation of the research question. Our research question was: What are the trainee inmates' motivation for taking part in educational programs?
• Defining the criteria for searching and selecting the material to be studied Defining the criteria for the inclusion and exclusion of primary studies.
• Thorough search and identification of the studies to be included in the analysis based on the research question.

• Full and detailed report on the material and methods of collecting and analyzing both quantitative and qualitative data.

•Synthesis of the results.

4.1. Purpose

The purpose of this review is to synthesize data from individual investigations into the evaluation of SCS detainees' training program provided in prison.

4.2. Research question

The research question was:

 How do trainee detainees evaluate the SCS training program provided?

4.3. Search method

Initially, a search for sources of material collection was conducted. Since this systematic review concerns the training of adult inmates in Greece, we searched in national databases and search engines, article references, abstracts of papers in conference proceedings, databases of doctoral and postgraduate dissertations. More specifically, Google Scholar, online libraries of Greek universities - including the Hellenic Open University - and the National Documentation Center were used. In cases where the material was not available electronically with open access, the file was searched for in the libraries' premises or the full text order service was used wherever possible. Also, articles published in scientific journals, such as "Adult Education", the "Aretha" Scientific Yearbook, or on scientific websites such as the Adult Education Network of Crete have been searched for. Finally, there was a personal communication with a researcher to locate research that could not be retrieved in any other way.

The systematic review was conducted between 20th April 2019 and 10th June 2019. The search resulted in 44 titles in Greek (3 doctoral theses, 37 postgraduate dissertations and 4 articles). At the initial screening, 41 of them were identified as potentially relevant, requiring a full text review in order to select the review studies. After being studied systematically, the researches which converged on the research question were selected. Thus, we resulted in 19 studies, which had been evaluated in the SCS in prison training program.

4.4 Data recording and analysis

Evaluation of the studies included in this systematic review was difficult, as quantitative and qualitative studies as well as mixed methodology studies were identified. Therefore, their quality could not be assessed on the basis of a published evaluation tool. However, their methodology was tested (relevance of research questions and results, sample, data collection research tool and data analysis techniques).

Key elements of the identity of the analyzed researches are illustrated in the following Table:

Table 1. The identity of the researches

Author	Time	Place	Sample	Methodology
Papadaki	2006	Women's Prison of Korydallos	10M	Qualitative
Vergidis, Asimaki Tzintzidis	2007	Korydallos SCS	76 (43M-33F)	Quantitative
Gravalou	2010	Larissa SCS	32M (10/22)	Qualitative and Quantitative
Papathanasiou, N.	2010	Judicial Prison of Diavata	52M	Quantitative
Iliopoulou	2011	Domokos SCS ans Eleonas SCS	16 (8M- 8F)	Qualitative
Kouimtzi	2011	3rd SCS of Thessaloniki	11M	Qualitative
Panteleri	2014	Diavata SCS	10M	Qualitative

Papathanasiou, H.	2014	Larissa SCS	83 M(80/3)	Quantitative and qualitative
Papaioannou	2015	Korydallos SCS	18M	Qualitative
Chrysikopoulou	2015	Women's Prison of Elaiona	20F	Quantitative
Sakka	2015	Korydallos SCS	7M	Qualitative
Korella	2016	Grevena SCS	14F	Qualitative
Mparpakos	2016	Korydallos SCS and Grevena SCS	32M (16+16)	Qualitative
Touloumi	2016	Elaionas SCS	15F	Qualitative
Vergopoulou	2017	Elaionas SCS	20F	Qualitative
Kofini	2017	3rd SCS of Thessaloniki	10M	Qualitative
Drillia	2018	Korydallos SCS	77M	Quantitative and qualitative
Papadionysiou	2018	Elaionas SCS	9F	Qualitative
Stergiou	2018	Judicial Prison of Chania	10M	Qualitative

Note: M= Men, F= Female

The total sample of systematic review trainees is 522 detainees, of which 403 are men and 119 are women. Of the 19 surveys, 13 were developed by qualitative methodology, 3 by quantitative and 3 by mixed (quantitative and qualitative).

After collecting the data we proceeded with the content analysis as it is "a technique used for objective, systematic and quantitative description of the content in written or oral communication" (Filias, 2001, 196). It is a process consisting of systematically measuring units of the material under investigation, according to categories formulated by the researcher (Kyriazis, 2002, p. 299). In this case, the categories were formed during the examination of the material, which were finalized through the continuous interplay of theory and data. Based on the methodology described above, the results are listed in the next section.

5. Results

The total number of studies, including evaluations by the trainees themselves of the training program provided by SCS in prisons, is 19: (Papadaki, 2006 ; Vergidis, Asimaki Tzintzidis, 2007; Gravalou, 2010; Papathanasiou, 2010; Kouimtzi, 2011; Pantelleri, 2014; Papathanassiou, 2014; Papaioannou, 2015; Sakka, 2015; Chrysikopoulou, 2015; Korella, 2016; Mparpakos, 2016; Touloumi, 2016; Vergopoulou, 2017; Kofini, 2017; Drillia, 2018; Papadionysiou, 2018; Stergiou, 2018) and the whole sample of research trainees comprises 506 detainees. Here are the results:

Papadaki (2006) finds that prisoner trainees are satisfied with their attendance at the prison SCS, as they value educational programs aimed at completing a degree (basic) and must continue in this direction - providing interpretation of the positive evaluation by trainees, the researcher puts forward the view that "these programs play the role of making up for the lost time, the time during which the academic education of these women should have been completed. "Also, all detainees praise their educators, who create a positive atmosphere in the classroom by showing understanding and offering help while they consider that their choice of this responsible and sensitive post was absolutely right since they have the suitable qualifications. Of course, there are also problems: Half of the inmates refer to deficiencies in the poor facilities and equipment of the classrooms with modern facilities, as well as in the learning material that they must have in order to successfully attend classes. They believe that vocational training programs need a radical change in their targeting, how they are implemented and how they relate to assisted resettlement and rehabilitation institutions.

In Vergidis, Asimaki Tzintzidis study (2007), the positive and negative aspects of the SCS are studied by the sample learners. Positive recordings in women reach 100%, while in males are also very high i.e. 88.9%. Few samples of the positive comments: "... School is a Godsend gift. There are only positive things about school ... "," Positive aspects: Too many and indescribable "," Negative aspects, I can't say they exist in school. Of course, there are shortcomings ... ".

In Gravallou (2010) research, which examined the inmates' views on the technical teachings used in all literacy, they rated them very positive as they became active members rather than passive recipients of knowledge. They were given a "voice", as they typically say. The contribution of teaching techniques is great, according to the recordings, in acquiring knowledge, increasing their interest in learning, communicating with their educators, a little less in working with their classmates (this is attributed to the conflicts within in prison with their detainees), in developing their critical thinking. At the same time, they are given the opportunity to exchange views, to analyze situations, to discover reality and to try giving solutions to various issues themselves. Inmate trainees also find that the modules are tailored to their own needs and interests, commenting that this helps them to speak their mind freely and take initiatives, situations that are unprecedented in prison circumstances, as they "show respect for their views, enabling them to talk about their problems, the problems of their work, their society and the world at large."

Papathanasiou (2010) raises questions about space and time of study in his research. A large percentage of trainees (63.5%) say they are satisfied with the study area (they mean their cells), while study time is characterized by 71.1%. The school climate was assessed as positive by the students (78.9%) and students were asked to rate the SCS educators. Their answers show that a strong majority of about 79% of the respondents find the educators positive or very positive. And the majority of teaching materials (books, maps, projectors, notebooks, pencils, etc.) are considered them to be quite appropriate (82.6%). Trainees also appreciate the lack of textbooks and the non-mandatory coverage of specific curricula. Regarding the suitability of the library and computers, the positive responses also outperform (82.6% and 82.3% respectively).

The sample of trainee detainees in Iliopoulou's survey (2011) only positively judged: "... I understand them here (in prison) and have a question I will have to find the teacher and explain, while this was not the case. Everything is understandable here", "... yes ... it met my expectations quite a bi", "... The school is happy for me no", "... I was afraid that inmates would create havoc, as is the case generally in cells. Here we help each other, we work together, we are a team, whereas in prison we are not like that". One prisoner is trying to interpret why they all look good in prison school: "... when you leave the cell, the closure they have inside you, everything looks good to you". They also make positive judgments about their educators - a typical quote: "I didn't expect the educators to be so nice and kind to us!" However, they seem to be concerned with the daily physical examinations carried out by the store staff both on their way to and from school, without being a hindrance to the desire to study.

Inmate trainees in the study of Kouimtzi (2011) say that the school environment is very pleasant and has nothing to do with the prison environment. In their view, the classrooms are much better than those of regular schools. It is also generally accepted that educators are extremely capable, they show them understanding during the lesson, provide valuable assistance when they face small-scale difficulties and they treat them nicely. There are similar findings to Panteleri's research (2014), as the sample responded only with praiseworthy comments on the SCS and hardly reported anything negative. They list important benefits they have gained from their studies, such as knowledge, skills, adopting a healthy attitude towards life, and report the lack of text books as the only negative aspect. Some of the answers are as follows: "The school has only good things ... It opened my mind ... It taught me to behave in a team ...", "it liberated me", "the only negative thing is that we haven't got textbooks and we use photocopies instead...".

The sample of inmates trained in the Papathanasiou study (2014), evaluating the facilities and the interior of the school, rated them as 100% satisfactory. Also, the level of satisfaction with the attitude and behavior of the headmaster is high (74%). Exactly the same level of satisfaction is recorded for educators. On a more specific question, they rate the teaching method very positively (80%). The evaluation of the services of the vocational guidance counselor is also interesting: 50% of the sample evaluate them negatively. Also, investigating the most

important problems faced by research students during their two-year schooling highlights issues such as difficulty communicating with foreigners, lack of heating and internet, and the early waking up (25%). In addition, an existing problem recorded by 25% of the sample is the delayed in school staffing, a problem that concerns all SCSs and not just this one. Overall, however, school satisfaction is high (ranging from pretty much to very 100%).

In Papaioannou's survey (2015), when inmates were asked to suggest improvements to the existing SCS program, 50% stated that it did not need improvement, thus indicating their satisfaction. The climate assessment in the classroom was very positive and 78% attributed it to the contribution of the educators. They also rate the educators (100%) positively on both the educational approach and the attitude they have towards them. Typical recording: "They're perfect. I have changed 10 schools and, I am fully aware, for the first time, that they are perfect".

In Chrysikopoulou study (2015), trainees evaluating instructional techniques find that they learn better with active techniques, yet educators use more traditional methods, resulting in boredom and poorer performance in lessons. The researcher finds that many questions have contradictory answers, more specifically, when using the interview method, trainees express negative evaluations, when filling in the questionnaire their evaluations are much more positive. However, according to the researcher, this is because they do not really evaluate the teaching techniques but the SCS itself and how it works, as they believe that the school has a lot to offer them both at the level of learning and at the level of self-improvement. Evaluating teaching techniques in relation to assisting in communicating with the educators, the positive responses reach 100%, while in the fellow detainees it reaches 50%, which if interpreted, is the existing relationships among them. They also evaluate techniques positively, no matter whether they are active or traditional, in developing critical thinking and social reflection.

Several problems are observed by trainees in Sakka's study (2015), which mainly concern facilities and organizational issues. Specifically, they complain about building facilities and lack of equipment, delay in employment of teaching staff, but also of the problematic procedure of borrowing books from the school library because of the way the prison operates and its regulations.

The quality of educational programs is judged by the trainees to be satisfactory, in Korella's study (2016), which focuses their positive comments on the impact of the learning process on their way of thinking and shaping their character. However, some inadequacies are also found. When students talk about their educators, they are very pleased with the educators' attitude towards them and the respect they receive by them. In Barbako's research (2016), trainees positively evaluate the SCS curriculum as they all refer to positive changes in themselves and focus on the improvement in their knowledge, attitudes and behaviors. When referring to difficulties they face while studying, they point out the important help of their educators in dealing with difficulties. The sample of female trainees in Vergopoulou's research (2017) positively assesses their education on their personal development - cognitive development, psycho-mental development, moral strengthening - and the treatment of the pains of imprisonment to a great extent. However, they appreciate to a smaller degree about the dynamics of the educational process in their vocational rehabilitation, as they consider that the education they attended was of limited or insignificant importance for their professional integration or reintegration as it did not offer any specialization in occupations they would like to pursue after their incarceration or in other objects in demand in the professional arena. Also, another comment refers to the responsible authorities which did not take into account the educational and professional background of those who expressed an interest in training, and to the fact that all detainees have not the same opportunities in education. However, the contribution of education is mentioned by trainees as important to the activation and development of their social inclinations and skills.

Kofini (2017) states that the students who participated in her research respect and love the school and state it in many ways: they come on time to the lesson, they usually show diligence, consistency and willingness to cooperate in the classroom. They consider their teachers' contribution to the learning process and the difficulties they face as positive. But they also mention some inhibiting factors, such as banning the use of the Internet for educational purposes, which greatly limits the ability to search for information and ultimately disadvantages the learning process, as well as tight school hours which limit study time.

In Drilllia's study (2018) trainees were asked to evaluate the positive and negative elements of their attendance at the prison SCS. Admittedly, the trainees state that the school can only have a positive impact on their lives and do not report any negative elements. The new knowledge, in their view, is the most positive element, along with the positive change in the level of their psychology, adding to the contribution of educators to this change. However, they find it problematic that not all detainees have the opportunity to study at SCS and that there is a shortage of educators. Moreover, they find it difficult to keep up with school hours and especially morning waking due to poor living conditions in confinement. Negative reference is made by trainees to the SCS process: sometimes difficulties arise, mainly of a bureaucratic nature, in addition convicts are allowed to study only by exception, and may be prevented from attending school by the prosecutor for penal or behavioral reasons.

The trainees in Papadionysiou's study (2018) positively evaluate both the SCS lessons, which they find very interesting, and the learning climate that is shaped in the classroom, in which they feel pleasure, calmness, freedom, serenity, compassion, animation and respect.

All trainees in Stergiou's research (2018) have a positive view of existing prison education and training programs, as they escape the monotonous prison environment, have the opportunity to creatively use their dead-free time and open perspectives to improve their daily lives in prison. A very typical quote from a trainee: "It's like asking a blind man if he wants light, so is it for us, we want programs, programs, whatever happens helps us and is for our good." However, they point out that the fact that learning is strictly limited within a specific time frame in the prison program works negatively and thus they miss the opportunity to broaden their level of knowledge and make creative use of their free time.

The positive aspects of SCS education are mentioned by most detainees, as well as the lack of school textbooks and the lack of specific teaching material. It is clear that the curriculum has taken into account both the need for active involvement of learners and the discovery, experiential and dynamic learning, developing metacognitive skills, accomplished "through an open framework that allows goals to be constantly redefined, content modified to suit learners' needs, and methods to be changed accordingly ..." (Anagnou and Nikolopoulou, 2007). However, there are conflicting views on the same issue, as the book for many detainees identifies with school, due to their prior experience in formal education.

 In all surveys trainees reported acquiring knowledge, skills and adopting a healthy attitude through in-prison training. Many studies confirm the above finding: Muñoz (2009) points out that prisons should be designed for positive change and human development. Welch (1996) argues that prison education programs continue to draw citizens' support because, in essence, education itself is positively valued in our society. Lejins (1971) writes: "Since education is a good indication of the likelihood of a person's success in modern society, it seems necessary to improve prison training programs so that [detainees] acquire the academic skills necessary to have a realistic second chance to become creative members of community life"(p.26). As reported by Eikeland, Manger and Asbjørnsen (2009, p. 11), education helps to instill in the trainee the feeling that they remain part of the wider community and remind them that they will be members of society after their release. According to Putnam (2000), education and vocational training help develop social capital. Also, through participation in educational programs, the inmates strengthen their self-esteem, improve their social skills (Parker, 1990) and feel content, because they are given the opportunity to highlight the positive aspects of their personality (Kett, 1995). A recent systematic review of all the research done in Greece on the value of education (Papaioannou and Anagnou, 2019) also confirms the value of correctional education at multiple levels.

In addition, the view of trainee detainees about their educators is very positive. A study conducted by Breggins and Talbot (2003) in 10 prison training groups in the United Kingdom confirms the inmates' support by educators in learning difficulties. In another survey conducted in Greece (Papaioannou, Anagnou, Vergidis, 2016) the opinions of the trainees show a very positive assessment of the educators' work, in terms of the educational approach, the attitude they adopt and their overall behavior. Also, very positive points are their involvement in shaping a good and collaborative climate within the learning-friendly classroom, which is also highlighted in the present study. It is also reported that educators make a decisive contribution to inmates overcoming their learning difficulties –caused by their previous deficit education- with the use of a differentiated pedagogical approach and

counseling that focuses on individual needs, interests and abilities. In particular, the techniques applied during the teaching process are one of the most important issues (Courau, 2000; Noyé & Piveteau, 1999; Brookfield, 1996; Rogers, 1999; Vaikousi et al., 1999; Kokkos, 2005, 1999), because they are directly related to the effectiveness of learning (Rogers, 1999; Kokkos, 1999) and their proper selection by the educator enhances the participants' active participation and self-determination. In order for education to be beneficial and effective, it must on the one hand respond to the needs of detainees, and on the other, ensure the continuity of the learning process as well as the possibility of the participation of all detainees, with the basic, of course, condition that the difficulties that arise in prison at the same time be addressed (Dimitrouli et al., 2006).

On the other hand, trainee detainees evaluate negatively some issues that are mainly related to organizing. In particular, they consider the lack of facilities unacceptable, a problem that concerns the whole school community in Greece, as well as the delay in staffing the school with educational staff. The bureaucratic difficulties of attending SCS are also negative, with the result that not all detainees have the opportunity to receive education. In addition, lack of personal study space is considered a problem. However, it is a given that the nature and function of the prison as well as the conditions there, such as overcrowding and improper cell configuration, make it difficult to have a personal space.

Trainee detainees raise three more important issues: 1. The use of traditional teaching methods by some educators that results in lesser effectiveness in the lessons, compared to other courses in which educators use active teaching techniques. The interpretation that can be given is that many educators in prison schools did not intend to teach in this area. Without training they are forced to use their intuition and do not have the skills needed to understand and manage their new experience (Papaioannou, Anagnou, Vergidis, 2016). 2. The lack of adequate guidance services. This is a serious issue, because Career Counseling plays a crucial role in reducing relapse as it is built around the concept of work and is considered a criminal preventive tool. Downes (1998, p.6) has shown that unemployment rates have an indirect and predominantly complex effect on crime rates. Detainees are demanding more time by the vocational guidance counselor, more information, establishing contacts with prospective employers and post-release support. 3. Lack of specialization and focus on professional arena. The professional rehabilitation of detainees is of great importance, because it reduces the recidivism and offers a smooth social reintegration and removal of the prisoner's position. Therefore, the curriculum must also have this orientation, without neglecting the value of providing holistic education aimed at the overall development of detainees. As Cosman (1995, p. 73) states, when prison education is limited to the basic levels of training and development of basic life skills, the path of human development does not go far. It is clear that positive evaluation outweighs the negative quality of education content and the short- and long-term benefits for trainee detainees.

Conclusions

The general finding from the study of all surveys is that the training provided to SCS has many advantages, while the negative comments are much less and mainly related to the facilities and organizing, but also to some extent to the content of the curriculum. All inmates trainees evaluate SCS positively, because they only benefit from studying there. Previous research-review (Papaioannou, Anagnou, 2019), which examined the benefits to detainees attending prison schools, confirms the positive assessment. Other positive comments involve educators who encourage them, positive school climate, curriculum that incorporates subjects that cater for the educational needs of detainees, active teaching techniques and flexibility in syllabus related to their not using textbooks. On the other hand, trainee inmates make negative judgments about the organizational part (lack of facilities, delay in school staffing, bureaucratic difficulties) fact that impedes their studies and at the same time deprives them of the learning privilege. But even in the curriculum that offers them so many benefits, as they themselves declare, there are issues that need to be resolved, such as inadequate Career Counseling, the use of traditional teaching methods by some teachers that impedes learning, and lack of professional specialization with a focus on the professional arena. It is important that the negative judgments formulated are discussed and studied both in the field of adult education and in educational policy, in order to achieve the best possible results in such an important area as adult correctional education.

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An Assessment of History Teaching Strategies and Promotion of Professional Diversity in Public High Schools in Mezam, Cameroon

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Abstract

There is a misconception that History as an academic subject centers on the mere recitation of the past which may have nothing to do with socio-professional insertion and diversity. In Cameroon, it is common to see post secondary school leavers with majors in History postulating in over bearing numbers, usually over a thousand for less than fifty places in public competitive examinations organized by the state for the admission and training of pre-service History educators. It is on this backdrop that this paper was designed to examine the relationship between History teaching strategies and professional diversity in some public schools in Mezam Division. The correlation design was used in this study since it was intended to examine the relationship between teaching strategies and professional diversity. The simple random and purposive sampling techniques were used to select a sample size of 260 and 31 second cycle History students and teachers, respectively drawn from some 13 public schools in Mezam Division. Two sets of questionnaire were used to collect the data. The data were analyzed using Pearson Product Moment correlation coefficient. After analysing the data, it was realised that majority of the History teachers frequently used the direct teaching strategy which hindered students aspiration for diverse professions. The findings revealed from the inferences that the indirect and interactive strategies could have a positive relationship with professional diversity if History teachers effectively use them. Therefore History teachers should diversify their teaching strategies giving priority to the indirect and interactive strategies which encourage learners' creativity, positive transfer of learning and development of skills which could enhance learners' aspirations for diverse professions.

Keywords: Diversity, History, Teaching, Professional, Strategy

1. Introduction

Teaching entails facilitation of learning which can be effectively carried out using diverse strategies to get desired effect. Among the pool of subjects in the secondary school education programme that elicits students' interest and enlistment, History stands out distinct. This is perhaps due to the fact that, it is a major subject in the group of disciplines of the Arts and Humanities options (A1, A2, A3 and A5) at the second cycle of Cameroon Secondary schools. The primary objective of this subject bias is to socialise the students with general historical knowledge especially with adept knowledge on Cameroon and African past experiences which could serve as a lever to appreciate the present and project the future course of actions. Given this context, the most probable perception of students introduced to historical science is to graduate to a purveyor of historical knowledge. This indicates that the graduate assumes the role of a history educator as that of a university lecturer posing in front of students

in a class equipped with maps and a chalk board delivering lectures to an audience of undergraduates (Schulze et al, 2002). This does not dispute the fact that historians have the calling to teach about the past. The reality in the study of History is lost in the erroneous view that it is simply the study of the past. This view is held even by teachers who tend to attach little or no importance to the way History as an academic discipline is taught therefore limiting learners' perception of the subject. Many History students in Cameroon hold that the study of History will limit them to History educators. This is justified by the impressive number of students who register to write the competitive entrance examination into Higher Teacher Training College in the Department of History and the number of students who register to study History in the University. This is because most of the teaching of History has been reduced to a recitation of the past that has little or no application to the daily lives of most students (Weiner, 1995). Ironically, the study of History offers diverse opportunities as far as professional avenues are concerned. This is not known and understood by History teachers and students in most public secondary schools in Cameroon in general and Mezam in particular. Other countries such as the United State of America have realized that Historical study plays an important part in fostering well-grounded intellectual development as well as instilling valuable career skills in research, writing, argumentation and documentation over the years. This is seen in the case where persons who study History offer excellent preparation for careers in law, journalism, public relations, technical writing, fundraising, administration, government service and even medicine. Cameroon is yet to realize the possibility of promoting professional diversity through the teaching of History. Could this be as result of the teaching strategies which some teachers use in teaching History? It is for this reason that this paper seeks to investigate the link between History teaching strategies and professional diversity.

2. Background of the study

History has been recognized all over the world as a source of enlightenment and development, (Oyerami, 2011). Elucidating further, Nasson (2002) holds that History is the study of the past in order to understand the meaning and dynamics of the relationship between the cause and effect in the overall development of human sciences to better the future. It is obvious here that a non-debatable advantage in the study of History is the acquisition of a variety of skills that are essential requisites for different demands in different job market. In the case of Cameroon, the main objective of teaching History in secondary Schools as couched by the Cameroon General Certificate Examination Board (CGCEB), is to produce historians with critical minds equipped with the skills of analysis, evaluation and synthesis of historical events and to encourage the application of the acquired knowledge to local situations. These objectives important and captivating as they appear can best be realized if premium is given to the choice of teaching strategies required to impart and impact the subject. History teaching strategies within formal milieus have evolved considerably over time and circumstances often influenced by available opportunities and persistent constraints in a technological advancing contemporary world. Adom, Adam & Agyemnag (2016) define strategy as a planned series of actions which the teacher intends to implement to make the teaching and learning activities effective in the classroom. This implies that teaching strategies are those basic procedures implemented by the teacher to ensure effective teaching and learning. More so, History teaching strategies differ from one geographical, political and socio-cultural environment to another. This is added to the fact that different environments have learners with diverse needs. Dulfer, Mckernan & Brindle (2016) hold that there is need for the use of differentiated instruction to support diverse student needs. Meeting the needs of these learners, is indirectly meeting the present and future needs of the society.

The teaching of History in Africa at large is without doubt a duty and obligation given it varied importance. According to Ebot (2008), South African Historians argued that the teaching of History is central to the promotion of human values and morality since it studies records and diffuses knowledge of human failures and achievements over time. As a scientific discipline, it exploitation and transmission have been done informally and formally. Informally mediums like stories, drama, myth and fables have been used over time. Gradually, formal patterns employed without necessarily supplanting the informal ways of appropriating the values of the discipline. By the end of the 20th century, History was taught as a compulsory subject in most African countries. Saphir, (2001) using the case of Ghana states that, initially History was taught using the direct teaching strategy which is considered as a teacher centered approach where the students are very passive during the lessons. This made History to be referred to as a "dull" and "dry" subject. In an attempt to wipe out this faulty impression, the interactive approach was introduced and is gradually being implemented by the use of discussion, group work, question and answer

with the aim of arousing students' interest and participation in the subject. Aligning in this view, Adejunmobi, (1975), maintains that the teaching of History was accepted in Nigeria from the introduction of formal education but History in Nigeria is still seen by many, especially learners as merely the study of past events. Olajide (2012) blames this on the inadequate and ineffective use of instructional strategies by History teachers in Nigeria who frequently use the direct teaching strategy to the detriment of other strategies. Methods such as lecture and explanations dominate the teaching learning process. This does not give enough room for learners' participation and involvement in the lesson and therefore may not motivate desires towards professional diversity which is one of the essential outputs of the teaching-learning transaction.

Professional knowledge and decisions invariable influence all facets of modern life and have come to dominate the essence of the world. Given the complexity of human exigencies, professional knowledge is very diverse. Professional diversity here depicts the ability to indulge into different fields and professions other than History teaching after studying History. This is possible depending on the strategies implemented in the teaching process. Different strategies will orientate the learner's view and perception of the subject and other professions. History teaching and learning skewed towards professional diversity provides an opportunity for learners to acquire skills and values necessary to impact the society through a variety of professions. The Western World, conscious of this importance was quick in understanding and using varied strategies in teaching History. Wiersma (2008) in an empirical investigation on Canada noticed that, many teaching methods including the lecture, case study, discussion, tutoring, inquiry, simulation, gaming and programmed instruction are used in teaching History. Pangalangan (2008) reveals that the intersection of art and cognitive science in a complementary approach provides mutual support in teaching History which enhances learners' divergent thinking. Durkee (2017) for his part contends that Americans are not taught their History but their culture. Despite this claim, History teachers use varied teaching strategies blended with media to pass on knowledge while meeting the needs of the learners and society. This gives learners a positive view on the subject and thus exposes them to the various opportunities offered by this high-status subject. Clarke (2019) admits that she uses video to give her students a break from reading, writing and other classroom activities. Cartwright (2019) exposes how she uses social media to assist her History students in acquiring diverse skills. The use of various factual materials makes it possible not only for the range of learner's conception of the historical past but also to influence their attitude and emotions towards the subject. All these show how diversify some teachers especially in the developed world are in the teaching of History which could enhance the professional diversity of the learners. According to Volgograd (2000), developed countries understood this a long time ago while developing countries especially in Africa are still working on this. Therefore this paper seeks to examine the relationship between the teaching strategies used by Secondary school teachers in Cameroon and students aspiration for professional diversity.

2.1 Research Questions

1. What is the relationship between direct teaching strategy and professional diversity?
2. What is the link between indirect teaching strategy and professional diversity?
3. What position does interactive teaching strategy hold in professional diversity?

2.2 Research Hypotheses

H_{a1}:- Direct teaching strategy has a significant relationship with professional diversity
H_{o1}:- Direct teaching strategy has no significant relationship with professional diversity
H_{a2}:-There is a significant relationship between indirect teaching and professional diversity
H_{o2}:- There is no significant relationship between indirect teaching and professional diversity
H_{a3}:- Interactive teaching strategy has a significantly relationship with professional diversity.
H_{o3}:- Interactive teaching strategy has not significantly relationship to professional diversity.

3. Methods and Procedures

This study adopted the correlation research design which is based on finding out the relationship between variables. The study was designed to find out if there exist any relationship between History teaching strategies and professional diversity. This research was carried out in selected Secondary Schools in Mezam Division in the North West Region of Cameroon. Mezam is made up of seven subdivisions which are Bafut, Bali, Bamenda I, Bamenda II, Bamenda III, Santa and Tubah. One high school was selected from each of the Sub Divisions. Mezam has both confessional and public secondary schools but the research was carried out in public schools. Teachers in public schools are hired from a pool of graduates trained in any of the four Higher Teacher Training colleges in Cameroon. It was on this premise that the researcher imagined the sample of teachers was those who were informed about teaching strategies. The researcher made the choice of Second Cycle students, owing to the fact that they were closest to higher education and at this level, they could make professional choices and start implementing them upon graduation.

The target population of the study comprised of second cycle students and professional teachers in selected schools of the seven Sub-Divisions in Mezam Division. This summed up to 1200 of which were 1110 students and 90 teachers. The choice of population was informed by the statistics gotten from the Regional Delegation of Secondary Education in Bamenda in 2018 at the time of data collection. The accessible population comprised of 748 students and 56 History teachers giving a total of 804 respondents gotten from 15 Public Secondary Schools. The sample size consisted of 260 Second Cycle History students and 31 Second Cycle History teachers gotten from 13 Public High Schools giving a total of 291 respondents following the Krejcie and Morgan table. Simple random sampling and purposive sampling techniques were used to obtain 13 Public High Schools in Mezam Division. In Sub Divisions with two and less accessible schools, a purposive sampling technique was used. This technique was used in Bamenda I, III, Bali, Santa and Tubah Sub Division. In Sub Divisions with three and more accessible schools, a simple random sampling technique was used. In selecting students, a simple random sampling technique was also used. A ratio of one to ten students per teacher was considered. This gave a minimum of two and a maximum of four teachers per school. A purposive sampling technique was used to select the teachers. Assistance was solicited and received from the schools' administrations to ensure that the copies of the questionnaire were timely attended to by the most punctual teachers.

Table 1: Sample size

Sub-Division	S/N	School	History Students	Teachers	Total sample Population
Bamenda I		GBHS Bamendankwe	40	4	33
Bamenda II		GBHS Down town	20	3	14
		GBHS Nitop	20	2	16
Bamenda III	4	GBHS Atiela	20	3	18
	5	GBHS Bayelle	20	2	17
Bafut	6	GHS Bafut	20	2	14
	7	GHS Mambu	20	2	13
Bali	8.	GBHS Bali	20	2	20
	9.	GBHS Etoma	20	2	19
Santa	10	GBHS Santa	20	2	21
	11	GHS Buchi	20	2	20

Tubah	12	CCAST Bambili	20	3	27	
	13	GHS MachaBambui	20	2	27	
Total	13		260	31	291	

The main research instrument used for data collection was the questionnaire. Two sets of questionnaires were designed for the students and teachers. The Questionnaires were designed to find out the relationship between History teaching strategies and professional diversity from both teachers and students. The instruments were administered in the various classrooms by the researchers. In administering the questionnaire, the researchers employed the help of a research assistant after ascertaining the concerned was an expert in the field. This was to minimize errors at the level of administering the copies of the questionnaire and to guarantee proper assistance from the research assistant. Respondents filled the copies of the questionnaire and returned them without delay. Data was analyzed using Statistical Package for Social Scientist (SPSS) version 20, Descriptive and inferential statistical methods were used. For descriptive statistics, results were presented using frequency distribution tables and charts. Pearson product moment correlation coefficient was used to verify the hypotheses at a 0.05 level of significance. This test was deemed fit for this study because it assesses the degree that quantitative variables are linearly related in a sample.

4. Results and Analysis

This section comprises the responses on the research questions and testing of the hypotheses.

4.1 Research Questions

Research question one. What is the relationship between direct teaching strategy and professional diversity?
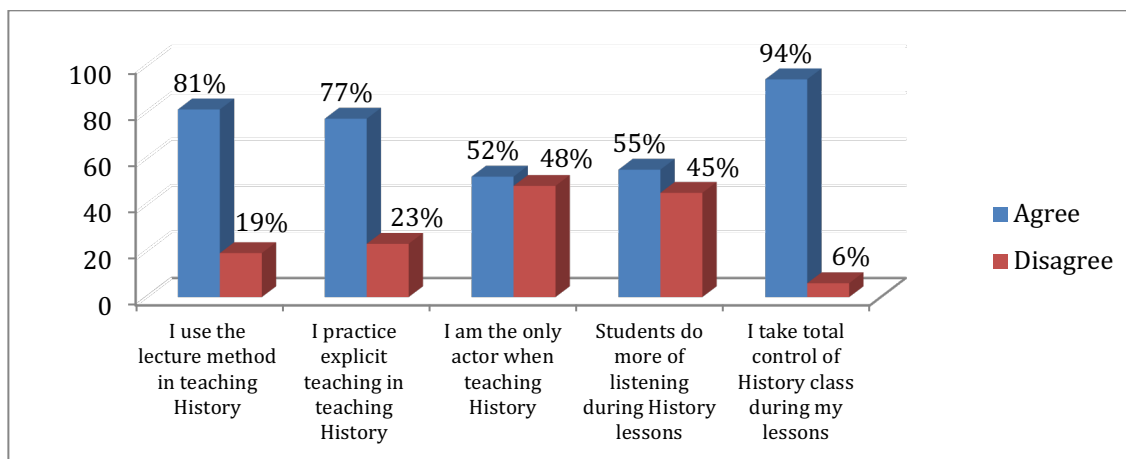
Figure 1: Frequency distribution of responses on the use of Direct Teaching Strategy in teaching   History

The results on figure 1 show that an overwhelming majority (81%) of teachers agreed that they mostly used the lecture method in teaching history. As far as the explicit teaching strategy was concerned, most of (77%) the teachers consented using it. It was also realised that a slight majority (52%) of teachers accepted that they were the only actors when teaching. Most (53%) of the respondents also stated that students did more of listening during History lessons. With respect to History teachers taking total control of the classroom when teaching, 94% of the teachers agreed. From the foregoing, it is evident that most history teachers use more of the direct teaching strategy which makes learners to become recipients of experiences during the teaching-learning process. With the frequent use of this strategy, learners' knowledge and creative skills are not exploited and this hinders students' exposure to the numerous professional openings offered by the discipline of History.

In order to complement the responses from teachers, students' opinions were also sought on the extent to which their teachers used the direct teaching strategy.

Figure 2: Frequency distribution of students whose teachers use direct teaching strategy

The results on figure 2 indicate that majority (>70%) of the students confirmed that their History teachers used mostly the direct strategy in teaching. According to them their history teachers lectured, gave explanations and notes, the teachers were considered as the only actors during the delivery process while students did more of listening. These results corroborate with the results from teachers indicating that History is taught using more of the direct teaching strategy in the selected schools which do not really enhance professional diversity.

Research question two. What is the link between indirect teaching strategy and professional diversity?
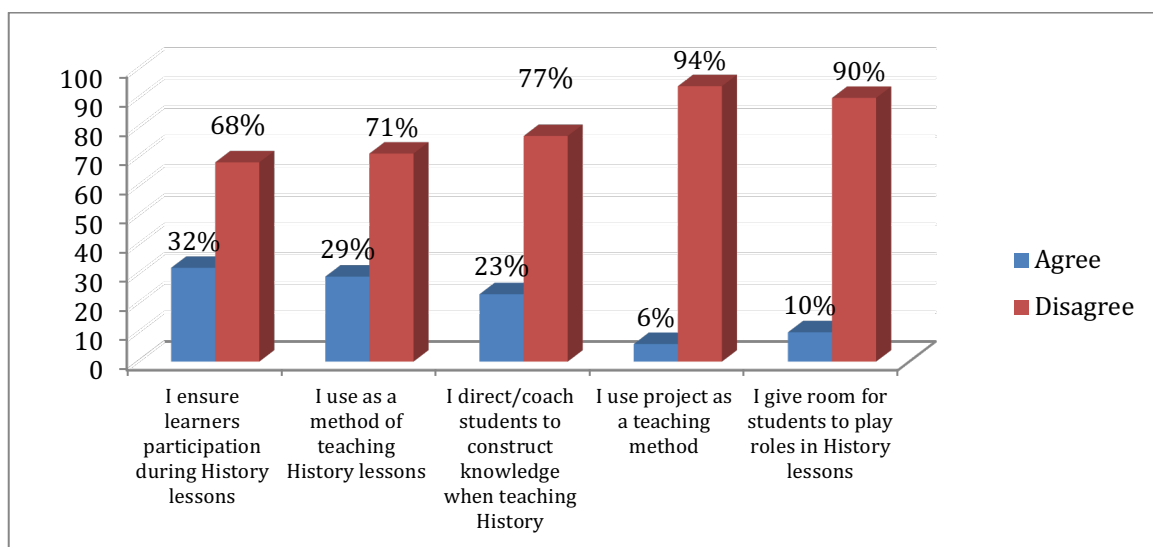
Figure 3: Frequency distribution of responses on the extent to which teachers use indirect teaching strategy

Based on the two points Likert's scale adopted for the research, the following quantitative results were obtained as indicated on figure 3. The results show that very few teachers (32%) accepted to have ensured learners participation during History Lessons. When asked whether they used dramatization as a teaching method, it was realised that only 29% of the teachers accepted to have used this method in their History Lessons. Also very few teachers (23%) agreed that when teaching History they direct or coach students to construct knowledge. It was realised that an insignificant number (6%) of the teachers accepted to have been using the project method in teaching History. It was equally realized that just a few number (10%) of teachers gave room for students to play roles in History lessons. Drawing from the results, it is indicative that, a majority of History teachers did not use the indirect teaching strategy. This shows that a majority of the teachers used methods of teaching which did not provoke the

learners to construct knowledge and implant in them the skills necessary to use acquired knowledge in solving problems.

Data was also collected from the students to find out the extent to which their teachers used the indirect strategy in teaching history and how it could enhance their professional diversity.
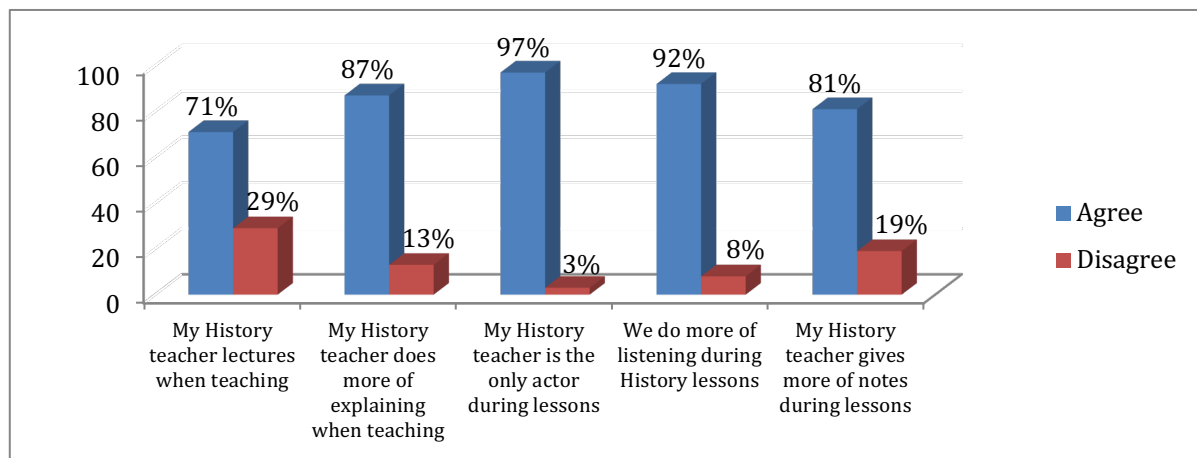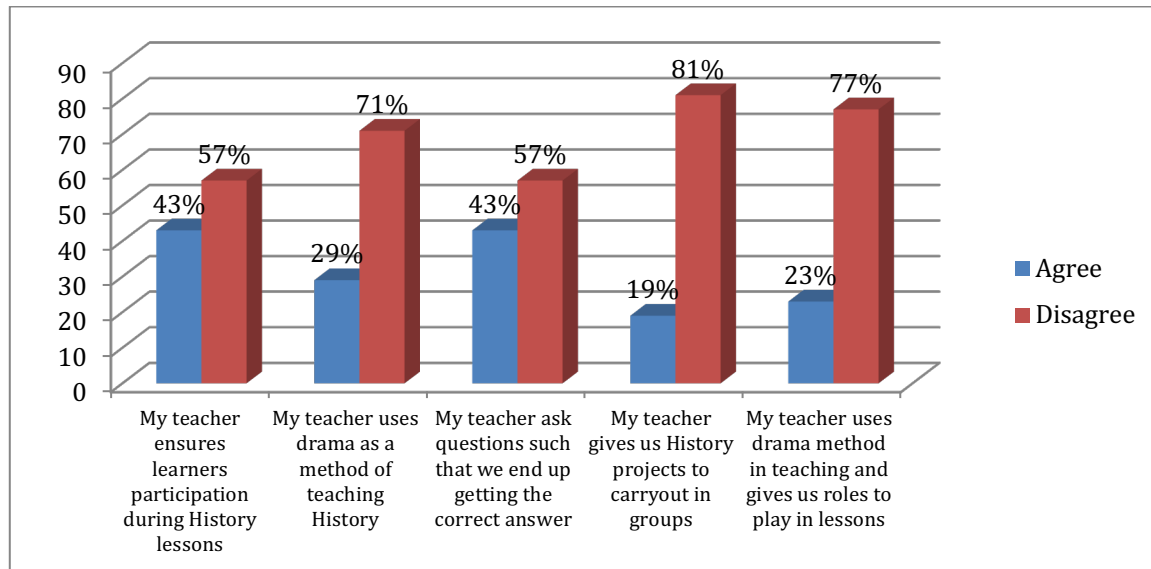

Figure 4: Frequency distribution of students responses on the use of the indirect teaching strategy by History teachers

The results on figure 4 indicate that minority (<30%) of the students confirmed that their History teachers were using the indirect strategy in teaching. In this study, 43% of students agreed that their teachers ensured their participation during lessons, 29% of students acknowledged that their teachers made use of dramatization as a teaching method, 43% of the students accepted that their teachers orientate their questions towards bringing out the right answers from the students while an insignificant number (19%) of students attested that their History teachers gave them projects to carry out in groups. A few number (23%) of the students agreed that their teachers used role play in teaching. This implies that the indirect teaching strategy was not very much used in the selected High schools in Mezam Division. Thereby hindering students' discovery of knowledge and other skills which could enhance professional diversity.

Research Question three: What position does interactive teaching strategy hold in professional diversity?
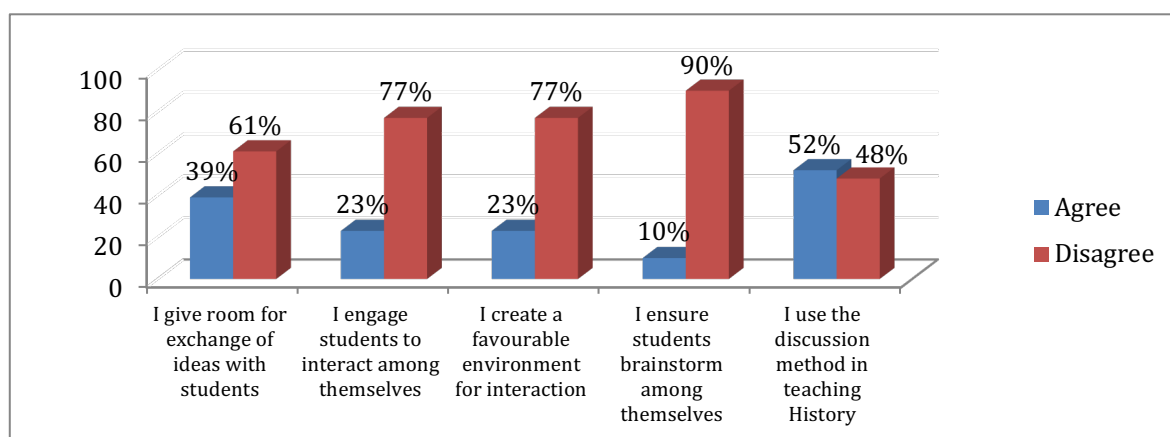
Figure 5: Teachers responses on interactive teaching strategy

The results on figure 5 indicate that very few History teachers were using the interactive strategy in teaching. Based on the results obtained, few (39%) respondents agreed that they gave room for exchange of ideas between the learner and teacher during the teaching learning transaction. It was realised that only 23% of the teachers accepted that they ensured interaction among the students and equally created a favourable environment for interaction. An insignificant number (10%) of the respondents agreed that they ensured brainstorming among the students when teaching History. The only aspect of the interactive strategy with a slight majority (52%) of teachers indicated that they were using was the discussion method. These results suggest that majority of the History teachers in the selected schools were not using the interactive teaching strategy. Consequently their teaching strategies did not give satisfactory premium to the promotion of professional diversity.

Students' opinions were also sought on the use of interactive teaching strategies by their History teachers. The results are presented in figure 6
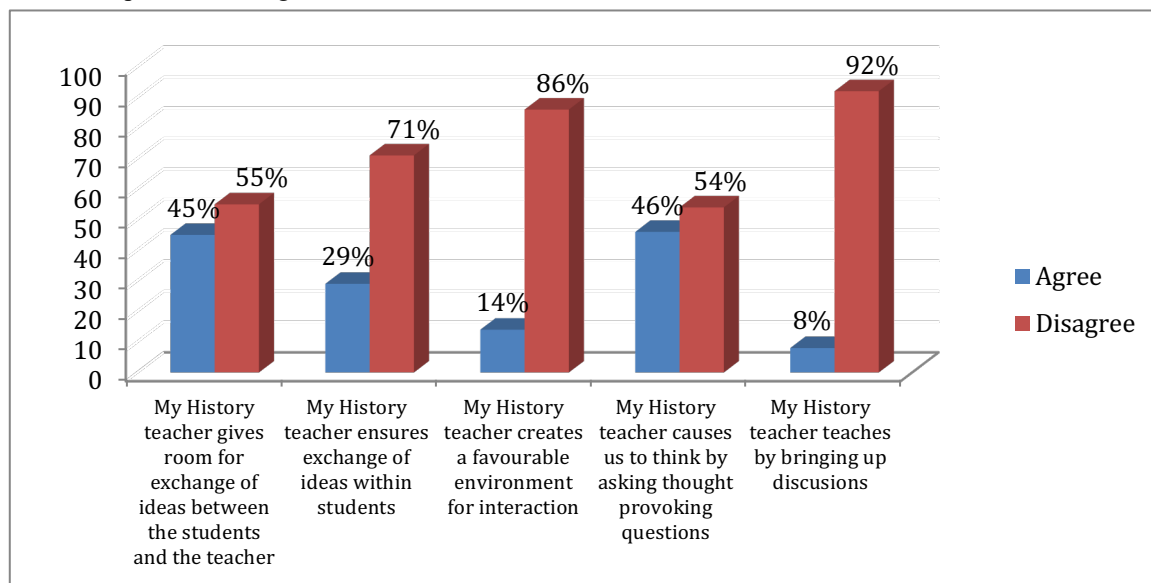
Figure 6: Distribution of students whose teachers use the Interactive History Teaching Strategy

The results on figure 6 indicate that the students' responses corroborate teachers' responses which show that History teachers rarely used the interactive strategy. Some (45%) students indicated that their History teacher gave room for the exchange of ideas between the teacher and students. A few (29%) of them accepted that their History teachers encouraged exchange of ideas among students. An insignificant number (14%) of students agreed that their History teachers created a favourable environment for interaction. When quizzed on the use of discussion method in teaching History, very few (8%) students indicated that their teachers made use of it. This gives a contrary view from the teachers' responses because majority of the teachers indicated to have been using this method. The findings stipulate that in the selected High Schools in Mezam, a majority of History teachers do not use the interactive teaching strategy. This means that they do not encourage the development of skills, values and attitudes necessary for the appropriation of varied professional opportunities.

4. 2 Professional Diversity

As far as professional diversity is concerned, data was collected from the students to see whether the way history is taught can help them to venture into different professions.
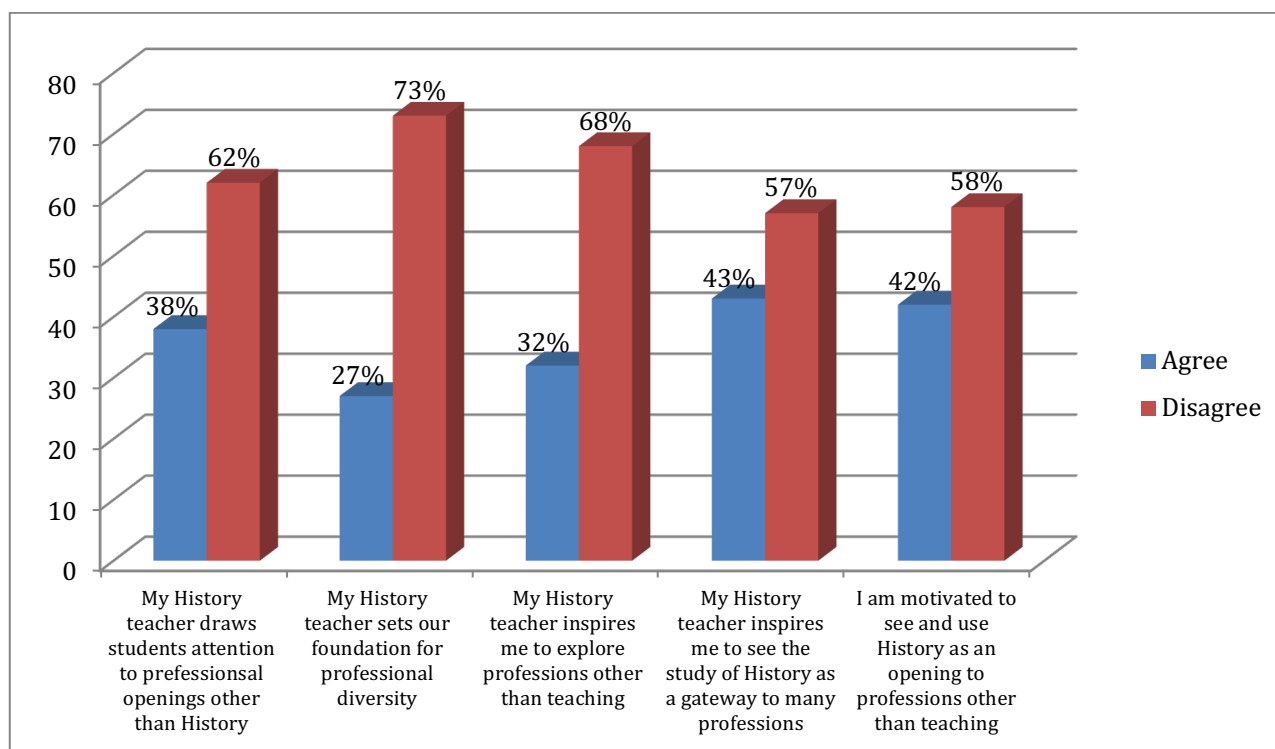
Figure 7. Students responses on professional diversity

In this context where professional diversity means the ability to explore a variety of job openings, the results on figure 7 indicate that more than 60% of the students were of the fact that the way their history teachers were teaching did not enhance professional diversity. From the results, minority (38%) of the students agreed that their History teachers taught and ensured diversity in professionalism. Some (27%) students agreed that their history teachers taught in a manner that set a foundation for professional diversity. A few students (32%) agreed that in teaching History, their teachers drew students' attention to the fact that studying History exposes them to professional openings other than History. Also, some (43%) of the students held that their History teacher taught them such that they were motivated to explore professional openings other than teaching History in secondary schools. From the thesis of these results it is evident that majority of the History teachers in the selected schools were not encouraging professional diversity when teaching. This could be related to the fact that most of the teachers were using the direct strategy of teaching which does not promote discovery learning, skill development and positive transfer of knowledge in everyday life.

4. 3 Verification of Hypotheses

This work was guided by the following research hypotheses tested at the 0.05 level of significance

Hypothesis one

H_{a1}:- Direct teaching strategy has a significant relationship with professional diversity

H_{o1}:- Direct teaching strategy has no significant relationship with professional diversity

Table 1. Descriptive statistics for Hypothesis one

Descriptive Statistics	Mean	Std. Deviation	N
Direct teaching strategy	24.6474	3.63038	291
Professional diversity	22.3382	4.62928	291

Table 1 shows that there is a mean difference that exist between Direct Teaching Strategy (M=24.65, SD=3.63, N=291) and Professional Diversity (M=22.34, SD=4.63, N=291)

Table 2. Inferential statistics on direct teaching strategy and professional diversity

Correlations		Direct teaching strategy	Professional diversity
Direct teaching strategy	Pearson Correlation	1	-.776**
	Sig. (2-tailed)		.000
	Sum of Squares and Cross-products	4546.983	1600.254
	Covariance	13.180	4.638
	N	291	291
Professional diversity	Pearson Correlation	-.776**	1
	Sig. (2-tailed)	.000	
	Sum of Squares and Cross-products	1600.254	7393.436
	Covariance	4.638	21.430
	N	291	291
**. Correlation is significant at the 0.01 level (2-tailed).			

A two tailed correlation matrix using Pearson product moment correlation coefficient was computed to inter-match the correlation indices of the predictor and the criterion variables. The results from table 2 reveal that there is a significant negative relationship (r=-0.78, df=289, p=0.001<0.01) between direct teaching strategy and professional diversity. This correlation is significant at the 0.01 level (2-tailed), an indication of the fact that the more teachers use the direct teaching strategy during the teaching-learning transaction the lesser they will be promoting professional diversity among learners. The calculated value of the Pearson product moment correlation is greater than the critical value (r_{cal}=-0.78>r_{crit}=0.15), based on this, the null hypothesis is rejected while the alternative hypothesis is retained. This means that there is a significant negative relationship between the direct teaching strategy and professional diversity among students

Hypothesis two

Ha_2:-There is a significant relationship between indirect teaching strategy and professional diversity
H_{o2}:- There is no significant relationship between indirect teaching strategy and professional diversity

Table 3. Descriptive statistics for hypothesis two

Descriptive Statistics	Mean	Std. Deviation	N
Indirect teaching strategy	28.6387	5.72239	291
Professional diversity	22.3382	4.62928	291

The results on table 3 reveals a mean difference that exist between indirect teaching strategy (M=28.64, SD=5.72, N=291) and professional diversity (M=22.34, SD=4.63, N=291

Table 1: Inferential statistics on indirect teaching strategy and professional diversity

Correlations		Indirect teaching strategy	professional diversity
Indirect teaching strategy	Pearson Correlation	1	.707**
	Sig. (2-tailed)		.000

	Sum of Squares and Cross-products	7693.841	2541.269
	Covariance	22.301	7.366
	N	291	291
Professional diversity	Pearson Correlation	.707**	1
	Sig. (2-tailed)	.000	
	Sum of Squares and Cross-products	2541.269	7393.436
	Covariance	7.366	21.430
	N	**291**	**291**

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

From the two tailed correlation matrix using Pearson product moment correlation coefficient to inter-match the correlation indices of the predictor and the criterion variables, a significant positive relationship (r=0.71, df=289, p=0.001<0.01) between indirect teaching strategy and professional diversity was inferred. The correlation is significant at the 0.01 level (2-tailed). This brings to light the fact that the use of the indirect teaching strategy by History teachers will help in promoting professional diversity in their learners. The calculated value for Pearson was greater than the critical value (r_{cal}=0.71>r_{crit}=0.15), with regard to the decision rule, the null hypothesis is rejected while the alternative hypothesis is retained. Therefore, there is a significant positive relationship between indirect teaching strategy and professional diversity. This implies that if History teachers use the indirect strategy of teaching effectively it will enhance professional diversity of History students.

Hypothesis Three

H_{a3}:- Interactive teaching strategy significantly relates to professional diversity
H_{o3}:- Interactive teaching strategy does not significantly relates to professional diversity

Table 5: Descriptive statistics for hypothesis three

Descriptive Statistics	**Mean**	**Std. Deviation**	**N**
Interactive teaching strategy	30.4971	4.30116	291
professional diversity	22.3382	4.62928	291

The descriptive statistics on table 5 indicates that there is a mean difference between interactive teaching strategy (M=30.50, SD=4.30, N=291) and professional diversity (M=22.34, SD=4.63, N=291).

Table 6: Inferential statistics on interactive teaching strategy and professional diversity

Correlations		**Interactive teaching strategy**	**professional diversity**
Interactive Teaching Strategy	Pearson Correlation	1	.682*
	Sig. (2-tailed)		.011
	Sum of Squares and Cross-products	6382.497	943.838
	Covariance	18.500	2.736
	N	291	291
Professional Diversity	Pearson Correlation	.682*	1

Sig. (2-tailed)	.011	
Sum of Squares and Cross-products	943.838	7393.436
Covariance	2.736	21.430
N	291	291

*. Correlation is significant at the 0.05 level (2-tailed).

A two tailed correlation matrix using Pearson product moment correlation coefficient to inter-match the correlation indices of the predictor and the criterion variables were computed. A significant positive relationship (r=0.68, df=289, p=0.01<0.05) between interactive teaching strategy and professional diversity was established. The correlation is significant at the 0.05 level (2-tailed). This shows that the more teachers apply the interactive teaching strategy the more it will enhance learners' professional diversity. The calculated value for Pearson was seen to be greater than the critical value (r_{cal}=0.68>r_{crit}=0.11), taking a standpoint from the decision rule, the null hypothesis was rejected while the alternative hypothesis was retained; therefore it is inferred that there is a significant positive relationship between interactive teaching strategy and professional diversity. This shows that History teachers need to use more of the interactive teaching strategy in order to enhance learners' professional diversity.

5. Discussion of Findings

The purpose of this study was to bring out the link between History teaching strategies and Professional Diversity. The findings of this study are discussed based on the objectives of the study.

5.1 Direct teaching strategy and professional diversity

The study revealed that many teachers used the lecture method in teaching History. Teachers were the main actors when teaching History. In most History classes, students do more of listening during the teaching-learning transaction than active participation in the lesson construction. This is understandably because the teachers usually arrogate absolute control during the teaching-learning process. The empirical work of Williams and Keikkar (1973), motivates this view when they opine that a majority of the teachers do not ensure learner's participation during history lessons and they do not use drama as a method in teaching history lessons. The results of this study corroborate the work of Wiysahnyuy (2019) which states that teachers **tend to use direct methods like lecture illustration, so as to complete their scheme of work for the given class which hinders the learning process of some learners and discourages diversity.** The findings of the study reveal that direct teaching strategy is negatively associated with the promotion of professional diversity among History students. When teachers use the direct strategy in teaching, learners become very passive and this affects their creative abilities which could help them to aspire for diverse professions. Tchombe (2009) further maintains that direct teaching strategy encourages route learning which is far from what is required in the twenty first century. This approach also does not tie with Brunner's (1960) theory of discovery learning which states that, learning through practice and discovery teaches one to acquire information in a way that makes the information more readily viable in problem solving. It was realized that the use of direct teaching strategy by teachers do not enhance professional diversity as most teachers did not help students to think out of the boxes. Teachers who use this strategy find it difficult to make learners understand the importance of the knowledge they are acquiring. This goes in line with the findings of Wiysahnyuy (2019) which states that most teachers in public schools in Bamenda municipality focus on the transmission of information but do not help the students to appreciate the importance of the knowledge they are acquiring. This invariably makes the learners to be less diversified as far as professional opportunities are concerned.

5.2 Indirect teaching strategy and professional diversity

It was realized from the study that a greater percentage of teachers do not ensure learners' participation during History lessons. More so, a majority of History teachers do not direct or coach students to construct knowledge when teaching history. Few History teachers use project teaching as a method. Also, few History teachers give room for students to play roles during lessons. This means that a lesser percentage of teachers make use of the indirect teaching strategy. This is an indication that although teachers are trained on how to teach history, they still find it difficult to implement some of the strategies which can enhance learners' participation in the teaching learning process. This may be one of the reasons must history students aspire only to become teachers and rarely think of other professions in the Cameroon context. The findings reveal that the indirect teaching strategy has a significant positive relationship with learner's professional diversity. This means that if History teachers could use the indirect teaching strategies it will help learners to aspire for diverse professions. This is in line with Shinn (1997) who states that there is a significant statistical difference among groups when teachers use problem solving approaches which help learners to be diversified in their thinking in relation to career choices. This is also backed by Rutmann & Kipper (2011) who concluded their research by saying that when used with the appropriate content and purpose, indirect teaching strategy can significantly improve teaching effectiveness and positive transfer of Knowledge.

5.3 Interactive teaching strategy in professional diversity

A greater percentage of teachers do not ensure the exchange of ideas between students and themselves or between students and students. Many teachers do not create favourable environment for interaction during History lessons or ensure brain storming among students. This is in line with Mohammad (1988) who developed and evaluated a modulated individualized instruction science in Kuwait secondary schools. His study revealed that a greater percentage of the teachers do not ensure interaction between students and other students as shown by the study. Again from the study, it was revealed that teachers do not create a favourable environment for interaction and brainstorming among students. Verification of hypothesis 3 revealed that there was a significant positive relationship between interactive teaching strategy and the incubation of professional diversity. This means that if teachers use the interactive teaching strategy, they will certainly promote professional diversity.

6. Conclusion

The study developed from a concerned in Cameroon Public Secondary Schools where several High School graduates with majors in History were innocent to find professional opportunities emanating from the lessons and practice of History. It was quickly diagnose that the problem was stemming from inadequate teaching approaches. It was premised on this psycho-pedagogic issue that the study sets out to examine the relationship between History teaching strategies and professional diversity. The study sought specifically to investigate the relationship between direct, indirect and interactive teaching strategies and professional diversity. With the aid of questionnaires it was discovered that there is a negative relationship between the direct teaching strategy and professional diversity. The findings also revealed that there is a significant positive relationship between the indirect and interactive teaching strategies and professional diversity. The findings indicated further that the strategies used in teaching History will influence leaner's perception on professional openings offered by the study of History.

It was principally noticed that the direct teaching strategy was commonly used in the teaching of History. Based on the findings of this study, the strategy is not favourable for the promotion of professional diversity. The study projects the indirect and interactive teaching strategies as those which will incubate professional diversity. This is because these strategies involve the learners in the learning process and go further to incubate required skills, attitude and values required for problem solving in the society. Knowing which strategy to use and when to use is very important. Using the right strategy at the right time and place inculcates skills and values in learners which for sure are necessary for the development of the society. It is necessary for teachers to use a combination of the teaching strategies especially the indirect and interactive strategies in order to enhance learners' discovery of knowledge, positive transfer of learning and development of skills which are all necessary for professional diversity.

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Emotional Education in the Formation of Adolescents:

An Exploratory Research Study

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Abstract
This article is the result of exploratory research on the partial implementation of the Emotional Education Program for Preventing Violence (PEEPV, in Spanish) in two schools of different socioeconomic profiles, in the city of Recife, Brazil. PEEPV was designed with a view to improving the integrality of the formation of adolescents enrolled in compulsory regular education in Spain. Based on the experience of this Program in its home country, it was assumed that PEEPV could likewise contribute to the integral formation of adolescents in compulsory regular education in Brazil. In each school, a control group and an intervention group were set up, the performance of both of which was measured by using a five-point, 40-item Likert scale, with subscales designed to assess the following concepts of emotional development: self-knowledge, self-control, self-motivation, empathy and social skills. 643 questionnaires were applied. The T-type test of Means was used with independent samples, which refer to the moments before and after the intervention. The results showed no evidence that there had been any emotional-relational development regarding the above concepts. Despite these results, they show that there is a significant difference between the two schools that are of different socioeconomic strata, which raises the need for further research on the relationship between the concepts of *habitus* and cultural capital of the sociologist Pierre Bourdieu and the skills that Emotional Education seeks to develop.

Keywords: Emotional Education, Human Formation, Adolescence, Habitus

1. Introduction

This article is one of the partial results of research carried out from 2011 to 2015, which sought to adapt and partially apply the *Program of Emotional Education for the Prevention of Violence* (PEEPV), authored by Augustín Vañó (2005) and collaborators, to two groups of adolescents from the last two years of junior high school[1], in two public schools that serve groups of distinct socio-economic profiles (one of a middle social stratum and the other of a low-income stratum), and to examine the results of this application in order to decide at a later date on the desirability of translating PEEPV into Portuguese and to be able to implement it in Brazilian schools, since the problem of violence at school is also an everyday phenomenon in Brazil.

PEEPV was designed in Spain to be applied to adolescents in the 12-16 year-old age group in order to prevent violence among young people by means of forming their inner being, especially by tackling their emotional and relational formation. In particular, this program is based on the understanding that violence stems largely from the inability of a human being to regulate the inner forces that inhabit his/her psyche and to become, as a result of such inability, a victim of primitive impulsive states which because he/she is unable to express him/herself in a manner that fits into and is consistent with all dimensions of personal being, they tend to burst out in acts of violence against those close to them and, consequently, against the integrity of the very person who engages on them.

Although emotional and relational formation is a well-established area of research and formation in some countries such as the USA and Spain - (Cohen, 1999, 2006), (Elias et al., 1997), (Elias & Butler, 2005), (Bar-On & Parker, 2000), (Bar-On, Maree, Elias, 2007), (Goleman, 1995), (Alzina, Pérez González, Navarro, 2015) - this is not yet true in Brazil. Thus, not only does this area lack sufficient legitimacy to be included in the positions and guidelines that structure the educational field (Policarpo Junior, 2014), but it does not leverage policy strength to be part of the formation of faculty in colleges and institutions of higher education of teacher formation, nor, consequently, is it included as a curricular component in Brazilian public schools.

Despite the Brazilian educational field being framed in this way, we are aware that the foundations and goals of emotional education are no strangers to the history of classical educational thought - as we can see in the broad lines of the Greek Paideia (Jaeger, 2001), as well as in the reflections of its most important philosophers, such as Aristotle (*Ét. Nic.*, I - II) - nor in recent educational history, as attested by Gardner's (1995) intra- and interpersonal intelligences, and the great regulatory ideas of learning to know, to do, to be and to live together which have been set out and analyzed by the United Nations Educational, Scientific and Cultural Organization [UNESCO] (Delors et al., 2003; UNESCO, 1972; UNESCO - Asia Pacific Network for International Education and Values Education [APNIEVE], 1998, 2002, 2005).

Thus, although the authors of this research are aware and convinced of the pertinence and conceptual, theoretical and historical propriety of the intended formation, and consider it fully fit for the regular school system, they are equally aware that the subject does not yet enjoy sufficient recognition for it to be accepted and valued in the school curriculum, much less to be recognized as legitimate by agents of the Brazilian educational system. For these and other reasons, the authors of this paper were aware of the possibility that the planned intervention could contain obstacles that could, in the end, impede or hinder the success of the initiative analyzed here. Nevertheless, the authors considered it relevant to seek conceptual, curricular and methodological elements that could contribute towards solving concrete educational problems, such as violence at school in Brazil, even if these elements have not yet been sufficiently legitimized in the Brazilian educational field - this was one of the main reasons for undertaking the research that has given rise to this article.

Therefore, our hypothesis admitted that PEEPV-based educational intervention could contribute to the emotional education of adolescents in two Brazilian public schools of different social backgrounds. The results achieved, for reasons presented throughout the paper, did not confirm this hypothesis, but they did raise important questions about the relationship between emotional development and socioeconomic origin, the analysis of which requires further research.

Given the foregoing, this article is organized into the following sections, besides this introduction: (2) a synthesis of the idea of human formation and its relationship with emotional education; (3) general characteristics of PEEPV and its main concepts; (4) a discussion of the methodology used; (5) the presentation and discussion of the results of our research; and (6) a discussion of conclusions drawn and final remarks including suggestions for future lines of research.

2. Human formation and its relationship with emotional education

It is commonplace for there to be the understanding that a human being is born incomplete and requires formation. What, however, should be the nature of such a formation? Should it be solely dependent on the meaning that each society goes about erecting as culture? What should be considered formative and what is the criterion for this being so? Such reflections have already been extensively developed by many different authors including Van Kaam (1989), Röhr (2013), Policarpo Junior (2018), and Ximenes (2013). We synthesize, however, our own understanding here, which was also determined in dialogue with the authors cited.

We initially understand human formation as derived from what properly constitutes the human. On the other hand, it is not easy to be able to assimilate this statement in the academic field due to the philosophical-anthropological assumptions and implications to which it relates. On the one hand, there is the understanding that seems hegemonic in the academic field that little can be said of the human being, inasmuch as humans are said to be devoid of a nature of their own. Such a position, therefore, points to the understanding that a human being is considered to be a kind of entity endowed with the widest plasticity, such that it is impossible for anyone to identify his/her own being. On the other hand, there is the position present in various philosophies and theologies that started in Antiquity and continues today that aims to define a stable and permanent nature of the human being in spite of all the historical changes. One could also identify a third position that may occasionally be associated with the first, which is the deliberate abstention from dealing with such a matter given that it is as a metaphysical question for which any statement is said to lack an identifiable basis.

Our position does not coincide with any of those just set out above. We consider, on the one hand, that the human being does indeed have a constitutive nature and one by which he/she can be identified; but, on the other hand, this nature does change historically, but not at the speed of the social and cultural changes, although part of the human constitution is also cultural and social. Thus, and summarizing our position, we regard the human being as an entity of Nature, society, the world, and culture, as well as a personal being. Each of these aspects presents its respective formative demands that are neither fixed nor determined, but neither are they arbitrary, nor are they endowed with infinite plasticity. Let us look briefly at each of these aspects and their repercussions for human formation.

As a being of Nature, a human being is placed under laws that structure his/her biological-somatic dimension and, in certain aspects, also his/her psychic condition. Some aspects of such laws are undeniable, such as: humans need oxygen to breathe; the average temperature of the human body should be around 36°C; one´s glucose, fat and other chemical levels must be within certain limits, otherwise one will fall sick and die. The human body - within certain limits that vary from person to person, but are nonetheless not infinitely flexible - also needs, for its proper functioning, some kind of frequent exercise and a balanced diet lest diseases and mal-functioning develop. From this it follows that giving attention and taking care of the somatic and organic aspects is not an arbitrary attitude, but, on the contrary, perfectly matched to the intrinsic characteristics of human beings.

The same reasoning applies to the psychic dimension, although here the laws are less evident than in the somatic aspect. Meanwhile, ever since the work of Freud, one cannot ignore that there are psychic structures nor fail to recognise that there are psychopathologies resulting from repressions, restraints and complexes that are structured throughout socialization, which commonly produce great personal and relational suffering of the particular subject. Here too it follows that the idea of psychic formation and care is grounded in the very nature of this constitutive aspect of what it means to be human.

With regard to this dimension, emotional education becomes all the more relevant, because it is in this context that the singular human being is called to enter conscious contact with his/her impulses and aggressive and narcissistic tendencies, in order to recognize them, to be able to regulate them and not to act under their dominion. Just on account of this, it can already be recognized that emotional education is legitimized by the very constitution of the human being who requires appropriate formation.

In tight connection with the psychic aspect, a human being lives in society and inhabits a world. We speak of "tight connection" because all our action is motivated in one way or another. It is by the intermediary means of action, which in turn arises from psychic mediations, that we manifest ourselves in the world. In other words, it is by such action that we appear to others. However, it is not rare for our action to be dominated by primitive psychic forces that are not regulated by consciousness, leading to results that generally are catastrophic.

Society is founded - which is a commonplace for anyone who is familiar with the concepts of sociology and psychology - on the tacit admission that not all desires and drives can be socially and culturally accepted in the primitive and almost omnipotent form in which they appear originally in the psychic arena. Society itself - by means of interpersonal and impersonal relationships that structure the coexistence between human beings and the symbolic-imaginary order that emerges from them - penetrates the psychic structure and is represented there with the demands regarding what is considered legitimate and illegitimate in coexistence among human beings. Life in society, an indispensable condition for a human being to assert him/herself as such, imposes as an indispensable condition, the minimum formation of the psychic dimension, although there are also not a few situations in which society is structured in order to produce total anti-human conditions as history proves to us abundantly, examples of which include various cruel and totalitarian systems that have existed and still exist.

Social life also shapes a world of coexistence, which is made up of all the constructions that are intended to be durable in order to endow social life with a human sense. This is how culture, based on conscious initiatives, emerges as an explicit set of actions aimed at cultivating the human spirit, thereby seeking to discipline savagery and establish the coexistence of beings in their plurality.

Finally, in this comprehensive conception of the human being which we present here in synthesis, this being is a personal being; this means, among other things, that, despite all the patterns that characterize the human being as a social being and a being of Nature, he/she also affirms him/herself in their uniqueness. To exercise one's unique character in an integrated, meaningful, nonviolent way with others is an art; it is the fruit of a personal learning that depends on and requires the personal appropriation of various general skills and abilities, but transcends them in order to find expression uniquely in an individual's life.

In the light of this conception, emotional education fully emerges even although some authors' views on what this concept means varies (Goleman, 1995; Mayer & Salovey, 1997; Mota, 2010; Cordeiro, Policarpo Jr., Mota, Wanderley, 2014) and is made legitimate as a fundamental aspect of human formation because it is anchored in one of the aspects that intrinsically constitute the being on whom such formation is targeted. Emotional education is not, therefore, in any shape or form, foreign to education, but is rather an integral part of the educational desideratum that unfolds from the intrinsic constitution of the human, insofar as it targets that a human being has become familiar with his/her impulses, aggressiveness, longing to relate to others and has been endowed with the necessary skills to coexist among human beings in the world of plurality, in an integrated and non-violent way with him/herself and others.

3. Characteristics of PEEPV

The Program of Emotional Education for Preventing Violence - PEEPV (Vañó, 2005) is one of the publications of the *Centro de Formación, Innovación y Recursos Educativos* (CEFIRE), located in Elda, Alicante province, Community of Valencia, Spain. PEEPV, which was developed by a group of educators concerned with incidents of school violence, aims, among other matters, to minimize such incidents and enhance a more peaceful and healthy coexistence among adolescents attending schools by engaging on emotional education. PEEPV is characterized by a preventive approach, which promotes cooperative attitudes, analyzes experiences and engenders the exercise of responsibility in order to generate a nonviolent culture.

PEEPV seeks to promote the development and/or strengthening of the following emotional skills: self-knowledge, self-motivation, social skills, empathy and self-control. Such skills are based on Mayer and Salovey (1997), Gardner (1995) and Goleman (1995), among other authors.

Self-knowledge is related to the perception and understanding of one's own emotions and those of others, which lets one become familiar with one's own psychic dynamics, recognize challenging interpersonal contexts and identify emotional triggers. Such ability directly contributes to the strengthening of self-control.

Self-motivation refers to the ability to direct one's energies toward a chosen purpose, which implies being able to face up to challenges and difficulties. In turn, the realization of such a capacity directly contributes to the strengthening of self-esteem, insofar as the particular subject sees that he/she is able to accomplish what has been proposed.

Social skills involve the ability to communicate sensibly and competently by using verbal and nonverbal expressions with a view to establishing coherent interpersonal relationships. In adolescence in particular, this ability favors the emergence of leaders who are able both to engage in conflict reconciliation activities and to promote goals and productive performance by groups.
Empathy is characterized by the ability to understand another person's attitudes, gestures, and habits in relation to that person's current state of mind. In school, in particular, such competence can prevent misinterpretations that result in aggression.

Finally, self-control, which presupposes self-knowledge, implies the ability to manage one's emotions, which means reflecting before acting impulsively, restraining an aggressive attitude, reorganizing one's own forces and directing them to another mode of action, this being a matter that connects with self-motivation.

All the skills described point to the integrated development of the particular subject in his/her thoughts, feelings and actions, in a way that cannot be separated from the self and matches, as far as possible, experience in the context in which he/she lives. Vañó (2005) also states that the effectiveness of an emotional education program consists of helping children, adolescents and young people to minimize their degree of anxiety and, thus, to develop their awareness of emotional states, and promote the verbalization of their feelings so that people can recognize conflicts and thereby create solutions to these conflicts and learn to plan for situations that avoid conflict.

PEEPV consists of forty activities that are structured with the following items: (a) title, (b) objectives to be achieved, (c) emotional competencies worked on in the activity, (d) description of the activity, (e) duration of the activity, (f) group structure used, (g) methodology, (h) resources required, (i) details for the application, (j) justification of its inclusion in the PEEPV. Each activity uses a specific methodology, although there are common aspects among them, especially carrying out group work, and participants sharing ideas and experiences.

Considering the time allotted to the intervention in our research, we were unable to conduct all forty activities. We, therefore, selected fourteen of them that covered the five competencies already mentioned. The activities selected as they are named in PEEPV and their objectives are summarized in Table 1.

Table 1. PEEPV activities that were selected and applied in the intervention

Activity	Objectives
1. Whom would you choose to save?	Clarify values and moral concepts. Promote a discussion exercise on reaching consensus to show how difficult it is to achieve this, especially when moral values and concepts are at stake.
2. Either this … or that	Stimulate self-motivation by becoming aware of aspects of one's identity. Facilitate knowledge of oneself and others. Improve the group's confidence and communication.
3. Self-portrait	Promote self-awareness. Develop the ability to talk about feelings. Assess openness and trust in relationships. Encourage empathy with regard to the emotional states of others.
4 My friend's letter	Help reflect on the most important personal qualities so as to be able to cope with life more easily. Improve self-concept to stimulate self-esteem and self-motivation.
5. Walking through the wood	Stimulate self-motivation by discovering one's own qualities. Encourage knowledge of oneself and others. Encourage the positive evaluation of others. Improve the group's confidence and communication.
6. Anger, aggressiveness, aggression	Provide a definition of aggressiveness, distinguish its components and analyze its origin. Explain and identify in a practical way the mechanism that triggers aggressiveness. Personally assess the usefulness of aggression by identifying its short and long-term advantages and disadvantages.
7. Aggression	Take on board a situation where someone is physically hurt by others, unfairly. Encourage intragroup communication about different and possible perspectives vis-à-vis this conflict. Analyze various problem-solving techniques, different ways to respond to aggression. Expressions of emotions enacted in role play.
8. A conflict situation	Develop the ability to reflect on a moral problem. Develop respect for the opinions and emotions of other colleagues. Encourage the ability to express one's own decisions appropriately in order to resolve conflict.
9. The way I am	Stimulate self-motivation by using self-affirmation and self-esteem.
10. The three Rs (Resentment, requirement, recognition)	Learn to control the manifestation of feelings. Learn to express grievances in a socially skillful and acceptable way.
11. Killer phrases	Exercise the development of communicative skills. Learn to speak up for oneself. Avoid attributing one's opinions, feelings or ideas to others. Teach the student with "I MESSAGES" that are facilitating and persuasive versus "YOU MESSAGES" that provoke rejection and label people.
12. Reading one's thoughts	Stimulate empathy. Develop self-control. Develop social skills.
13. Rejection	Examine a situation where someone is rejected and undervalued by male/female friends by analyzing the feelings underlying this situation. Reflect on different problem-solving techniques and different ways of responding to rejection. Encourage empathy for male-female friends who are rejected or marginalized by the group. Stimulate emotional expression by using role play.
14. Group quarrels	Encourage communication within the group regarding expectations or thoughts that have occurred in a conflict involving aggression. Learn resolution mechanisms in situations involving aggression, thereby reflecting on various forms of coping with them.

4. Method

PEEPV, in its reduced version presented in Table 1, was implemented, in exploratory terms, in two public schools in Recife, Brazil, in 2012. One of the schools, here called Clarice School (fictitious name), serves a middle-class public, since there is selection for admission, which means that children of the lower classes, with lower cultural capital (Bourdieu, 2001), do not succeed in gaining a place under such a selection process. The other, here called Maria Clara School (fictitious name), serves families on low incomes, since admittance to it is not made by selection. In both, PEEPV activities were taught to students enrolled in the last two years of junior high school. However, the duration of the intervention was different in both schools due to problems arising from a teachers'

strike and distinct bureaucratic aspects. Consequently, the intervention at Maria Clara School lasted one semester, while at Clarice School it lasted for two semesters.

To evaluate the educational results of the partial administration of PEEPV, in both schools, we formed an intervention group and a control group. These groups were evaluated by applying the Emotional Education Questionnaire (QEM), presented in Table 8. At Clarice School, which had a two-semester intervention, the control group, because of its very condition, did not conduct PEEPV instruction at the first possible moment, i.e., between the first and second tests, but did do so after the second test, while the intervention group received instruction in the activities only in the period between the first and second tests, there having been no teaching of these activities for this group after this second test. In the case of this school, three tests were performed: the first at the start of the intervention, the second at the end of the first semester and the third at the end of the second semester and the end of the intervention. At Maria Clara School, however, where there was only one semester of intervention, only two tests were conducted, and the control group did not receive any intervention.

5. Results

Before presenting the instrument, the test used and its results, we will present a brief description of the sample analyzed, which comprised independent subsamples, since there were slight variations in the composition of each group during the tests, due to the fact that some students were present in one of the tests while they were absent from others. Therefore, the tests that will be presented below were calculated based on independent samples rather than paired samples.

At Maria Clara School, between the pre- and post-tests, 189 questionnaires were submitted to the intervention and control groups, in independent samples - therefore unpaired, since some students participated only in the first test and others only in the second. Table 2 describes the distribution of samples between the control and intervention groups at Maria Clara School.

Table 2. Maria Clara School - distribution of the independent samples by testing period and by intervention group and control group

	Intervention Group	Control Group	Totals
Pre-test	61	41	102
Post-test	57	30	87
Totals	118	71	189

We emphasize that the approximate number of students in the intervention was 59, and that of the control group was 35 students, because most of them participated in both tests; but the samples are independent, unpaired, so the total of 189 corresponds to the number of questionnaires applied in both tests in both groups and not to the total of subjects interviewed.

At Clarice School, 454 questionnaires were submitted in the three tests performed, in the intervention and control groups, also in independent samples, for the same reasons that occurred at Maria Clara School, i.e., because there were students who were absent in one or more tests. Thus, as occurred at Maria Clara School, the number of questionnaires applied (454) does not designate the total number of students interviewed. Although we cannot provide exact figures, the intervention group had approximately 74 students (average of the three tests) and the control group had approximately 77 students. Table 3 describes the distribution of samples between control and intervention groups at Clarice School.

Table 3. Clarice School - distribution of the independent samples by testing period and by intervention group and control group

	Intervention Group	Control Group	Totals
1st Test	67	71	138
2nd Test	71	81	152
3rd Test	85	79	164
Totals	223	231	454

Regarding the distribution by gender and age, Tables 4 to 7 show the characteristics of the samples in each of the schools; first at Maria Clara School:

Table 4. Maria Clara School - Distribution of the independent samples by gender and tests

	Pre-test	Post-test	Totals
Female	61	50	111
Male	40	36	76
Did not declare	1	1	2
Totals	102	87	189

Table 5. Maria Clara School - Distribution of the independent samples by testing and age

	Minimum	1st quartile	Median	3rd quartile	Maximum
Pre-test	11	13	14	15	21
Post-test	11	14	14	15	17

Then, at Clarice School:

Table 6. Clarice School - Distribution of the independent samples by gender and tests

	1st Test	2nd Test	3rd Test	Totals
Female	79	78	87	244
Male	59	73	76	208
Did not declare	0	1	1	2
Totals	138	152	164	454

Table 7. Clarice School - Distribution of the independent samples by test and age

	Minimum	1st quartile	Median	3rd quartile	Maximum
1st Test	11	12	12	13	15
2nd Test	11	12	13	14	16
3rd Test	12	13	13.5	14	16

Tables 4 to 7 show that there is proximity between the age group of students of both schools, the students from Maria Clara School being slightly older than those from Clarice School, which corroborates the fact that, due to several socioeconomic factors that influence the education of low-income groups, they tend to be older than the middle-income students when they complete the schooling levels. As for the distribution between the genders, in both schools the female gender predominates.

As previously stated, the formative impact of the partial instruction of PEEPV was analyzed by setting up intervention and control groups in both schools, members of which completed the Emotional Education Questionnaire (QEM).

The QEM consists of 40 items which are scored using a five-point Likert scale; this is an update we made of the 25-item questionnaire already contained in PEEPV. The QEM items are grouped into five indices related to emotional competencies that the PEEPV aims to develop and strengthen; The five indices are: self-knowledge (Iach), self-control (Iacr), self-motivation (Iamv), social skills (Ihs), empathy (Iem). The abbreviations are those used in Portuguese.

The criterion used to validate the items was Spearman's rank correlation coefficient, with a positive and statistically significant correlation (i.e., with a p-value less than the significance level $\alpha = 0.05$) of each of them and the mean of all items that constitute the index. After validating the items, we conducted an internal consistency test of each index, for which we used, as a parameter, Cronbach's alpha test with a value equal to or greater than 0.6, which is considered satisfactory for the humanities (Moroco; Garcia-Marques, 2006). To perform these and other statistical tests, we used version 2.15.1 of the R statistical package (R Core Team, 2015). Table 8 presents the QEM items grouped by index:

Table 8. Items of the Questionnaire on Emotional Education (QEM) grouped by indices

Items	Indices
Before deciding, I am clear about what I want and about my feelings. I am aware of my weaknesses and strengths. When I have a problem, I face up to it and try to solve it. When I am convinced of something, I keep my opinion even if I disagree with that of the group. I have the habit of paying attention to what I am thinking. In different situations, I try to observe what I am feeling. When I make a mistake, I try to think about what I did wrong.	Self-knowledge (Iach)
I control my impulsive behavior. When everyone is nervous, I keep calm. When I make a mistake, I admit to it. I am responsible for not achieving my goals. I know how to distance myself from my point of view and put myself in another's shoes. Before acting, I think about the consequences of my actions. I avoid acting based only on what I want. I try to understand how I should behave in different environments.	Self-control (Iacr)
When I fail in some situation, I think about what my failing was and thus learn to face up to other situations. When I start a task, I dedicate myself to it, regardless of whether someone observes or supervises me. Challenges motivate me and so I strive to overcome difficulties they throw up. I have full confidence in my abilities to succeed. Being loyal and true makes me happy. I recognize that I have defects, but I also have excellent qualities. Creativity is part of my life.	Self-motivation (Iamv)
To make a decision, I think about what is best for my group. When my friends tell me about their problems, I can put myself in their shoes. I help my friends, and consider what they need and what they feel. When I see someone who has a problem or difficulty, I help without being asked to. I am capable of having friends from different social classes. I respect people who have opinions that are different from mine. Even kidding, I avoid doing to other people what I wouldn't want them to do to me. I feel upset when I see someone being punched or humiliated. I try to understand my friends, even if they oppose what I believe.	Empathy (Iem)
If I am asked to summarize something I have heard, I can do it well. I can identify how others feel and also communicate my feelings. When I have a problem with someone, I talk to him/her and try to solve it. It seems important to me that there is a respectful relationship between those who form a group. When a conflict arises, I try to identify the reasons for it and look for solutions. I have the initiative to establish relationships in the groups in which I participate. I apologize to the people to whom I cause some hurt. I avoid calling my colleagues and friends by aggressive names.	Social Skills (Ihs)

In the case of Maria Clara School, the Iach and Iacr indices did not show sufficient internal consistency for the human sciences, as the values of Cronbach's Alpha test were 0.49 and 0.52, respectively. However, since there is a great conceptual proximity between both of them, we put the items of both in the same index, thus creating the Iact (index of self-knowledge and self-control) which, in the case of Maria Clara School, reached the value of 0.66.

After defining the indices, we conducted the one-tailed T-Type Mean Test to compare the means of two independent samples, in order to verify if there was evidence that PEEPV when applied in its reduced version did or did not contribute to the emotional development of the students of both schools.

Tables 9 and 10 present the results of this test for intervention and control groups, initially for Maria Clara School:

Table 9. Maria Clara School (Intervention Group). T-Type Mean Test Results for the indices with regard to the skills of Emotional Development

	Initial Mean	Final Mean	Value of p	Situation*
Iact (self-knowledge / self-control)	3.76	3.86	0.093 5	not significant
Iam (self-motivation)	4.31	4.14	0.946 2	not significant
Iem (empathy)	3.99	4.03	0.362 9	not significant
Ihs (social skills)	3.81	3.71	0.789 9	not significant

* significant if $p < 0,05$

Table 10. Maria Clara School (Control Group). T-Type Mean Test Results for the indices with regard to the skills of Emotional Development

	Initial Mean	Final Mean	Value of p	Situation*
Iact (self-knowledge / self-control)	3.79	3.97	0.053 3	not significant
Iam (self-motivation)	4.31	4.21	0.796 8	not significant
Iem (empathy)	4.02	4.16	0.147 2	not significant
Ihs (social skills)	3.79	3.85	0.343 1	not significant

* significant if $p < 0,05$

Tables 9 and 10 show that, in both groups, the means of the four indices, from the statistical point of view, do not change; so we cannot affirm any significant change between the final and initial moments. The research hypothesis is that the selection of some lessons from the Emotional Education Program could promote formative aspects for human development (self-knowledge, self-control, self-motivation, empathy and social skills), which was not confirmed in the experiment evaluated.

Despite the results obtained, we cannot say that these concepts cannot contribute to human development. Furthermore, we consider it important to recognize that if the school were to participate in a unified and integral way in the experiment by inserting educators and functional staff rather than a specific intervention, and if the intervention time were extended, there would possibly be other outcomes. However, what is being affirmed by the test is that in this group, specifically, it was not possible to achieve results expected by the research, i.e., there was no evidence that the students developed by using the selected activities of PEEPV regarding the concepts that have been mentioned above.

As for Clarice School, all indices, including the Iach and Iacr, showed sufficient internal consistency for the human sciences, inasmuch as the values of Cronbach's Alpha test for all of them were greater than 0.6. In this case, therefore, we performed the one-tailed T-Type Mean Test with all of them. Tables 11 to 14 present the results of this test for the intervention and control groups at the Clarice School, in the three tests performed.

Table 11. Clarice School (Intervention Group - 1st and 2nd tests). T-Type Mean Test Results for the indices referring to the skills of Emotional Development

	Mean 1st test.	Mean 2nd test.	Value of p	Situation*
Iach (self-knowledge)	4.11	4.14	0.345 2	not significant
Iacr (self-control)	3.73	3.89	0.023 2	significant
Iamv (self-motivation)	4.14	4.09	0.704 8	not significant
Iem (empathy)	4.22	4.25	0.363 5	not significant
Ihs (social skills)	3.99	4.04	0.274 0	not significant

* significant if p < 0,05

Table 12. Clarice School (Control Group - 1st and 2nd tests). T-Type Mean Test Results for the indices referring to the skills of Emotional Development

	Mean 1st test.	Mean 2nd test.	Value of p	Situation*
Iach (self-knowledge)	4.02	4.06	0.325 1	not significant
Iacr (self-control)	3.67	3.79	0.062 8	not significant
Iamv (self-motivation)	4.10	4.00	0.871 6	not significant
Iem (empathy)	4.11	4.16	0.254 7	not significant
Ihs (social skills)	3.98	3.94	0.678 0	not significant

* significant if p < 0,05

From the content presented in Tables 11 and 12, it can be inferred that there is no evidence of tangible results regarding the intervention. Even the positive result for Self-Control (Iacr) cannot be taken in isolation as positive if the other concepts did not show development. This is because, in the control group, this concept was almost within the limit of statistical significance. Thus, there is no evidence that the intervention provided significant change in the students' development regarding the concepts being considered.

Let's look at the same test with the 2nd and 3rd tests. In this test, however, we assumed that if the students developed in terms of the concepts under discussion, this development should have happened only in the control group and not necessarily in the intervention group, since there was no intervention during this period. Therefore, we performed the one-tailed T-test for the control group and the two-tailed test for the intervention group.

Table 13. Clarice School (Intervention Group - 2nd and 3rd tests). T-Type Mean Test Results for the indices referring to the skills of Emotional Development

	Mean 2nd test.	Mean 3rd test.	Value of p	Situation*
Iach (self-knowledge)	4.14	4.07	0.377 6	not significant
Iacr (self-control)	3.89	3.85	0.620 7	not significant
Iamv (self-motivation)	4.09	4.04	0.620 0	not significant
Iem (empathy)	4.25	4.20	0.521 3	not significant
Ihs (social skills)	4.04	4.01	0.676 2	not significant

* significant if p < 0,05

Table 14. Clarice School (Control Group - 2nd and 3rd tests). T-Type Mean Test Results for the indices referring to the skills of Emotional Development

	Mean 2nd test.	Mean 3rd test.	Value of p	Situation*
Iach (self-knowledge)	4.06	4.02	0.703 0	not significant
Iacr (self-control)	3.79	3.78	0.540 1	not significant
Iamv (self-motivation)	4.00	4.00	0.500 1	not significant
Iem (empathy)	4.16	4.07	0.855 3	not significant
Ihs (social skills)	3.94	3.92	0.610 6	not significant

* significant if p < 0,05

Tables 13 and 14 provide another sign that there is no evidence of the students having developed, with regard to the concepts alluded to, derived from the intervention performed, as there is no statistically significant distinction between the control group and the intervention group.

Finally, thinking only of the general formation developed by Clarice School, we tested the difference between the 1st and 3rd tests, but this time without making a distinction between the control and the intervention groups (since the results showed there is no evidence of such a distinction), but considering the entire sample in each of the two-tailed tests.

Table 15. Clarice School (complete sample - 1st and 3rd tests). T-Type Mean Test Results for the indices referring to the skills of Emotional Development

	Mean 1st test.	Mean 3rd test.	Value of p	Situation*
Iach (self-knowledge)	4.06	4.05	0.752 9	not significant
Iacr (self-control)	3.70	3.82	0.043 9	significant
Iamv (self-motivation)	4.12	4.02	0.123 2	not significant
Iem (empathy)	4.16	4.13	0.625 7	not significant
Ihs (social skills)	3.99	3.96	0.705 0	not significant

* significant if $p < 0,05$

We also observed that, regardless of the intervention, there was no evidence of students making progress regarding the concepts mentioned, except in the case of Self-Control; But the reasons for this development can be varied, and we cannot identify its possible causes, since in this test there is no separation between the control and intervention groups.

Finally, although it was not the objective of this research to make comparisons between the two schools analyzed, we were curious to verify whether or not, regarding the indices mentioned, there was a significant difference between the development of the students from the two schools, since the socioeconomic origins of the students are wide apart from each other.

To perform the test, we grouped all the questionnaires from both schools, regardless of testing and of the control and intervention groups, because there was no significant difference between them, and we had to group, in Clarice School, the Self-Control and Self-Knowledge indices, thereby forming the Iact index, so that we had the same parameters of comparison with Maria Clara School. The test performed was two-tailed. Results are presented in Table 16.

Table 16. Maria Clara School and Clarice School - T-Type Mean Test Results for the indices referring to the skills of Emotional Development

	Mean Emc	Mean Ec	Value of p	Situation*
Iact (self-knowledge/ self-control)	3.83	3.91	0.029 3	significant (pro Ec)
Iamv (self-motivation)	4.24	4.06	$8.37e^{-05}$	significant (pro Emc)
Iem (empathy)	4.03	4.16	0.003 5	significant (pro Ec)
Ihs (social skills)	3.78	3.98	0.000 1	significant (pro Ec)

Note. Emc = Maria Clara School; Ec = Clarice School. * significant if $p < 0.05$

The results seem to suggest that the various favorable aspects (social, economic, family, school, etc.) of Clarice School students are reflected more positively in their emotional education when compared to Maria Clara School students. However, despite all the less favorable aspects, students at the latter school show more ability to self-motivate themselves than those at Clarice School; perhaps because of the fragile conditions in which they find themselves, they seek strength in themselves, supported by the search to overcome the obstacles that are common to those who need to overcome barriers and often face social, emotional, family and economic fragility.

6. Discussion and final remarks

The results presented above do not show any evidence of the socio-emotional development of the subjects in the intervention analyzed. Our initial idea was that one or two semesters of teaching an emotional education program would be sufficient to show positive, though tenuous, results in the education of adolescents who have never had access to curricular teaching of social and emotional skills in their school life. The results obtained, however, denied the validity of that initial idea.

The non-confirmation of our initial idea is not, however, confused with the PEEPV assessment. In addition to having taught only part of it, the program was not the object of study and appreciation by the professionals of the schools studied, nor did they take any initiative to adopt it as a regular curricular component. All there was, was episodic teaching for only one semester (at Clarice School, as already stated, each group was taught the component for only one semester) from a partial selection of PEEPV, thus reaching approximately 210 students (average of students of Maria Clara School intervention group plus the average of Clarice School intervention and control groups). Thus, before criticizing the aforementioned Program (PEEPV), it is necessary to recognize the limits of the experience and research carried out, emphasizing the following aspects: (1) no school decided institutionally to adopt any emotional education program, much less the PEEPV; (2) the PEEPV was not fully applied; (3) the selected content delivery period was too short - each student reached had contact with it for only six months.

The research conducted, however, serves as an indication that it is unlikely that any emotional education program will be effective under the conditions in which we conducted the procedure in question. If it is desired to evaluate emotional education programs, including the PEEPV more accurately, it is, therefore, necessary to undertake research under conditions of wide acceptance of and institutional commitment to emotional education by education professionals. However, this is precisely the condition that is difficult to establish when the aforementioned theme is still in subaltern condition vis-à-vis the guidelines that shape the Brazilian educational field. This is, however, the real condition that must be considered when conducting further research.

Emotional education is not part of the compulsory official curriculum in Brazil, which makes teaching it conditional only on the goodwill of teachers and specific schools. Consequently, it is unreasonable to expect that the introduction of a new discipline or curricular approach can take place without its being resisted by the respective academic field, which, like any disciplinary field, is structured along lines of force (Bourdieu, 2001) that define the hierarchies of the themes, subjects and institutions that are legitimized and prestigious in it.

On the other hand, it is also unreasonable, contrary to our initial idea, to imagine that only a semester can promote personal understanding and appropriation of the main skills of emotional development, since all other curricular contents such as mathematics and vernacular language are worked in a curricular way over several years. Consequently, it is not fair or reasonable to suppose that in just one semester adolescents can appropriate content that implies not only mental but also bodily, emotional and relational dispositions. In addition, the statistically significant difference between students in the two schools analyzed regarding self-knowledge and self-control skills, empathy, social skills, and self-motivation strengthens the above argument, as much of emotional education needs instruction in experiential contexts, reflection about such experiences and enough time to exercise them, modify them and integrate them into the particular subject's own way of life, and it is therefore understandable that different socioeconomic patterns entail equally different ways of experiencing emotional and relational experiences. In a way, the experiences of Bronfenbrenner (2011) have long indicated the importance of the duration of meaningful experiences so that emotional dispositions resulting from conscious learning can become structurally and uniquely appropriate. On the other hand, the concept of *habitus* and the forms of cultural capital studied by Bourdieu (2001) also indicate how much the modes of socialization select and strengthen certain skills and not others.

For all these reasons, as well as the results obtained from our research, although it is at an exploratory level, it is reasonable to conclude that for regular education to provide the formation of the skills analyzed here, it is important that they can be taught for a long time and not only for one semester. On the other hand, the curricular insertion

of emotional education is something that is directly related to the educational area like a field of powerful forces, thus constituting something that depends on the dominant configurations within it changing in order to legitimize such learning as regular educational content - something that does not occur in the short term.

In any case, the discussion of the relationship between emotional education, class *habitus* (Bourdieu, 2001) and the educational field transcends the scope of this research, but at the same time it is a thematic issue that needs to be investigated as is suggested by the very results that we obtained as a result of this exploratory research.

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Notes

Note 1. Compulsory schooling in Brazil is from 4 to 17 years old and covers two years of kindergarten, five years of elementary school, four years of junior high school and three years of high school.

Blended Learning: An Innovative Approach on Social Sciences at Indonesian Higher Education

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Abstract

This article aims to formulate a format for blended learning in Social Sciences at Indonesian Universities that contributes to participant citizenship. This study is a projection of the future of Social Sciences education based on two factors, namely the low quality of education and literacy of Indonesia in the world and the participation of citizens in multicultural order. The fundamental problem in this study is the gradation of participant citizenship. Data were collected from journal articles, OECD and UNESCO survey results, and questionnaires to 600 informants. The framework of global competence and skills in the C21st is used to analyze the blended learning format in Social Sciences that is most suitable for developing participant citizenship. The advances in science and technology in the C21st, the Fourth Industrial Revolution (4IR) fostered the Internet of Education Things (IoET). In Social Sciences, the digital revolution spawned the Internet of Social Things (IoST). This study concludes that Blended learning's innovative approach to Social Sciences in higher education correlates with examining local and intercultural issues, understanding and appreciating the perspectives and Indonesian views of others, taking action for collective well-being and sustainable development, and engagements in open, appropriate and effective interactions across cultures.

Keywords: Blended Learning, Social Sciences, Citizenship, 4IR, Indonesia

1. Introduction

The contribution of education to life is generally known. Education is the main tool to achieve progress while ensuring the sustainability of the country. The quality of education has an impact on the quality of the state. That is, good quality of education will create a more stable quality of the state. In this case, the quality of the state is a reflection of participant citizenship that is seen in the attitude of nationalism (Carreira, Machado & Vasconcelos, 2016; van Deth, 2009; Irvin & Stansbury, 2004; Inkeles, 1969). However, the C21st learning paradigm in Indonesia does not include citizenship as a profile of the competencies and skills of its graduates. Also, the Indonesian curriculum is still focused on teaching materials based on rote memorization and not on activity-based.

This study is a projection of the future of education in Indonesia which has the potential to grow participant citizenship. The Indonesian state characterized by 'nation-state', is characterized by a high level of diversity. The complexity of this diversity has the potential to collapse the life of the nation or the spread of horizontal conflict.

Since the Reformation era in 1999, Indonesia has experienced various horizontal conflicts. The threat of disintegration emerged from various regions such as Aceh, Maluku, and Papua. The choice of decentralization tends to strengthen territorial polarization based on religion and ethnicity. Elections to determine presidents, governors, regents, mayors, and parliaments tend to strengthen primordial identities. Also, poverty, health, education, income per capita, and tolerance are still problems that have not been resolved properly. Majority-minority relations and religious and ethnic dominance have an impact on social relations. Identity politics reinforce racial, ethnic and religious differences as a threat to nationality. The practices of violence, discrimination, injustice, and poverty have damaged the nationality of Indonesia (Subhan, 2019). This whole phenomenon marks a decrease in the degree of participant citizenship that has the potential to divide the nation.

In our opinion, one of the main factors in the decline in the quality of participant citizenship is the poor quality of education and literacy in Indonesia. Based on UNESCO data, it is said that the quality of Indonesia's education in 2013 ranked 121 out of 185 countries in the world. The quality of Indonesia's education in 2016 ranked 57th out of 65 countries surveyed (OECD, 2016). In ASEAN, Indonesian education in 2017 is the 5th position. Indonesian literacy in 2009 and 2012 was ranked 64 out of 65 countries (OECD, 2016). UNESCO noted that the reading interest index in Indonesia was very low at 0.001. This data means that only 1 person has an interest in reading out of 1,000 people per year. The results of the Most Littered Nation in the World study, Central Connecticut State University (2016), stated that literacy in Indonesia ranked 60th out of 61 countries surveyed. The average Indonesian person reads books 3-4 times per week with a duration of less than 1 hour. The number of books that have been read is no more than 2 titles per year (Kompas, 26 March 2018).

The low quality of education and literacy is reflected in the phenomenon of society in Indonesia: (i) not a few students and educators in tertiary institutions are exposed to radicalism (Widyaningsih, Sumiyem & Kuntarto, 2017; BNPT, 2016; Fanani, 2013), (ii) strengthening of post-truth in the educational environment (Sismondo, 2017), (iii) failure to instill multiculturalism (Hanafi, 2015; Rosyada, 2014), (iv) strengthening of the phenomenon of the death of expertise (Nichols, 2018), and (v) the tendency of the campus as a tool to get a degree and not on developing self potential (Wijaya, Sudjimat & Nyoto, 2016). In the social life of Indonesia, the low quality of education and literacy has an impact on (i) the strengthening of community polarization based on primordial ties (religion, ethnicity, race and regionalism), (ii) denial of diversity, (iii) the spread of radicalism and terrorism, (iv) threats of disintegration, and (v) religious and ethnic identity as political tools.

This study offers improvements in the quality of education and literacy that correlate to participant citizenship through blended learning. In our opinion, blended learning offers more personalized learning, student-oriented, prioritizes discussion and collaboration, manages independent learning, accesses many learning resources, thinks critically, analytically and is innovative, and engages in the social environment. Through blended learning, educators must be trained, highly committed and responsible for the quality of graduates. In this case, the improved quality of education and literacy has an impact on the growth of participant citizenship. In other words, Blended learning is not only designed to achieve C21st Global Competence and Skills but also to produce C21st outcomes, namely participant citizenship.

We assume that learning models in higher education cannot be uniformed. Types of education (academic, professional or vocational), or higher education programs (diploma, bachelor, master, doctoral and specialist), as well as higher education units (academies, institutes, polytechnics, high schools and universities), even every STEAM discipline (Science, Technology, Engineering, Art and Mathematics) have learning models according to their respective educational goals. The biggest mistake in higher education today, especially in developing countries is the tendency to uniform learning models. This uniformity correlates with the learning model and the profile of graduates produced.

The Social sciences have a basis of the study, they are human, culture, and environment. The scientific method is focused on studying humans and their environment in the past, and the present to project the future. The object of study includes human behavior, actions, and interactions as political, economic, legal, customary and agent of change. The aspects studied are subjective, inter-subjective, objective, functional and structural. The approach is a social inquiry that is participating in solving problems in society (Massialas & Cox, 1968). An understanding of

humans and their environment is needed for the creation of a higher society record (Wood, 2013), that is, communities that are participant citizenships.

This study intends to explore and formulate the format of blended learning in higher education in Indonesia in the 4IR era. The approach used is constructionist learning theories (Lay & Kamisah, 2017; Garner & Oke, 2017; Mayes & Freitas, 2004) which emphasizes on three things, namely: (i) engaging students in discovery and problem-solving tasks through teamwork, (ii) provide opportunities for communicating ideas, and (iii) involve students in the process of design. Blended learning is oriented towards C21st Learners who have competence and skills (OECD-PISA. 2018; Brooke, 2017; Garner & Oke, 2017; Dede, 2014; Ananiadou & Claro, 2009; Garrison & Vaughn, 2007) that have an impact on participant creation citizenships. In our opinion, the biggest problem regarding the decline in participant citizenship in Indonesia today stems from the failure of social science to solve the national problem. This issue arises because of the orientation of the STEM-based curriculum which reduces the role of Social Sciences. In reality, citizenship in Indonesia is not included in the competency profile of graduates. This fact makes a decrease in the quality of participant citizenship in Indonesia.

Participant citizenship should be one of the competency profiles of graduates in higher education. This profile contains five fundamental foundations, namely (i) communication between citizens to formulate public goals, (ii) tolerance and acceptance of pluralism, (iii) the existence of consensus through democratic procedures, (iv) the existence of civic awareness, and (v) citizen participation in governing organizations (Sztompka, 1999). These five bases are attributes of nationalism (Kamenka, 1975; Kahin, 1995; Jaffrelot, 2003; Davidov, 2003) which reflect social tolerance (Zanakis, Newburry & Taras, 2016), social integration (Ferguson, 2008; UNRISD, 1994), social justice (Venieris, 2013), social awareness (La Rocca, 2017) and recognition of pluralism (Calhoun, 1993; Liddle, 1970). This attribute is needed to guarantee every citizen to participate in the country.

2. Result and discussion

2.1. 4IR and 21st Century learning in Indonesia

Technological progress in the C21st is identical to the fourth industrial revolution (4IR). The implementation of this technology in the education space is its use as a media, digital literacy and the Internet of Things (IoT). The 4IR is being built on the digital revolution and by emerging technology breakthroughs in several fields, including robotics, artificial intelligence (AI), nanotechnology, quantum computing, biotechnology, the Internet of Things (IoT), Blockchain, 3D-printing, and autonomous vehicles. In the field of education, 4IR changed the traditional classroom base model of education (Schwab, 2017; Groscurth, 2018). In the field of education, we are making efforts to improve the system while directly experiencing the development of fusion technology. The development of innovative science and technology catalyzes to consider human identity and worldwide (Schwab, 2017). The change in the 4IR is not the question of what will changes. While the educational environment is changing in the 4IR era, changes in methods and media for education are inevitable. The 4IR is merely a tool for a better life. With the 4IR, now is the time when education is urgently required.

The role of education in human growth is universally acknowledged. Since the early times of mankind, the tools of education have been not only the essential part of expressing ideas, knowledge, and wisdom but for the dissemination of learning and thus nurturing future generation (Lochan, 2019: 312). Every civilization has subsequently led to mental development, innovation and invention, and healthier mutual socio-culture behavior. The students are also learning more outside of the classroom through various digital devices via modern smart enabled TVs, cell phones, computers, tablets, iPods and all the other multiple platforms (Shakya, 2019: 207). Educators and students can cumulate more efficiently with each other with the help of digital technology. Furthermore, the use of technology such as audiovisual and PowerPoint in the classroom creates a more interactive learning environment (Collins & Halverson, 2009: 13). New literacy is breaking boundaries by integrating videos, images, music and animation features to the traditional print media. The education in the C21st played a role in creating a smart university namely a model of tertiary education in which academics are proficient in employing digital media for teaching and research that is equipped in accessing data analytics to measure and monitor student learning and their teaching performance (Lupton et al, 2018: 6).

Technological progress must be affirmed and adopted through a learning process to create a new culture of learning (Dede, 2009; 2014, Thomas & Brown, 2011). The purpose of this statement is that gaining knowledge not only in class but from various sources and wherever located. Higher education must move from stable infrastructure to fluid infrastructure, that is educators and students interact with each other through technology to create new knowledge (Garner & Okay, 2017). In the 21st Century, 4IR created the Internet of Things which is the widespread use of internet connectivity for learning (Mohammed & Al-Karaki, 2007; Fleisch, 2010; Prensky, 2011; Dogruera, Eyyamb & Menevisab, 2011; Galadze, 2015; Abbasy & Quesada, 2017; McRea, Ellis & Kent, 2018). IoT is part of online learning called multimodal learning (Garner & Oke, 2017; Tuiskua & Ruokonenb, 2017; Lalima & Dangwal, 2017; Brooke, 2017; Wannapiroon, 2014; Epignosis, 2014; Mayes & de Freitas, 2014; Hyder et al, 2007; Da Silva, 2010).

Every student in the C21st (C21st Learner) is required to have competence and skills in 3 things namely literacy, numeracy and digital fluency (Smith, 2019). C21st Competence refers to the Framework of Global Competencies, namely (i) critical thinking and problem solving, (ii) innovation, creativity, and entrepreneurship, (iii) self-directed learning, (iv) collaboration, (v) communication, and (vi)) citizenship (Ananiadou, & Claro, 2009; Tan, Choo, Kan & Liem, 2017; Cheng, 2017; Yoko, 2015; Smith, 2019: 525, Roy Singh, 1991). The competence in the 21st Century is an explanation of knowledge, values, attitudes, and skills (OECD-PISA, 2018; Cheng, 2017). These maps out the skills needed to survive and thrive in a complex and connected world. Furthermore, student skills in the C21st include 3 things namely (i) learning and innovation skills, (ii) digital literacy skills, and (iii) life and career skills (Trilling & Fadel, 2009; Trilling & Paul, 2019; Ananiadou & Claro, 2009; Cheng, 2017).

The three categories have been refined and expanded to include the basic scores subjects of reading, writing, and arithmetic but also emphasize global awareness, financial or economic, literacy, and health issues (Trilling and Fadel's, 2009). These constructs set high standards (Hilt, Riese and Soroide, 2018). They present quite an idealized conception of a student-creative, responsible, cooperative, engaged, self-regulated and in complete control of her self, her learning and her future, and again, in imperative to revitalize our teacher education and professional development and equip our teachers with the skills to promote these types of learning.

Global competencies and skills are also guiding much of the education reform. The shift places the students at the center of the learning process, core learning such as literacy, numeracy, and digital fluency are embedded in creative, inquiry-based learning activities-students are provided to question, imagine experiment, with considered awareness of their conduct and concern for others. Students are successful to collaborate, think critically, solve problems and communicate effectively. The teacher's role is to provide a learning environment that will engage students and be responsive to their ideas, ongoing professional development is ideas, the curriculum becomes dynamic and assessment if formative, ongoing and not reliable on end-point summations. Student achievement, well-being, and equity are overarching principles (Talvio, Litmanen & Lonka, 2016).

In Indonesia, Research and Development, the Ministry of Education and Culture (R & D Kemdikbud, 2013) set the C21st learning paradigm focused on the ability to find resources, formulate the problems, think analytically, and collaborate on problem-solving. In its implication, the National Education Standards Agency (BSNP, 2010) offers a C21st learning framework namely: (a) critical-thinking and problem-solving skills, (b) communication and collaboration skills, (c) creativity and innovation skills, (d) information and communications technology literacy, (e) contextual learning skills, and (f) information and media literacy capabilities. However, this learning paradigm does not include citizenship as one of the competency profiles of its graduates. Furthermore, there is a Presidential Decree Number 87 of 2017 concerning Strengthening Character Education. The implication is using a broad-based curriculum approach. This approach requires a good, integrated and synergistic educational ecosystem between schools, families, and communities. However, this regulation only regulates the profile of graduates with character and not the competency profile.

In this case, a character is not the same as competence. Character is attitudes in the form of ethics or morals. Specifically, participant citizenship competence is participation in the state which includes attributes namely nationalism, social tolerance, social integration, social justice, social awareness and recognition of pluralism. The absence of this competency has an impact on the decline in the quality of participant citizenship as happened in

Indonesia. Learning in Indonesia should break away from rote memorization and move to activity-based with high order thinking skills, engagement, self-standing, collaboration, aptitude, and attitude through contextual learning, hands-on according to the student's synthetic mindset. This learning can be achieved through the blended learning model described below.

2.2. Blended learning: an innovative approach

Blended learning is an innovative learning model in the C21st. This model is process-oriented rather than learning outcomes. This model creates personal comfort and management of learning. This model combines traditional teaching in the classroom with ICT support. The 4 main differentiators of the 4IR learning model are (i) traditional learning with face-to-face instruction in the classroom, (ii) face-to-face learning facilitated by the Web between 1% to 29%, (iii) hybrid learning with a proportion of 30- 79% are online-based, and (iv) online learning ie instruction is carried out 80% online (Allen & Seaman, 2013). The difference between blended learning models, online and offline, lies in time, loyalty, space, and humanity (Graham, 2006). This difference has an impact on learning modalities and their use for the promotion of learning materials. The modality of learning in the 4IR era is the broadest use of the internet as a tool and access to learning materials (Garrison & Vaughn, 2007). This model is the latest development designed to foster interactive learning experiences and a more personalized school atmosphere. This model brings together the best features of offline and online as a learning process.

Blended learning is a combination of technology-based instruction (Sheninger & Murray, 2017). This model becomes a learning container that utilizes technology to control the path, place, speed and learning experience that is more personal. So, blended learning is a combination of traditional learning with e-learning. The model of e-learning or cyber teaching or cyberlearning as 'technology-enhanced learning', which is the contribution of technology to developing learning practices. In this case, technology is internet-based (Mayes & Freitas, 2004; Garner & Okay, 2017; Rosenberg, 2001; Hyder et al, 2007; Chyung, 2007). Technology support in e-learning creates specific roles to support learning processes such as Computer Based Training, Computer-Based Instruction, Cybernetic Learning Environment, Desktop Video Conferencing, Integrated Learning System, and Web-Based Training.

Blended learning is formal education that is focused on efforts to create learning interest in students, i.e. (i) students hold control over time, place, path and steps, (ii) supervision of learning from a distance, and (iii) introduce learning capital integrated (Horn & Staker, 2014). Blended learning requires educators to switch from stable infrastructure to fluid infrastructure (Thomas & Brown, 2011). Blended learning offers multimodal learning ie learning from the environment through instructional (Sankey, Birch & Gardiner, 2010: 853). Multimodal is presented in more than one sensory mode (visual, aural and written) and various presentation modes to increase learning interest. Finally, interest in learning has an impact on improving learning achievement (Moreno & Mayer, 2007; Mayer, 2003; Fadel, 2008; Picciano, 2009).

The five main components of blended learning are: (i) face to face mediated by computers and the internet; (ii) unique and directed learning experiences; (iii) strategies to maximize the impact of learning; (iv) enables achievement because of the flexibility of the learning environment, and (v) offer the best to improve the quality of learnings (Garner & Oka, 2017). Therefore, the success of blended learning is highly dependent on the availability of trained educators, high commitment, scientific attitude, positive approach and broad view of change. Besides, it is also supported by complete facilities (laboratory, internet, wi-fi), system flexibility, as well as the role of parents in the home and social environment and ongoing monitoring. The keyword is promotion to many access points for material in each learning environment such as online use in computer laboratories, homework assignments, and online lectures.

Starting from the description above, the characteristics of blended learning are (i) integrated learning between online and face-to-face activities, (ii) learning in the classroom and outside the classroom, (iii) integrating instructional technology with actual assignments, and (iv) integrating computer devices, the internet with traditional teaching. The application of this model requires several stages, namely (i) active involvement in the preparation of the learning front-end; (ii) changes in how to teach in face to face format, (iii) personalized learning

through face to face interaction and journalizing, (iv) student involvement in one-on-one meetings, (v) involving individual and collective learning experiences and processing; (vi) learning controls to reduce busywork and, (vii) commitment to academic rigor (Garner & Okay, 2017).

Transforming learning through blended learning has 8 keywords: creating a culture of innovation, redesigning the learning experience, ensuring a return on instruction, designing learner-centered spaces, making professional personal learning, leveraging technology, collaborating with engaging with the community, and leading the charge (Sheninger & Murray, 2017). 4 types of blended learning can be adopted namely: station rotation, lab rotation, individual rotation, flipped classroom, flex, A la Carte and Enriched virtual (Horn & Staker, 2014). The choices for the blended learning approach are adjusted to the expected teaching material, competencies, skills and outcomes. All facilities such as computers, internet, web, e-mail, social media, and Parents Student-Teacher Conference (PSTC) are used for academic purposes. In principle, blended learning is an innovative approach to the learning process that is the effort of educators to maximize the learning process to improve the quality of graduates who know, values, attitudes, and skills.

The C21st learning model is very important to be adopted because it provides benefits for students and educators. The benefits of blended learning for students are adaptable learning, smart software for learning and improved learning results. Furthermore, the benefits of blended learning for educators are smart tools for teaching, attendance tracking and flexibility with the education process. In general, blended learning is beneficial for several reasons, namely: (i) ICT support for online learning in classrooms that provide opportunities for more creative and collaborative, (ii) provide greater communication space, (iii) online learning increases interaction and communication social, (iv) student professionalism due to self-development through motivation, responsibility, and discipline that comes from oneself, (v) technological experience to improve digital fluency, and (vi) renewal of learning content and a more established learning life.

2.3. Implementation of Blended Learning in Social Sciences in higher education

Education is not enough to produce STEM scientists. Education must produce thinkers with generalist abilities and be more socially aware. They must have comprehensive capabilities for problems that require broad insight and understanding of global problems. Education is not solely focused on mastering the material but the learning process to obtain numeracy, literacy and digital fluency skills. Educational products are learning outcomes that knowledge, skills, and character. Learning outcomes lead to achievement, well-being, and equity, which are fundamental values for the human and social environment.

For this article, education must produce a graduate profile for participant citizenship in Indonesia. In this case, the attributes of participant citizenship include nationalism; recognition of pluralism (social tolerance); social justice; social integration, and social awareness. These five attributes are the representation of socio-culture behavior in multi-ethnic communities. We have tested these five attributes through questionnaires in 5 cities in North Sumatra namely Medan, Binjai, Tebingtinggi, Pematangsiantar, and Tarutung. During the 3 months (May-July 2019) after the general election on 17 April 2019, 600 informants (parents and students) have responded differently to these five attributes. All informants gave different answers about the need for national and state integrity. The informant's response is shown in Figure 1 below.

Fig. 1 Response to the participant citizenships attribute in Indonesia
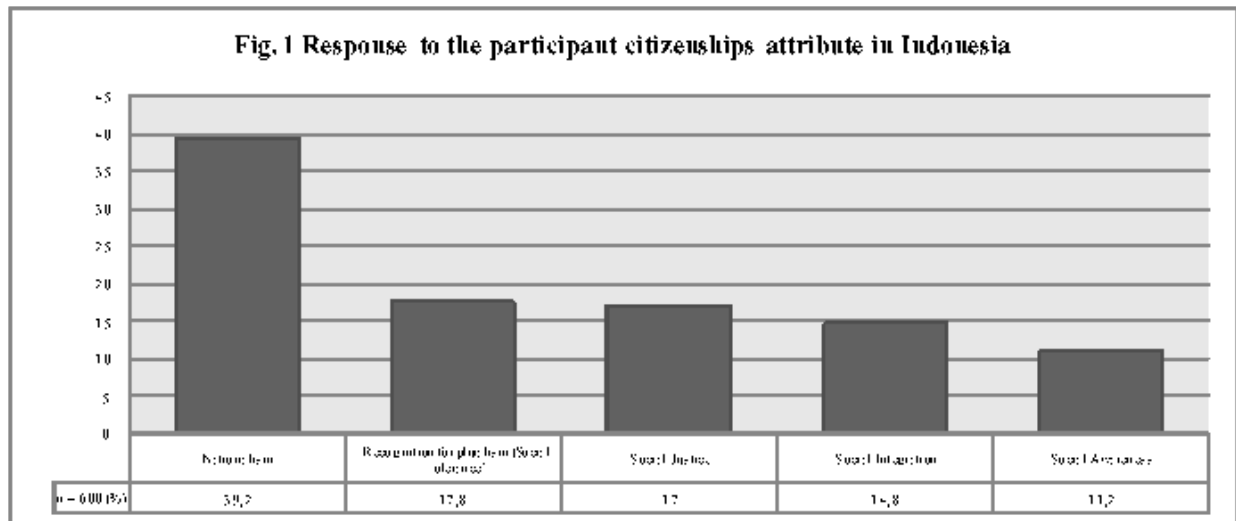
The data in Figure 5 above shows the fundamental attributes needed in the national framework. Nationalism (39.2%) is the main attribute to build and maintain the nation-state of Indonesia, then social tolerance (17.8%), social justice (17%), social integration (14.8%) and social awareness (11, 2%). These data represent the perceptions of 600 informants in North Sumatra looking at the islands of Sumatra, Java, Kalimantan, Sulawesi, and Papua. Nationalism is the cornerstone of building a nation-state. However, the percentage is still below 50 percent of the total informants. This situation was greatly influenced by the Presidential Election on 17 April 2019 which polarized Indonesians. This data indicates the need to develop national insight through the creation of participatory Indonesians.

Participant citizenships are souls that are influenced by historical similarity and have the same goals and agree to live together (Renan, 1994). Nationalism is a subjective condition that cannot be measured by objective factors. Race, culture, language, religion, ethnicity, and territory are factors driving the emergence of a nation but not its constituent factors. The process of becoming a nation is not a story of the past or only a missionary of warriors in the past. Each generation bears the noblesse oblige to fill national spaces to continue to live and be dynamic. In other words, caring for, caring for, and supporting nationality is a shared responsibility of every child of the nation (Subhan, 2019). In this case, education has a fundamental task to produce participatory citizens.

The prerequisite for growing participant citizenship is the existence of communication between citizens to formulate public goals, tolerance, and acceptance of pluralism, consensus through democratic procedures, civic awareness, and citizen participation in governing organizations (Sztompka, 1999). In this case, education has a significant role, namely creating a more personalized learning process, multimodal learning resources, increasing digital literacy, and involvement in solving social problems. Participatory citizenships are people who have high nationalism. Only nationalist citizens have participated in the state, that is, those who are aware of their position as citizens.

Achieving the degree of participant citizenship requires education that switches from remote memorization to activity-based. Each learning material is directed at activities that play a role in growing love for the country. In this case, mastery of numeracy, literacy and digital fluency is directed at achievement, well-being, and equity. In the Social Sciences perspective, participant citizenship is fostered through direct involvement in social activities, inter-cultural, inter-religion, visiting museums, historical sites, hero monuments, state ceremonies, and other social concerns. Learning material is directed at a plural social life and not on a fragmented collective life. Learning is not directed solely on the cognitive aspects, but at the same time on the character and attitude of well-being and equity. It should be understood that the intensity of student involvement in social life will have a significant impact on the sustainability of the state.

At this moment, every educator must have a high commitment to improving the impact of education on society and the country. Educators must have skills in accessing online material resources, translating social phenomena, English language skills and proficiency in using technological devices in education. Learning materials are not only directed at the mastery of numeracy, literacy and digital fluency but rather the process of mastering each field. Each learner is guided and trained in critical thinking and problem-solving; creativity; inquiry; innovative; communicative; and collaborative that contribute to participant citizenship. Graduates' profiles are adapted to the progress of science and technology but do not necessitate the complexity of the diversity of their communities.

The Social Sciences approach is reflected in the activity-based teaching material that is linked to the collective life of today and guarantees collective life in the future. Therefore, a good learning process in Social Sciences is the correlation between teaching materials with social life activities. This activity encourages social awareness or recognition for pluralism that positively impacts social tolerance as a foundation for participant citizenship. In contrast, teaching materials that are only delivered in the classrooms are based on memory or access to many sources of material without the involvement of students in social activities only to foster an individualist human. Mastery of teaching materials in the classroom is less correlated with participant citizenship. Therefore, blended learning is directed at the active involvement of students in social life. The examples presented to support teaching material are real events in the community. Students are asked to analyze and provide solutions to social problems. Students are brought to the community, rural, urban, poverty, agriculture, and integrated with them.

Blended learning of Social Sciences in the C21st according to Bloom's taxonomy (NWCPHP, 2015), is more focused on multimodal and student activeness. Simulating the real experience and doing the real thing is creating, participating in the discussion is evaluating, watching a demonstration is analyzing and applying. In these four taxonomies, learners and educators work together during the school day on these levels of learning. This learning differs from the traditional model in which this part emphasizes the learners are responsible for homework in these levels of understanding. Then, hearing words are evaluating and reading is remembering. In both of taxonomy, new materials are introduced to learners outside of class as their homework is on traditional an educator introduces new materials to students. Referring to the Bloom's taxonomy, the paradigm of Social Sciences in Indonesia not only results in C21st competence and skill but must achieve achievement, well-being, and equity under the human and social environment of the Indonesian State.

The emphasis of Blended learning on social sciences is the use of technology as a strategy, process and access to learning resources to create a more personalized learning experience. In Indonesia, blended learning does not mean replacing learning from face to face to online learning. Blended learning is a combination of both, which utilizes technology support for access to material, tools and instructional. In this case, the learning revolution that is typical of blended learning is changing learning patterns from talk to action which is active involvement. Through this involvement, the school environment becomes more fun, attractive, interactive, innovative and collaborative to achieve maximum learning outcomes.

The Social Sciences paradigm in Indonesia aims at four dimensions, namely aspired persons, reform objectives, expected competencies, and core values. Therefore, the steps in the formulation of blended learning must consider: (i) face-to-face material instruction and various relevant activities, (ii) check and re-check understanding of the material, (iii) find differences from each source of material, (iv) assessment through formative and summative as well as, and (v) material feedback. The format of blended learning in social sciences in Indonesia is shown in Table 1 below.

Table 1 Format of blended learning in Social Sciences in higher education

Blended learning approach	attempting to include	objectives
Station rotation and project-based blended learning	▪ development of the self; ▪ interpersonal relations; ▪ thinking skills; ▪ good citizenship and social participation;	intellectual, moral, and social prowess

- ▪ contribution to the global world, and;
- ▪ basic knowledge and new knowledge

This study confirms that blended learning in Social Sciences cannot be confused with STEM. Social Sciences teaching materials must indeed contain numeracy, literacy and digital fluency recorded on knowledge, character, and skills. However, the contribution of Social Sciences lies in the outcomes namely achievement, and well-being and equity. In this section, the Social Sciences curriculum must have an impact on the lives of people and countries. We offer a blended learning approach, categories, and sub-categories of Social Sciences graduate profiles in Table 2 below.

Tabel 2 Format competency categories and sub-categories Social Sciences

Blended learning approach	categories	sub-categories
station rotation and project-based blended learning	knowledge and skills	▪ learning and innovations skills, ▪ digital literacy skills, and ▪ life and career skills
	thinking ability	▪ critical-thinking and problem-solving; ▪ communication and collaboration; ▪ creativity and innovation; ▪ information and communications technology literacy; ▪ contextual learning; ▪ and information ability and media literacy.
	practical ability to act for the nation	▪ achievement, equity, and well-being (responsibility for sustainable societies or participant citizenships)

The power of blended learning is its ability to create more personalized learning experiences for students. The experience referred to is changing learning activities from talking to action. In this section, educators become agents for students, namely the high level of learner agency (learner-centered, learner voice, constructivism, active, doing, elective, intent participation, and in control). Learning spaces tend to be flexible, broadest access to material resources and collaborative and innovative learning processes. Learning every 1 hour per lecture in Indonesia is set for 170 minutes. This distribution consists of 50 minutes face to face, 60 minutes of independent study and 60 minutes of online learning. The division of learning time is shown in Table 3 below, namely:

Table 3 Format for estimating Blended learning time in Social Sciences

activities	estimated time
self-study pre-class (e-learning)	▪ 60 minutes: Students study independently. Every student is sure to read, study and master teaching material. Students make summaries and criticisms of teaching materials from various sources (books, official web, journals, communities)
face to face instruction-classroom (traditional learning)	▪ 50 minutes: The lecturer presents teaching material in class and discussion.
student task-after class (e-learning)	▪ 60 minutes: Each student is doing a class assignment. Assignments are directed at critical, analytical and innovative ways of thinking. This assignment distinguishes between case studies, small group projects, final group projects, and academic writing. Each task combines theory with social phenomena or realities. Learning resources are online (web-based or IoT) such as e-books, e-journals and others. Assignments are sent via e-Mail device or e-Learning facility.

Furthermore, the division of time in 2 hours per subject matter for 16 lectures in 1 semester is shown in Table 4 below namely:

Table 4 Format of Blended Learning activities on Social Sciences

Activity	Estimated Times
Technical reading	▪ 2-4 minutes per page: Average reading speed is 250 words per minute.
Descriptive reading	▪ 2 minutes per page: Average reading speed is 250 words per minute.
Discussions	▪ 90-120 minutes per discussion.
Case study	▪ 60-90 minutes per case: Includes reading the case and writing answers to case questions.
Small-Group Project	▪ 120-240 minutes per project: Organize themselves and work together to complete the project.
Group Final Project	▪ 240-420 minutes per project. Organize themselves and work together to complete the project.
Academic Writing	▪ 30-60 minutes per page. Writing and performing basic editing.
Research	▪ Varies: Average 30 minutes per subject needing to be researched.

Source: Garner and Oka, 2017

Blended learning is carried out by choosing one of the available approaches namely (i) station rotation blended learning, (ii) flex blended learning, (iii) flipped classroom and (iv)project-based blended learning. It is important to underline that blended learning can only be implemented if the entire educational infrastructure in tertiary institutions has been properly fulfilled. The keywords of blended learning are educators and students not trapped in instruction. Technological support for the implications of blended learning is online assessment, online material, and work at home and in the community. The Social Sciences discipline has the responsibility to develop participant citizenship for the sustainability of the state. Therefore, to overcome the decline in the quality of participant citizenship, citizenship competencies must be present in the Indonesian paradigm of learning in C21st. Blended learning on Social Sciences in Indonesia combines face-to-face and online learning to solve social problems at the point of participant citizenship. In this case, blended learning combines 30 percent of traditional learning and 70 percent of online learning. Educators become trainers and their expertise is used to lead students to problem-solving. The students are directed to various access points of the material, discussing and finding solutions. In this case, the Social Sciences approach to growing participant citizenships in Indonesia is: (i) examine local and intercultural issues, (ii) understand and appreciate the perspectives and Indonesian views of others, (iii) take action for collective well-being and sustainable development, and (iv) engagements in open, appropriate and effective interactions across cultures.

3. Conclusion

The advances in science and technology in the 21st Century, the Fourth Industrial Revolution (4IR), fostered the Internet of Education Things (IoET). In Social Sciences, the digital revolution spawned the Internet of Social Things (IoST). Social Sciences education guides students in the human and social environment on five dimensions, namely nationalism, plural and multicultural societies, social justice, social integration, and social awareness. Thus, blended learning is directed at the goodness and sustainability of the nation. Blended learning in the constructivist approach requires three main things, namely the improvement of educational infrastructure, namely computer equipment and internet networks, curriculum revitalization that leads to C21st competence and skills, and educators are trained and highly committed to change.

This study concludes that blended learning's innovative approach to Social Sciences in higher education correlates with participant citizenships namely examining local and intercultural issues, understanding and appreciating the perspectives and Indonesian views of others, taking action for collective well-being and sustainable development,

and engagements in open, appropriate and effective interactions across cultures. The strength of blended learning is its ability to create a more personal learning experience that is changing learning activities from talking to action. Blended learning is changing the way of thinking from learners who are responsible for homework in these levels of understanding to learners and educators work together. The blended learning model of Social Sciences cannot possibly be confused with non-Social Sciences. The Social Sciences Laboratory is a human being and his social environment, therefore Social Sciences competencies and skills are not only focused on the mastery of knowledge but also the sustainability of the nation and society, namely equity and well-being. Therefore, Social Sciences education in the 4IR era was directed at achieving C21st global competence and skills which had an impact on participant citizenship.

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Initial Need Assessment on English Teaching Based on Riau Malay Folklore: Digital Innovation in Preserving Culture

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Abstract

Riau Province is a province where the majority of the people are Malay. Malays in Riau province have a variety of cultural arts so that the effort to preserve Malay culture can be done in a variety of ways to be sustainable (Culture Sustainable Development) to the children and grandchildren. In this research, short-term research, researchers will observe, analyze, collect data on various Malay folklore that exist in Riau that will be developed next in the form of digital innovation for preserving Riau Malay folklore. Then, the researcher will develop into teaching English and then the end of the product of this study is textbook material containing Malay folklore that will be developed into English in the next following research. This initial research design used by the researcher is qualitative descriptive with the population of Islamic junior high school students in Pekanbaru Riau. The findings of this study showed that folklores gave valuable pedagogical perspectives to be shared to the young generation as a heritage which should be kept and treated as a wealth while from the teachers' perspectives also given positive and negative responses thus most of the teacher participants agreed to provide learning materials in form technology advancement. The result product at this initial research is the questionnaires and interview result which will be the former analyzed to continue the next product of digital and next textbook will follow the standards of the National Education Standards Agency (BSNP) which consists of the Standard Content for Primary and Secondary Education which then consists of Core Competency and Competency Levels according to certain levels and types of education and Core Competencies include spiritual attitudes, social attitudes, knowledge and skills, so that textbooks containing Malay folklore can be maintained and preserved in order to be contained in the book and useful in the development of learning. The initial background (preliminary study) for this research is the phenomenon of teaching English which does not involve elements of local culture in learning English.

Keywords: Digital Learning English, Malay Folklore, Cultural Preservation, Culture, Sustainable Development

1. Introduction

This study focuses on the students' pedagogical perspective on Riau Malay folklores in teaching English. Riau Malay folklore is a set of values and customs that have grown and developed long ago along with the growth and development of society lived and practiced by the community members of the village concerned repeatedly continuously and hereditary throughout history. Riau Malay folklore that grew and developed throughout the ages has given a characteristic to a village given identity to the nation and the Unitary State of the Republic of

Indonesia. The course of history has proven that Riau Malay folklore which grew and developed throughout the ages turned out to be able to contribute significantly to survival social, national and state both in the struggle for independence and in maintaining and filling independence.

Contrary to this reality, the customs that have given character to an area and can become one of the cornerstones of national and state life need to be fostered, nurtured and preserved as an effort to enrich the national cultural treasures, strengthen national cultural resilience as a pillar of national and to support the continuation of Indonesia development, especially development in Riau Province.

The efforts to preserve and to develop folklore in the area are part from the steps of the local government to maintain national cultural. Article 22 letter J and letter M of Law No: 32 of 2004 concerning Regional Government and Regulation of the Minister of Home Affairs No: 39 of 2007 concerning Guidelines for Facilitation of Social Organizations in Culture, *Keraton*, and Customary Institutions in the Preservation and Development of Regional Culture and Letter of the Minister of Home Affairs dated August 31, 2007 No. 188.32 / 1497.DV to the Governor and Regents / Mayors throughout Indonesia as a guideline for conducting development is associated with the preservation of regional customs and culture in a synergistic, planned and sustainable manner. For this reason, it is necessary to establish a Provincial Regulation concerning the Riau Malay Customary Institution as a legal party for its existence. It is expected that a strong legal basis can be obtained for the Provincial, Regency / City Governments in providing assistance as well as facilities to encourage, advance and develop and preserve the tradition of Malay.

The government plays an important role in preserving local folklore, the changing of curriculum 2013 which stated that local wisdom may be inserted as a part of the teaching and learning process. Currently, folklores are ignored and it seems uninteresting story compare to android and handphones. It clearly receives a prominent position in the world of famous equipment in Indonesia, especially for youngsters. In the last few years, folklore has been neglected and it seems to need to be reserved soon (ANTARA News, 10/10/2018).

Preserving Riau Malay Culture, the action which may be taken should rely on the important implementation to save them. Folklore has an important role for the community such as being ideas, thoughts, words and events experienced containing messages that are useful and cause fun so they can be a character education source of teaching (Sayekti and Jaruki, 2010: iii). According to Prof. Dr. Ayu Sutarto (2009), cultural observer and folklorist, folklore build and instills human noble character. According to UU Hamidy (2008), folklore is a suitable way to convey the message that will be conveyed to the next generation and is a means to convey cultural values.

Although the role of folklore is very important, there are still many young people who are less familiar with folklore (Danandjaja, 2011), moreover, Agus Bambang Hermanto, the Balai Bahasa researcher, hundreds of folklore are increasingly forgotten due to films and fairy tales from outside which can be accessed through television. Just like the Indonesian language, folklore is one of the national identities because it is generally lifted from the noble culture of the nation itself. But as culture shifts, folklore slowly begins endangered (Media Team Indonesia, 2009). Knowing the issues above, the researcher would like to find out the students' pedagogical perspective on folklore focus in teaching English.

Folklore is meant a group of people who have cultural identification characteristics that distinguish them from other groups, in the form of hereditary inheritance in the form of speech, through examples that are accompanied by deeds. Folklore is a group of stories that live and develop for generations from one generation to another the next generation is said to be a folklore because the story lives and develops among the people and all walks of life (Setiawan 2013: 8). Folklore is a story that originates from the community and developed in the community in the past which is the hallmark of every nation that has the cultural and historical culture of each nation. Story people, in general, tell about an event in the past in a place or the origin of a place. The characters that appear in folklore generally, namely in the form of animals, humans and gods.

Cultural Analysis, year 1 number 1 (Ministry of Education and Culture 1991: 221) states that Folklore is a story

that is basically conveyed by one person to another person. Characters and events in the story are considered to have happened in the past or are the result of fiction solely because they are compelled to convey a message or mandate through the story.

The Team of the Directorate of Traditional History and Values at the Directorate General of Culture the Indonesian Ministry of Education and Culture (Ministry of Education and Culture 1991: 221) states "(a) Folklore is a story that is considered to have happened in the past that is delivered to others, (b) the contents of the story are messages or mandate, and (c) each story has a character, the characters in the folklore are human beings, which occur in the world that we know. "The presence of folklore as a traditional means for each tribe, therefore we can know the joint life more deeply towards a group of people. The position of folklore in the midst of society can be useful as a means of knowing the origins of ancestors, as a service or role model of the lives of the predecessors, as a kinship, and as a means of knowledge of the origin of places, customs and history of heirlooms.

Dimyati and Mudjiono (2013) stated that learning is a teacher's activity programmed in design instructional, to make students active learning, which emphasizes the provision of learning resources. Learning in a complex meaning is the conscious effort of a teacher to teach students (direct student interaction with other learning resources) in order to achieve the expected goals.

Agreeing with the statement above, Sudjana (2011) describes learning as a systematic and deliberate attempt to create educational interaction activities between the two parties, namely between students (learning citizens) and educators (learning resources) who carry out learning activities. Based on the two opinions above, it can be concluded that learning is a learning process that is carried out programmatically in instructional designs involving teachers and students. Lazar (2011) states that literature has a function, (1) as a tool to stimulate students in describing their experiences, feelings, and opinions; (2) as a tool to help students describe their intellectual and emotional abilities in learning languages; and (3) as a tool to provide deep stimulus gain language skills. Literary teaching also has a function as, (1) motivating students to absorb language expression; (2) tools simulative in language acquisition, (3) media in understanding culture.

Siregar (2013) suggested that adjusting cultural content can be incorporated into English learning texts so that they become more reflective and in accordance with local culture. Pennycook (2010) suggested that local culture can bring limited and not sophisticated aspects, but the use of language does not only occur somewhere, but also needs to be related to speakers of language, history, culture, place, and ideology. This means that the use of language seems to appreciate the locality of using language which shows different contexts for local practice.

Emphasis on the socio-cultural context of textbook users, especially children, helps their intercultural learning process demonstrated by their ability to respond to material in English by listening, reading or viewing (Moloney & Harbon, 2010, p. 286) such as EFL textbooks they. The similarity of intercultural learning is seen through their intercultural behavior when they have 'the ability to negotiate meaning across cultural boundaries and to establish their own identity as users of other languages' (Moloney & Harbon, 2010, p. 285).

2. Method

This research employed a qualitative approach for the data source, data, and data analysis. A content analysis was conducted to examine the content of questionnaire. This research used 15 questions that were chosen by 30 students from Islamic Junior High Schools in Riau.

The research procedures were conducted in two general steps. First, designing the pedagogical perspective items were to be used inside the questionnaires. They contain items of the questionnaire focused on the feasibility study which had been carried out before executing the research by observing some handbooks used by teachers in teaching English.

The second stage, choices and references were performed to interpret the students' answers in the observed data. A choice analysis was needed to learn the scope of this study focused on the pedagogical aspect. Each answer presented the psychological influences in choosing the options answers. All analyzed data were identified for the parts of the students' pedagogical perspective in Malay Folklore for teaching English in a positive and negative point of view.

3. Results

The findings of this research were taken from questionnaires and interviews as an initial research. The questionnaires consisted of 15 questions which divided into three parts, first part was the general identification, second was the needs of folklores in teaching English and last the contribution of folklore in language learning, while the interview was done during the process of collecting the data. 30 students from Islamic Junior High Schools in Riau got the questionnaires and requested to fill the option. The result of questionnaires was shown in the following table:

Table 1. The Result Findings in Questionnaires.

No.	Statement	Percentage	Remarks
1.	Malay folklore will help me get better understand the Malay heritage	Agree = 88% Disagree = 12%	Agree
2.	It will help me understand the types of Folklore in Malay heritage.	Agree = 42% Disagree = 58%	Disagree
3	It makes me understand that Malay heritage should be retained.	Agree = 88.7% Disagree = 11.3%	Agree
4	It motivates me to explore more Malay Folklores which have not known before.	Agree = 78.7% Disagree = 21.3%	Agree
5	It motivates me to search for more Malay Folklores around Riau.	Agree = 77.3% Disagree = 22.7%	Agree
6	It will enrich my Malay Folklores in general.	Agree = 84% Disagree = 16%	Agree
7	It will improve my compilation Malay Folklores for future prospects term.	Agree = 78.7% Disagree = 21.3%	Agree
8	It hopes to give solution to keep Malay Folklores from vanished in the future time.	Agree = 77.3% Disagree = 22.7%	Agree
9	It will increase youngsters to explore more Malay Folklore for future needs.	Agree = 85.3% Disagree = 14.7%	Agree
10	This will support the development of Malay culture in Indonesia.	Agree = 40% Disagree = 60%	Disagree
11	Malay Folklores are local wisdoms that are useful for country unity.	Agree = 39.3% Disagree = 60.7%	Disagree
12	This will contribute the intangible heritage assets of a country.	Agree = 72.7% Disagree = 27.3%	Agree
13	Malay Folklores can build character and moral values in teaching English.	Agree = 78.7% Disagree = 21.3%	Agree
14	It will become a cultural heritage in language teaching.	Agree = 79.3% Disagree = 20.7%	Agree
15	Malay Folklores are cultural heritage which can be a source in language learning	Agree = 88% Disagree = 12%	Agree

The results of the questionnaire above at table 1 shown that each question was responded by two options chosen, first was categorized in agree and other was in contrast answer was disagree. Questions 2, 10 and 11 were answered by students in terms of disagree with total score was 58%, 60% and 60,7% disagree. These negative points of view of the result finding seemed that the young generations were not sure with the continuance of

Malay Culture for future. They seemed pessimistic for maintaining it. They also did not realize that Malay Folklore might have a contribution to the national unity. These negative points of view of students lead us to the sustainability of folklore may disturb with the unawareness of the importance folklore as one important heritage that must be persevered for the future.

4. Discussion

The researcher also interviewed sample students about these matters, the responses of these students were quite surprised, thus the responses stated that they did not know much about Malay Culture. Getting the negative point of response, the researcher digs more into the existence of folklore which students had been heard and known before when they were childhood, however, the students' commented that they forgot.

The researcher noticed that the ignorance of old people and the government in socializing Malay Culture led the young generation did not realize that they had a huge wealth in Riau (Gobin, 1977). The students' pedagogical perspectives on folklores in teaching English based on the findings in the questionnaire showed that students from these schools agreed that folklores gave contribution in the field of education but in other matters they did not see any action towards the reserving folklore. These result findings accumulated from questionnaires number 13, 14 and 15 showed that students agreed that folklore accommodated some moral values that might be inserted inside handbooks (*Kemendiknas*, 2011). Nowadays, old people who are storytellers are rarely to be found, while the folklore slowly erased by other modern stories which the students get from the internet and from unknown book. The curiosity of the researcher arisen, the researcher mentioned to some students about a famous folklore in Riau "*Dongeng Ikan Patin Dayang Kumunah*" to some students informally. Surprisingly, all of them answered that they never heard this *dongeng* or folklore. The questionnaire result showed that they agreed that folklore gave them motivation to get to know more about folklore. It was a good sign (Ryan, 2009).

The positive points that the researcher got from the students' pedagogical perspective that the students were eager to collect Malay Riau folklore. The result from the questionnaire showed a positive response stated in statements 6, 7, 8 and 9 with the percentage of score was 84%, 78,7%, 77.3%, and 85.3%. The result showed that the students realized that folklore should be conserved for future tradition.

5. Conclusion

In summary, our findings conclude that students' pedagogical perspectives are indicated explicitly in the choices of questionnaire options. Positive and negative points of view from students were exposed to find out their pedagogical perspective in folklore for studying English. Both options whether positive and negative options, however, the students do not have any ideas on how to explore the Malay folklore. Based on these research findings, the researcher suggests for the next researcher to elaborate on the strategies for maintaining folklores in the education field.

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Research on the Training Mode of Biology Talents Under the Background of Characteristic Subject Construction - Take Xinyang Normal University as an Example

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Abstract
The 21st century is the century of life science. With the rapid development of life science and technology, the social needs of biological professionals are changing dramatically, and the requirements for their theoretical quality and practical ability are becoming higher and higher. The construction of characteristic disciplines in Henan Province is advancing steadily, which is having a far-reaching impact on the talent cultivation of colleges and universities in the province, and the talent training mode of colleges and universities has also changed greatly. With the continuous expansion of the national undergraduate enrollment scale, it is of great theoretical and practical significance for local normal universities to cultivate biological professionals to adapt to the development of life science and social needs, and to explore a new model for the cultivation of biological professionals. Xinyang Normal University, based on the experience of biological talents training in the past 45 years, especially in the past five years around the construction of Henan Province's characteristic disciplines, focuses on the construction of "teaching staff, teaching team and practice team", focusing on improving the theoretical quality and practical ability of students majoring in biology, that is, a new training model of "one center, two improvements" for biological professionals. The new model has important theoretical significance and potential application value for the continuous improvement of teaching quality of biology education.

Keywords: Biology, Personnel Training, New Model, Characteristic Discipline

1. Construction of characteristic disciplines to promote the improvement of education level

In order to improve the comprehensive strength and international competitiveness of China's higher education, the Party Central Committee and the State Council made major strategic decisions to build a world-class university and a first-class discipline (referred to as "double first-class"), and in August 2015, they reviewed and approved the overall plan for promoting the construction of world-class universities and first-class disciplines as a whole, which was then printed and issued by the State Council, which decided to promote the construction of world one as a whole Second tier universities and first-class disciplines. In September 2017, the Ministry of education, the Ministry of Finance and the national development and Reform Commission jointly issued the notice on the announcement of the list of world-class universities and first-class discipline construction universities and disciplines, officially confirming the announcement of the first batch of "double first-class" construction universities totaling 140, 98 world-class discipline construction universities, and 465 "double first-class" construction disciplines. As a long-term development strategy of China's higher education reform, the "double first-class" construction plan encourages the differentiated development of disciplines, introduces dynamic competition mechanism, builds a new platform for the development of local colleges and universities, and provides new opportunities for development (Huang et al., 2019). In 2019, the Ministry of Education announced the list of national colleges and universities, 116 subordinate colleges and universities, 2798 local colleges and universities, that is, local colleges and universities accounted for 96.0% of the total number of national colleges and universities. Among the "double first-class" construction universities, there are 43 local universities, accounting for 33.6% of the total number of "double first-class" universities (Lin, 2019). Therefore, local colleges and universities play an indispensable role in the construction of "double first-class".

Henan province takes the initiative to connect with the national plan, seize the major opportunity of the national "double first-class" construction strategic deployment, create first-class disciplines, train first-class talents, and strive to achieve local high-end breakthroughs in higher education. Among them, Zhengzhou University and Henan University, as two first-class construction universities and two first-class construction discipline universities, were selected as "two first-class" in China. In 2015, the Department of Education and the Department of finance of Henan Province jointly issued the project implementation plan for the construction of advantageous and characteristic disciplines in Henan Province. From 2015 to 2024, 3.1 billion yuan is planned to be allocated to strengthen the construction of advantageous and characteristic disciplines in Henan Province. By 2024, about 5 disciplines will enter the ranks of "double first-class" in China, and about 10 disciplines will enter the forefront in China. The discipline level of colleges and universities in Henan Province will be significant He was promoted (Jia et al., 2016). The first phase of the construction project of advantageous and characteristic disciplines in Henan Province is from 2015 to 2019. There are 10 advantageous disciplines and 25 characteristic disciplines in the project, among which the Dabie mountain agricultural biological resources protection and utilization discipline group of Xinyang Normal University is selected as the construction list of characteristic disciplines in Henan Province (Table 1). From 2015 to 2017, Henan Provincial Department of Finance allocated a total of 1 billion yuan. From 2018 to 2024, it is planned to allocate 300 million yuan annually for the construction of advantageous and characteristic disciplines, which will inject strong impetus for the improvement of the overall level of higher education in Henan Province.

Table 1 The first phase of the construction project of advantageous and characteristic discipline in Henan Province (characteristic discipline)

Serial number	Name of school	Name of discipline (Group)
1	Zhengzhou University	Discipline group of "Central Plains history and culture"
2	Henan University of Technology	Discipline group of "food post-production safety and processing"
3	Zhengzhou University	"Cancer prevention and treatment" discipline group

Serial number	Name of school	Name of discipline (Group)
4	Henan University	Education
5	Zhengzhou University	Discipline group of "resource processing and efficient utilization"
6	Henan University	Discipline group of "Yellow River civilization"
7	Zhengzhou University	Discipline group of "engineering safety and disaster prevention"
8	Henan Normal University	Discipline group of "frontier physics and clean energy materials"
9	Henan University of Science and Technology	mechanical engineering
10	Henan College of Traditional Chinese Medicine	Traditional Chinese Medicine
11	Henan Agricultural University	agricultural engineering
12	Zhongyuan University Of Technology	Discipline group of "new textile and clothing materials and high-end equipment"
13	Henan University	"Nanomaterials and devices" subject group
14	Henan University of Science and Technology	Crop Science
15	Xinxiang Medical College	Discipline group of "psychoneuromedicine"
16	Luoyang Normal University	tourism management
17	Henan Polytechnic University	Surveying and Mapping
18	North China University of Water Resources and Electric Power	water conservancy project
19	Henan University of Economics and Law	Discipline group of "economic management and modern service industry"
20	Henan Agricultural University	Forestry
21	Zhengzhou University of Light Industry	Discipline group of "food science and Engineering"
22	Zhengzhou University of Aeronautics	Subject group of "aviation technology and economy"
23	Zhengzhou University	Discipline group of "consciousness morphology and social governance"
24	Henan University	Applied Economics
25	Xinyang Normal University	Subject group of "protection and utilization of agricultural biological resources in Dabie Mountain"

2. Local Normal Colleges and universities play an important role in the cultivation of biological talents

The 20th century is an era of rapid development of life science. Since the 1970s, the development of life science has been extremely rapid and has become one of the four pillars of science and technology that affect the future world (Chen et al., 2018). Especially in the last 20 years of the 20th century, the rapid development of life science and its related technologies is remarkable (Von et al., 2018; Ran et al., 2018). The 21st century is the century of life science, which will become the leading discipline of Natural Science (Itziar et al., 2019; Tian et al., 2019; Zhang, 2018). With the rapid development of life science and its related technologies, the demand for biological professionals is also constantly changing, and the scale of cultivation of biological professionals in China is also increasing (Fan et al., 2019; Wang et al., 2019). In May 2018, general secretary Xi Jinping delivered a speech at the forum of teachers and students in Peking University, pointing out: "at present, the scale and number of graduates of higher education in China have ranked first in the world. However, the expansion of scale does not mean the growth of quality and efficiency, and the path of connotative development is the only way for the development of higher education in China".

Since the expansion of enrollment scale in China's colleges and universities in 1999, the enrollment scale of undergraduate students has gradually expanded, and the number of students admitted by various colleges and universities has also increased year by year. However, the quality of student education has not been improved with the increase of enrollment, but has a downward trend (Wang et al., 2016; Zhou et al., 2010). In the 21st century, the most important thing is the competition of talents. Talents are the first resource. Whoever has high-quality, high-quality and innovative talents can lead the future (Yu et al., 2013). According to the data released by the Ministry of education, as of June 15, 2019, there are 2956 institutions of higher learning in China, including 2688 ordinary institutions of higher learning (including 257 independent colleges) and 268 adult institutions of higher learning. Among ordinary colleges and universities, the total number of engineering colleges, comprehensive colleges and financial colleges are ranked in the top three respectively, and the total number of normal colleges and universities is ranked in the fourth (Fig. 1). Among the nearly 200 normal universities in China, except for the six normal universities directly under the Ministry of education, the vast majority of the rest are local normal universities (Zhang et al., 2017), and most of the local normal universities are recruiting students majoring in biology. Therefore, these large numbers of local normal universities play a very important role in the cultivation of biological professionals in China.
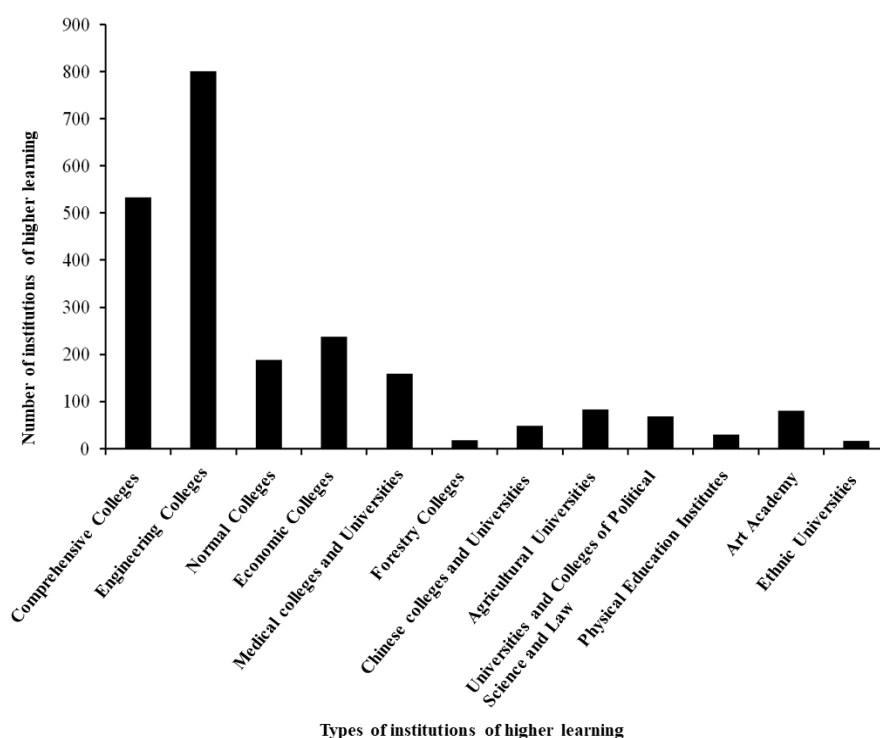

Types of institutions of higher learning

Fig.1 Number of different types of institutions of higher learning in China

3. The training mode of biology talents needs to be reformed urgently

In recent years, with the annual expansion of the enrollment scale of Local Normal Colleges and universities, it is urgent to improve the quality of students' training, adapt to the diversification of the demand for talent team of social development, and avoid the tendency of homogenization of students' training in similar normal colleges and universities (Gao et al, 2019; Zhang et al, 2017; Yang et al, 2015). At the same time, it is necessary to encourage local normal colleges and universities to explore and reasonably build a characteristic undergraduate talent training model, actively cultivate talents and their teams needed by the society (Xu et al, 2018), and strive to achieve the use of the best teachers to cultivate better undergraduates. Therefore, it is one of the main objectives of the current undergraduate training and education in local normal universities to build a new undergraduate training model and cultivate a talent team with strong innovation ability, solid theoretical foundation, outstanding practical ability and the ability to adapt to the requirements of today's economic and social development. Therefore, how to cultivate high-quality biological professionals to adapt to the development of life science and social needs in Henan Local Normal Colleges and Universities under the background of characteristic discipline construction has become an important issue to be solved by the majority of higher education managers and researchers (Chen et al, 2018; Guo, 2016). However, life science is a relatively practical discipline. The diversity of social needs and the characteristics of the development of biology specialty determine the importance and urgency of the cultivation mode and education reform of biology talents. According to the spirit of the 2018 National Education Conference and the 2019 national education working conference, this paper reexamines the cultivation of undergraduate talents, and finds that the main problems existing in the cultivation and education of biological talents in local normal universities are as follows:

(1) Unclear orientation and training objectives of biology major
At present, there are three main types of talent training objectives in China's Higher Education: ① scientific and technological innovation-oriented talents (key institutions); ② application-oriented talents (local undergraduate institutions) mainly based on scientific and technological development; ③ practical talents mainly based on skills training (Higher Vocational Colleges). In the stage of popularization of higher education in China, there are obvious differences in the requirements of the above three types of talents in terms of theoretical knowledge, practical ability and comprehensive quality (Xie, 2019; Chen, 2017). According to different professional fields, the specialty orientation and personnel training objectives of biology specialty are different. For example, according to the document requirements of the Ministry of education, the training goal of biotechnology professionals is to cultivate application-oriented talents. Therefore, the orientation, personnel training program, curriculum system and personnel training mode of biotechnology specialty should closely focus on the application-oriented personnel training. However, after expanding the enrollment scale in 1999, many local undergraduate colleges and universities began to enroll students of biology specialty without fully understanding the characteristics of biology specialty, and continued to expand the enrollment scale (Wang et al, 2019; Wu et al, 2019). As a result, the orientation of biology specialty is vague, the mode of talent cultivation is relatively single, the goal of talent cultivation is not clear enough, the orientation of disciplinary characteristics and application-oriented biotechnology specialty is ignored (Chen, et al, 2017), and the training of talents tends to focus on the cultivation of scientific and technological innovation talents in key universities, which leads to the fact that the training of talents can not meet the needs of social development for biology professionals.

(2) The cultivation of biological talents does not match the market demand
At present, more than half of the world's biological enterprises are concentrated in North American countries (such as the United States and Canada), and one third are located in Europe and Japan. The total scale of China's biological industry is less than 1% of that of the world. However, the number of graduates of biological specialty is up to tens of thousands every year. The enrollment scale of undergraduates exceeds the current demand of biological enterprises for biological talents, resulting in a great pressure on graduates of biological specialty to obtain employment (Jiang, 2019). However, under the condition of limited educational resources, its enrollment scale is too large, which will inevitably lead to the low quality of talent training and cannot meet the needs of the biological professional talent market (Chen et al., 2018). Biological enterprises need not only advanced R & D personnel, but also technical personnel with certain professional knowledge and skills. However, the

traditional biological professional education is characterized by discipline and research, which strengthens the theoretical level of students and ignores the cultivation and improvement of practical ability.

(3) Imperfect curriculum system planning

At present, most of the undergraduate education of biology major in local normal universities still stays in the traditional talent cultivation stage, and the cultivation mode is deeply influenced by the examination-oriented education, which leads to the fact that the graduates of biology major tend to attach importance to knowledge, knowledge, technology, ability, imitation and innovation (Lin et al., 2019; Zhang et al., 2019). In particular, the ability to find and solve problems by using biological professional knowledge is relatively lacking, the awareness and ability of innovation are lacking, and there is still a gap with the requirements of biological related enterprises for high-quality innovative professionals. At present, the curriculum of biology major in local normal universities is obviously imperfect, and there is a serious phenomenon that theory is more important than practice (Song et al., 2019; Gao et al., 2019; Ma et al., 2012). As a result, biology graduates can only "talk on paper" and have poor practical ability. Their understanding of knowledge floats on the surface and their practical ability is not strong. They can not combine theory and practice closely, especially the application of the knowledge they have learned in practice.

(4) Lack of linkage mechanism among institutions of higher learning, government and enterprises

Colleges and universities, governments and enterprises lack of communication and linkage mechanisms in talent training and demand. Although the number of jobs related to biological specialty provided by society is increasing every year, the number of graduates of biological specialty is far more than that provided by society (Xiang, 2019; Yang, et al., 2019); modern biological enterprises are not only in short supply of high-end biotechnology talents but also there is a gap between the knowledge mastered by graduates of biological specialty and the needs of enterprises, even if they are recruited Graduates of biology major still need to invest a lot of costs and long time to train them (Lang, 2019; Shi, 2019). Therefore, the employment of biology graduates is difficult at present. On the one hand, the increase of jobs provided by the society is limited. On the other hand, there is a lack of linkage mechanism between the government's enrollment policy for the college entrance examination, the talent training mode of colleges and universities and the market, and the training is out of line with the demand.

4. The new mode of biological talents training in Xinyang Normal University

Combined with the 45 years' work of the school of life sciences of Xinyang Normal University on the cultivation and education management of biological professionals, especially under the background of the construction of characteristic disciplines in Henan Province in the past five years, a new talent cultivation mode - "one center, two improvements" has been gradually constructed (Fig. 2). To explore the construction of the "faculty teaching team practice team" as the center, focusing on improving the theoretical quality and practical ability of biology students. The biggest characteristic of the new mode of biological talents training is that it can organically combine the talents training with the construction of teaching staff, teaching team and practice team, so that the construction effect of teaching staff and teaching and practice can be transformed into the valuable resources of biological talents training in time, effectively promote the improvement of students' theoretical quality and practical ability, and then comprehensively To improve the quality of biological talents training.
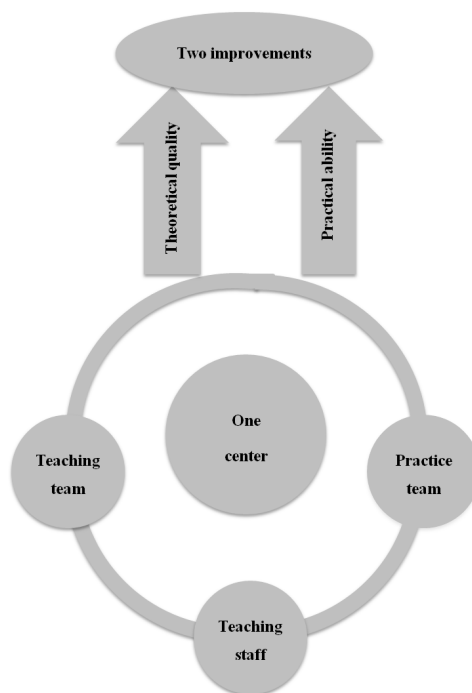
Fig. 2 New training mode "one center, two improvements" of biological professionals

Focusing on the improvement of the cultivation quality of biological professionals, we should continue to strengthen the construction of biological professional teachers, adhere to the combination of introduction and cultivation, improve the management mechanism of teachers, promote teachers to update their educational concepts, improve teaching methods, reasonably build a knowledge structure system, and strengthen the construction of theoretical teaching teams. At the same time, we should innovate the cooperative education mechanism, improve the selection and employment of undergraduate tutors outside the University, constantly strengthen the construction of practical teaching base and education practice base, and strengthen the cultivation of practical ability of biology students. At the same time, strengthen the construction of teaching team and practice team, so as to effectively improve the quality of personnel training and promote the high-quality cultivation of biological professionals. Innovation of the current training mode of biological talents can continuously improve the theoretical quality and practical ability of biological students.

The quality of personnel training is the lifeline of undergraduate education, and the level of teachers, teaching and practice team construction is the key to determine the quality of biological talent training. The core task of undergraduate education is to cultivate innovative talents with high quality. However, the lack of innovation ability of biology graduates is a common problem in the cultivation of biology talents. Therefore, the scientific and reasonable construction of "one center, two improvements" cultivation mode of biology professional talents, that is to say, it is the foundation of improving the theoretical quality and practical ability of biology professional students to focus on the construction of "teaching staff teaching team practice team" closely, take the construction of teaching staff as the center, take the construction of teaching staff as the leader, and pay attention to the introduction, cultivation, education, and training of excellent talents; strengthen the teaching The construction of team and practice team, the renewal of education idea, the improvement of teaching method, the construction of reasonable knowledge structure system, the continuous strengthening of the construction of practice teaching base and teaching practice base, the strict selection and employment of off-campus guidance teachers, the promotion of mutual communication, the construction of communication platform, and the continuous improvement of theoretical quality and practical ability of biology students through the cooperation and collaborative innovation of school and College The effective way of force. Therefore, it is of great theoretical and practical significance to scientifically and rationally build a new model of "one center, two improvements" for the cultivation of biological professionals.

Therefore, the "one center, two improvements" new mode of biological professional talents training constructed by the school of life sciences of Xinyang Normal University can make full use of the advantages of excellent teachers' resources inside and outside the school, as well as the advantages of teaching team and practice team guidance, and can promote the cultivation of biological professional talents with characteristics, representativeness, and promotion and application value.

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The Influence of Peer Interaction on Students' Mastery of Writing

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Abstract
Writing is one of the four skills of language which helps in releasing strong emotions, clarifying information, stimulating memory and demonstrating mastery of content. One of the ways through which students do master writing content is peer interaction. Despite the importance of writing, employers still complain that school leavers do not know how to write, implying that either they were not taught writing or that the classroom environment, of which peer interaction is part, was not adequate enough to prepare learners for the kind of writing that they will do after school. In this paper, we explored the influence of peer interaction on writing mastery. Using interviews, focus group discussions and observation, we collected data from three secondary schools in Uganda. Our findings portrayed that peer interaction supports the mastery of different processes of writing; however, there was little interaction in class because some of the teachers and students were against it for various reasons. Therefore, there is a need for teachers and students to be trained on how to maximise the benefits of peer interaction to enable students' mastery of writing.

Keywords: Peer interaction, Students', Writing

1. Introduction

Writing is considered the hardest of all the language skills. Scholars have many definitions of writing. According to Galbraith (2009), writing involves translating preconceived ideas into text, creating content and tailoring the content to the needs of the reader (p.2). McPheron (2010) defined writing as a meaning-making activity (p.16) while Shin looked at writing in terms of the cognitive process model which involves planning, translating, revising and reviewing the written task (Shin 2008). When writing, one must have indirect communication ability, language structure, techniques and the ability to create ideas into text (Hasani 2016). Therefore, writing mastery is based on the reader's judgment of the overall writing taking into account things like: ideation, organisation, vocabulary, sentence structure and tone (Graham and Perin 2007).

People write because of different reasons and audiences for example, writing is good for gathering and preserving information (Tyfeci & Dujaka 2017). It helps one articulate their thoughts, feelings and emotions

(Eedometer 2017). It also helps one communicate with people removed in time and space (Graham and Perin 2007). In school, writing is an integral part of all subjects as students use it to demonstrate knowledge, gather, remember and share what they have learned (Zumbrunn and Krause 2012: Bell-Nolan 2015). Many of the examinations in secondary schools also require students to answer questions in writing implying that the success of the student in the school is determined by how well they express themselves in that mode. After school, employees need good writing skills to prepare a variety of written documents such as minutes of a meeting. Indeed for most people, participation in civic life requires one to repeatedly write (Cutler and Graham 2008: Graham, Bollinger, Booth, D'Aoust, MacArthur and Olinghouse 2012). Mastery of writing skills enables learners to express themselves accurately and confidently. This is the reason why there is a need to study how learners master writing.

This study was conducted in Uganda. The education system of Uganda has 5 levels: pre-primary school (3-6 years), primary level (7-13yrs), O'level secondary school (14-17 years), A'level secondary school (18-19 years) and Tertiary education. English is the medium of instruction from the primary four classes and above. English is also a compulsory subject from Primary four to the end of O'level. In most schools, writing as translating preconceived ideas into text is taught from at O'level.

According to Ssebbunga-Masembe (2001), writing instruction in Uganda began with the missionaries who came to Uganda between 1877 and 1879. As their focus was on teaching literacy in order to train good Christians, the missionaries only taught basic reading and writing. Ojijo (2012) explains that the colonialists who took over education from the missionaries aimed at training low and mid-level manpower for administration. Thus, writing instruction during the colonialists' time focused on training basic skills of spelling, grammar and punctuation which would not require much thought or attention. Most of the commissions that came after independence did not change much in writing instruction. However, according to the Education Sector Strategic Plan (ESSP) 2004-2015 students were taught how to write but they were not equipped with skills needed to write in ways that would enable them write for different audiences. The history of writing and writing instruction, therefore, shows that the reasons, emphasis and content of writing and writing instruction have been evolving according to different societal needs.

Unfortunately, many students cannot carry out writing tasks. Scholars like Kyalikunda (2005) and Karooro Okurut (2000) have noted the deteriorating standards of English in Uganda. This is evident in the poor expressions used by speakers in interviews, directing visitors and writing application letters. Poor writing affects school leavers' chances of competing effectively in the employment world. Students come through years of schooling being taught writing but their being unable to write to suit the employer's needs. This suggests that they either have not been taught effectively or the content and methods of the writing courses are not appropriate. If we do not improve the teaching of writing, we will continue to invest educational resources like teachers without enabling learners to demonstrate mastery writing. Yet, the available literature documents that the physical and emotional state of students and their ability to interact with each other contribute to the mastery of writing.

Many scholars have studied peer interaction in educational contexts. Some writers defined peer interaction as situations where students work together on all processes of writing to produce a text (Ma Camino and Martinez 2017; Nicole 2017). Zumbrunn and Krausse (2012) studied peer interaction during the planning process and defined collaborative planning as situations where students talk through their plans with a supporter who offers thoughtful feedback (p.350). Peer interaction has many advantages. When students are provided with a real audience like another student responding to a text or interacting while producing it, the quality and length of students writing output improve (Dean, Odendahl, Norah, et al 2008). Interactive writing also helps students see how other people prefer to think, translate their ideas and review their written work (Dean 2010; Supiani 2017). In this study, we defined peer interaction as where two or more students jointly produced a written text in order to find out how interaction led to mastery of writing.

To understand the value of peer interaction on mastery of writing, this research was informed by the Cognitive Process Theory of Flower and Hayes (1981) and Vygotsky's 1978 Constructivist theory. According to the

Cognitive Process theory, the act of writing involves four major processes which are: generating ideas, translating them, reviewing the text and the monitoring which supervises the whole process. All these are governed by the task environment which includes the topic produced so far and the rhetorical question as well as the writer's long term memory which stores information on related topics, intended audiences and styles of writing. The writing goals, topic and style are constantly interfering with the writing process and competing for attention especially for novice writers like young adolescents who have no idea of how to align everything to their major goals. As this theory did not cater for the social environment in which writing instruction takes place, there was the need for another theory, the Social Constructivist theory advanced by Vygostky's (1978). According to Vygotsky, learning is a social process whose origins are in human cognition. Learning is only successful when it occurs within the child's Zone of Proximal Development, which is the distance between what a child can do on their own and what they can achieve with the help of others. Therefore, instruction should occur within a learner's ZPD. The social level, as far as the learning of writing is concerned, involves the learner's interaction with their teacher and fellow students. These two theories were chosen because the first gives details about the writing processes which experts follow on an individual basis which this research is interested in, while the second theory deals with the influence of peers on mastery of those writing processes.

2. Purpose

The purpose of this study is to explore the influence of peer interaction on students' mastery of writing. The following question guided this research: How does peer interaction support students' mastery of writing?

3. Methodology

The research followed a qualitative multiple case study design. According to Creswell (2014 p.14), case study designs involve in-depth analysis of a case or case. Yin (2009 p.18) explains that case studies are used to investigate the contemporary phenomenon in depth and within its real-life context. Yin further explains that there are two types of case studies: single and multiple case studies. Multiple case studies involve studying different units of analysis or different cases. We chose multiple case studies in order to obtain more data on the influence of peer interaction on the mastery of writing in different classroom contexts.

In this paper, the case was the classroom where writing instruction takes place. Three schools in Uganda were chosen to provide a variety of ways in which peer interaction in different classroom environments affects mastery of writing. The schools were chosen basing on the following categories. The first school was a poorly funded private school, with few students of relatively low-income status. This school was chosen because the researchers wanted to find out the influence of peer interaction on mastery of writing in an underfunded school. The second school was a government-aided secondary school meaning that the government of Uganda was catering for most of the schools' expenditures. The third school was an international school that attracted students from all over the world and because learners are free to choose whether to study the Uganda Syllabus or Cambridge one. This school was chosen as the researcher wanted to find out the nature of the influence of peer interaction on mastery of writing in an international school context.

Seven teachers who teach English to students of senior one to senior three classes or their equivalents were purposively selected based on the fact that they teach English in a lower secondary school which we were interested in. Teachers were chosen to provide information on whether they supported peer interaction during the writing processes and how peer interaction supported mastery of writing.

The teachers helped us select a group of six learners in each school, who during the focus group discussions, provided information on how they go about their writing tasks, the nature of interaction with their peers during the writing process that supported their mastery of writing and the challenges they faced when writing. All students in the selected classes were observed as during the process writing instruction.

The methods used were lesson observation, individual interviews and focus group discussion. We observed forty writing lessons from senior one to senior three classes during the period of July to November 2016 using non-

participant observation method. Teachers were interviewed using the flexible interview process. This meant that some of the questions developed as the interviews were conducted. Six students from each school participated in focus group discussions on the nature of their writing, how they interacted with each other during the writing process and how this interaction led to mastery of writing. Interviews were used to gain a better understanding on the nature and role of peer interaction in mastery of writing.

This study ensured validity through collecting data from various sources that are: lesson observation, through interviews and focus group discussions. Reliability was ensured through a clear demonstration of all the steps in data collection and analysis. Ethical issues were maintained through seeking permission from relevant authorities where data was collected; assuring participants of the confidentiality of information given and using pseudo names instead of their real names. After the data collection process, we assembled transcribed, coded, analysed and presented data according to the emerging themes.

4. Results

In this section, we present the analysis and interpretation of data on the influence of peer interaction on students' mastery of writing. Students' mastery of writing was interpreted as; being clear and concise coherent and logical in their writing, making little or no errors when presenting their final written work and tailoring their writing to different purposes, styles and audiences. As we analyzed data using the interpretive approach, the following themes emerged: the influence of pair work on mastery of writing and how group work supported mastery of writing.

4.1 The influence of pair work

By pair work, one student would interact with another student during the writing process. Students supported each other in encouraging them to write, getting ideas on a given topic, drafting the work or revising it. When asked how their peers supported them in tasks, some students said they gave them support as friends. For example:

> Jane: You might be having an idea and then you go to a friend. Like you are not confident enough, and then you go to another person to expose it to him or her, then you share ideas and get what to write.
> (Focus Group Discussion 4, S.2)

Jane got emotional support from her friend for her ideas when she says 'like you are not confident enough'. Jane implies that when she did not trust the appropriateness of her ideas, she went to a trusted friend. Jane's use of the word 'might' as a tentative expression further shows that she did not believe she had useful ideas. Thus, implying that discussion with her friends boosted herself belief that she has valid ideas and they are ready to present her ideas on paper. Jane used the word 'friend' to imply emotional closeness such that there is no fear of judgment, ridicule or exposure. Ideas in the writing process, are very sensitive things in that when one is not sure they are on the right track; if they meet with discouragement, they can easily abandon the ideas thus loose a good learning opportunity. This required Jane to work with someone understanding when generating ideas for translation. Therefore it is evident that working with an understanding friend supports students writing efforts. Another student said the following:

> Davis: But we, at this age, consulting your friends is easier than consulting a teacher because you may be fearing a teacher yet your friend is near you and it is easy to consult the friends than the teacher.
> (Focus Group Discussion 1, S.2)

For Davis, the emotional support is seen when he compares asking a classmate for help on a writing project with asking a teacher. The physical and emotional closeness of friends supports interaction when students' have a writing challenge and this leads to mastery of writing by boosting each student's confidence in their writing ability and through guiding each other in generating ideas. Thus pair work through consulting each other in case of a writing problem leads to mastery of writing.

Data obtained from discussions with students in focus groups showed that pair work also enabled them plan their writing, which is key to mastery of writing since planning is a critical stage in the writing process. For example, some students said:

> James: Me as a student in a boarding school, I find difficulties like if they have told us to write a biography about someone, I cannot get access to the internet, so I get maybe a day scholar, he goes, searches about that person and then I get something to write.
> (Focus Group Discussion 4, S.2)

James was in the boarding section of a school where they did not have ready access to internet. He, therefore, asked a friend to obtain information, one of the first stages of planning, which he used to plan his work. James' answer portrays his perception of the Internet as his source of information especially for writing biographies. This suggests that students recognize the Internet as a main source of information. The interaction described by James portrays students leaning on their more knowledgeable friends to help them search for content for writing tasks. The fact that James told his friend to research for him showed that he trusted the information that the friend brought, a prerequisite for any successful interaction much more so, in a learning atmosphere. Unlike Jane whose friend validated the ideas she had already thought of, James used a peer to search for the raw information he would later own to edit and then translate in his work. Another student said the following:

> Dinah: Like they tell me to write about something which I have never seen, I first consult my friend about the situation.
> (Focus Group Discussion 1, S.2)

Dinah relied on friends to obtain ideas on topics she was unfamiliar with as is seen when Dinah said that when given a writing topic she was unfamiliar with, she consulted a friend. This is evidence that peers support each other's writing by helping in the search for ideas using different sources which is a form of planning.

Just like their students, data obtained from lesson observation with teachers' carries evidence that some teachers' consciously exploited on peer interaction during writing tasks based on their knowledge of the value of this interaction. For example, on one occasion, after teaching her senior three-class how to write a dialogue, ST01 told them to write dialogues during their free time and present the dialogues in the following lesson. In order to motivate them to do the work, she promised to mark the books of the first six students who presented their dialogues in class. Writing of the dialogues did not take place in class though I witnessed their presentation. Students' presentation of dialogues portrayed their efforts for planning together and agreeing the role each student was to play in the presentation. The interaction evidently boosted the students' confidence and it is also evident that the confidence partly resulted from the fact that the students' had learned the format of writing dialogues. This was seen by the fact that their teacher praised the dialogues they presented. Thus interacting in pairs supports mastery of writing by giving them confidence as they wrote and presented together. Confidence is an important ingredient for the author's immersion in the topic thus producing their best-written work.

When the senior three class was learning how to write reports, we observed Kristine to sit next to John and work together. During the writing phase of the lesson, Kristine looked at John's book and copied down whatever he was writing. For example, during the drafting phase of writing, Kristine could copy John's translation and organisation of the report. The act of copying a more knowledgeable learner's writing process enabled the Kristine to learn how John draft the generated ideas, organized them and edited his work. According to KT02, the teacher who was teaching this particular lesson and who encouraged Kristine to work with John, this activity, Christine, the weaker learner would in future be able to write a report on her own. However, copying does not facilitate the whole writing process as it requires only the ability to transfer content from one place to another. Copying leaves out the writing processes which occur in the writer's head like interpreting the question and choosing the ideas that suit the question and cannot be seen by the person copying the work. Secondly, in the event that the more knowledgeable student edits his or her work, the one copying will end up with wrong information. Therefore, the data suggests that the act of copying the writing processes of a gifted writer enables the weaker learner master drafting ideas as well as observation of form as is presented in spelling and

punctuation. It is not bound to support the higher demands of generating ideas or developing coherence through revising the ideas and their organisation.

Fourthly, one's peer could also help in editing or proofreading the written work. After writing, some students would ask one of their friends to proofread their work. For example, one learner in the third school said he worked with a friend when it came to editing and polishing their written work. In the focus group discussion they explained:

> Ronald: We exchange work with our friends. If we have written compositions, we exchange work so we can read through this composition and when you find a mistake somewhere, you tell him like the correct thing.
> (Focus Group Discussion 3, S.3)

The focus group data here shows that classmates helped each other in editing their work. In this case, after writing, Ronald said they would exchange work with their neighbor and the neighbor would read the work while pointing out any errors noticed. They would then show the writer how to correct the given error. The nature of writing is such that the writers first visualize ideas clearly in their heads. Thus, in the first draft of the writing process, it is easy to think that the idea one has in their head is what one has put down on paper. Therefore, one of the ways in which peers support each other in writing from Ronald's comment was in enabling them to confirm that they had written error-free work. This showed that learners in the third school recognized value in working with others especially when editing each others' work. Thus, peer interaction evidently supports mastery of writing by having one's peers identify the writer's errors which subsequently teach the writer how to revise their work in future writing tasks.

Another form of pair work was also evident when learners wrote individually but periodically asked other learners for help. This was the most commonly cited form of peer interaction. From the data obtained for example, when some learners were not sure of a spelling, meaning or use of a word, they consulted their peers. During focus group interviews at the first school, Kate said:

> Friends help us like in some difficult words. You can go and tell him or her you don't know this word. He brings a dictionary, explains and then you get it.
> (Focus Group Discussion 4, S.2)

In Kate's case, the learner consulted would act as the more knowledgeable other capable of helping the one in need of writing support. The one consulted would simplify the dictionary definition so that weaker learners like Kate would understand the words and use them in their writing. Consulting other peers enabled learners to edit their work by the peer giving the writer the meaning of words. However, some learners were not sure of how to add the meaning of words to their mental vocabulary. These are the words they would later use in their writing tasks.

Lesson observation data yielded only a basic form of peer interaction during the writing process in the sense that learners would support each other's writing in only the lower-order aspects of writing. For example; learners would ask other learners for meanings of words, for a pen or a dictionary. When learners tell each other about the meanings of words there is   mastery of writing as writers are able to use the word which best captures their intended meaning during the drafting process. Helping each other with writing tools like a pen supports mastery of writing as learners got the necessary tools to transcribe their own writing. A dictionary supports mastery of writing through providing learners with correct spelling and usage of words. However, this proves to be a basic form of interaction and mastery of writing as learners only work together for short periods of time and does not support the harder writing skills like generation of ideas, organisation of the ideas and revising them. Therefore, peer interaction was limited to peers helping each other with writing tools and meanings of words.

Despite the benefits of pair work during writing learning and the actual writing process, some learners prefer to write alone. Data shows that there were learners who do not interact with other learners for various reasons.

These come from some of their peers being rude, unwilling to help, lack of better knowledge by their peers or even the fact that some teachers discouraged peer interaction. For example, some learners in the second school said:

> Megan: For me what I think is that, going for consultation, I think you should just ignore an uneasy word that you can't spell for yourself. Sometimes, there are some hard words that you can't even speak out. Now if you go and consult someone, instead of.... If you are to consult, I think you should consult the teacher because he/she can't give you wrong things. Even if she is to, she will know that this child consulted me because he/she does not know. So the teacher will never give you wrong things.
> (Focus Group Discussion 1, S.2)

Megan answer showed a learner who sees no value in working with their peers when writing as she does not see what their peers could add to them. Margaret and Megan and answers show that for pair interaction to have any influence on learners' mastery of writing. There is need for learners to be taught its value as well as how to interact with their peers during the writing process. Furthermore, there is need for rewards to be attached to any classroom writing done collaboratively. Megan's answer also points to need to promote interaction as opposed to competition during writing as it is possible that the reason her peers gave her wrong answers was that students see each other as a threat to their position in class. Thus they see no need to give each other positive criticism. Indeed, many of them revealed fear of being given wrong answers and prevented them from interacting with their peers during the writing process. This hindered their mastery of writing.

However, the lack of interaction among learners during the writing process was partly caused by some of their teachers who did not encourage them to work collaboratively with one another when writing as seen below:

> ET03:   I don't encourage my learners to interact. Now our school is a government school and you realize that if you just let your learners to do what they want, some don't learn. One time, I used to encourage them to ask their friends to help them. And you find a student has copied all their friends' work from top to bottom so I discourage that.
> (Teacher's Interview 4, School Two)

ET03 said she did not encourage learners' interaction when writing as this would make them produce identical work. This fear of 'copying' is related to the fact that in the final examinations, learners have to produce individual work so some teachers believe that the earlier they learnt how to write individually, the easier learners would find the final examinations. ET03's focus was on the final written work and not the mastery of writing process. ET03 evidently does not realize that the process of scaffolding involves learners working with a more knowledgeable other in the earlier stages of writing and gradually letting the learner write alone which would prepare learners for situations where they have to write individually. ET03 had a point in that when students got used to interacting with each other during the writing tasks, they would find difficulty producing individual work during the exams.

4.2 The influence of group work

In this study, we defined group work as those situations where more than two students sat together to generate ideas, draft them or revise a given topic assigned to them by their teacher. Data in this section were obtained from focus group discussions, interviews with teachers and lesson observation.

In all schools, the groups were made of learners sitting together at a table of three to four learners of mixed gender. Group interaction influences learners' conceptualization, transcribing and editing of ideas to the extent shown in this section.

Data from students' focus group discussions shows that group work enables learners generate ideas on a given topic. For example, some students said friends help them obtain ideas on a given topic although when it came to

translation and explanation of ideas on paper, each learner wrote their different points. Janet emphasized this when she said:

> You get something, like maybe an exercise. Then you tell friends to come and talk about it. You give each one a day to research, then you bring together what you have got, you combine and then you get what you write.
> (Focus Group Discussion 4 S.2)

According to Janet, learners obtain ideas through either researching from different sources or brainstorming. Janet's point was that each learner researched individually, and then they put together their ideas in order to get what to write. Janet implies that many times the question they are given to answer seems so abstract that the presence of peers enables them to combine the ideas obtained from different sources and get the content to write suited the given question. When given a complex writing topic, it is easy to think there are no answers to it. In Janet's case, group work supports writing in two ways: by discussing with other group mates the question in the exercise and later, by discussing the content each learner had obtained from their individual research. Where learners have different approaches to a question, working as a group means that each learner brings their view on how the question should be approached and thus resulting into a consolidated and appropriate view. Hence, it is evident that discussing with a group of friends supports learner's writing by enabling them interpret of the question, confirm the ideas she had obtained from different sources as suitable in answering the question and in obtaining more ideas on the writing topic. In Janet's case, each learner is seen as an equal member of the team thus enabling all learners work together during translation. Therefore, when learners interact in the writing process with other learners as a group, they all master how to interpret a given question and obtain writing content.

Data from focus group discussions on the value of group interaction in mastery was supported by data from teacher's interviews. When interviewing their teacher writing instructor ST01, she confirmed that encouraged learner interaction when during the interviews she said:

> When you leave the student to do it individually, they find it difficult. But I always encourage group work. When they have someone to do the exercise with or the writing assignment with, they will surely do it because they have a partner to work with. So if you share knowledge, it's wonderful. They do it easily.
> (Teacher's Interview 1 School One.)

In the interview extract above, ST01 acknowledges difficulty learners face when beginning a writing task and that learners tend to avoid difficult tasks. When learners' work in a group, the writing task becomes easier thus motivating them to write. According to ST01, group work influences writing instruction by encouraging them to write thus making the task easier. Students value the validation acceptance from their peers. This means that working as a team influences learners' mastery of writing in two ways: it made the writing task seem easier and as all learners were writing, it made individual learners feel they had company during the writing process. Thus data from the interviews show that group work supports mastery of writing by making the writing task appear easier and providing learners with writing peers. ET02 also said:

> We do encourage group discussions. Assignments are given to specific groups. Presentations made. There is a benefit. When you are in class, not everybody can be on par with what you say. But a student can teach a fellow student. So there is a benefit.
> (Teacher's Interview 2, school Two)

ET02 said group work enabled students to learn from each other as there are some students who learn better from a peer than from a teacher. After a writing concept had been taught, some learners would not be able to understand what the teacher had taught so they needed extra scaffolding from their peers. In this case, other students simplify the content taught by the teacher in such a way that the rest of their peers would understand. In this way group work supports mastery of writing in the sense that it enables the students who understood the writing content as portrayed by the teacher to explain it to other students. This implies that better writers benefit

as the more they explain the writing content, the clearer they understand it while the weaker ones benefit from having the writing content explained twice. Thus, both groups gain a better understanding of how to write. However, the data portray that in such cases, learners master how to write documents which have a specific content and not other aspects of writing generating or revising their content.

Working as a group also enabled students translate their ideas that are, in putting on paper the different parts of the same writing task. For example, during the interview when asked if she encouraged peer interaction during writing learning and how, KT03 said:

> Sometimes I ask them to work in pairs or groups. I ask them to share. One student gives the first line, another the second line and so on to the extent that all students in the group have the same work. It helps these other weak ones pick up from the others. That is just for practice. Someone is just trying to learn from the other. So, finally, I will ask them to write their own work.
> (Teacher's Interview 5; school Three)

KT03 said she encourages the kind of group work where each learner contributes a line to the final written work. This means that group interaction, in this case, enables the weak ones to improve their writing skills in the sense that the stronger learners draft better sentences. The ideas obtained from the group writing tasks guide weaker writers such that when doing a final exercise, they can be able to write grammatically correct sentences of their own. This leads to mastery of writing as the stronger writers guide the weaker ones in drafting good sentences while both groups practice the writing process of translation.

 The nature of group interaction we observed was when they could organize the sitting arrangement of their learners into four groups of tables and allow each learner to sit where they wanted. When it came to writing, they discouraged any interaction as seen in their telling learners to write quietly because both teachers and learners looked at writing as only translating their ideas on paper. This was due to the fact that both teachers focused on the evaluating individual learner's progress of what teachers wanted to do and which couldn't be possible with teamwork. Hence, there was no influence of group interaction on writing learning.

5. Discussion

This study explored how peer interaction supports students' mastery of writing. Mastery of writing was seen in the reader's judgment of the overall quality of composition taking into account things like: ideation, organisation, vocabulary, sentence structure and tone (Graham and Perin 2007, p. 447). We found two forms of peer interaction that supported mastery of writing: pair work and group work.

Our findings from the interviews and focus group discussions showed that peer interaction supported all stages of the writing process. That is, peers, supported each other in providing them with more ideas on a given topic, in translating the ideas and in reviewing their written work. This is in line with Vygotsky's concept of a more knowledgeable other helping a child perform tasks they cannot perform on their own such that at the end of the day, learners were able to undertake the whole writing tasks on their own.

Our findings are also collaborated by Kurihara (2016)'s study which used a pre-test post test experiment to study the effects of peer review on students' writing abilities. Her findings portrayed that peer review contributed to the improvement of students writing abilities even after the study ended. Kurihara also revealed that students' incorporation of their peers' findings in their writing largely depended on if they considered their peers as more knowledgeable. This is consistent with our study where students kept on referring to the peer they wrote with as a friend, a sign that they trusted this peer to give them the right information.

Our findings also show that pair work motivated students to write. This is collaborated by Nicole (2017) who studied how long term partnerships supported the writing of 2nd grade students. In her study, Nicole found out that when students worked with partners they had chosen for themselves, they demonstrated increased writing

proficiency and engagement. This is due to the fact that students chose a writing partner basing on the closeness of their relationship, trust and honesty which our study also found.

On the influence of group work on mastery of writing, data from interviews and focus group discussions portrayed that group work gave learners' confidence in their ideas, helped them generate more ideas for writing and motivated them to write further. These findings are collaborated by MaCamino and Martinez (2017) research which studied the benefits of collaborative writing in an EFL setting. Their findings suggest that collaboratively written texts were more accurate, were slightly longer and had more details than those written by individuals or pairs.

On the issue of the influence of group work on mastery of writing, our findings portrayed that much as many teachers and students said that they saw the value of group work in mastery of writing, observation data revealed little group interaction. In fact, the only group interaction we noted was where students sat in groups of four but each wrote their individual work. The discrepancy in the data from interviews and that from observation could be explained by the fact that students were being trained for answering examination questions which required individual work thus very few of them worked in teams. The effect of teaching for the test affecting classroom interaction is collaborated by Berridge (2009) who investigated the role of peer review in building content knowledge. Berridge found that though teachers saw the value of peer review in building content knowledge, the fact that teachers were training learners to pass examinations made them scarcely involve their learners in the writing review process.

Some of our findings revealed that some respondents were against the use of peer interaction during the actual writing process for a variety of reasons like fear of being given a wrong answer and the fact that interaction leads to noisy classes. Some students echoed their fear of being given wrong answers implying/meant that they did not collaborate with fellow learners. This finding showed that learners did not understand the value of working with another peer. This mistrust of fellow peers is collaborated by Yi Ting Hsu's (2017) research. Yi Ting Hsu studied the instructional input and uptake of high school English as Foreign Language (EFL) 10th grade students. Yi Ting Hsu also found that though students benefited from peer to peer discussions about their writing, they rarely incorporated the findings from the discussions because they doubted the validity of the feedback. Students' reticence towards interacting during the writing process was also echoed by Cakmak (2017). Cakmak's study revealed that learners given some tasks that required their interaction with peers, many of them learners actually preferred to work alone as it helped them avoid arguments and enabled them to concentrate better.

Furthermore, some teachers discouraged peer interaction as it resulted in a noisy class. Where the teacher had negative assumptions towards the value of classroom interaction in the mastery of writing, they discouraged the it which explains why we saw little interaction in the classroom. The impact of teacher beliefs on students' activity in the classroom is echoed by McElroy (2017) who found out that where teachers supported classroom interaction, they ensured that students collaborated with each other during the writing process which resulted into greater mastery of writing. The fear of noisy classrooms as learners collaborate on a writing task is valid. When given a task, because there are many learners in a classroom talking, the classroom will naturally be noisy. This fear is echoed by other teachers and researchers. For example, the first time Nicole (2017) started implemented the activity of writing with a partner among her 2nd grade students her first worry was the noise they were making until she listened to them and realized that her learners were actually talking about writing.

The fact that some teachers and learners were against peer interaction during writing points to the need to train both teachers and learners about the values of peer interaction on mastery of writing and how to ensure that interaction is done in the right way. For instance, before giving her learners any writing tasks which required interaction, Nicole (2017) spent a week discussing with her learners what writing partners looked like and how to write with a partner. This ensured that by the time her learners chose their writing partners, they were sure about how to work with another peer and its value. When Harper (2018) examined how teachers ensured Chinese students participation in classroom tasks, Harper found out that some of the ways teachers ensured warm and interactive environment included changing the sitting arrangements of students regularly such that students got used to other classmates as well as beginning lessons with warm up activities which made the class relaxed and through the use of humor.

6. Conclusion and Recommendations

In this study, we explored the influence of peer interaction on their mastery of writing. Our findings portrayed that when peers interacted with each other, they mastered how to generate writing content, how to transcribe it and how to review their writing. Students were also motivated to write when working with a peer. However, despite its advantages, we observed little interaction in the classrooms as some of the students and teachers had various reasons against it. Therefore, there is a need for teachers and students to be trained in the advantages of peer interaction on students' mastery of writing and how to ensure that students collaborate on a writing task.

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Development and Validation of the Ethical Climate Questionnaire in a Saudi Educational Context

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Abstract
The present study focuses on studying the psychometric properties of Ethical Climate Questionnaire (ECQ) in Saudi educational milieu. It is a cross-sectional study and the data was collected from 309 educational supervisors from six educational offices of General Department of Education in Jeddah. Confirmatory Factor Analysis (CFA) was carried out to study the psychometric properties of the EC scale. Kuder Richardson's Cronbach's coefficient 'α' was used to assess the reliability of the nine dimensions of the EC scale. Findings of the study revealed that nine dimensions of the EC scale had a good model fit. Hence, it is suggested that EC scale is valid and reliable for use within the educational context in Saudi Arabia. This study also compares the findings of the current study with previous findings. Results of the present study will provide much-needed impetus for future research in EC particularly, within the educational organizations throughout Saudi Arabia and generally in other Arab countries of the region.

Keywords: Ethical climate, Validation, Confirmatory factor analysis, Educational Context

1. Introduction/Literature Review

Ethical climate (EC) and the ethical culture of an institution is determined by various factors. EC and ethical culture are sometimes used interchangeably (Moran and Volkwein, 1992), but the term EC is more frequently used. Victor and Cullen, moved by Schneider (1975), posited that several climates could exist in an institution; and have described EC as "collection of sociocultural environment, institutional form, and institution-specific past as the elements of EC" (Victor and Cullen, 1987, 1988). Cullen et al. (1993) have posited that EC is the shared

perceptions of the people working in an institution vis-à-vis what is correct behavior in the institution coupled with the way an institution handles issues regarding ethics. Measurement of the EC in an institution requires knowledge of various aspects. One way to measure the EC of an institution is to use the ECQ and quantify various aspects by using the available information. A more realistic approach is to assess the EC of an institution by considering an employee's perception of the institution. This method of measuring EC is more effective as the general perception of the employee also comes into play. Generally, the EC in an institution, in this way, is measured by using two approaches, namely cognitive and shared perception approach (Webber, 2007). The cognitive approach depends exclusively on the individual's work environment perception. In the shared-perception approach, unbiased data on various institutional aspects, such as institutional structure, reward and performance evaluation systems, employee code of conduct manuals, and other formal documents (i.e., letters and memos from executives) are used to make an impartial assessment of the work environment. Critics of the shared perception approach are still of the view that still the gauge to assess the environment is document-based and that they mirror the viewpoint of a single member or small group of members.

EC is a key to a worker's commitment to the institution. It has been observed that EC is an essential factor in job satisfaction and work engagement in several institutions (Deshpande, 1996; Yener et al., 2012). EC does affect the institutional commitment as employees are more committed to the institutions having better EC (Cullen et al., 2003). The EC in an educational institution is as important as other factors for job satisfaction and commitment to work Teachers are ethical managers in the school setting (Delattre & Russell, 1993; Higgins, 1995; Sergiovanni, 1996; Tirri, 1999). It is anticipated from teachers to act as role models for their students and to tutor them about values (Noddings, 1992; Starratt, 1991). The complex nature of teaching requires conducive EC so that the teachers are committed to their work. The lack of conducive EC can be a cause that a teacher left the institution (Van Maanen, 1995; Johnsrud & Rosser, 2002). It is, sometimes, very costly to replace a teacher (Norton, 1999), and hence due consideration is required to build an efficient teacher workforce (Smylie & Miretzky, 2004). The leadership of an educational institution plays a vital role in the job satisfaction of teachers. A value-based leadership of an educational institution provides conducive EC for the teachers, and hence they have less tendency to leave (Ingersoll, 2001, 2004). Lishchinsky and Rosenblatt (2009) have conducted a comprehensive study to see the effect of EC and the tendency of teachers to leave. They have observed that a non–conducive EC in an educational institute force the teachers to leave the institution. EC can make or break teachers in an educational institution. A positive EC is better for a teacher to provide optimum results (Ogbeide et al., 2018).

Victor and Cullen have also developed an EC Questionnaire (ECQ) to measure the EC at an institution. The ECQ has been modified by some researchers (Cullen et al., 1993; Fritzsche, 2000) but remains the most widely accepted tool to study the EC of an institution. The ECQ has been employed to study the relationship between EC and moral awareness by using all 36 items and a factor analysis technique (VanSandt, 2001). The questionnaire has been employed in Russian institutions with chaotic history (Deshpande et al., 2000). The ECQ has been a useful tool of analysis and has been employed in multiunit institutions (Wimbush et al., 1997) and in non–profit institutions (Agarwal and Malloy, 1999), among others. Victor and Cullen (1988) have also given a chart that shows philosophical, sociological, and psychological theory. The chart consists of two axes, namely the derivation of the ethical system and the stockholders to whom they apply (Cullen et al., 1989). According to Denison (1996), EC lies beneath the institution's value system. Studies reveal that higher administration plays a pivotal part both in the generation and continuation of a firm's EC (Deal and Kennedy, 1982; Schein, 1985). The classification of EC types was completed by the locus of analysis, which is a sine qua non of the sociological dimension of ECT. Codes of ethics affect a worker's decision making when they become a part of the worker's working knowledge (Hegarty and Sims, 1979). Weeks and Nantel (1992) have argued that effectively communicating the codes will most probably result in enhanced ethical behavior. Ethical codes can be categorized in terms of their character: inspirational, regulatory, or educational (Farrell et al., 2002). In terms of content, codes also vary in relation to the ethical issues they address. One helpful categorization of ethical issues provides three clusters –issues impacting primarily on employees, or on companies or on broader society (Stohs & Brannick 1999: 315). Moore (2006) has argued that efficiently implemented codes of ethics are useful in bringing work commitment to higher education institutes.

EC is a collection of various things, and it has been observed that at least five aspects, including *caring, law and code, rules, instrumental, and independence*, are useful for productive EC (Cullen et al., 1993). Some studies have argued that the EC is a collection of a different number of aspects, for example in a study it has been observed that the EC is a collection of four elements; namely *self-interest, team/friendship, social responsibility and rules/code* (Barnett and Vaicys, 2000). In another study, it has been observed that the EC is a collection of three aspects, namely rules, caring, and instrumental (Vardi, 2001).

Ethical norms are thought of as being equivalent to the Theory of Cognitive Moral Development given by Kohlberg (Malloy & Agarwal, 2003; Nelson & Quick, 2009). Kohlberg's (1984) theory argued that the cognitive ability of an individual to resolve moral problems developed over time goes through three tiers, each having two stages. The 1st tier is known as the pre-conventional tier and emphasizes the resolution of moral problems through the use of egoistic reasoning - based on punishment and obedience (stage one), and a person's desire to satisfy his own needs (stage two). The 2nd tier; which is conventional and is the locus of the analysis (Peterson, 2002); contains moral reasoning taking into account the expectation of others which consists of the "good boy/nice girl orientation" (stage three) and the "law and order orientation" (stage four). The 3rd tier, the post-conventional tier, contains using intangible principles in dealing with an ethical dilemma involving societal standards (stage five) and universal moral values (stage six). EC of an institution is based upon three broader categories, namely social norms, institutional forms or structures, and; firm-specific factors (Victor and Cullen, 1988). Social norms–are grounded on the impression that to gain legality, institutions need to adapt to external pressures that force the institutions. The institutional form is the second category, which determines the EC of an institution. The institutional form is usually administration dependent, and EC may differ in an institution where the administration bases its decisions on profits (Brower & Shrader, 2002). The institution form also depends on whether it is controlled by the government or by a group of individuals, as EC may differ in both types of institutions (Rasmussen et al., 2003). The third category is institution-specific which determines the EC of an institution and is usually base on the decision-making style of the leadership (Victor & Cullen, 1988; Malloy & Agarwal, 2003).

All the research on EC thus far, have been conducted in the western set-up. In spite of this great importance of the EC, given the institutional and individual outcomes, it brings in the educational environment. However, no studies have been attempted to provide a valid and reliable measure that fits the Saudi educational context, and that helps in conducting studies that track its effects and linkages with institutional phenomena and individual behaviors in the educational work environment. The present study intends to explore EC among educational supervisors working in the Kingdom of Saudi Arabia. Based on the literature review, the primary objective of the current study is to assess the psychometric properties of the EC Questionnaire viz-e-viz Middle eastern educational milieu with emphasis on Saudi Arabia.

1.1. Format of the Paper: Rest of the paper proceeds as follows :section 2 deliberates on the methodology adopted to validate the EC scale in Saudi educational context: section 3 displays the results of the confirmatory factor analysis and supporting details: section 4 briefly discusses the results: section 5 briefly concludes the results of the study. Some limitations of the present study are discussed in section 6.

2. Methods

2.1. Research Design/Method: Quantitative cross-sectional design with one-time contact with the respondents was adopted to elicit the opinions of respondents.

2.2. Research Setting/Sampling: Data was collected from six educational offices located in different zones of Jeddah. The nomenclature of the respondents was educational supervisors. A total of 400 questionnaires were filled by the respondents of which 9 were discarded for being insufficiently filled, thus the response rate stood at 78%.

2.3. Measure: Ethical Climate Questionnaires (ECQ) developed by Cullen et al. (1993) with 36 items was used consisting of nine constructs of theoretical ethical climates types. It is noteworthy that this nine- factor model was theoretically developed by Victor & Cullen (1987; 1988).Translation and back-translation in Arabic language was carried out to ensure eliciting right perspective of the respondents. The ECQ was presented as statements and

respondents were asked to rate each statement along a seven-point Likert scale where 1= Strongly disagree and 7= Strongly Agree. Each statement was adapted to the educational context. While the original questionnaire referred to "organization" and "individual," in the present modified version, these terms were replaced with "educational office" and " educational supervisor." The dimension of "Company profit " was modified with a suitable phrase reflecting the educational context to "Institutional Benefit."

2.4. Statistical Analysis: Apart from studying the socio-demographic profile of respondents and inter-item consistency of the sub-dimensions, a Confirmatory Factor Analysis (CFA) is carried out to assess the fit of the data. Cronbach's coefficient 'α' is used to assess the reliability of the scales. Statistical package for social sciences (SPSS) version 23.0 and AMOS version 23.0 is used for extracting desired results.

3. Results

3.1. Sampling Characteristics: A sample of 309 educational supervisors, from six educational offices located in six zones of Jeddah, was selected. Of these, 187(60%) were females, and 122(40%) were males. Regarding age-groups, 256(82%) were between 35-50 years of age, with the majority (71.8%) respondents having more than 20 years of Length of Service with Bachelor's degree

Table 1: Socio-Demographic Profile of the Respondents

		n	%
Office	North	89	28.8
	East	51	16.5
	South	78	25.2
	Middle	53	17.2
	Asafa	16	5.20
	Alnaseem	22	7.10
Gender	Female	187	60.5
	Male	122	39.5
Age Groups	Less than 35	3	1.00
	35 - 50	256	82.8
	More than 50	50	16.2
Length of Service	Less than ten years	19	6.10
	10 - 20	68	22.0
	More than 20 years	222	71.8
Educational Qualification	Bachelors	201	65.0
	Postgraduate	108	35.0

3.2.   Confirmatory Factor Analysis: The most common dimension reduction tools are Exploratory Factor Analysis (EFA) and Confirmatory Factor Analysis (CFA). Nevertheless, for studying the structure's goodness of fit, CFA is employed. Furthermore, when the researcher wants data-driven results or is initially working on the development of any scale, EFA is used, but when the relations are theory-driven, then CFA is used i.e., the structure of the scale understudy has already been deliberated in the previous studies. Since the Ethical Climate Questionnaire has been discussed in the previous studies, as can be seen in the literature review; hence, CFA was chosen as an appropriate measure to assess the scale and study the goodness of fit. The most appropriate index to assess the goodness of fit is Chi-square but is very sensitive to sample size i.e., as the sample size increases, the Chi-square gives a good fit (Hinkin et al. (1997). Due to the restrictiveness of the Chi-Square, researchers have sought alternative indices to assess model fit Hooper et al. (2008). The main criteria used in the current study to judge model fit included goodness of fit (GFI) created by Jöreskog and Sörbom (1996), Bentler's (1990) comparative fit index (CFI) and the root mean square error of approximation (RMSEA) developed by Steiger (1990). Regarding GFI, an omnibus cut-off point of 0.90 has been recommended. For CFI, Hu and Bentler (1999)

suggested a cut-off point ≥ 0.90 as indicative of a good fit. For RMSEA, a cut-off value close to 0.06 Hu and Bentler (1999) or a strict upper limit of 0.07 suggested by Steiger (2007) appears to be a consensus amongst authorities in this field of study. One of the most significant advantages of RMSEA is its ability for a confidence interval to be calculated around its value MacCallum et al., (1996). It is generally reported in conjunction with RMSEA, and in a well-fitting model, the lower limit is close to 0 while the upper limit should be less than 0.08. For more on the model, fit guidelines, see Hooper et al. (2008).

Results of CFA are shown in Figure 1, and in Table 1, model fit statistics are displayed. Chi-square value (2.755) clearly indicates that the for Model with 28 items does not fit the data well, so by looking at the modification indices, we need to improve the model. The factor loadings are having values more than 0.5 is acceptable (Hair et al., 2010). Looking at the indices, one is quite confident that the model fits the data well and can be used in the Saudi educational milieu with ease and poise.
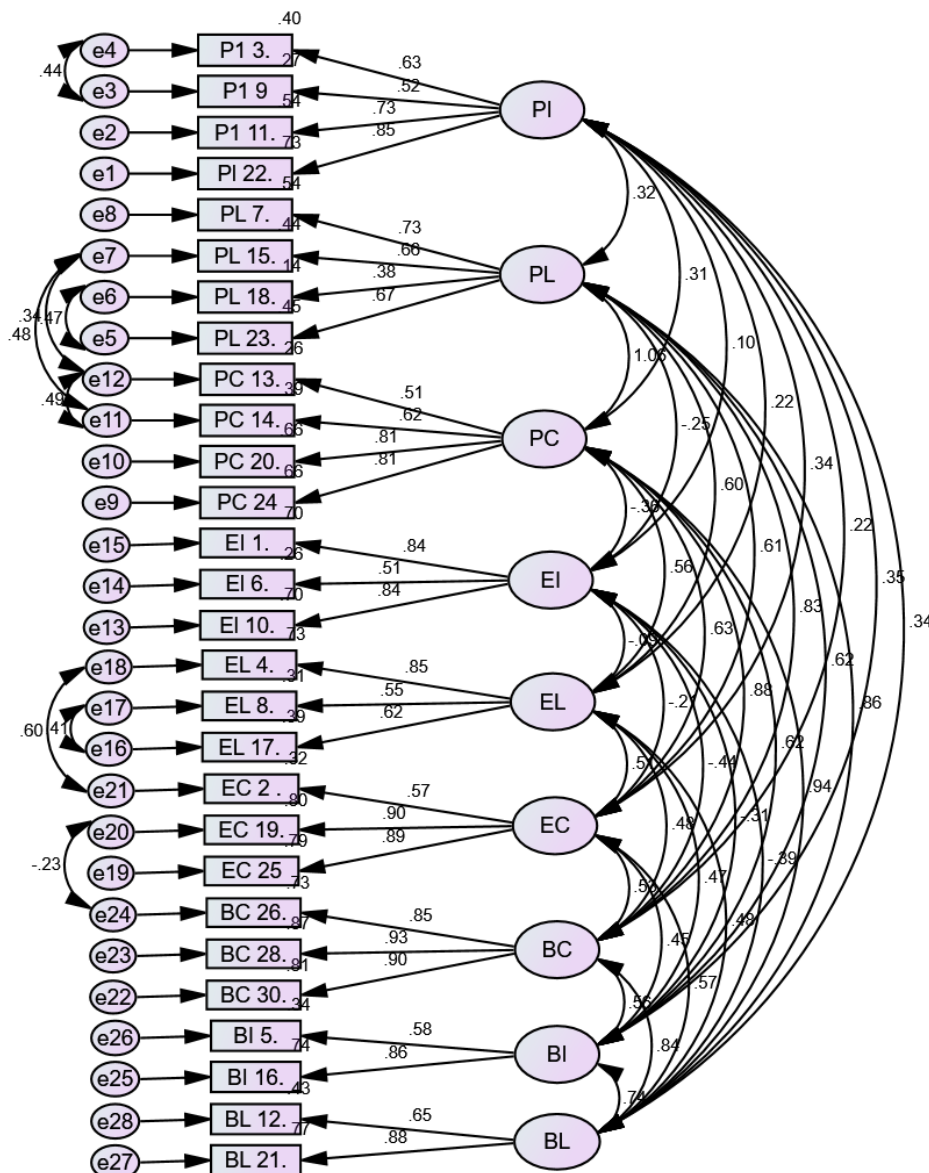

Figure 1: Confirmatory Factor Analysis for Ethical Climate Measure

Table 1: Fit Statistics for Measurement Models of Ethical Climate Instrument

Model (CFA)	χ^2/df	GFI	CFI	RMSEA	AIC	BCC	BIC	CAIC
28 items	2.755	0.889	0.900	0.060 (0.058-0.065)	1043.05	1063.84	1416.38	1516.38

3.3. Reliability: Nunnally (1978) suggested that a large coefficient α (α > 0.70) is an indication of substantial item homogeneity and suggests that the sampling sphere has been adequately captured. Cronbach's α for the nine dimensions ranged from (0.670 -0.923) thus indicating a good structure.

Table 2: Inter-item Consistency for Ethical Climate

Ethical Criteria + Locus of Analysis	Items	Cronbach's α
Self-Interest (EI)	3	0.754
Institutional Benefit (EL)	3	0.752
Efficiency (EC)	3	0.812
Friendship (BI)	2	0.670
Team Interest (BL)	2	0.719
Social Responsibility (BC)	3	0.923
Personal Morality (PI)	4	0.730
Rules, SOPs (PL)	4	0.734
Laws, Professional Codes (PC)	4	0.812
Total Items	28	

4.   Discussion/Future Implications:

For the current study, 26 items were imitated from the questionnaire developed by (Victor & Cullen, 1987, 1988). Two more items for BC were added from Cullen et al. (1993) to address the problem of identification in CFA. Findings of the current study are surprising for being the first such study to reveal the existence of all nine theoretical climates. These findings are inconsistent with earlier studies that aimed to investigate the validity of the nine climates proposed by Cullen et al. (1993) .No prior study is mentioning the emergence of all nine climates (Ambrose, Arnaud, & Schminke, 2007; Cullen, Parboteeah, & Victor, 2003; Peterson, 2002a). Previous research articles were different in terms of the number of the emergent climates which ranged from five to eight (Agarwal & Malloy, 1999; Yener et al.,2012; Cullen et al.,1993; Grobler, 2016; Cullen et al., 2003; Putranta, 2008; VanSandt, 2001; Vaicy, Barnett & Brown,1996; Wimbush et al., 1997). However, these findings are consistent with previous studies that concluded that distinct types of EC exist across different institutions (Agarwal & Malloy, 1999; Yener et al., 2012; Cullen et al. (1993); Grobler, 2016; Cullen et al., 2003; Putranta, 2008; VanSandt, 2001; Vaicy, Barnett & Brown, 1996; Wimbush et al., 1997). Nine EC dimensions have been identified in this study. Results of the present research revealed that benevolent climates, namely friendship, team interest, social responsibility, do exist in educational offices. This means that benevolence was perceived as a standard of ethical practice across individual and institutional levels as well as the social level in their educational office. This might refer to the profoundly implicit collective expectation among educational supervisors that they should be concerned with the well-being of each other for the sake of having a caring work environment. In Islamic Arabian culture, like in KSA, people are internally motivated by their Islamic and Arabian values to demonstrate altruistic behaviors in their daily practices and sacrifice their personal interests when it comes to the group interests. Parboteeah et al. (2005) argued that individuals of some cultures have strong ties that drive them to care about the well-being of their group at the expense of the own interest when it stands incongruent with that of the group. Furthermore, Putranta (2008) reported that educational institutions adopt caring atmospheres in which individuals are often required to behave in a helpful manner with their colleagues.

Findings also revealed that discussed principle ethical climates do exist in educational offices. This means that principle is a governing aspect of ethical practice among educational supervisors. In these offices, it seems that there is a tendency to display a robust normative behavior and behave within the framework of rules and laws.

Educational offices belong to the governmental sector in which adherence of codes of ethics is recognized and required. Moreover, educational offices, like other educational institutions, abound with procedural manuals, regulations, and ethical codes to fulfill institutional goals, and hence they strive to develop and nurture adherence to them among educators for the sake of providing a measure of governance over the actions and behaviors of educators. In line with this interpretation, Putranta (2008) clarified that idealistic orientations could nurture among employees when they perceive their institution highly supports adherence to principles and rules. The findings also revealed that egoistic climates, namely self-interest, institutional benefit, efficiency, do exist in educational offices. This means that egoism is one feature of ethical practice in educational institutions. Egoistic climates emerge when there is a tendency to maximize one's own interest at the expense of other constituents (Barnett & Schubert, 2002; Putranta, 2008). Likewise, educational institutions, although characterized by prevalent benevolent climates, are not far removed from having such egoistic climates that can be noticed in the practices of some individuals seeking to maximize their own interests at the expense of their colleagues' interests or their institution's goals. Such egoistic climates may also appear in the educational institution's endeavors to achieve its institutional goals, albeit at the expense of its staff's goals, needs, and expectations.

As Peterson (2002a, 2002b) stated that CFA also showed the original nine-factor model (Victor & Cullen, 1987) as the preferred fitting model, and thus the outcome of their studies could consequently be used as a basis for prospective research work, and also for measuring EC in the Saudi educational context. As we have distinct educational contexts that represent various levels including the executive level (school context), middle-level management (educational directorates and educational offices), and top-level management (the ministry of education) as well the academic context (higher education institutions); researchers should continue to address measurement issues of ECQ. In line with the Kingdom's 2030 vision that calls for enhancing transparency and, accountability and creating ethical work environments in both profit and nonprofit sectors, the need for knowledge about EC, its continuities and extensions, and its relationships with various aspects of individual behaviors and institutional outcomes appear to be a continuous quest.

5. Conclusion

The current study provides evidence concerning the psychometric properties of the Ethical Climate questionnaire using data of 309 educational supervisors working in the educational offices located in six districts of Jeddah, Saudi Arabia. The instrument exhibited a nine-factor structure, consisting of 28 items rather than 26 items. The measure of Ethical Climate has satisfactory reliability, validity, and fit for use in the Saudi educational context. Consistent with the theoretical framework provided by Victor and Cullen (1987,1988) and the 36-item questionnaire developed by Cullen et al. (1993).Findings identified nine emergent climates (3 benevolent climates, three egoistic climates, and three principled ones) in the educational context in Saudi Arabia. Thus, such findings provide evidence for the multidimensionality of the Ethical Climate Questionnaire as well as the typology of ethical climate types proposed by Victor and Cullen (1987, 1988) and Cullen et al. (1993).

    Considering the pressing need for a valid and reliable measure for the ethical climate in the Saudi educational context future research is recommended to be conducted using larger samples representing various educational communities across the Kingdom to address measurement and validation issues using both the proposed model with 28-items and the original 36-items of ECQ.

6. Limitations

a. The data was collected from just one city, but for generalization of the results, data from all cosmopolitan cities be collected in the future. Research on larger samples collected from various educational institutions across the country is required to reach a deeper insight into the real nature of the typology of ethical climate.

b. This research addressed EC through a self-reported survey; however, for a broader understanding of EC in the Saudi context, qualitative research, such as structured interviews and case studies, are also recommended. A mixed research approach shall be conducted as the present study focuses on just the quantitative aspect of the issue.

c. The present study just focuses on educational supervisors. It can be extended to encompass pedagogical staff in educational institutions to enhance the appreciation of Ethical climate issues for all stakeholders in an educational set-up.

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Adult Education First Meeting: From Need to Design

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Abstract
It is commonplace that the knowledge gained after some time needs enrichment and actualization. Educational actions that are addressed to adults are essential. The first meeting in adult education is crucial for the educational process. It must, therefore, be planned carefully. The aim of this study is to find the elements that make the first meeting efficient. Books and scientific journals are sought for those elements. The planning proposed is to get acquainted with the participants, to identify needs, expectations and preferred ways of learning and finally to create a learning contract. All these actions must be done with respect to the particularities of participants in a climate that is suitable for learning.

Keywords: First meeting, Adult Education, Lifelong Learning, Need, Planning

1. Introduction

The value of lifelong learning is now taken for granted. With basic education, the individual receives the necessities needed for his living. At higher education level he acquires knowledge and skills that he will use in the practice of his profession. But the profound and rapid changes in the scientific, technological, economic, social and cultural sectors make it imperative to update and continually upgrade the knowledge and skills of individuals to meet the ever-increasing personal and working demands (ECDCB, 2007). This gap is trying to fill lifelong learning. Now "education is seen as a long-term process that begins at birth and lasts a lifetime" (CEDEFOP, 1996).

1.1 Conceptual delimitation

An older Greek law defines "lifelong training," as a system aimed at "training and / or retraining human resources, which, in the context of initial vocational training, provides basic vocational knowledge and skills in specialties for integration, reintegration, occupational mobility in the labor market and the general development of human resources, and in the context of Continuing Vocational Training, complements, modernizes and / or

upgrades knowledge and skills acquired from other vocational education and training systems and / or from professional experience with a view to integration and / or reintegration into the labor market, job security, career development and personal development (Governmental Gazette, 2005).

The newer approach considers "Lifelong Learning" as all forms of lifelong learning activities aimed at acquiring or developing knowledge, skills and competences that contribute to the development of an integrated personality, career integration and development (Government Gazette, 2010).

Therefore, educational activities targeted at adults aiming at upgrading and updating their knowledge are mainly aimed at promoting their professional skills. It is therefore imperative for the trainers, the need for a well-organized educational process in order to maximize the learning benefit of trainees.

The inaugural adult education meeting or otherwise the beginning of an educational meeting is a special situation that affects the whole educational process (Tsioli, 2005). Thus, it can be said that the inaugural meeting of the trainer and the adult learners is the trainer's first in-person contact with his students.

1.2 Importance of the inaugural meeting

The importance of the launch meeting is extremely high. According to Courau (2000) "The first meeting is crucial for the continuation of the program". This meeting is considered by many to be the most important as it lays the groundwork for team collaboration, builds trust and communication channels among the participants, shapes the atmosphere in which the educational process will take place and ultimately leads to the development of the learning contract. A problematic startup meeting can have a major impact on the smooth running of the program and can lead to failure. Therefore, worth the time and effort to properly design, organize and implement it.

1.3 Theoretical framework

In order to find out the specifics of the inaugural meeting, the characteristics of adult learners will first be searched (Knowles, 1970; Abdullah, Koren, Muniapan, Parasuraman, & Rathakrishnan, 2008; Olympic Training and Consulting, 2016) (Table 1). It goes without saying that adult learners are very different from child learners. Thus, the principles, methods and techniques used in adult education are quite different from those of children (Kokkos, 1999). One of the characteristics of the adult is that it adopts many roles, which reduce the time available and the disposition and learning (Polson, 1993). Adults learn effectively when they are actively involved, experience plays an important role, and adults learn in different ways (Rogers, 1999). So, based on the basic characteristics, needs and expectations of adult learners, the policy and method that is followed in the design of training programs is determined (Tjotju, 2014).

As mentioned above, adult learners have certain characteristics that differentiate them from children (Kokkos, 2005). They first come to education with specific goals. Children go to school because this is the proper way for their age and the reasons for their participation are unclear, for example, to be educated. On the contrary, when adults choose to participate in an educational process, they do it for a purpose. The most common reasons are professional, fulfilling social roles, personal development and gaining prestige. Adults are also differentiated from minors because they have both quantitatively and qualitatively different experiences (professional, social, etc.). Consequently, adults expect the content of the training to be relevant to their experiences. Adults have also come up with preferred ways of learning. Some prefer to learn by listening, other to be actively involved, other to seek knowledge by himself. Adults, in addition, want to be actively involved in the process and prefer communication and consideration during the educational process. They are aware of their needs and may seek to tailor the curriculum accordingly. Adults face more obstacles in their quest for learning, which overcomes the process (Athanasiou, 2014; Shiakovelli, 2011). The barriers may be due to the poor organization of the process, social obligations and finally the obstacles arising from the personality of individuals. Adults, in addition, develop defense and resignation mechanisms. When the adult is confronted with internal situations, the learner may reject what the instructor proposes.

Table 1. Characteristics of an adult learner

Adults are autonomous and self-directed. Their teachers must actively involve adult participants in the learning process.
Adult learners have gathered knowledge and experience. The trainer must retrieve and show off this wealth.
Adult learners are goal-oriented. The teacher is convinced that the program's resources are helping them achieve their goals.
For adult learners is important to identify relevance between educational subjects and their interests. Therefore, the instructor defines the goals and objectives of the program from the beginning, taking into account the learners interests.
Adult learners emphasize the aspects that are useful for their lives. The teacher makes it clear that the lesson is geared to the learner's real needs.
All trainees are treated with respect. The trainer recognizes the experiences of the trainers and enables them to them.
Adult learners seek social interaction. They want to develop social relationships and often get rid of boredom. The trainer must provide these capabilities.
Adult learners want social progress. Through the educational process, they expect an improvement of their position and progress.
The reason for participation is sometimes to meet external expectations. Many times the trainee participates want to satisfy not one's own needs or desires, but some other person, such as an employer.
Some are involved in educational processes because of cognitive interest. Some adult learners participate for the joy of knowledge.

This paper is a bibliographic review aimed at finding the optimal design of the adult education startup meeting. Specific objectives are to: (a) identify the needs of trainees at the first meeting in adult education (b) the actions that the trainer must take in order to maximize the educational benefit; and (c) the development of an indicative inaugural meeting program.

The research questions are a) under what conditions the adult learner learns best? b) What are the characteristics of successful adult education programs? and c) how does an adult educator shape the inaugural meeting in order to achieve the best possible result.

We seek theoretical knowledge in scientific books and magazines about adult learners in adult education programs, we identify the participants needs and consequently we suggest the best content of the inaugural meeting.

2. Adult learner effective learning conditions

It is a fact that the adult learner learns best when he is clearly aware and approves the curriculum. It also learns better when the goals of the program are relevant to the activities that he has an interest in. It is therefore important that the objectives of the training program are clearly stated at the beginning of the training process and modified so that they are in line with the expectations of the trainees. Therefore, it is important to identify the educational needs and the objectives of the program.

The adult learner learns best when he has an active role in the process. We learn 10% of what we read, 20% of what we hear, 30% of what we see, 50% of what we see and hear at the same time, 80% of what we say, 90% of what we say, while performing at the same time actions that require thought and in which we are actively involved (Courau, 2000). Therefore, it is important to give the learner an active role from the outset as well as to select educational methods that promote active participation (Silberman, 2006). The participatory climate, therefore, promotes the learning outcomes of the process.

The adult also learns better when he feels like a member of a group. It performs best when it coexists with other individuals who strive to achieve the same goals. Pedagogical techniques such as exercises in groups of two individuals or subgroups reinforce this dynamic. It is common in adult education to have obstacles in deciding whether to take part in or pursue an educational program. Identifying these problems and discussing them as part of an effort to resolve them is an important aspect of the process. This part reduces the stress of the trainee. One characteristic of adult learners is that they have experience and have developed their own learning process, useful elements. In addition, the adult learner performs better in a good learning environment. That means an environment where he feels his personality is acceptable and that there is mutual respect and effective communication.

3. Characteristics of successful adult education programs

As a result of the above features, adult programs are critical to satisfy the following (Polson, 1993): The educational process meets the specific needs of adult learners. The trainer is aware of the participants' level of knowledge of the subject so he can modify the process accordingly. Adults are eager to get the learning tools as soon as possible and apply them immediately. Therefore, a harmonious mix of new knowledge with the existing one is implemented. Students are not challenged in the learning process by questioning their beliefs, as this can lead to negative reactions. The time needed to digest new information is given. It is possible that the memory and reflexes of adult learners may be adversely affected by the aging process. Adults need more opportunities for success. Thus, knowledge is divided into small units and is gradually provided using a variety of techniques.

Some needs arise from the conditions for effective learning (Lefteriotou, 2005). Specifically, in order for adults to learn effectively, they place themselves at the heart of the educational activity, the content of the process satisfies their needs, leverages existing knowledge and takes into account preferred learning styles. It also promotes active adult participation in content shaping, media selection, and the choice of active pedagogical techniques and methods. Finally, a learning climate is created that is governed by a spirit of cooperation and trust.

In order for the adult education process to be effective, certain conditions must be met (Kokkos, 2005). Initially, participation in education must be voluntary, as the exerting of pressure as a means of encouraging participation can only have negative effects. Then the educational goals are important to be clear and specific, to be achievable and to be linked to the participants' experiences. In addition, the curriculum is characterized by high levels of organization, because trainees are likely to exhibit negative behavior when the curriculum exhibits weaknesses at various levels. The content of the educational process is important to respond to the needs of the participants and to make use of the preferred ways of learning. Adults have a crystallized view of how they learn best, so it is beneficial to be respected and valued in the learning process. In addition, it is beneficial to promote the active involvement of the learner. The trainer provides initiatives to the participants and encourages their active participation. The trainer also has to evaluate the barriers that learners face and seek ways to be resolved. Through this process, in addition to finding solutions, trainers and trainees come closer as they communicate and understand each other. Finally, it is important to develop a good educational climate, characterized by respect and effective communication.

Psychological factors are added to the needs of the inaugural meeting. The particular educational activity that trainees are invited to attend is something unknown to them, so it makes sense to feel anxious and have fear about the outcome of the forthcoming activity. The main fears of the trainee are "who is the trainer?", "what is the relationship he is trying to establish with me?", "who are the team members?". That is will I get what I expect, will the program meet my personal goals, will I have a good time or waste my time? "For how long?" and "what are we going to do?" (Noye & Piveteau, 2002; Costoglou xx). Planning the first meeting therefore takes the necessary steps to minimize these unpleasant emotions and make the activity enjoyable and creative.

Table 2. Indicative Initial Meeting Schedule

Inception: • Welcome trainees. • Getting to know the trainers and the trainees: Presenting the trainer and presenting the trainees. • Exploring existing knowledge, experiences, skills of trainees as well as preferred ways of learning. **Program Presentation:** • Presentation of the objectives, content, methodology and operation of the program. • Analyze the learners' obligations and the specific skills they are expected to acquire. • The learning material is presented. • Students comment and ask questions, and the instructor answers. **Group formation:** • Formation of 2 to 4 member groups (3-4 member groups are preferred). • The instructor encourages teamwork. • The members of each group discuss with each other and decide on the goals of the group. • There is discussion and negotiation between the instructor and the groups about their program goals. The purpose is to develop the learning contract. **Familiarity with the working method:** • Approach the first module that the trainees will work on. • The trainees process the material in the first module. • The instructor clarifies the topics of the assignments and sets the timetable. • Group learners discuss how they will work. • The "communication protocol," is co-decided. • Discussion and queries are resolved. • Wishes for a good start.

4. Initial Meeting Content Design

By using the data above, it is possible to define the objectives of the inaugural meeting and to plan it (Mouzakis, 2006; Papanis, 2008; Psachou, 2010) (Table 2). Based on the particularities of adult learners and the conditions that facilitate them to learn better, the objectives of the launch are primarily to reduce trainees' anxiety (to speak and express himself) and trust others, which promotes learning. Also, there is mutual understanding, that is, the instructor gets to know his students; the learners get to know the trainer, but also get to know each other. In addition, the goal is to explore the learning expectations and needs of trainees as well as the particular learning styles they prefer. Finally, the development of a learning contract through the interaction is crucial.

In particular, the planning for the first meeting is implemented, taking into account the needs of the trainees. Based on the needs described above, the topic of the inaugural meeting is modified to meet the requirements of the trainees. Initially, the trainer is introduced to the trainees and trainees. The trainer usually presents himself with some information about himself (status, studies, career, interests, etc.) And the trainees follow the same pattern. Different techniques such as self-presentation, dating, chain, features,. have been suggested for the members of the group (Archontakis and Filippou, 2003; Marcellis, 2009; Nikitidis, 2019) (Table 3).

Then takes place the identification of participants educational needs, which can be done verbally or in writing by using a structured questionnaire. Each learner states what he expects from the learning process, what his goals are, what educational gaps he intends to fill and where he is going to use the knowledge gained. It is also worth discussing the learning barriers that students face and how they can be solved or addressed so that the learning process can proceed smoothly. The information provided is recorded in order to be properly utilized. Investigating educational needs is particularly important for adult education, as it affects the success of a course (Tsibukli & Phillips, 2010).

The next and final phase aims at making the learning contract. The term "contract" is used to indicate the commitment of both parties (trainers and trainees) to the compliance of the rules. It describes how to organize the learning process. On one hand, it reflects the trainer's willingness to organize the process in a certain way and on the other hand the acceptance of the learners (Rogers, 1999). The learning contract involves diagnosing

learners' needs and expectations, defining the goals of the program, clarifying the rules of group functioning and evaluating individual and group development (Tsibuckle & Phillips, 2008). The information drawn from the first two stages of the process is used to develop the learning contract.

Table 3. Acquaintance techniques

Self-presentation
In this technique, the trainer presents himself or herself by providing information about his or her educational and professional development as well as personal information and experiences in order to create intimacy. It provides an opportunity to ask questions.

Getting to know couples
The animator invites participants to form pairs. Then ask everyone to interview the other member of the couple. Then each person in the group introduces the other person to the couple. The information requested is educational, professional and reasons for participating in the educational process.

Chain
It is recommended that the first trainee say his name. The second one is followed by the first one's name, followed by the others. Each one gives their name, after the names of all the preceding ones. The animator takes over.

Characteristics
Each participant writes on a paper certain characteristics such as their favorite movie or their favorite food. Then people with common characteristics are sought and found. After discussing for a few minutes, they announce to the group what the common feature is and why they have this particular preference.

The ball
The participants form a circle. The first trainee tosses the ball to someone else by saying his name. The one who receives the ball does the same and continues the process until everyone receives the ball. In the second stage, the participants change position in the cycle and the process is repeated.

The recommendations
Trainees are invited to walk around the area at random. When they meet another person, they recommend saying their name. This allows the learners to get to know each other quickly.

The box with the name
The participants form a circle. Each one with his or her own hands forms a fantastic box. Everyone opens the box and takes its name from inside, announcing it to the rest.

Say it with gesture
The participants form a circle. One of the participants enters the center of the circle and says his name by making a move. The others observe the movement and try to repeat it as faithfully as possible. The one in the circle observes the imitation and selects the one who has best implemented it to enter the circle and continue playing. Because this technique uses the body, some may be hesitant. So it is a good practice for the animator to start first by making excessive movement.

I know that ... I imagine that ...
A participant picks someone who doesn't know him well and states what he knows about him and then what he imagines about that person. The person to whom it refers may in the end correct any mistakes that may have been made. Then he selects the next player until everyone has paricipated.

My initials
On a sheet of paper, everyone draws his initials. Then he makes a painting by using that inicials. The painting is presented in the group. This is useful when painting activities are included in the meeting corriculum.

I carry the message
Each trainee takes a piece of paper and writes his name while he moves. When he meets a fellow student, he gives him the paper with the name and provides three pieces of information about himshelf and the other student does the same. Then he meets someone else, shows him the paper with his name and tells him the provided information. The procedure is repeated a lot of times.

Names Stories
The trainees are divided into pairs. Everyone speaks briefly about his first name, e.g. the reason it was given to him, if he likes it, etc. Eventually the other person of the pair informs to the group about what he has heard.

It is essential the trainer allow the trainees to have an active role and to express themselves freely by devoting sufficient time to it. It is also appropriate to answer all their queries about the goals, as well as the structure and functioning of the learning process (active role of learner). It is crucial to clarify that there is a clear plan with goals that are being implemented and activities that incorporate goals (a well-organized element), but that they are flexible in any modification the learners' needs require (flexibility to adapt to learners' needs). During the first meeting teams are formed, and that is particularly important for the development and improvement of the educational process. Techniques such as working in pairs or groups promote group formation.

5. Conclusions

The inaugural adult education meeting is a key role in laying the foundations for good cooperation, leading to effective learning. The trainer must be aware of the specific characteristics of adult learners as well as their educational needs and have a well-organized and structured action plan. However, this can be modified according to the needs of the participants. The learning barriers that learners may face are discussed and taken every initiative to be overcomed. The whole process is implemented in a climate of safety and trust, which promotes active participation and consequently effective learning. In short, the inaugural adult education meeting is crucial to for the success of the learning process.

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