Voice of Research

An International Peer Reviewed & Referred
Journal for Change and Development

Impact
factor
3.522

Chief Editor
Avdhesh S Jha

EDITORIAL

With the idea of equality and humanity comes the idea of Identity and Identity crisis. Identity crisis is not new. Whether it is Dashavtaar, Ramayana or the Karna and Krishna of Mahabharta, or the modern history and the independence struggle, Identity and Identity crisis existed. In the mid of Kurukshetra the situation of Arjun clearly reflects the case of identity crisis. As on date, the world is facing with population outbursts and its consequences. Whereas on one side it is a boon on other side it proves a curse. The perception of the population remains purely upon the positioning of that country as the developed, undeveloped or the developing countries. As if the problems were less, the pandemic added itself to the list of crisis and people kept suffering. Whether individual, society or nation; whether physical, mental, emotional, social, political, economic, or spiritual, people across the globe are undergoing some or the other crisis. Nevertheless, most of the people are suffering existential crisis. But still the show goes on with the hope of a better future ahead. Individuals in their life time acquire several roles as such son/daughter, brother/sister, wife/husband, elder/younger, married/unmarried etc. which is treated or perceived as an identity. Not restricting to this, there are several other demographics as such the gender, age, SES, group, grade, caste, race, religion, province, language, nationality which in most cases serve as an identity, the power of which can't be undermined for in several cases it serves as an identity for an individual. Notwithstanding to these demographics are the profession that serves the human as an identity maybe as professor, teacher, doctor, lawyer, author, poet, painter, cricketer, footballer, artist, musician, hotelier, entrepreneur, industrialist etc. Hereby the temporal or the time being role is perceived as identity. Even poetry, language, culture, the legacy, history etc. is considered as an identity. The identity of the tribals, transgender, sex workers, human scavengers struggling for their survival posits severe questions. Position, power, richness, poverty, education, knowledge, illiteracy, skin colour, habits/traits, group etc. also turns as an identity. Not restricted to the individual, community, and locality; internationally also there are questions of identity either for maintaining supremacy or to acquire the supremacy and even more. These and many more are the perceived identities of the individuals which in most cases is adhered severely and creates differences in the society and turns the society diverse. With all these identities, even with a little change in the environment or even the idea of the change in our comfort zone keeps us horrified, terrified and creates identity crisis.

Amidst this diversity, the fact remains that although we have so many identities, our dreams are far from reality. Our cultural systems sometimes seem to be crashing down, social engineering turning chaotic… Maintaining communal harmony is facing huge challenge and so on... With this background, it becomes very important to answer the questions that has remained unanswered - What is our identity? How should we be identified? Though the situation is not good but yet Voice of Research has the privilege of the strong support of the researchers. The current issue with the papers related to discipline and academic performance; blended learning and academic performance; technical and vocational education and employment opportunities; education, identity and quality education; identity - locality orethnicity; identity in today's world and social aspects of COVID-19, River of Smoke presents the society with potential researchers as the strong backbone.

To add to the science of knowledge in education, philosophy and psychology Uwizeyimana&Cyprienrelates discipline and academic performance, Mushimiyimana Jean De Dieu&Dushimimana Jean De Dieu correlates blended learning and academic performance; Desire &Cyprien talks of technical and vocational education and employment opportunities; Kulshrestha&Sharmadiscusses education, identity and quality education; Weirong clarifies identity as locality or ethnicity; Volkova stresses on identity in today's world Mondal represents the social aspects of COVID 19; whereas Jha discusses on the River of Smoke.

With this issue, I take this opportunity to thank and appreciate all the people - the real life heroes who added to the lessons of humanity and depicted their social and moral richness as well the value, ethics and cultural richness of their society. No doubt that these members of the society created a history otherwise it takes no time to turn a history. I am sure this issue will enlighten the potential researchers and the society as well it will help us all assessour societal development.

With the hope of best for mankind,
Avdhesh Jha
Chief Editor
Voice of Research

<u>LIST OF CONTENTS</u>

Call For Papers

Voice of Research calls for unpublished articles, research papers, book review, case study for publication.

Guidelines to Authors

- No processing fee is charged for the review of the papers. Further, the plagiarism check is not done but the papers submitted for the Journal should be original contribution by the author or researcher. In other case, it shall be the responsibility of the author(s).
- A declaration uploaded on the website, duly filled and signed by the author along with covering letter that the paper is original and has not been published or submitted for publication elsewhere should be mailed to the editor.
- Research papers should be typed in double-space with 11 font size in Garamond and one inch margin on all sides on A4 size paper. Tables with appropriate number and title on the top in single space 9 font size and references (in APA style) in 10 font size.
- Research paper with the abstract containing tables, figures and reference should be restricted to 3000-4000 words.
- The cover page should contain the title of the paper, author's name, designation, official address and address for correspondence, contact, phone/fax number and e-mail address.
- Publication of the article or paper rests with the Editorial committee and it depends entirely on its standard and relevance. Authors may also be requested to revise their manuscript before they can be accepted for publication. Correspondence in this regard will be done with the first named author unless otherwise indicated.
- All the papers undergo double blind peer review. Minimum time taken for processing the paper 21 days. Maximum time taken for processing the paper is 45 working. Contributors are free to send the material to any other publication after this period if they don't receive any intimation from Editor, Voice of Research.

Research papers should be mailed to the editor at editor.vor11@gmail.com; editor@voiceofresearch.org

Subscription Form

I Prof. /Dr. /Mr. / Mrs. /Ms. _____ wish to subscribe the journal "**VOICE OF RESEARCH**" for one year for individual/institution/library. The prescribed contribution of journal subscription is sent herewith by Demand Draft No _____ for Rs 1500 (Fifteen Hundred Only or as applicable in multiples of nos. of years) dated _____ in favour of "Editor, Voice of Research" payable at UCO Bank, Ahmedabad.

Details of Subscriber
Individual/Institute/University

Name (in Block Letters):
Flat/ Bungalow no.:
Street:
City: **State:**
          Country:
Pin/Zip code:
Telephone / Mobile No.:
E-Mail Address: **Signature**
Note:

1. Individual Contributors and subscribers from India may pay their subscription fee in Indian Rupee amounting to Rs. 1500.00 through **Direct Deposit into Bank Account** in **or** through demand draft favouring **The Editor, Voice of Research** payable at **Ahmedabad**. _**The Draft can be sent in the name of Chief Editor at E/1, SamayAppartments, Beh. NID, Paldi, Ahmedabad- 380007**_
2. **Information of Bank Regarding Direct Deposit:**
   In the Name of: "**Editor,Voice of Research**"
   Bank Name:**UCO Bank**
   A/c No.**:03340210001387**
   Micr Code**: 380028008**
   Branch Code:**334**
   IFSC:**UCBA0000334**
   Bank Branch: **Maninagar, Ahmedabad Gujarat (India).**

Subscription charges

Period of Subscription	Rate of Subscription	
	Individual	Institutional
1 year	Rs. 2500	Rs. 3000
2 years	Rs. 4800	Rs. 5500
3 years	Rs. 7000	Rs. 8000
Lifetime	Rs.20000	Rs. 40000

DISCIPLINE ENFORCEMENT TECHNIQUES AND STUDENTS' ACADEMIC PERFORMANCE IN RWANDAN NINE AND TWELVE-YEARS BASIC EDUCATION SCHOOLS: A CASE OF MUSANZE DISTRICT (2017-2019)

Uwizeyimana Valentine
University of Kigali

Sikubwabo Cyprien
University of Kigali

Abstract

The purpose of the study was to assess the relationship between the discipline enforcement techniques and academic performance in 9YBE and 12YBE schools in Musanze District, following the cases of indiscipline in these schools at a high rate. The study consists of three specific objectives: To assess the relationship between school-based techniques, home-based techniques, and local leaders' involvement in the discipline enforcement and students' academic performance in 9 &12 YBE schools of Musanze. The questionnaires were the main instruments of data collection. The study's target population was 257 subjects from which a sample of 72 participants was chosen and which is under a quantitative approach. The study used correlational research design as a research technique to measure the relationship between two variables. It's used purposive and simple random sampling techniques to get the sampled respondents: Headteachers, Director of Studies, Director of Discipline, and Parents from School Genera Assembly Committee. This study found a significant relationship (r=0.1729) between students' academic performance and school-based techniques for discipline enforcement in 9YBE and shows a meaningful relationship (r=0.1962) between student academic performance and home-based techniques in discipline enforcement in 9YBE schools of Musanze District. Results showed a significant relationship between local leaders' involvement in discipline enforcement and students' academic performance in 9YBE schools of Musanze District. This research proved that, in 12YBE schools of Musanze District, there is a significant relationship between academic performance and School-based techniques (r=0.439), a significant relationship between academic performance and home-based techniques in discipline enforcement (r=0.2131), as well as between academic performance and local leaders' involvement in the discipline enforcement (r=0.2246). The study recommends that other researchers look for other variables that could impact students' academic performance, such as teachers' remuneration/salaries, incentives, and school materials and equipment.

Keywords: *Discipline, Academic performance, Nine- and Twelve-Years Basic Education*

Education, which is a pre-requisite to any form of skills training, has in recent years been made more accessible through free basic education (GoR, 2000)and recently, full free day Ali et al. (2009) noted that schools, colleges, and universities have no worth without students. Students are an essential asset for any educational institution all over the world. Students' social and academic development is directly linked with how students are managed at schools. The well-managed students are the ones who will get high academic achievements because of being well-managed and helped during their studies.

According to Gaweet al. (2001), when a school is effectively disciplined or well managed, the academic performance on the part of students and teachers will be highly rated. Discipline creates a good image of the school and prepares learners for their academic performance and their future. Parents often have no choice to enroll their children in a school with good discipline, which often leads to better academic performance.

Gitome et al. (2013) denoted that indiscipline is generally a disruption and danger to effective learning and deteriorates learner academic performance and attainment level. In the United Kingdom, Maphosa and Mammen (2011) pointed out that students are noisy, rowdy, and disrespectful teachers. The use of vulgar language and disrespect towards teachers is also confirmed in the United States of America.

The parents were getting anxious and frustrated as they complained of the rising incidents of indiscipline and violence in schools. The concern was not only on the risk of destruction of property and injury to persons but also the poor academic performance associated with the growing trend of indiscipline.

In Africa, Fields (2000) assumed that parents and teachers know that lack of discipline seriously impacts learners' access to educational opportunities. Academic success comes almost with certainty when focused attention on what students learn is uninterrupted.

In South African schools, Harber and Muthukrishna's (2000) related studies have implicated school-based violence as a major problem as the country's population is generally chaotic. Poverty, unemployment, rural-urban drift, the availability of guns, drug abuse, and other unhealthy youth involvements with the general legacy of violence has created a context where gangsters rob schools, killing and raping teachers and students in the process.

In Zimbabwe, Finn et al. (2009) observed that many cases of indiscipline abound in Zimbabwean schools. Eveline High School in Harare turned into a lawless institution as pupils went unpunished for drinking and smoking at school. Teachers are unsuccessfully controlling pupils as their authority has been undermined. Disruptive behaviors cause harm in the classroom. Oliver (2011) believes that when students misbehave, they learn less and keep their peers from learning. Teaching contact time is reduced as more time is devoted to managing misbehavior rather than teaching.

In Uganda, Ogwuda (2016); Komolafe et al.(2015); Asiyayi(2012) described the situation as not different, more especially in Arua District where a stand-off between stakeholders delays meaningful passing of resolutions aimed at resolving school-based aggressions and candidates get poor grades in the Uganda National Examinations. The preceding and current issues make school discipline a very important matter in academic life. Poor school life prepares a learner to get involved in armed robbery, rape, cultism, examination fraud, and other unruly behaviors.

According to Ladislaus and Philbert (2016), schools and parents have a common belief that discipline is important for effective teaching and learning in Tanzania. Equally, learners' behavior can transform the larger class by developing small learning groups and independent learning options. In turn, these options can enhance students' engagement, facilitate positive learning, prevent disruptive problems, and provide overall academic success. Discipline influences students' academic success and the overall reputation of the school.

In Rwanda, according to MINEDUC (2014), equitable access to education and disciplinary-based high-quality education are priorities for the government of Rwanda, which aims to provide its citizen with the skills and knowledge required for the country's socio-economic development. REB(2012) added that an educated citizen is skilled and disciplined. This concerns even 9&12YBE schools where a great effort is being made to increase enrolment, retention, and completion rates.

However, the REB report (2017) mentioned that although enrollment in 9&12 YBE schools is increasing, discipline strategies have been implemented. Still, the case of indiscipline among students of 9&12 YBE schools is also of high rate. This case of indiscipline is turning the 9&12 YBE schools into a dangerous place. The government of Rwanda provided human and material resources, improved schools conditions, implemented different disciplinary policies and discipline strategies. Still, the cases of students' indiscipline in 9&12 YBE schools continue to be a major problem, negatively impacting students' academic performance from 9&12 YBE schools. Therefore, if this problem of indiscipline among 9&12 YBE students persists, the student's academic performance will remain poor, and the quality of education will stay substandard in these schools.

Due to the abovesituation, it was found very crucial to conduct a study to assess the relationship between discipline enforcement techniques and students' academic performance in 9&12YBE schools in Rwanda with a case of Musanze district.

Research Questions

Is there any relationship between School-based techniques for discipline enforcement and students' academic performance in Nine- and Twelve-Years Basic Education schools in Musanze District?; Is there any relationship between home-based techniques for discipline enforcement and students' academic performance in Nine- and Twelve-Years Basic education schools in Musanze District?; Is there any relationship between local leaders' involvement in discipline enforcement and students' academic performance in Nine- and Twelve-Years Basic Education schools in Musanze District?

Methodology

This study used a "Correlational research design" to find out the relationship between discipline enforcement techniques and students' academic performance. The study employed quantitative and qualitative data, merged the data, and used the results to understand the research problem better. The quantitative method

relied on the principle of verifiability that means confirmation and generalization of the findings on the entire population. The qualitative approach was used to describe and deeply analyze data to obtain relevant information or high-quality data relevant to stated objectives.

Study population

A study population is a group of individuals, objects, or items from which samples will be taken for measurement. A study population is also defined as a group in which a researcher is interested in gaining information upon which generalization and conclusion can be drawn subsequently (Creswell,2019). Kombo et al (2006) explained that a study population is an entire group of persons or elements that have at least one thing in common. So, the study population is the total group to which the results of the study are applicable. Therefore, as for the target population, the current study was concerned with a set of 257 in total, including 42 Headteachers, 42 directors of studies (deputy head teachers in charge of studies), 5 Directors of discipline (discipline masters), and 168 parents committee members from 19 Nine Years Basic Education schools and 23 Twelve Years Basic Education schools located in Musanze District. This population possesses the characteristics required for this study to be productive.

The study employed 72 participants as the sample,including 11 headteachers, 11 directors of studies, 3 discipline masters, and 47 members of parents' committees. According to Yamane (1967), the formula for choosing the sample is below.

$$n = \frac{N}{1 + N(e)^2}$$

Where n represents the sample size, N represents the total population, ande represents marginal error.

Before collecting the data, a pilot study was done to establish the validity and reliability of the instruments. This was made utilizing Cronbach alpha analysis. The pilot study was done by having 30 members fill out the questionnaire and give their feedback. The exercise was conducted in different schools that were randomly selected. However, the selected members for the pilot study were not involved again in collecting the data for the main analysis. The data was taken out from the questionnaires and got into the SPSS 22.

The Cronbach alphas were above 80%. This indicated that most items in this questionnaire had high squared multiple correlations, indicating that the questionnaire passed the reliability test. Cronbach alphas more than 0.7 are considered satisfactory (George & Mallery, 2003). This meant that the tool adequately measured discipline enforcement techniques and students' academic performance in Rwandan nine and twelve-years basic education schools

Findings

The findings of the study and highlights the results of the findings as set out in the research methodology are presented as follow:

Table 1 : Relationship between school-based techniques for discipline enforcement and students' academic performance in Nine- and Twelve-Years Basic education schools in Musanze district

		School-based techniques for discipline enforcement	Student Academic performance
School-based techniques for discipline enforcement	Pearson Correlation	1	0.1729*
	Sig. (2-tailed)		0.0023
	N	10	10
Student Academic performance	Pearson Correlation	0.1729*	1
	Sig. (2-tailed)	0.0023	
	N	10	10

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

Table 1 above indicates a positive relationship between school-based techniques for discipline enforcement and students' academic performance in 9YBE schools of Musanze (r=0.1729). That relationship is statistically significant since the p-value=0.0023 is lower than 0.05. This implies that the more school-based techniques for discipline enforcement are strengthened, the more academic performance increases for students in 9years basic education schools of Musanze.

Table 2 : Correlations between School-based techniques and students' academic performance in 12YBE Schools

		School-based techniques for discipline enforcement	Student Academic performance
School-based techniques for discipline enforcement	Pearson Correlation	1	0.439*
	Sig. (2-tailed)		0.0038
	N	10	10
Student Academic performance	Pearson Correlation	0.439*	1
	Sig. (2-tailed)	0.0038	
	N	10	10

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

Table 2 above indicates a positive relationship between school-based techniques for discipline enforcement and students' academic performance in 12YBE schools of Musanze (r=0.439). That relationship is statistically significant since p-value=0.0038 is highly lower than 0.05. This result implies that the more school-based techniques for discipline enforcement are strengthened, the more academic performance increases in 12 years basic education schools of Musanze.

Table 3 : Correlation between local leaders' involvement in discipline enforcement and students' academic performance in Nine- and Twelve-Years Basic Education schools in Musanze District

		Local leaders involvement techniques in discipline enforcement	Student Academic performance
local leadersinvolvement in discipline enforcement	Pearson Correlation	1	0.2246*
	Sig. (2-tailed)		0.0001
	N	10	10
Student Academic performance	Pearson Correlation	0.2246*	1
	Sig. (2-tailed)	0.0001	
	N	10	10

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

The table above indicates a weak positive relationship between local leaders' involvement in discipline enforcement and students' academic performance in 9YBE schools of Musanze (r=0.2246). That relationship is statistically significant since p-value=0.0001 is lower than the alpha value set to 0.05. this result justifies a good impact of local leaders' involvement in discipline enforcement on students' academic performance.

Conclusions

Following the above-mentioned findings, the researchers found a statistically significant relationship between disciplinary techniques (School-based techniques, home-based techniques, and local leader's involvement) in the discipline enforcement and students' academic performance in 9 &12 YBE schools of Musanze.

The researchers concluded that school-based, home-based techniques and local leaders' involvement in discipline enforcement positively impact the students' academic performance in Nine and twelve-years basic education schools of Musanze. This means that the more discipline techniques are strengthened, the better academic performance in the 9&12YBE of Musanze district.

5.5 Recommendations

The study recommended that the government of Rwanda, policymakers, education reformers, and school administrators should facilitate the same studies in other districts in addition to the Musanze district to ensure that disciplinary policies and strategies are functional positively and impact students' academic performance in public schools in general and, most importantly, in 9&12YBE schools. The leaders of that institutions must follow up on implementing all rules and regulations settled and orientation of qualified teachers for the quality of education. The concerted efforts of stakeholders such as school leaders, parents, teachers, local leaders should be made to find a lasting solution to the lack of discipline and poor academic performance. Collaboration between school leaders, parents, and teachers must show good examples to students since they imitate and copy their behavior and reduce indiscipline through increased supervision and build a strong partnership. In the case of serious bad behaviors, parents of children should be invited to the school by the administrators, and they must respond and bring their contribution.

References

Ali, W. W., Nor, H. M., Hamzah, A., & Alwi, N. (2009). The conditions and level of ICT integration in Malaysian Smart Schools. *International Journal of Education and Development using ICT, 5*(2), 21-3

Gawe, N., Jacobs, M., & Vakalisa, N. (2001). *Teaching and Learning Dynamics: A Participative Approach.* Johannesburg: Heinemann. pp 87.

Harber, C., & Muthukrishna, N. (2000). School effectiveness and school improvement in context: The case of South Africa. *School effectiveness and school improvement, 11* (4), 421-434.

Henderson, A. T., & Berla, N. (1994). *The family is critical to student achievement.* Washington, DC: National Committee for Citizens in Education. pp 69.

Hernández, T. J., & Seem, S. R. (2004). A safe school climate: A systemic approach and the school counselor. *Professional School Counseling, 7*(4), 256-262.

Jones, T. (2016). Outcome measurement in nursing: Imperatives, ideals, history, and challenges. *OJIN: The Online Journal of Issues in Nursing, 21*(2), 1-11.

Kabandize, L. I. (2004). *The Management of Students" Discipline in Secondary Schools.* Kampala: Makerere University: Published MEd Thesis.

Kombo, D. K., & Tromp, D. L. (2006). Proposal and thesis writing: An introduction. *Nairobi: Paulines Publications Africa, 5*(1), 814-30.

Krukru, K. (2016). *Effects of instrumental materials on student's academic performance. Social studies in selected secondary schools in Nigeria.* Lagos: GRIN Verlag.pp 89.

Levin, J. (1994). *Principles of classroom management: A hierarchical approach.* New Jersey: Prentice Hall.pp 74.

Lezotte, L. W., & Snyder, K. M. (2011). *What effective schools do: Re-envisioning the correlates.* Chicago: Solution Tree Press.pp 128-134.

Lloyd, L. & Judith, S. (1997). *Meeting the challenge of primary schooling.* London: Rutledge. pp 65-87.

Locke, L. M., & Prinz, R. J. (2002). Measurement of parental discipline and nurturance. *Clinical psychology review, 22* (6), 895-929.

EFFECT OF BLENDED LEARNING ON LEARNERS' ACADEMIC PERFORMANCE: CASE OF GICUMBI DISTRICT (2015/2020)

Mushimiyimana Jean De Dieu
Masters holder, University of Kigali
Dushimimana Jean De Dieu
Lecturer, University of Kigali

Abstract

The purpose of this study was to investigate the effect of blended learning on learners' academic performance in Rwandan public boarding schools. Case of Gicumbi district. The researcher targeted all the 12 public boarding schools from Gicumbi district, 4 public boarding schools were selected basing on the assumption of (Borg and Gall, 2003) indicating that at least 30 percent of the entire population for sample is sufficient. The study population comprises 1334 as total population. And final sample size were 308 people who were selected using Yamane sample size determination. The study approved that blended learning affect learner's academic performance in Rwandan public boarding schools. And government is recommended to supervision on the use of ICT in Rwandan public boarding schools.
Keywords: *blended learning and learners' academic performance.*

According to Potashnik and Capper (1998), radios and television have been considered in past years. As means of communication in teaching and learning activities even if they use to utilize hard materials or printed one which remained most affordable and accessible in both countries, developed countries and less countries. But the use of computers and the internet in education is still at low level in African less developed countries and all other international less developed countries. This is a very big problem for developing countries to fit themselves into the global economy while development of technology is still low. Moreover, this affects the quality of education of those countries (Altbach, 2005).

Students continued to improve skills and knowledge on computers by playing games and following the instructional on the computer. Teachers started writing in words but later the students write too. In 1980s modern internet also was introduced, from that time-sharing information was easy for both sides and learning materials were also on the internet, globally communication becomes easy. The teachers became aware of how computers transformed the education system into a conducive environment since the students started presenting their works using it and access ideas and knowledge from it. And it was revealed that learners perform better when they are using modern method instead of the traditional one (Jena, 2013).

Globalization and technology were empowered over the last 15 years. This world is led by technology, guided by speed information sharing and knowledge (Ølnes, Ubacht & Janssen, 2017). All of these are being done with the target of

establishing a global economy. This change has a serious implication on how education should be. It is the reason why educational institution is establishing the use of ICT in education (Ølnes, Ubacht & Janssen, 2017). Global concern in education and quality of education is being made by different countries for expanding education to the people who was made vulnerable by globalization. Generally, in less developed countries some people are vulnerable as the results of globalization and implementation of ICT, those people who are in rural areas such as girls, unskilled labors, old people, some graduates from ancient period and women. This global reformation is putting them under pressure to harmonize themselves with new skills and information spreading (Benería, Berik & Floro, 2015).

In Africa majority of the countries are less developed, number of countries that use technology is still low but they are developing ICT as a tool for socio-economic development. Many countries are using technology in teaching but there is a great problem of lack of financial means that can help them to achieve their target in short period of time (Sife, Lwoga & Sanga, 2007). But the journey is still long because many families in Africa are poor so they cannot afford the price of buying electronic devices like computers, radio, telephones even internet networks. And this is among the challenge of establishing smart class because it can be very easy when homes learners used to use those materials and their respective teachers but the teachers do not know how to use the computers, projectors and other electronic devices (Sife, Lwoga & Sanga, 2007). In addition to that, some families and schools do not have electricity or another alternative source of power. So it is not easy to establish a smart class that can help the school to develop ICT in teaching and learning in those areas. The establishment of smart classroom does not mean eliminating all the old ways of teaching by new ones but it is like integration (Anju & Sharma, 2016).

Education is considered as a motor for economic development and industrial development (Benavot, 1992). In third world countries, the teachers are still using an analog system of teaching using chalkboards. By using ICT the education in any given country can be successful enough, teachers could use ICT materials to make education understandable for everyone because teaching and learning become semi-practical or practical. Currently, instructors' academic performance is not measured by academic achievement only but by the way, teachers use ICT tools to achieve the main objective. The use of ICT or technology can be a chance to support the learners with special education needs because they are technological methodology that was designed to help disabled learners. As ICT and computer, learners can stay home and attend the schools, even those with sight or blind problems ICT integrate them by using special machines that are very useful to them (Shamatha, Peressini&Meymaris, 2004).

Research question

What are the effect of blended learning on learner's academic performance in Rwandan public boarding schools?

Understanding the key concepts

This part explains the major terms and concepts which was used in the research project by referring to others scholars who examined and discussed those concepts in their research. They are namely: smart learning, students' performance and boarding school.

Smart learning in education perspective

According to Dey & Bandyopadhyay (2019). "Smart learning is modern methods that contribute in providing quality education to the learners for improved learning achievement with the assistance of technology. Traditional methods are losing their effectiveness as all the educational institutions are adapting smart classrooms in their teaching and learning program. Smart classrooms are well equipped educational environment with the latest technology such as visualizers, smart boards, laptops/computers, internet connectivity, projectors, amplifiers, speakers, podium, microphones and many more" (p.23)

According to Yekimov et al (2020) "Smart Classroom project explores the challenges and potentials of the Intelligent Environment as a new human-computer interaction paradigm. By constructing an intelligent classroom for e-learning, we try to provide teachers the same experiences as in an ordinary classroom when giving online lessons" (p.4) and they further continued with the following definitions "A smart classroom relates to the optimization of teaching content presentation, convenient access of learning resources, deeply interactivity of teaching and learning, contextual awareness and detection, classroom layout and management, etc. It may be summarized as Showing, Manageable, Accessible, Real-time Interactive and Testing, which is nicknamed "S.M.A.R.T".

Technology plays significant role in the life of human being but in education facilitate communication. Currently, computers are contributing to our education system. The term smart classroom is new movement that was introduced in teaching and learning so that learners can study using technology. The new world is forced to introduce smart classes which can provide education better through a presentation, research and online learning. Many researchers Pishva & Nishantha (2008) asserted that smart classrooms and adoption of internet in education system are improving and developing our methods of schooling, in the same manner that technology such as radio, TV, telephone specifically have changed our mode of communication.

Nowadays, the internet is becoming an important instrument utilized by college students to develop their academic performance. Traditional mode of teaching which consists of face to face teaching and learning, using hard books, using libraries has reduced values as a result of internet connection (Yang, Pan, Zhou & Huang, 2018). Internet is facilitating easily the students to study effectively

and efficiently at low prices because it is very cheap comparing with accessing hard books (Watters, Keefer, Kloosterman, Summerfeldt & Parker, 2013).

The smart concept is defined as a set of well-explained devices and instruments or aims. (Taleb & Hassanzadeh, 2015). A smart classroom is a technological-based learning and teaching source which is spreading around the world and enhance learners to study with the support of device hardware, software, and other electronic sources. A smart classroom is explained as one of the cheapest sources of information that might be utilized to shift from traditional education system to modern one with support of new technology. For the students' smart classrooms is a mode of generating quality of education because learners can even make their self-teaching without the intervention of teachers by making research and making online learning. Smart classroom uses laptops, projectors, tablets, multi-screens and other electronic devices. For effective teaching and learning.

Boarding schools in education perspective

Boarding school is an educational institution that has basic target of behavior development. Boarding schools its main education objective is more likely to generate a conducive education environment which facilitates teaching and learning and produce graduates of citizens who bring change in socio-economic, religious development of country (Rizkiani, 2017). The concept of boarding school is somehow confusing because some scholars explained and analyze its advantage differently. According to Hendriyenti (2014) indicated that many schools and educational institutions can recognize and develop the objectives and importance of country education by putting into practice character education. One of character education is boarding school, Islamic schools school management and integrated school. The most important school management that brings character improvement is boarding schools. While day schools take students in charge on daily basis only and they return to their home or rented house at the end of the day.

According to (Khalidy, 2014) learners who conduct their learning in boarding school are well managed and their behavior, activities, attitudes and values are controlled. They receive a sense of togetherness because always they are together with their patron, matron and other administrative staff. Hence the concept of boarding schools is an educational institution where students learn under the supervision of their instructors and administrative staff without daily returning home, means that they are supposed to stay at school till the end of term or semester.

Academic performance

Academic performance is the measurement of learners' achievement across many school subjects. Instructors and administrative staffs typically detect achievement using classroom achievement, grading rates and outcome from standardized tests. According to Mushtaq and Khan (2012) academic performance is an indicator of successful education system of any given country. Policies, curriculum and program which are designed to rise education,

are measured basing on the students' academic performance and their competition at the job market. Academic performance is a degree of success that students manifest at end of any session but academic performance goes hand in hand with the program that government designs. For Instance, introduction of smart classroom, school feeding program. Academic performance means the outcome of education and schools' effort in teaching the students.

According to Ali et al (2009) asserted that learners' academic performance has significant importance in generating the best quality of school leavers who will be the future leaders and labors of the nation and become responsible for socio-economic development. Learners academic performance does not only reflect the work of administrative and teaching staffs but also competition at national, regional and international market, Simply means labor markets. Academic performance is the major factor which most likely to be considered by the companies while they are recruiting new employees especially from new graduates. Learners must use most their effort in studying so that they can earn high grades which lead them to be an eligible candidates to the labor markets. The learners' academic performance is graded using the Cumulative Grade Point Average (CGPA) which is an international grading system of higher institutions. CGPA gives value to all examinations that students pass academically in most of the semesters and brings the final average of those marks. Hence shows the overall academic achievement of the students (Yogendra & Andrew, 2017).

According to Seetha (2013) indicated smart class helps in time management and the researcher continued by stating that through this type of learning, the students are involved and motivated in teaching and learning activities because in smart class there is a use of audio-visual tools that are very interested in the learners' wishes. Many different research which was made, revealed that smartboard encourages active learning in any given class and in addition to that it produces a successful academic performance since the learners put more effort in being a part of lesson. In the study conducted by Hall and Higgins (2005) about the effect of an interactive whiteboard on learners' academic performance and researchers indicated that there is a link between interactive whiteboard and learners' involvement, paying attention to the content. Motivation of learners rise during the content delivering, hence both the learners and teachers stand for the use of an interactive whiteboard. The interactive whiteboard gives space some children and time to discover and learn new things on his/her own. Teachers and learners supported the ideas of the introduction of smart classroom. Many schools in developed countries have started to establish whiteboard usage in colleges and higher institutions of learning.

According to Cuthell, J. C. (2005) discovered that the establishment of an interactive whiteboard contributed in shifting education system from instructions presentation to collaborative, it takes away most of the

responsibility of presenting a lesson from teachers and allow the learners in what is called learners centered methods, in learners centered method, learners is the one to discover to the topic means that teacher is supposed to work lesser than the learners who should work a lot. In a smart classroom interactive whiteboards combine many materials like a projector, computer, audio-visual materials that should be presented. As long as the learners are motivated and engaged affect positively their academic performance. Using instructional material that leads to the moving from a traditional way of teaching to a modern way of teaching is better because the world is dynamic, it needs some of the change that can lead to the production of competent workers at the national, regional, continental, and international levels. But some researchers can see this differently because there are some children from the rural areas and in less developed countries where this new modern way of teaching is not started yet but they can perform better than the learners who studied under this new movement of technology in education. It does not mean that all the time the learners who studied in this system, will always perform better. Because they are many other factors that influence learners' academic performance.

Fielding et al (2005)in their research focused on what is termed collaborative learning, that the learner should be centered in teaching. Professional teaching is very important in teaching because it continues to update teaching and administrative staff about the new technology depending on how a dynamic society is changing. Teachers' continuous development is currently being made using technology or physical contact by its implementation but its effectiveness in results is still questionable. Because this activity of teaching made online is only focused on their level of helping one another (Johns-Shepherd & Gowing, 2007). If this continue to be like that the introduction of ICT in the schools will not be efficacy and directly learners' academic performance will be poor.

According to Ertmer (2005) teachers are the main implementers of ICT integration in education system without their effort the implementation of it in teaching and learning cannot be possible because even if different government wants to introduce this new movement in teaching and learning but at the end of the day you find that it is commonly used by the teachers only. It means that teachers should be familiar with it and confident to use this new technological system of establishing smart classrooms in the schools when the teachers will become familiar, even the learners will be motivated to use it and adopt the new system and hence learners academic performance will be achieved since they have easy access to the data, sharing information with others schools and learners around the world.

Model of smart classroom design

The students is supposed to has her/his own laptop in front of him/her which connected to internet connection but the machine will be having software which is able to ban unrelated contents that can misguided class attendees. In that classroom, there is no chalk board except interactive whiteboard (Kimenyi, 2020).

Image of smart classroom (Implementation of Smart Classroom Reaches
Over 50% Schools-Education Ministry,n.d)

The blended learning on learner's academic performance in Rwandan public boarding school

	SD	D	N	A	SA	Mean	STD
School leaders make follow up on use of smart classroom by students	14 (4.5%)	9 (2.9%)	26 (8.4%)	82 (26.6%)	177 (57.5%)	4.2955	1.04945
School managers encourage learners to use smart classroom	19 (6.2%)	12 (3.9%)	29 (9.4%)	89 (28.9%)	159 (51.6%)	4.1591	1.14032
School leaders always make constant supervision in smart classroom	17 (5.5%)	21 (6.8%)	23 (7.5%)	91 (29.5%)	156 (50.6%)	4.1299	1.15677
the school allows students to access smart classroom	19 (6.2%)	20 (6.5%)	35 (11.4%)	92 (29.9%)	142 (46.1%)	4.0325	1.18029
Teachers are allowed to smart classroom computers	20 (6.5%)	19 (6.2%)	27 (8.8%)	118 (38.3%)	124 (40.3%)	3.9968	1.15140
teachers are monitored on smart classroom usage	19 (6.2%)	35 (11.4%)	27 (8.8%)	79 (25.6%)	148 (48.1%)	3.9805	1.25805
school repairs on time broken computers	26 (8.4%)	28 (9.1%)	37 (12.0%)	71 (23.1%)	146 (47.4%)	3.9188	1.31016
All teachers use smart classroom in teaching and learning activities	23 (7.5%)	39 (12.7%)	45 (14.6%)	60 (19.5%)	141 (45.8%)	3.8344	1.32694
School have suggestion box where students can manifest their challenges about smart classroom	30 (9.7%)	46 (14.9%)	36 (11.7%)	57 (18.5%)	139 (45.1%)	3.7435	1.40814
School has an IT manager in charge of smart classroom Overall	36 (11.7%)	48 (15.6%)	45 (14.6%)	84 (27.3%)	95 (30.8%)	3.5000 3.9591	1.37331

Note: Strongly Disagree = [1[= **Very Low mean;** Disagree= [1-2[=**Low mean;** Neutral= [2-3[=**moderated mean**; Agree= [3-4[=**High mean**; Strongly Agree= [4-5[= **Very High mean**

The results from table 9, revealed that the majority of respondents strongly agreed the following factors: School leaders make follow up on use of smart classroom by students (μ=4.2955 and STD=1.04945), School managers encourage learners to use smart classroom (μ=4.1591 and STD=1.14032), School leaders always make constant supervision in smart classroom (μ=4.1299 and STD=1.15677), the school allows students to access smart classroom (μ=4.0325 and STD=1.18029). the majority of respondents also agreed the following factors: Teachers are allowed to smart classroom computers(μ=3.9968 and STD=1.15140), teachers are monitored on smart classroom usage (μ=3.9805 and STD=1.15140), school repairs on time broken computers

(μ=3.9188 and STD=1.31016), All teachers use smart classroom in teaching and learning activities (μ=3.8344 and STD=1.32694), School have suggestion box where students can manifest their challenges about smart classroom (μ=3.7435 and STD=1.40814), School has an IT manager in charge of smart classroom (μ=3.5000 and STD=1.37331). Overall, results indicated that approved that majority of respondents agreed that management of smart classroom has strong relationship with learners academic performance as indicated by the table above.

Academic performance

During interviews, director of Studies interviewed confirmed that, from the last five years in academic perspective since the time smart classroom was introduced the academic performance was increased to their school, performance increased in school based exams, district tests and in national examination not only that because school dropout was reduced too, because learners became motivated since the time smart classroom was introduced at their school (DOS$_1$). This was also confirmed by Head Teachers who were asked to compare and contrast learners academic performance before introduction of smart classroom and after they indicated that before smart classroom teachers did not get the opportunities of making research for teaching aid and others instructional materials school spent a lot of money making photo copies of others books borrowed from others school while after the introduction of smart classroom teachers became very confident because the accessibility of instructional materials and teaching aids became easy and even students were able to make their own research to supplement what they have learned in classroom (HT$_2$). Based on what interviewees said we can conclude that learners' academic performance has been increased in Gicumbi public boarding school as most of the variables involved in this research manifest many supporting opinions that they have influenced performance in those schools.

Discussion

The discussion indicated that most of the respondents confirmed that blended learning affect learners academic performance in every school, in the case the leaders put more effort in enforcing its implementation. Traditionally people used to consider education the way teachers is the only one who knows everything and they consider learners as a passive element in education and finally teachers was there to deliver the contents but in new education reforms learners are treated as important element as he/she can educate on herself while teacher is away from the school. They can use internet and other sources of knowledge which can equip them with sufficient knowledge to pass any given tasks.

Academic performance nowadays, is not based on teacher's activities because they are other factors which enhance teaching and learning in educational institutions such as environment, materials and learners motivation in addition to that school time table can also influence teaching and learning activities. With this reason government must supervision many things apart from focusing on teachers activities only.

Conclusion

Quality of education is not only focused on teachers' motivation and hard books but also on student's motivation, conducive environment, parental involvement, peer teaching, and availability of ICT tools which contribute to students researching. Finally government should make research on the effective use of technology in education, provision of continuous professional development to the teachers about ICT use and making mobilization to the local community to participate in contributing to the school activities especially procuring of ICT Tools. The study concluded that there is significant effect of blended learning on learner's academic performance in Rwandan public boarding schools.

References

Cuthell, J. C. (2005). The impact of interactive whiteboards on teaching, learning and attainment.

In *Society for Information Technology & Teacher Education International Conference* (pp. 1353-1355). Association for the Advancement of Computing in Education (AACE).

Gowing, E., Hardcastle, J., Johns-Shepherd, L., Kearns, H., Kemeny, H., O'Brien, J., ... &

Unwin, A. (2007). *New designs for teachers' professional learning.* J. Pickering, C. Daly, & N. Pachler (Eds.). London: Institute of Education, University of London.

Yogendra, N., & Andrew, A. (2017). A study on the factors influencing on grade point average (gpa) with special reference to third year commerce and management students of eastern university, Sri Lanka. *Journal for Studies in Management and planning*, *3*(8), 409-25.

Cuban, L. (1986). *Teachers and machines: The classroom use of technology since 1920.* Teachers College Press.

Dey, P., & Bandyopadhyay, S. (2019). Blended learning to improve quality of primary education among underprivileged school children in India. *Education and Information Technologies*, *24*(3), 1995-2016.

Kassimoto, T. J. (1987). *Attitudes of parents, students, ex-pregnant school girls and administrators on the expulsion of pregnant girls from schools: a case study of selected areas in Dar es salaam and Mbeya region* (Doctoral dissertation, University of Dar es Salaam).

Anwar, J., Ali, M. A., Hussain, M., Sabir, W., Khan, M. A., Zulkiffal, M., & Abdullah, M. (2009).

Assessment of yield criteria in bread wheat through correlation and path analysis. *Journal of Animal and Plant Sciences*, *19*(4), 185-188.

Altbach, P. G. (2005). The private higher education revolution: An introduction. In *Private Higher Education* (pp. 1-9). Brill Sense.

Sife, A., Lwoga, E., & Sanga, C. (2007). New technologies for teaching and learning: Challenges for higher learning institutions in developing countries. *International journal of education and development using ICT*, *3*(2), 57-67.

CONTRIBUTION OF TECHNICAL AND VOCATIONAL EDUCATION AND TRAINING (TVET) PROGRAM IN PROMOTING EMPLOYMENT OPPORTUNITIES AMONG THE YOUTH IN RWANDA: A CASE OF NYABIHU DISTRICT (RWANDA)

Desire Rukundo
Department of Education, University of Kigali, Rwanda
Cyprien Sikubwabo
Department of Education, University of Kigali, Rwanda

Abstract

The purpose of the study was to investigate the contribution of Technical and Vocational Education and Training (TVET) program in promoting employment opportunities among the youth in Rwanda. Its specific objectives are to assess the contribution of hands-on skills and entrepreneurship skills as acquired from Rwandan TVET schools, in promoting employment opportunities among the youth in Nyabihu district. The study adopted both qualitative and quantitative design. The population from which the sample was delivered is 1883 persons. The sample size was derived from TVET graduates living in Nyabihu District to be surveyed using the Yamane's formula at a confidence interval of 90% and margin of error of 10%. The calculation gave 95 persons as the sample size. TVET graduates who were ready to provide information have been selected. The researcher used simple random sampling technique. He also used the questionnaire as a research instrument. The researcher analyzed data using SPSS and the results were presented in tables. The results showed that the respondents agree that Hands-on skills acquired from TVET have helped them to create a job. On this issue, the conclusion is that hands-on skills obtained from TVET schools are very important in job creation, performance at work, job promotion and job security with the aggregated Mean=4.28; SD=0.68. However, the importance on job creation and job security is very limited with their Mean falling under 4.20. Also, entrepreneurship skills acquired from Rwandan TVET schools are not fully exploited and their role in promoting employment opportunities is limited in Nyabihu District with the aggregated Mean of 3.01 and SD of 1.17. Based on the study findings the researcher recommends the following: The government should put in place a fund that would help TVET graduates to be able to create their own job; the courses related to Entrepreneurship should be strengthened.

Keywords: *TVET, Vocational education, hands on skills, entrepreneurship,*

Technical and Vocational Education and Training (TVET) as defined by UNESCO (2010) is an education process which leads to acquisition of practical skills, attitude, understanding and knowledge relating to trades in various sectors of economic and social life. TVET as an education system is an asset for confronting employment challenges (Quisumbing, 2011). However, this is true if TVET implementation meets the needs of the people. TVET also needs to be relevant to the employment demand of the environment; social, economic, cultural and political.

In a global context, development of vocational skills and promotion of lifelong learning are recognized as core national strategy in many advanced countries including Japan and United States. In addition, small and emerging nations such as Finland, Taiwan and Singapore strengthen their comparative advantage and gained the competitive position in international employment market through adapting 'select and focus' strategy. Both the UN and the African organizations make clear that sustained employment poverty reduction will be realized through the efficient development and utilization of productive capacity of human resource especially youth, thus employment creation should be the centre of political and economic reforms (Alam, 2008). Countries like Taiwan, China and India went further to use TVET as a means for supporting creation of skilled work force (UNESCO, 2009). This increases productivity and hence economic growth. But the role of TVET goes further to promotion of social development. This shows that TVET has varying roles on development. TVET has also been implemented as a poverty reduction initiative. Among the many poverty initiatives, TVET is implemented as a skills development programme for youth (Colley et al., 2017).

In regional context, several debates on reintegration of education, skills and work have been conducted to prioritize human resource development along TVET which should be given much more attention in both socio and economic development. Many African states developed TVET policies and strategies and undertake great efforts to improve quality and relevance of TVET in order to diminish unemployment among the population in general and youth in particular. Recent creations of TVET leading and matching institutions with the labour market display the recognition of this acuteness problem in countries such Botswana, Namibia, Tanzania and Burkina Faso (UNESCO, 2017). Progress in the elaboration of national qualifications framework in recent years is proof of the successful joint efforts of governments and private sector to ensure high responsiveness of TVET to the individual, enterprise and economy needs (UNESCO, 2017).

In Rwanda, the same challenge was evoked by concerned governmental institutions. According to the July 2016 final report on self-evaluation for the Poverty Reduction Strategy Paper (PRSP) II, about 170,000 young people start working life each year without any sufficient qualifications and therefore have only a limited chance to integrate successfully into the economic cycle. The current TVET is not responding this issue where secondary schools with technical courses accommodate only 82,792 students. In addition, post primary vocational training schools (VTS) have the capacity to accommodate only 27,366 trainees (Rwandan Ministry of Education, 2008).

As such, there has been restricted contribution of TVET to employment availability in Rwanda. This is due to factors relating to the way TVET is implemented not only in Rwanda but also in other countries. TVET has been and remains a common development strategy for many countries around the

world and Rwanda displays its willing to be among those countries which used TVET to equip youth with skills and knowledge to address the problem of youth unemployment (Rwandan Ministry of Education, 2016).

In Rwanda, in 2012, the National Employment Policy reported that at least 70% of job seekers were not qualified for the kinds of jobs they sought or the standards demanded by employers (National Employment Policy, 2012). The National Skills Audit conducted the same year (2012) reported an average 40% skills deficit and severe skills gaps in some categories such as technicians, with current demand exceeding supply by 60% across the public, private and not-for-profit sectors (National Skills Audit, 2012). Based on these revelations, the Government of Rwanda introduced a reform of the education system to develop human resources that are consistent with the country's labor-market requirements. It is in that context that the existing TVET system was revised in order to adapt the supply to the demand in terms of employment especially for young people.

However, seven years after those reforms, there are still problems of satisfying the employment demand in some categories of skills. For example, in Nyabihu District, it is difficult to find skilled technicians in key domain of employment such as tourism, mining, ICT services, food processing, tea, alternative technologies and handcraft (Nyabihu District, 2017). Although the Education Sector Policy and the National Science, Technology and Innovation Policy clearly indicate the Government's commitment to develop and improve TVET, this part of the country (Nyabihu District) still is in dire need of skilled workers and technicians in the cited domains. Even in those occupational fields that show high demand for skilled workforce, like the construction sector, TVET graduates in Nyabihu District remain unemployed because they have not acquired the practical hands-on competencies (Nyabihu District, 2017). For the priority economic sector in Nyabihu District, the TVET offer is partly missing and unrelated to sector development tendencies (Nyabihu District, 2017).

The main problem of this study is the existence of the discrepancy between the efforts made by the Government of Rwanda to adapt the TVET programs to the real employment situation demand and the mitigating results obtained on the satisfaction of the market vis-à-vis the TVET program. This study is much needed to raise the attention of TVET implementers and curricula planners to collaborate closely with the farms and industries' holders so that young people graduating from TVET be provided with update skills.

Due to the above situation, we found it crucial to conduct a study with the purpose of analyzing the contribution of Technical and Vocational Education and Training (TVET) program in promoting employment opportunities among the youth in Rwanda especially in Nyabihu District. Consequently, this study aims at answering the following research questions: What is the contribution of hands-on skills, as acquired from Rwandan TVET schools, in promoting employment opportunities among the youth in Nyabihu district? What is the

contribution of Entrepreneurship skills, as acquired from Rwandan TVET schools, in promoting employment opportunities among the youth in Nyabihu district?

We believe that this research would provide in depth description and analysis of the role played by TVET to help graduates to be integrated in employment market as much as this study had articulated the subject.

Literature review

An overview of TVET history in Rwanda

In Rwanda, technical and vocational training was provided by different institutions with different naming.

Before 1979: Ecoles Familiales: Offering vocational training for female graduates of primary school for 2 years; CERAR: Centre d'Enseignement Rural et Artisanale: Offering vocational training for male graduates of primary school for 2 years; 1980-1994: CERAI: Centre d'Enseignement Rural Artisanal Intégré: Former Ministry of education "MINEPRISEC" had developed a network of centers, managed by the district or by religious institutions; Enrolled pupils from primary not eligible for secondary education. Training duration was 2 years; Before 1979-2009: École Officielle Technique (ETO): Initially 4 École Officielle Technique (ETO) namely ETO Kicukiro, ETO Kibuye, ETO Kibungo, ETO Gatumba supervised by the Ministry of Education, offered technical education and award A3 and A2 certificates. After 1994, other three ETO were created namely ETO Nyamata, ETO Gitarama and ETO Muhima; 1980-2009: CFJ: Centre de Formation des Jeunes Supervised by the Ministry of Youth, Sports, Culture and Vocational Training Transformed into VTC when WDA was established Offered short course training of 6 months to 1year in different trades such as masonry, carpentry and Tailoring; 2009-2017: WDA, VTC, TSS, IPRCS: Workforce development authority (WDA):

In 2008, the Government of Rwanda initiated Workforce Development Authority as an institutional framework to provide a strategic response to the skills development challenges facing the country across all sectors of the economy with the following mandates:

Established by the law no 03/March/2009 and restructured by the law no N°42/2016 of 18/10/2016; In 2013 new competency-based curricula were developed and piloted in Southern Province, Rwanda TVET qualification framework elaborated; Vocational training centers (VTC) and Technical secondary school (TSS): After the establishment of WDA, the supervision of CFJ shifted from the Ministry of youth, sport and culture to the ministry of education. Then, the name changed to VTC, and all secondary schools offering vocational courses become technical secondary schools (TSS).

Integrated polytechnics regional centers (IPRCs): In 2007, Tumba College of Technology was established in Northern Province in Rulindo District. Five IPRCS were established in 2008, namely IPRC Kigali, IPRC EAST, IPRC WEST which inherited the existing physical infrastructures of ETO in their

respective provinces. All IPRCs were under the supervision of WDA but since 2018 after the implementation of new restructuring of WDA, IPRCs are under supervision of Rwanda polytechnic (RP). 0n 28 February 2018, Gishali Integrated College was established in Eastern Province, Rwamagana District.

2018: Rwanda polytechnic (RP): In 2017, after Education sector reform, Rwanda Polytechnic (RP) is established by the law N° 21 bis/2017 of 28/04/2017 but become operational since March, 2018.

Hands-on skills acquired from TVET and employment opportunities

In 2013, Everard van Kemenade (2013) conducted a study on Hands-on skills acquired from technical and vocational education and training (TVET) program components/mechanisms and their overall effect on employment opportunities in a developing country context. Using secondary data, his descriptive case study integrates the realistic evaluation framework of Pawson and Tilley with Total Quality Management (TQM) frameworks. He found that his case study's TVET system adopts/adapts international best practices. Following the implementation of the 2008 TVET strategy, the proportion of formal TVET graduates who were recognized as competent based on their hands-on skills by the assessment and certification system increased from 17.42 percent in 2009/2010 to 40.23 percent in 2011/2012. Nevertheless, there is regional variation. He concluded that TVET reforms that are based on TQM frameworks could improve hands-on skills achievements in developing countries by enhancing awareness, coordination, integration, flexibility, participation, empowerment, accountability and a quality culture. Nevertheless, his research is limited by lack of longitudinal data on competency test results. There is also a need for further investigation into the practice of TQM and the sources of differences in internal effectiveness across TVET institutions. Based on his findings, he suggested that his description of the case study reform experience, which is based on international best experience, could better inform policy makers and practitioners in TVET elsewhere in Africa.

Karikari *et al.,* (2015) conducted a study on Effective Components of a Technical and Vocational Education Program: The Nigerian Case. The study asserted that TVET can create better pathways from school to work based on hands-on skills acquired by graduates. Effective TVET programs equip students with the practical skills, knowledge, and entrepreneurial tools that match labor market needs. Such programs provide quality training and accreditation in the field of study and directly link students to industry through apprenticeships. Last, it ensures that all students, regardless of gender, are equipped to make informed career choices, and provides equal access to both men and women to opportunities to sustainably improve their livelihoods. The study recommended that; it is important to have an effective TVET program as it would enhance the ability of the youth in their way from School to Work.

According to Akilah Institute for Women (2018) TVET programmes should be effective to achieve the expected results. In a study conducted by this institution

on the effectiveness of TVET programmes in Africa, if TVET courses are to be successful, their design must be "demand-driven, and the education and private sector development sectors must coordinate to ensure this is fulfilled and must be based on hands-on skills". Akilah, located in Kigali, provides the finest example of how an education institution can become the bridge between what the vast labour market demands and what education institutions should supply.

Entrepreneurship skills and employment availability

Kuyini in a study entitled Barriers to youth employment conducted in 2014 in Ghana found that Youth do not have the ease of entry into the workforce or the work stability that their parents experienced. There is also greater demand by employers for entrepreneurship skills whereas a lot of young people pretend to possess soft skills as well as qualifications. The study highlighted that young people often struggle with the unfamiliar processes of the world of work, which frustrates employers who see workplace culture as the norm.

However, this study failed to display the role played by Entrepreneurship skills acquired from TVET in helping the youth to get employed. It only noted the increasing numbers of casual jobs. This situation of growth in casual contracts and part-time work mean many young people are in entry-level jobs, or in jobs for a short period of time.

In Rwanda, even if studies on Entrepreneurship skills acquired from TVET and youth employment are scarcer, Bizimana (2010) conducted a study on the Importance of TVET on matching skills and jobs in Rwanda, the case study of Karongi District. The study was both Qualitative and quantitative with the help of triangulation methods of data collection. The study concluded with the following findings: Many employers in Karongi District report difficulties in finding suitably skilled workers. Although part of these difficulties is related to Entrepreneurship skills gaps and deficits in specific sectors, occupations and regions, they are mostly explained by factors other than skills, such as uncompetitive wages, unattractive working conditions, poor recruitment policies and/or mismatch between the location of skills and jobs. As a result, many shortages could be addressed by changes in training and recruitment practices, as well as by facilitating labor mobility.

Even though this study raised the problem of mismatch on the employment market, it did not exhaust the subject on Entrepreneurship skills and promotion of jobs among young people. And, promoting jobs without paying due attention to their quality and to the skills required may only buy time and ultimately prolong the jobs crisis. He recognized that public employment services have an important role in ensuring that the return to job growth does not come at the expense of lower-quality skill matches. Activation strategies should not only focus on the immediate benefit of filling a job vacancy, but also consider the long-term consequences of training and placement decisions on individuals' employability and adaptability (Bizimana, 2010).

Materials and Methods

Research design: This research adopted the quantitative research design to assess family related variables influencing the decline of student enrollments in Tertiary institutions. According to Aliaga and Gunderson (2005), quantitative research design consists of elucidating a phenomenon by gathering data in the form of numbers and examining them by statistical analysis. The same author says that quantitative research design can be employed when one has narrative data as well. In this case, narrative (non-numerical) data is converted into numerical one by means of especially Likert scales. As Tanibas (2014) puts it, when narrative data turns out to be numerical, the technique is also deemed to be quantitative in nature. In fact, the researcher collected data based on people's opinions which were translated into numerical data in order to generalize and draw conclusions regarding TVET related variables responsible of promoting employment opportunity among the youth in Rwanda.

Participants

Table 3.3 Workshops and sample

No.	Workshops	Number of TVET graduates	%
1	Agakiriro ka Jenda	29	30.5
2	Cooperative of Nyabihu Electricians (CONE Mukamira)	21	22.1
3	Kabatwa Site	18	18.9
4	Kora Site	15	15.8
5	Gasiza Site	12	12.6
Total	3	95	100

Source: Researcher, 2019

This research was conducted September, 2019-August, 2020. It was carried out in Nyabihu district where TVET graduates who participated to this research were met at their respective workshops. Indeed, in Nyabihu District, there are 5 public workshops and all of them have been included in the target population and sampled according to their members. These are Agakiriro ka Jenda in Jenda Sector with 29 respondents which represent 30.5% of the whole sample, Cooperative of Nyabihu Electricians (CONE Mukamira) in Mukamira Sector with 21 respondents which represent 22.1% of the whole sample, Kabatwa site in Kabatwa Sector with 18 respondents which represent 18.9% of the whole sample, Kora site with 15 respondents which represent 15.8% of the whole sample and Gasiza site in Rambura Sector with 12 respondents which represent 12.6% of the whole sample. The number of respondents was taken based on the number of TVET graduates working in each workshop. Indeed, Agakiriro ka Jenda is the big site in Nyabihu District and Gasiza is the smallest in terms of the number of TVET graduates working there. The total population of the survey is composed of all the TVET graduates living in Nyabihu District from 2017-2019. According to the annual report of Education in Nyabihu District, TVET graduates are 1883 persons from 2017-2019.

The sample size was derived from population of 1883 TVET graduates to be surveyed using the Yamane's formula at a confidence interval of 90% and margin of error of 10% as described below (Grinner & William, 2000):

Where; n= $\dfrac{N}{1+N(e)^2}$

n is the minimum sample size

N is the population from which the sample was drawn and it is estimated at 1883 individuals.

e is the margin of error estimated at 10%. Substituting in the above formula, the sample size is determined as;

n= $\dfrac{1883}{1+1883(0.10)^2}$ =

n=94.96 = 95 respondents

Research instruments

This study used structured questionnaire to collect data from the 5 sampled workshops. The study also used documentary review to collect secondary data (from journal articles, books, theses, etc.). The questionnaire contained close-ended questions only in the form of Likert scales (*1=Strongly Disagree 2=Disagree, 3=Neutral1, 4=Agree, 5=Strongly Agree).* The participants had to tick the appropriate box with regard to their understanding.

Data Collection Procedures

Before collecting data, the researcher sought the authorization to collect research data from the mayor of Nyabihu district where 5 workshops were located. Before data collection, the researcher sought the informed consent from the respondents using an appropriate form. Before collecting the data, the researcher did a pilot study to establish the validity and reliability of the instruments and this was made using Cronbach's alphas analysis. The pilot study was done by having 20 TVET graduates to fill the questionnaire and giving their feedback on it. This exercise was conducted in two workshop that was randomly selected. However, the selected workshops for pilot study were not involved again in collecting the real data. The data was taken out from the questionnaires and entered into SPSS 20. The following table show the obtained Cronbach's alphas scores.

Table 1 : Results of reliability test

Variables	Number of items	Cronbach's Alpha	Comments
Hands on skills	10	0.970	Accepted
Entrepreneurship skills	10	0.980	Accepted

According to Kombo (2006), the coefficient must be 0.7 and above to certify that the instrument was reliable. The results in Table 4.1 show that the coefficient of the reliability test is above 0.90. This result certifies that the instrument is reliable as the obtained coefficient is above 0.7 taken as the certification line.

Results

This research was set answer the following research question: What is the contribution of hands-on skills, as acquired from Rwandan TVET schools, in

promoting employment opportunities among the youth in Nyabihu district? What is the contribution of Entrepreneurship skills, as acquired from Rwandan TVET schools, in promoting employment opportunities among the youth in Nyabihu district?

The results presented below are about the descriptive statistics for all the involves dependent and independent variables.

Table 2 : Contribution of hands-on skills acquired from Rwandan TVET schools in promoting employment opportunities

Descriptive Statistics					
Options	N	Minimum	Maximum	Mean	Std. Deviation
Hands-on skills acquired helped me to create a job	95	4.00	5.00	4.7263	.44821
Hands-on skills acquired helped me to maintain the created job	95	3.00	5.00	4.1474	.63528
Hands-on skills acquired helped me to gain a job	95	3.00	5.00	4.2947	.69762
Hands-on skills acquired helped me to maintain the gained job	95	4.00	5.00	4.2842	.45343
Hands-on skills acquired helped me to be promoted on my job	95	3.00	5.00	4.0105	.53584
Hands-on skills acquired helped me to maintain my on-job promotion	95	4.00	5.00	4.1368	.34550
Hands-on skills acquired helped me to increase my performance at work	95	4.00	5.00	4.4316	.49792
Hands-on skills acquired helped me to maintain my performance at work	95	4.00	5.00	4.4421	.49927
Hands-on skills acquired helped me to ensure my job security	95	4.00	5.00	4.2842	.45343
Hands-on skills acquired helped me to maintain my job security	95	2.00	5.00	3.9895	.93961
Aggregated mean and SD				4.2814	.68147

N=95, Source: Primary data, 2020

Note: Strongly Disagree= [1-2[=**Very Low Mean**; Disagree= [2-3[=**Low mean**; Neutral= [3-4[=**Moderated mean**; Agree= [4-5[=**High mean**; Strongly Agree = [5 [= **Very High mean]**

The result in table 2 show that most of the respondents agree that Hands-on skills acquired from TVET have helped them to create a job (Mean=4.72; SD=0.44). They agree that Hands-on skills acquired from TVET have helped them to maintain the created job (Mean=4.17; SD=0.63). The respondents agree that Hands-on skills acquired from TVET have helped them to gain a job (Mean=4.29; SD=0.69). They also agree that Hands-on skills acquired from TVET have helped them to maintain the gained job (Mean=4.28; SD=0.45).

The results also show that the respondents agree that Hands-on skills acquired from TVET have helped them to be promoted on their respective jobs (Mean=4.01; SD=0.53). They also agree that Hands-on skills acquired from TVET have helped them to maintain their on-job promotion (Mean=4.13; SD=0.34). The respondents also agree that Hands-on skills acquired from TVET have helped them to increase their performance at work (Mean=4.43; SD=0.49). They agree that Hands-on skills acquired from TVET have helped them to maintain their performance at work (Mean=4.28; SD=0.45).

Also, the results show that the respondents agree that Hands-on skills acquired from TVET have helped them to ensure their job security (Mean=4.28; SD=0.45) and to maintain their job security (Mean=3.98; SD=0.93).

One interviewee told the researcher that the weakness of their career resides in the insufficiency of working places for TVET graduates in terms of workshops. Indeed, the whole District possesses one recognized workshop commonly known as "*Agakiriro ka Jenda*". This workshop is the only place designed to be a springboard for putting into practice the subjects studied in TVET schools. Other places include small self-owned businesses where each graduate often operates informally.

These findings are similar to the results of Kuyini (2014). In Ghana, the contribution of hands-on skills acquired from TVET schools in promoting employment opportunities is judged very high by 85% of the respondents in the study conducted in 2014 entitled Barriers to youth employment in Ghana. On the questions related to hands-on skills and the promotion of employment opportunities, Kuyini's study found that hands-on skills obtained from TVET schools are essential on job performance but are not enough to promote job creation. The conclusion is that hands-on skills obtained from TVET schools are very important in job creation, performance at work, job promotion and job security (aggregated Mean=4.28; SD=0.68). However, the importance on job creation and job security is very limited with their Mean falling under 4.20.

Table 3 : Contribution of entrepreneurship skills acquired from Rwandan TVET schools in promoting employment opportunities

Descriptive Statistics					
Options	N	Minimum	Maximum	Mean	Std. Deviation
E-Ship skills acquired from TVET helped me to create a job	95	2.00	5.00	3.0316	1.20683
E-Ship skills acquired from TVET helped me to maintain the create a job	95	2.00	4.00	3.0211	.93375
E-Ship skills acquired from TVET helped me to gain a job	95	2.00	5.00	3.6000	1.05589
E-Ship skills acquired from TVET helped me to maintain the gained a job	95	2.00	5.00	3.1789	1.12967
E-Ship skills acquired from TVET helped me to be promoted on my job	95	1.00	4.00	2.7474	1.27970
E-Ship skills acquired from TVET helped me to maintain my on-job promotion	95	1.00	4.00	2.7474	1.27970

E-Ship skills acquired from TVET helped me to increase my performance at work	95	2.00	5.00	3.1684	1.13599
E-Ship skills acquired from TVET helped me to maintain my performance at work	95	2.00	5.00	3.3526	.90822
E-Ship skills acquired from TVET helped me to ensure my job security	95	1.00	5.00	3.1895	1.46080
E-Ship skills acquired from TVET helped me to maintain my job security	95	1.00	5.00	3.1789	1.24609
Aggregated Mean and SD	95			3.0142	1.17453

N=95, Source: Primary data, 2020

Note: Strongly Disagree= [1-2[=**Very Low Mean**; Disagree= [2-3[=**Low mean**; Neutral=[3-4[=**Moderated mean**; Agree= [4-5[=**High mean**; Strongly Agree = [5[= **Very High mean**]

The result in table 4.3 shows that the respondents disagree with some items retained on this objective and remain neutral with others. Indeed, they are neutral that Entrepreneurship skills acquired from TVET have helped them to create a job (Mean=3.03; SD=1.20). The respondents are neutral that Entrepreneurship skills acquired from TVET have helped them to maintain the created job (Mean=3.02; SD=0.93). They are also neutral that Entrepreneurship skills acquired from TVET have helped them to increase their performance at work (Mean=3.16; SD=1.13). They are neutral that Entrepreneurship skills acquired from TVET have helped them to maintain their performance at work (Mean=3.35; SD=0.90). They are neutral that Entrepreneurship skills acquired from TVET have helped them to ensure their job security (Mean=3.18; SD=1.46). And they are neutral that Entrepreneurship skills acquired from TVET have helped them to maintain their job security (Mean=3.17; SD=1.24). The respondents are neutral that Entrepreneurship skills acquired from TVET have helped them to gain a job (Mean=3.60; SD=1.05). They are neutral that Entrepreneurship skills acquired from TVET have helped them to maintain the gained job (Mean=3.17; SD=1.12).

On the other hand, they disagree that Entrepreneurship skills acquired from TVET have helped them to be promoted on their jobs (Mean=2.74; SD=1.27). And they disagree that Entrepreneurship skills acquired from TVET have helped them to maintain their on-job promotion (Mean=2.74; SD=1.27).

In an interview with one of the teachers of TVET school met "*Agakiriro ka Jenda*", the researcher was told that Entrepreneurship skills offered by TVET are not fully exploited. According to him, in Entrepreneurship lessons, students are taught how they could create their own jobs. However, very few are those who have been able to create their own jobs. The interviewee also pointed out the financial problems which handicap graduates from creating their own jobs.

This situation is almost the same in other sites gathering a good number of graduates of TVET schools in other African countries because Karikari *et al* in their study conducted in 2015 on Effective Components of a Technical and Vocational Education Program: The Nigerian Case, they found that the program emphasize on promoting Hands-on skills rather than other skills including Entrepreneurship skills. The study also recommended that; the effort

made on promoting Entrepreneurship skills should be increased if the graduates have to be equipped with a solid knowledge which can help them to create their own jobs.

The study put more emphasize on how TVET should promote entrepreneurship. Indeed, TVET, at all levels including tertiary programmes, should be a main contributor to entrepreneurship skills acquisition in both its senses. Entrepreneurship is more relevant to TVET than to most other types of education.

In Rwanda, Bizimana (2010) also found similar situation as he conducted a study on the *Importance of TVET on matching skills and jobs in Rwanda, the case study of Karongi District*. The study was concluded with the following findings: In a context of dynamic and complex labour markets, gathering intelligence on current and future skill needs can support better matching of training and jobs, which is of paramount importance for every country in the world and in Rwanda in particular. Skills matching can also help reduce unemployment, particularly among young people, build a better life for individuals by improving employability, social mobility and inclusion. The conclusion is that entrepreneurship skills acquired from Rwandan TVET schools are not fully exploited and their role in promoting employment opportunities is limited in Nyabihu District with the aggregated Mean of 3.01 and SD of 1.17.

Discussion

As earlier mentioned, this study was aimed to assess the contribution of TVET related variables on promoting employment opportunities among the youth in Nyabihu district by answering the following research question: What is the contribution of hands-on skills, as acquired from Rwandan TVET schools, in promoting employment opportunities among the youth in Nyabihu district? What is the contribution of Entrepreneurship skills, as acquired from Rwandan TVET schools, in promoting employment opportunities among the youth in Nyabihu district?

The contribution of hands-on skills, as acquired from Rwandan TVET schools, in promoting employment opportunities among the youth in Nyabihu district

Regarding research question number one, it was found that hands on skills as acquired from Rwandan TVET schools, have a positive significant contribution in promoting employment opportunities among the youth in Nyabihu district. In order to achieve this, 10 items or options have been used and the respondents ticked the appropriate box according to their choices. The respondents agree that Hands-on skills acquired from TVET have helped them to create a job (Mean=4.72; SD=0.44). They agree that Hands-on skills acquired from TVET have helped them to maintain the created job (Mean=4.17; SD=0.63). The respondents agree that Hands-on skills acquired from TVET have helped them to gain a job (Mean=4.29; SD=0.69). They also agree that Hands-on skills acquired from TVET have helped them to maintain the gained job (Mean=4.28; SD=0.45). The results also show that the respondents agree

that Hands-on skills acquired from TVET have helped them to be promoted on their respective jobs (Mean=4.01; SD=0.53). They also agree that Hands-on skills acquired from TVET have helped them to maintain their on-job promotion (Mean=4.13; SD=0.34). The respondents also agree that Hands-on skills acquired from TVET have helped them to increase their performance at work (Mean=4.43; SD=0.49). They agree that Hands-on skills acquired from TVET have helped them to maintain their performance at work (Mean=4.28; SD=0.45). Also, the results show that the respondents agree that Hands-on skills acquired from TVET have helped them to ensure their job security (Mean=4.28; SD=0.45) and to maintain their job security (Mean=3.98; SD=0.93). The conclusion is that hands-on skills obtained from TVET schools are very important in job creation, performance at work, job promotion and job security (aggregated Mean=4.28; SD=0.68). However, the importance on job creation and job security is very limited with their Mean falling under 4.20.

The contribution of Entrepreneurship skills, as acquired from Rwandan TVET schools, in promoting employment opportunities among the youth in Nyabihu district

Concerning research question number two, the respondents disagree with some items retained on this variable and remain neutral with others. Indeed, they are neutral that Entrepreneurship skills acquired from TVET have helped them to create a job (Mean=3.03; SD=1.20). The respondents are neutral that Entrepreneurship skills acquired from TVET have helped them to maintain the created job (Mean=3.02; SD=0.93). They are also neutral that Entrepreneurship skills acquired from TVET have helped them to increase their performance at work (Mean=3.16; SD=1.13). They are neutral that Entrepreneurship skills acquired from TVET have helped them to maintain their performance at work (Mean=3.35; SD=0.90). They are neutral that Entrepreneurship skills acquired from TVET have helped them to ensure their job security (Mean=3.18; SD=1.46). And they are neutral that Entrepreneurship skills acquired from TVET have helped them to maintain their job security (Mean=3.17; SD=1.24). The respondents are neutral that Entrepreneurship skills acquired from TVET have helped them to gain a job (Mean=3.60; SD=1.05). They are neutral that Entrepreneurship skills acquired from TVET have helped them to maintain the gained job (Mean=3.17; SD=1.12). On the other hand, they disagree that Entrepreneurship skills acquired from TVET have helped them to be promoted on their jobs (Mean=2.74; SD=1.27). And they disagree that Entrepreneurship skills acquired from TVET have helped them to maintain their on-job promotion (Mean=2.74; SD=1.27). The conclusion is that entrepreneurship skills acquired from Rwandan TVET schools are not fully exploited and their role in promoting employment opportunities is limited in Nyabihu District with the aggregated Mean of 3.01 and SD of 1.17.

Conclusion

As said in the preceding pages, there are various policies, laws, regulations, guidelines and plans providing directions to promotion of employment in Rwanda. Having implemented many interventions, this study wished to investigate the contribution of TVET program in promoting employment opportunities in Rwanda. The overall results showed that the promotion of employment in Nyabihu District is highly correlated to TVET as it allows its graduates to acquire additional knowledge of hands-on skills and entrepreneurship skills.

In sum, concerning Objective 1, it has been found that hands-on skills, as acquired from Rwandan TVET schools, in promoting employment opportunities among the youth in Nyabihu district is very high. Concerning Objective 2, it has been found that the contribution of Entrepreneurship skills, as acquired from Rwandan TVET schools, in promoting employment opportunities among the youth in Nyabihu district is in a middle level.

Recommendations

Based on the study findings the study recommends the following: 1. The government should put in place a fund that would help TVET graduates to be able to create their own job because the researcher found that financial problems constitute a major handicap in the domain of job creation; 2. The courses related to Entrepreneurship should be strengthened because the results showed that a lot of graduates have not enough beneficiated from its content and the Ministry of Education should work on this; 3. There should be a close collaboration between curriculum planners and firms or industries so that the graduands have updated skills.

Acknowledgement

References

Adamu B. D. (2007). *Career and Technical Education.* Great Britain: Pearson Education Limited.

Akilah Institute for Women (2018). *Effectiveness of TVET Programmes in Africa.* Kigali: AIW

Aliaga, M., & Gunderson, B. (2005). *Interactive Statistics* (3rd Ed.). USA: Prentice Hall.

Bizimana, T. (2010). *Importance of TVET on matching skills and jobs in Rwanda, the case study of Karongi District.* Kabare: Kabare University.

Boll,K. & Gall, F. (2009). *Aspects of Research Methodology.* Cambridge: M. Press. 5th Ed.

Colley et al. (2017). *Employer Perception of Vocational Education.* Columbus: The Ohio State University

Cronbach, L. J. (1951). "Coefficient alpha and the internal structure of tests". *Psychometrika.* 16, 297-334.

Grinner, O.& William, K. (1990). *Theoretical Bases of scientific* research. London: Longman Group Limited.

Guba, E. (1981), "Criteria for assessing the trustworthiness of naturalistic Inquiries". *ECT Journal*, 29 75–91 retrieved from https://www.ncbi.nlm.nih.gov/pmc/articles/PMC5565084/

Nyabihu District (2019). *Annual report of Education unit.* Unpublished document. Nyabihu

John, C. (2003). *Research design.* 2nd Edition. New York: Sage Publication.

Karikari *et al.,* (2015) *Effective Components of a Technical and Vocational Education Program: The Nigerian Case.* New York: Wiley

Karki, V. (2011). *Employment, Skills, and Educationin Nepal: A brief account.* TVET Development Journal, 1(11). Pp 5-13.

Kemenade (2013). *Technical and Vocational Education and Training (TVET) Program Components/Mechanisms and their overall effect on learning outcomes in a developing country context. The case of Ethiopia.* London : Palgrave Press

Kuyini (2014). *Barriers to youth employment in Ghana.* Kumasi: University of Kumasi Press

Magro, K. (2013). Exploring teaching roles and responsibilities in adult literacy education: do teachers see themselves as transformative educators? *New York journal of adult learning,* pp. 21–33. New York, NY: Fordham University Press.

Mezirow, J. (2009). *Transformative learning theory.* In J. Mezirow, and E. W. Taylor (Eds), Transformative Learning in Practise: Insights from Community.

O'Sullivan, E.; Morrell, A.; O'Connor, M. (2012). *Expanding the boundaries of transformative learning.* London: Palgrave Press.

Patton, M (2002). *Qualitative evaluation and research methods (3rded.).* New York: Sage Publications Inc.

Robson, C. (2002). *Real world Research (2nd Ed).* Oxford: Blackwell.

Rwanda Ministry of Education (2008). *Technical and Vocational Education and Training (TVET) Policy in Rwanda.* Kigali: Mineduc.

Saunders, M., Lewis, P. and Thornhill, A. (2009). *Research Methods for Business students* (5th Ed). London: Prentice Hill.

Sekaran, U. (2003). *Research Methods for Business: A skill building Approach* (4th Ed). New York: Wiley.

Shreeve, R., Gibb, J., & Ribeiro, S. (2013). *From TVET to Workforce Development. Skill development for inclusive and sustainable growth in developing Asia-Pacific.* New York: Springer.

Tan, H., & Chandrasiri, S. (2004). *Training and labor market outcomes in Sri Lanka.* New York, NY: Fordham University Press

UNESCO-UNEVOC. (2013). *Tackling Youth unemployment through TVET.* Bonn, Germany: Grautz Press.

SOCIAL ASPECTS OF COVID-19

Mintu Mondal
Assistant Professor, Political Science, Panchthupi Haripada
Gouribala College, University of Kalyani, West Bengal, India

Abstract

We have been confined in the situations of the pandemic, Covid-19, and have taken some safety efforts to cope with the turmoil situation. These are lockdown, social, physical distancing, unlock periods, and new normal conditions, etc. Meanwhile, there are two different images of the lockdown period that have been appeared before us. On the one hand, the hand to mouth people, others are falling in the economically disastrous, and the student progression is almost stopping, on the other, the world is falling into the material devastating, no developmental continuance is prevailing, and the supply lines are almost falling apart for gathering. Under these circumstances, social aspects of Covid-19 have been unfolded through the conversations between the Explorer and the Speaker. The conversation is not going through the mere juggling of questions and answers. But it has discussed the different issues of civility and examines a lot as to how it is working, which results are producing, how the different issues are confronting each other, and how to cope with the various problems, so on. The article has been gone through qualitative and quantitative research methods.

Keywords: *Covid-19, Pandemic, People's Charter, Self-confidence, Social Capital, Students' Progression.*

Covid-19, which means Corona Virus Disease, found in 2019, is one of the greatest threats to mankind. Because, after the Second World War, the history of human civilization does not face this kind of pandemic situation. It was the month of December'19, the pestilence virus attacked the residents of the Wuhan area of China, and seemed to be a little bio-anxiety of the inhabitants and administration in that place. There are some reasons behind this behaviour of the peoples and administration which are leading to the negligent way: a) they saw some epidemic diseases in recent past, but it did not create a panic situation; b) the virulence of the host did not shape as murrain situation, they seem that "we see somewhere the attacks are taking a threat to the people then our medical science cope with the situation and handling easily". But the thinking of mankind cannot make the same ambiance as creates by others resulting in Covid-19 had shaped as the pandemic fence in which, however, the whole humanity has confined and trying to protect yourself. The objective of the article is to be depicted the social aspects of Covid-19 through the conversations between the Explorer and the Speaker.

Social Aspects

> *"Ratrienedaotumidiboserchokhe*
> *Abaarjagate take notunaaloke"* **(Geetanjali, Poem-25)**
> **Tenor- Do not sleep but woke and fresh.**

Explorer: We are engaged in conversation from the perspective of Covid-19, the pandemic through which the entire human civilization has been facing an

utterly harried situation. Wailing is everywhere. Under these circumstances, my first question as to what is the significance of this conversation, when many hands to mouth subjects and others have in a doomed situation.

Speaker: I do not judge as to whether the merit of the question is just or not. But to me, the term "Subject" as a people (read as subservient) is not suitable for revealing the issue because we do not believe in subjugation, subordination. A self-confident man/woman does not wait for external help to do work for the betterment of mankind, because one who leads courageously by self-confidence and a fearless person can do anything.

Let us see, as for what is the significance of this conversation: to me, it has two significances: a) the first sign is to explore and examine some aspects of the pandemic; b) and the second, in a bigger periphery we have to see the future of our blue planet and think how to restore the peace and security? For these very causes, the conversation between the Explorer and the Speaker has been arranged, through which it will reveal the same.

Explorer: Endurance Mr. Speaker, endurance, because without fortitude, our conversation will not materialize. It does not fulfil the purposes rather falls into the bewildering condition. To me, many a great number of hands to mouth subjects or people are in great pain, the workers are walking mile after mile because there are no communications, and the students are frustrated because their future seems insecure. Under these circumstances, where is social capital?

Speaker: I don't have a lack of endurance, but at the same time, when one who raises defame comments on the common man as subjects, then my words will revolt. Now, let see the issue of social capital and as regards where it is in the turmoil situation. The question is short, but the answer will not be a little one. Let perceives, what is social capital? The term social capital will have to calculate as social trust. Social trust can observe when all segments of the particular society do help each other. It seems that social capital has lost its basic characters, consequently the social lacuna wides. When the social lacuna widens then the fight against the pandemic anticipates weak.

Explorer: Why are you observing that social capital has lost basic characters, where the material continuances and scientific innovations are paved to great achievements?

Speaker: Thanks a lot for reminding me, about the scientific innovations that are accomplishing us and gathering is rising for the material needs. But I am feeling a little surprised to know that you have little worry about the lack of social capital.

Explorer: Because we assume the material amenities fill all the social lacuna. Physical comforts compensate for all the sorrow. And scientific innovations dispose of all the inconveniences. Though, we have eager to hear why social capital has lost her characters?

Speaker: I have mentioned above that social capital broadly considers as social trust. It has many a facet. We observe the trust between the people in society

falls in a very deplorable condition. One who does not trust others, a nation does not believe another, everywhere, social trust is lacking. Despite all these things, the lack of social trust is not a contemporary matter. It has a very long history. We will have to trace back to the hunting and gathering period. Once upon a time, when the civility was raising, when the gathering was starting instead of hunting when the material continuance was paving to greatest victory to the modern civilization, then the lack of social trust was ascending. And, consequently, when social trust lack, then social capital deficits. These are the primary causes of lacking social capital.

Explorer: You have little appreciation for the material continuance and gatherings. Conjointly, it makes material capital, material capital gives pleasure to mankind. Without material capital, a human being loses self-confidence, and human civilization loses its pace of developmental activities. As for how can you think so?

Speaker: Wait, wait for my fellow. You have the great magnitude to the material continuance and physical developments. Very good. But have you ever thought that as for which cost, we are paying for these happenings, where social trust is lacking, poverty is adverting, and nature is destructing? A pestilence disease is threatening us, a pandemic is confining a certain periphery, and the entire civilization is facing the extinct position. We do not know who will live and who will die. Despite all these things, after a while, no doubt, we will victory over the pandemic, but when the natural disasters will occur, then which developmental activities and happenings will save us? As regards when natural disasters will occur, it is not our primary concern. But lack of social trust is a concerning issue. Because it is one of the instruments through which social capital will strengthen, a strong social capital easily copes with any other damnation and leads to prosperity with sustainability.

Explorer: Your words are very inspiring and your utterances are very well. But we are arguing through conversation the material continuance, physical happenings, and social trust have confronted each other. So, despite this fact, what is your suggestion to cope with these confronting events?

Speaker: It is assuming that the material continuance, physical happenings, and social trust are confronting each other in many a time but practically, there is no room for confronting each other. When social trust will reach the apex point of social bonding, then the material continuance and physical happenings will fully evolve. Consequently, social trust is the instrument that makes the social good, mankind liberates, and people enjoy civility.

But I do not consider the gatherings under the personal capacity is a good thing because it lacks social trust. The gathering is the result of the exploitation of the hard-working classes by the proprietors. It creates physical leisure, physical leisure makes physical pleasure, physical pleasure wants to do bad things like exploitation, and exploitation destroys humanity. So, gatherings under personal custody are the bane to civility. The gatherings make a man/woman jealous,

envious, brutal, and hateful. These qualities of an individual will destroy all the good things and maintains the highest degree of solitary.

Explorer: Well said Mr. Speaker. Religiously, it is the commending statement that social trust is an instrument through which we can meet and dispose of all the obstacles from our society. But in the general sense, I consider that at the lockdown period, social distancing is one of the primary means to resist the infectious disease, Covid-19. So, under the circumstances how are you observing the social distancing when you are favouring social coherence?

Speaker: You have grasped my points, thanks. Now, let us come to your explorations. I am not a doctor or medical expert. The medical experts have suggested Covid-19 is a virus laden infectious disease, and social distancing is one of the means to cope with the pandemic. So, social distancing is inevitable, and in that matter, I support the suggestion of the medical experts and administrative activities.

The lockdown and social distancing bear a different meaning to me. It has allowed talking yourself, when one who talking yourself then many cogitations occur, thinking and cognition leads an individual to pursue an alternative to life, and an alternative tends to make the solution of a problem. As regards when an individual thinks many an alternative, then self-confidence emerges with the new exertion.

Explorer: Covid-19, historically, has brought an opportunity to think about the communicable diseases as to how to cope with the difficult situation as attacks by the pandemic. It has two connotations: a) Covid-19, the infectious disease that attacks the blue planet resulting from the entire humanity confines in a fenceless and helpless condition; b) History tends to repeat itself. Therefore, to avoid the pandemic in the future, we should draw a plan chalked out to compete against a hard time. What do you recommend?

Speaker: Your explorations are excellent, my friend. No doubt, communicable disease destitution us, but I do not think that we have been confined in a helpless situation. An infectious disease is spreading rapidly, as the form of a pandemic, so we have to do anything to resist attacks. For doing this job, we, the people of the nation, think positively, be confident, and follow the instructions taken by experts, and administration.

One great thinker stated that history repeats itself. To me, the statement considers the event of mankind to repeat and it allows making up the roughness of the human errors. It is as long as valuable until we do not take initiative for the betterment of humanity. Do we follow the lesson of history? We firmly know that it is not. How far the lesson of history helps us? If all of you want to get lessons from history, it gives. So, do not follow the deceptive means, but fight firmly with great efforts. Despite this fact, we should compose a **People's Charter** for a better future for humanity.

Explorer: We should compose a People's Charter for our better future. It is considered a great suggestion Mr. Speaker. Well said. A century years ago Plague

the epidemic attacked the south Asian countries and many a generation was destroyed. Sister Nivedita, the great disciple of Swamiji and her fellows had taken a great initiative in fighting against the epidemic. On that occasion, Swamiji wrote a Plague Manifesto for the betterment of humanity.

Speaker: Swamiji was one of the greatest thinkers and activists ever produced by human civilization. He and his fellowmen had a direct experience to fight against the epidemic. He firmly knows that as regards how to overcome the crisis. Consequently, the importance of the Epidemic Manifesto is invaluable, and we should take a lesson from the Manifesto so that we draw a plan to chalk out for our defence.

Explorer: Think in yourself, and talk to the soul is the right way through which one can develop our thinking power at the pandemic. And, a positive thought leads to life prosper. Side by side, we think as to which should be our primary objectives to lead our life in a positive direction. In that matter, you have prescribed the **People's Charter**. We assume it is an instrument by which we can dispose of difficulties from our society and set ways to live well. I agree with you, so, what will be the design of it?

Speaker: You got my point. Religiously, it is one of the lifetime opportunities to think in yourself, talk to yourself, and engage in dialogue with the soul. The thinking process will tend to lead to certain introspection and opens the window of cognition. For example, it indicates what would be our goal to achieve, where we want to go, whether we want life or death, etc. Under the circumstances, we will have to frame a **People's Charter** to cope with the perilous situation for humanity and the better future of the blue planet. We, the residents of the blue planet, do ruins nature day in and day out in the name of gathering, which is the primary enemy of social trust. When the lack of social trust occurs, then social capital will reduce. And reducing social capital will spoil all endeavours because social capital is the instrument by which civilization has developed.

So, we the people of the blue planet will be framed a **People's Charter**, which would be composed by, a) we the people would use the natural resources as long as it fulfils our primary needs; b) the social capital would be our primary source to evolvement; c) we would challenge to the mechanism of material gatherings; d) we would maintain a balance between instinct and deterrence to lead our lives; e) we would follow the confidence-building measures for livelihood; f) we would live in the present time and work hard religiously because the future is the result of the present; g) be honest, be positive, and be joyful. To me, we should follow the **People's Charter** for the public good. Because when the public welfare will able to keep the pace of affluence, then humanity will prosper.

Aspects of Peace and Security

> *"This life is short, the vanities of the world are transient, but they alone live who live for others, the rest are more dead than alive."*
>
> *(Swami Vivekananda)*

Tenor: Motion is life, rest is death, and goodwill is the key to Peace.

Explorer: We should morally and ethically strong for securing peace and prosperity. We invoke the words of *Mahatma Bhishma*, who taught *Yudhishthira* at *Shanti Parva* in the *Mahabharata*, "Nobody is nobody's friend, nobody is nobody's well-wisher, and persons become friends or enemies only from motives of interest."[4] The statement reveals that we are the slave of self-interest not else, rather goodwill should our motto. Without the moral base, one who does not achieve goodwill because morality teaches us if we lead our life for fulfilling self-interest then it will pandemonium. What do you say, Mr. Speaker?

Speaker: Thanks to Covid-19 for self-realization and beyond. It is no doubt the present civilization has a little moral basis for livelihood. Why are we saying all these things? Because, when the great numbers of the world population sleep without food, live without education, dies without treatment then, it will not difficult to assume that we little believe in morality. So, we will get goodwill without the moral support of livelihood. No, it is not possible. After a while, when the pandemic will motionless, then we should think about the alternative on the same. To me, morality makes our behaviour strong, strong behaviour brands a good personality, a good personality composed of dedication, induction, and installation, displays establishment, and establishment leads to goodwill. Goodwill makes mankind, grace, and compassion. Goodwill makes the condition for peace and security.

Explorer: It is important that the discussion of the material properties and gatherings establishing peace and security. Because it is the result of human endeavors for which many a war had faced by the human civilization.

The material properties and gatherings have different connotations. Many a commentator thinks that the only solution to restoring peace and security is physical properties and material gatherings. On the contrary, many thinkers observe that the material properties and physical gatherings are nothing but those things are responsible for unsecured society and tottering peace. Please put your point of view about these matters, Mr. Speaker.

Speaker: You have observed two types of arguments at that point: one argument is related to those who think that physical properties and material gatherings are inevitable for establishing peace and security. Other views reveal the opposite. Here, we do not play as an arbiter that as for which point of view is admissible or which argument is untenable. Because, to me, the words have a different meaning as regards which has gone far beyond the arguments.

No doubt, we should discuss the material assets and gatherings for establishing peace and security. But I have different arguments to these very terms. It is the "approach" to introduce the physical properties and material gatherings in the world. I will put an example here, the scientific innovations use for mankind for prosperity, or it uses for destruction. The two types of use of scientific innovations are prevailing. Here, the term 'approach' is a very important word by which we will introduce to the scientific innovations for or against mankind.

So, we have to think that it would like to take the form either of boon or bane. Many a great teacher taught us, we have four primary goals to be achieved, which are Virtue, Success, Pleasure, and Liberation. The said goal would be achieved when we will change our approach to the introduction of the physical properties and gathering for mankind. If the result reveals the opposite, then the entire human civilization will spoil, and no scientific continuance will save us.

Explorer: It is important to restore peace and security for a business. Because the business makes material continuance, material continuance gives prosperity, prosperity brings peace and security by which a society leads to goodwill. The worldwide business ceased to exist in the pandemic, maximum material continuance is stopped, no prosperity is happening. Resulting in the way of peace and security are deemed to be endangered. It is a massive attack on the future of civility. We do not know as to what will be the answer to the next generation in terms of lacking business, indifferent prosperity, and uncertain peace and security. What do you think about these matters?

Speaker: Mr. Explorer pay thanks to Covid-19 for thinking of some aspects of our present condition. The pandemic ceased to exist everything resulting in our life is in a home arrest but our thinking is not confined by any boundary. Your observation is of the present situation fabulous from which you concern that as to what will be the proper answer to the next generation in terms of lacking business, and else.

To me, the future is the result of the present activities. So that the answer to the questions of the future lies in the present endeavors. The immediate outcome of the pandemic is the lacking business and beyond. But how do you forget the exploitation of the weaker sections by the masters? Thanks again to Covid-19, because the pandemic has tended to think ourselves to the impact of pandemonium on the material world. Covid-19 stops business and it is obvious that where business stop everything stops when everything stops then how to restore peace and security? We would like to pursue an alternative way of continuing business. We should review our behavioural patterns of livelihood at a time of Covid-19.

Explorer: We assume perhaps, the student progressions are ceased to exist at the pandemic. The physical and mental progression of the students both equally stops in a hard time. The mental progression is very important to the pupils because strong mental health disposes of all the evil power and easily copes with a hard situation. When the mental ability lacks, then it spoils everything. Physical endeavors depend on mental ability. So that the mental ability and self-confidenceare most significant to the students' evolvement. There are online educational initiatives that have been yielded the least positive results. Under these circumstances how the students will overcome a hard time, Mr. Speaker?

Speaker: Well said, Mr. Explorer. Covid-19 students' progression is spoiling a lot. The mental ability of the students depends on self-confidence. When self-confidence lack, then frustration occurs. It is disappointing to a nation when her

pupils are frustrating. Now we have to think that as regards how the students get back the self-confidence and, in this case, I have an argument.

Under these circumstances, we would like to see how they get back self-beliefs by which the pupil can lead to the progression. At home arrest, they should try to creative works and go through the innovations. Besides teaching and learning, they should try to teach each other through a cluster of student groups. The teachers should inspire them to make the lesson with their intellectual capacity. Making very good project work could be another example of innovative activities of the students by which they can feel mental pleasure and get back self-confidence. A great number of students are beyond online facilities, but they can go through the above said innovative activities. After a while, when the pandemic is over, then the students should go to the countryside, and apply, those innovative activities they have done at a hard time. A nation's prosperity depends upon the pupil's progression; restoring peace and security possible when students' will self-confident.

Concluding Words

We have tried to explore the manifold issues about the social matters during Covid-19, the pandemic, the destructive attacker. The pandemic confines us in a bigger periphery, a hard time exploits us, and no one can ignore the situation. We are observing how a pandemic is spoiling human civilization.

Many a group in our society has fallen in frustration. Many a nation blames each other on various issues at the pandemic. When our very duty to fight against the pandemic, then our motive of the fighting against the perilous condition has been changed the direction. We should have to fight against the pandemic conjointly instead of blame each other. It is observing that many a group is losing goodwill. At the same time, we are watching positive activities during a really hard time. The medical experts, medical staff, police, and others, who have tried to compete with the perilous condition. The deep impact of the pandemic is tending to think of different issues. It has made a manifold lesson to human civilization. We should have to learn from the destructive attacks and their lessons. So that if we do not follow the good practice for the public good, then we will pay for greater than the present.

The primary objective of the conversation between the Explorer and the Speaker was to express some important spectacle of the pandemic Covid-19. But it was not confined only to the primary objective but trying to discuss the means of exertion through which our blue planet will have to good for all beings.

There are many a thing that has been revealed, and many an issue has been raised during the conversation. These are: as to how the people cope with the pandemic, how social capital is lacking, why men/women are falling into the realm of frustration and dissatisfaction, why social trust is lacking and illusory, why an individual follows the negative art of living, how the gathering and material continuance harm the nature, so on.

Out of these facts, two important issues have to be paid greater importance for the public good. These are a) to believe in social trust and, b) keep sustain of nature, because the first one is most significant for public well and others are involving in future good. Here, however, a People's Charter has been framed for addressing these issues, and it has expressed a little bit of exertion of our intellectual capacity. If the entire efforts have fruitful for the good of entire humanity, then it will succeed.

References

Swami Vivekananda on "the Plague Manifesto" in Vivekananda. Swami. (2006). Complete-*Works, Volume-9, Writings: Prose and Poems. Prabudha Bharata Vol 111. Kolkata*

https://www.dictionary.com/e/epidemic-vs-pandemic accessed at 11:56 on 14.04.2020.

https://en.wikipedia.org/wiki/Pandemic accessed at accessed 10:56 on 15.04.2020.

Dutta. Manmatha Nath. (Translated in 1903). Shanti ParvaArchived in The Mahabharata, Chapter 138, page 202. Way back Machine.

ROLE OF EDUCATION AND IDENTITY
FOR QUALITY EDUCATION

A.K. Kulshrestha
Professor, Faculty of Education,
Dayalbagh Educational Institute, Agra
Priti Sharma
Dayalbagh Educational Institute, Agra

Abstract

Education develops a country's economy and society; therefore, it is the milestone of a nation's development. Education provides knowledge and skills to the population, as well as shaping the personality of the youth of a nation. Education can cultivate the person's identity or sense of belonging to the nation. Education is very important for an individual's success in life. It can give a big impact on human opportunity in continuing their life quality. Education is generally seen as the foundation of society which brings economic wealth, social prosperity and political stability. Economic and social status depends on education obtained by individual since education contributes to individual capability in managing quality of life. Our identity is the very core of who we are as human beings. From birth, we are subject to how we are thought about, treated, and cared for by the significant persons in our lives as well as by others in multiple environments. Our ideas about self are largely a reflection of others' ideas about us, good and bad or in between. Schools have an enormous influence on how we come to see ourselves, the hopes and dreams we acquire, and our achievement motivation. One's identity has a major influence on how they perceive others, their self-esteem, self-confidence, aspirations, motivation, and effort expended in various aspects of their life. Present paper is an attempt to find out the role of education to build up the identity of an individual and how identity helps for quality education.

Keywords: *education, identity, quality education, teacher*

Education is very important for an individual's success in life. It can give a big impact on human opportunity in continuing their life quality. Education is generally seen as the foundation of society which brings economic wealth, social prosperity and political stability. Economic and social status depends on education obtained by individual since education contributes to individual capability in managing quality of life. It can help one's individual to avoid from poverty, build up harmony and democracy society. Education also capable to give power for them to voice out their views, expose to them their real potential, lead them to become a better person and widen their views in certain area. Education is the key to move in the world, seek better jobs and ultimately succeed in life. Education is the best investment for the people because well educated people have more opportunities to get a job which gives them satisfaction. Educated individuals enjoy respect among their colleagues and they can effectively contribute to the development of their country and society by inventing new devices and discoveries. Main purpose of education is to educate individuals within society, to prepare and qualify them for work in economy as

well as to integrate people into society and teach those values and morals of society. Role of education is means of socializing individuals and to keep society smoothing and remain stable. Education in society prepares youngsters for adulthood so that they may form the next generation of leaders. One of the education essential tasks is to enable people to understand themselves. Students must be equipped with knowledge and skills which are needed to participate effectively as member of society and contribute towards the development of shared values and common identity.

What is education?

Education means a change in man's conduct of life. It means the upgrading of a man's ability to choose the best alternative available in any circumstance he faces. It means the development of the person to prepare him to adopt the best approach to a problem at any given time. Education defined as 'adjustment ability to a changing situation and environment'. Education is more than an economic investment: it is an essential input upon which life, development and the survival of man depend. We all know that it is the responsibility of everyone in a country to educate; whether we are parents, adults, children, or teachers, in the public or private sector, education is the responsibility of everyone. But however we see the needs and problems, most of us would agree that the role of education is to help provide the opportunity for all people to develop as fully as possible. Education should be a means to empower children and adults alike to become active participants in the transformation of their societies. Learning should also focus on the values, attitudes and behaviours which enable individuals to learn to live together in a world characterized by diversity and pluralism. Education therefore has a crucial long-term role in developing a knowledge and understanding of human rights, the values base they represent and the skills required to strengthen a democratic culture.

Roles of Education

The role of education is inevitable in producing new generation that enable in solving the real problems in our society. Today's ever growing numbers of people mostly are not satisfied with their basic education and try to get secondary or tertiary education in order to meet the demands of contemporary society. They sacrifices their time and money and sometimes even their health to raise educational level because they realize that education is their passport to the future and for tomorrow. The school also can play a role in supporting youths' development toward a positive sense of ethnic identity. For instance, they can organize several programmes that can build up their sense of interaction among the ethnicity. At the same time, they can improve their understanding on other ethnics. When the students have full understanding in ethnic identity, they will become more tolerate and respect on others ethic group. Community service is another area of the curriculum that can help in cultivating and instilling the sense of national identity. It can be an important part of civic education, provided it is properly conceived as being more than just

doing good deeds. It can contribute to the effort in instilling the value of solidarity among races especially the teenagers. It includes the activity that stressed about tolerance and harmony value regardless religion and race aspect. By doing community service, students will also develop a sense of civic duty and commitment to the nation.

Identity via Education

Education can be regarded as systematic efforts that build up by the society in order to deliver the knowledge, value, attitude and skill among their group members towards an effort to enhance individual's potential and changes that occurred in themselves. This definition is consistent with Education Philosophy whereby "Education in India is an on-going effort towards further developing the potential of individuals in a holistic and integrated manner, so as to produce individuals who are intellectually, spiritually, emotionally and physically balanced and harmonic, based on a firm belief in and devotion to God. Thus, all the science of education both in terms of skills, academic and personal is very important to the country in forming the personality of youth today. Education received by students is what shapes the identity of the country where education have a substantial impact on life opportunities to acquire good quality and identity. Therefore, quality education is a dynamic concept of change and evolves over time and changes in the context of social, economic and environmental. According to Ross and Wu (1996), education level of individuals incapable of managing the quality of life for economic and social development depends on the education received. Through education, individuals can build self-esteem among them the confidence to face the world and society and to understand the heart's desire. Wehmeyer (1996), states that self-assertiveness is the foundation of one's life. With firmness, individuals are capable of making choices and decisions on actions and break free from outside influence or interference that is not beneficial. Assertiveness and confidence is a knowledge derived from education. Without education, ones self-esteem is not as strong as a person who acquires knowledge in education. Obviously education has a very important role in transmitting and fostering values that determine, in turn, behaviours, attitudes, reactions specific of responsible citizens. According to DeniHardianto (2005), failure of education in shaping the identity is due to the components in the education system. All members of society including teacher, educational facilities and government's commitment need to get involved in improving education. For instance teachers also must have a strong identity and at the same time strong commitment in cultivating the sense of identity to the students. The government needs to play an important role in the development of national education. It includes provide adequate education, take care of teacher's welfare and avoid making education as a political medium.
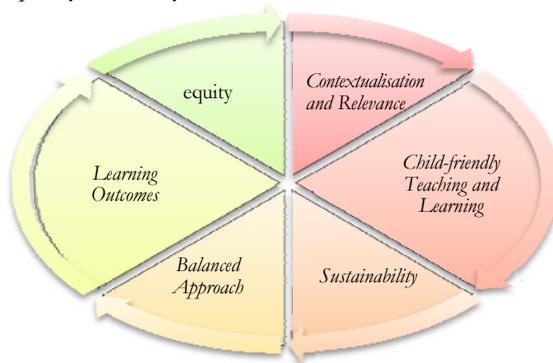
Definition of Quality Education

"A good quality education is one that provides all learners with capabilities they require to become economically productive, develop sustainable livelihoods,

contribute to peaceful and democratic societies and enhance individual well-being. The learning outcomes that are required vary according to context but at the end of the basic education cycle must include threshold levels of literacy and numeracy, basic scientific knowledge and life skills including awareness and prevention of disease. Capacity development to improve the quality of teachers and other education stakeholders is crucial throughout this process."

Six Crucial Dimensions of Quality Education

Education leads to *empowerment*, a process of strengthening individuals, organisations and communities so they get more control over their own situations and environments. Quality education is a crucial factor in combating poverty and inequality in society.

Six Dimensions of Quality Education

Equity: Equity in education means that personal and social circumstances such as gender, ethnic origin or family background are not obstacles to achieving educational potential and that all individuals reach at least a basic minimum level of skills.

Contextualisation and Relevance: Quality education cannot be based on a blueprint that is applicable in all situations. Solutions and adaptations of education systems must be based on the real needs of a country and/or community.

Child-friendly Teaching and Learning: Quality education puts the child in the centre and helps it to reach his or her full potential. Quality Education requires children's active participation.

Sustainability: Educational change processes often need time to be realised. By enhancing the capacities of local education authorities,

Balanced Approach: Quality education aims at developing a balanced set of capabilities of children they require to become economically productive, develop sustainable livelihoods, contribute to peaceful and democratic societies and enhance individual well-being.

Learning Outcomes: After completing a certain level of education, children must have developed a minimum standard of skills. Quality education requires a results-oriented approach.

Influences on Identity Development

One's identity has a major influence on how they perceive others, their self-esteem, self-confidence, aspirations, motivation, and effort expended in various aspects of their life (Smith, Walker, Fields, Brookins, &Seay, 1999). When schools don't aggressively try to facilitate positive identities by all their students, including their racial identity, there are consequences. A growing number of immigrants from all over the world who are students in our public schools, in addition to many diverse native-born students of colour, are subject to stereotypes and low teacher expectations. Such bias increases student concerns about social acceptance and increases their feelings of inadequacy when it comes to academic performance (Altschul, Oysterman, &Bybee, 2008, 2006; Jackson, 2011). Identity development, especially among minority students with complex beliefs about ethnic identity, can influence the nature and depth of conflicts with diverse others, and also how well they do in school (Glenn, 2003).

The personal strengths individuals develop or expand, as well as their degree of resilience when facing difficulties, may strongly influence their personal identity or be the result of their personal identity. The choices and priorities students embrace, as well as their perception of personal life chances and potential, are to some extent a reflection of the factors making up their racial/ethnic identity (McHatton, Shaunnsey, Hughes, Brice, & Ratliff, 2007; Noguera&Akom, 2000).

Our identity may be more influenced by what others believe about us, their impressions of us, and how they react to our actions. Students need to both feel smart and be smart, the ways students express their identities can sometimes undermine their achievement and goals.

Domains of Identity Safety

There are four domains that works together to create trust, autonomy, belonging, and competence and create a sense that each child's interests and skills matter. With each domain, include a few suggested practices.

1. Student-Centred Teaching: This domain promotes autonomy, cooperation, and student voice**.** Student-centred teaching forms the foundation of a classroom by helping students learn self-efficacy and cooperation with ways to contribute ideas, thoughts, and feelings.

Have students set social and academic goals, reflect on how they are working together, and propose ways to improve; Encourage students to help one another.

2. Cultivating Diversity as a Resource: This domain includes using diversity as a resource for learning while demonstrating high expectations through academic rigor and challenging curriculum. Diversity is not an add-on, but an integral part of having students co-create an exciting curriculum by drawing on their unique backgrounds.

Every day (not restricted to a specific month or holiday), include diverse music, art, games, stories, and activities that reflect the backgrounds of each student;

Convey high expectations through positive presuppositions, phrases that assume a student's best intention and effort.

3. Classroom Relationships: This domain includes teacher warmth and availability for learning and positive student relationships as foundational for trust. Teachers achieve this through caring, attentiveness, and ensuring that students treat one another kindly and fairly. Genuine warmth and friendliness go a long way toward creating a sense of belonging.

Blend humour and light-heartedness with meaningful academic content; Ensure that nobody is humiliated or criticized, but rather that everyone is learning together from mistakes.

4. Caring Classroom Environments: This domain focuses on students' emotional and physical comfort and attention to prosocial development in the classroom environment. The emotional tone of a classroom determines whether or not the students feel physically and psychologically safe and comfortable. Attention to their prosocial development along with academic growth will support development in both areas. This practice comes with built-in management because the teacher communicates clear expectations and students feel able to manage themselves in a classroom that doesn't feel chaotic.

Put every student's work on the wall, whether or not it's perfect; Include posters and displays that include other people who look like your students; Incorporate both social skill building and practice into academic and non-academic moments; Imagine the classroom from the point of view of different students; One approach is sitting in their seats to imagine how they feel in class.

Why is Identity the Latest Focus of Education?

One of the major talking points in education around the globe isn't a subject nor is it to do with exams or teacher ratings, it's actually identity. How we see ourselves as people in the world has always been important but the reason schools and policymakers are honing in on this often ephemeral subject in today's world is unique to this time in history.

Firstly, neuroscience and the idea of the self (and the implications of this) has massively developed over the last few decades; we are only just now truly coming to understand both from a philosophical and scientific level how our identities shape us and our societies. Secondly, due to globalization and countries finally owning up to their less-than-perfect pasts the idea of national identity is under reconstruction. And in a time where extreme beliefs are being given a voice once more, it is more vital than ever to bring people together – no matter their religion, race, sexual orientation or gender – into a common identity. Governments around the world are looking to schools to help them create a cohesive country by interweaving national identity throughout the school day. The approach to this differs depending on the country. National identity is just one thread of what it is that makes us and although creating a cultural dialogue where we all agree on a set of values (tolerance, free speech,

inclusion) our personal identities also shape our societies and should therefore be of high priority to governments and schools alike.

The Teacher's Role in Finding a Student's Self-Identity

Every aspect of the life of a student plays its own role in identity development. It's important to keep a clear mind and to follow up on a student to lead them in the right direction, without deciding what kind of person that students should be; As a teacher, you can teach your students the right and wrongs in the world, but never impose a biased opinion. Figuring out what opinion they have and how students interact with certain topics are a huge part of discovering out their self-identity; That is, if they have their own opinion. It's very common that students just don't really know what they stand for. These students often follow the stream and collapse under peer-pressure. That's why helping students find their self-identity is very important; Finding out what a student stands for is part of finding self-identity. What opinion a student has and how they react on certain topics reflects a personality immediately; Push students to dig deeper. Ask about their interests and expertise; Let your students introduce themselves; your students have to present themselves as unique as they are.

Conclusion

As a conclusion, education plays a significant role in achieving a good quality of life. It is because education is importance guidance in human's life. It can be regarded as important medium in changing the paradigm shift in one's individual. Generally, education is always associated with the process of delivering skill, disseminating knowledge and internalizing value. Research revealed that teachers can create identity-safe classrooms, defined as places that foster belonging and value for students of all backgrounds. Practically, individual who equipped with knowledge can be able to internalize and apply the knowledge in every day's life. In children's context, education can be seen as continuing process of their development, so that they can practice and apply their knowledge as preparation in the future. Thus, education is major aspect of development of any modern society since if there is a deficit of educated people then society will stops its further progress.

Barglow, R. (1994) The Crisis of Self in the Age of Information: Computers, Dolphins and Dreams (London: Routledge).

Barrett, M. S., & Baker, J. S. (2012).Developing learning identities in and through music: a case study of the outcomes of a music programme in an Australian juvenile detention centre. International Journal of Music Education, 30(3), 244–259

Čeplak, M. M. (2012).The individualisation of responsibility and school achievement. Czech Sociological Review, 48(6), 1093–1114.

Cummins, J., Hu, S., Markus, P., & Montero, M. K. (2015). Identity texts and academic achievement: connecting the dots in multilingual school contexts. TESOL Quarterly, 49(3), 555–581.

Freire, S., Carvalho, C., Freire, A., Azevedo, M., & Oliveira, T. (2009). Identity construction through schooling: listening to students' voices. European Educational Research. Journal, 8(1), 80–88.

Hall, L. A., Johnson, A. S., Juzwik, M. M., Wortham, S. E. F., & Mosley, M. (2010). Teacher identity in the context of literacy teaching: three explorations of classroom positioning and interaction in secondary schools. Teaching and Teacher Education, 26(2), 234–243.

Miles, S. (2000). Youth Lifestyles in a Changing World (Maidenhead: Open University Press).

Rossiter, G. (2007). Education in identity. International Journal Of Children's Spirituality, 12(2), 207–219.

William Stewart. (2000). Building Self-Esteem. Golden Books Centre Sdn. Bhd. Kuala Lumpur

Zajda, J. (2002) Education and policy: changing paradigms and issues, International Review of Education, 48(1-2), pp 67-91.

IDENTITY DEFINED BY 'LOCALITY' OR 'ETHNICITY' ?

Weirong Guo
Assistant Professor, Yunnan Minzu University, China

Abstract

This essay offers an examination of ethnicity and locality defining people's identity in China. The focus will first be on the definition of ethnicity and locality. After that the essay will analyze what factors influence people's identity. In addition, as a main aspect, food and foodways will be emphasized in order to discuss whether ethnicity or locality defines people's identity more. My study will be based on two case studies, one is Urumqi in Xinjiang, and the other is Enshi in Hubei. Finally, it will conclude that ethnicity shapes locality in some situations. Meanwhile, locality shapes ethnicity as well. In fact, it is an interaction in defining a person's identity in China.

Keywords: *identity, identity Crisis, locality, ethnicity*

A person's identity in China is defined by many factors including ethnicity and locality. Nowadays, food has already involved in people's expression of identity (Wu, 2005). In recent years, scholars have made great contribution to studying whether a person's identity is defined more by ethnicity than by locality through the research of food and foodways as well as other aspects. For example, Cesaro (2000) and Smith (2002) analyze in terms of food culture, ethnicity plays a more important role in shaping Uyghur identity. As Wu (2004) argues Enshi people prefer to emphasize the locality to define their identity. Due to the regional differences, it cannot be fully confirmed the whole country has the same result. However, scholars have generally agreed that in China it is an interactive relations that both ethnicity and locality shape people's identity.

When mentioning ethnicity, it is evident that ethnicity is not simply a set of relationships, but more refers to a historical process (Honig, 1992:08).For many constructivists, they believe that ethnicity is not separate, but interrelated. That is, ethnicity is generated in the social process, it is not only negotiable, but also varied (Smith, 2002). As Gladney (1996) also argued, ethnicity is a continuous process which has been negotiated between the state and self, furthermore, the changing social environment will redefine it periodically. Another view may help to explain the meaning of ethnicity as well. That is ethnicity is not just mean ethnic identity, but it is also a political control for cultural differences to some extent (Khan, 1995). Compared with the enclosed content of ethnicity, understanding the locality may beeasier. Basically, locality refers to an area. In order to examine whether a person's identity is defined more by locality than by ethnicity in China, it is better to demonstrate what aspects will be analyzed to explain and support the argument first.

Admittedly, food and foodways are just a small part of culture in China. Besides, many other aspects such as religions, politics, festivals and education influence a

person's identity as well. For example, as anthropologists argue, festivals are important activities for people to maintain their identity. In other words, Chinese people may enhance their sense of identity by relying on their festivals (Ibid.). In addition, regional differences, rural-urban divide, political manipulation also influence people's identity. However, since food plays a key part in Chinese daily life, as a main line, food links political, religious, commercial and ethnic issues together (Zhang, 2002). In fact, in cultural and social aspects, food has connected with practice. In the process of eating, it is not only a demand for food, but also an activity including where to eat and with whom to eat. Cooking and eating are both a social and cultural process, food can be associated with the construction of identity (Cesaro, 2000). As Wu (2005: 359) argued food symbolism is heavily involved in the human expression of identity.

In this essay, although food culture will be a main factor to be analyzed, other factors such as languages, policies, ethnic discrimination will also be examined. Undoubtedly, it is not easy to draw a conclusion whether in China a person's identity is defined more by locality than by ethnicity. Because of its historical background, regional development, ethnic construction, each region in China has its own characteristics. It cannot be divided in the same standard. Therefore, in order to examine the topic more generally and intensively, two regions will be selected as case studies. One is Urumqi in Xinjiang and the other is Enshi in Hubei province.

In the past, nearly a century, interaction between Uyghurs and Han Chinese has begun to increase. One thing should not be ignored is that a few decades ago, the Han Chinese immigrant population was already 40 percent of total population in Xinjiang (Smith, 2002). Thus, Han Chinese have played a very significant role in shaping the identity of contemporary Uyghurs. Before analyzing how the ethnicity and locality influence Uyghurs, apart from the food culture factor, three other main internal factors which lead to the strengthening of Uyghur' identity and the consolidation of ethnic boundaries nowadays in Xinjiang will be demonstrated. First is Chinese government policy for the Han Chinese migration to Xinjiang; second is the Chinese language that has gradually strengthened in this region; third is the Han Chinese exploration of natural resources in Xinjiang (Ibid.).For migration policy, in order to stabilize this important border area, Chinese government advocates that large numbers of Han Chinese migrate to Xinjiang. Since increasing numbers of Han Chinese came to Urumqi, the connection between Han Chinese and local people has also developed. However, it is clear that this continuous trend has some impact in this region. Firstly, the Han Chinese migration to Xinjiang has brought huge pressure to the local fragile ethnic boundaries; it leads to the increasing cultural differences in this region(Ibid.). For example, if Uyghur people want to gain some opportunities for education and employment, they have to blend into the region which the Han Chinese dominated. Furthermore, in big city like Urumqi,

many Han Chinese are not willing to adopt the culture of Uyghurs. On the contrary, they hope Uyghur people can adapt the culture of Hans. All that makes Uyghurs consider Han Chinese practice ethnic discrimination (Ibids). Secondly, in the past 50 years, the Chinese language has become institutionalized in the fields of education and work. It is evident that a great number of Uyghur realized that if they want to find a good job, it is necessary to speak Chinese fluently. In addition, some universities are willing to recruit people who can speak both Uyghur and Chinese languages. This results in the unemployment rate of Uyghurs becoming more than Han Chinese in this region (Ibids). Thirdly, Uyghurs argued it is desirable for Han Chinese to exploit natural resources in this area. Many Uyghurs even suggested the natural resources should not be controlled by the Chinese government; meanwhile, they should combine to make political independence from the People's Republic of China. (Ibid.). Many Uyghurs argue the only way to have a peaceful coexistence between Uyghurs and Han Chinese is to establish an equal stage for both sides (Ibids).

In Xinjiang, language as one of the symbols embodies the ethnicity as well as locality. It is evident that most Uyghurs prefer to speak the Uyghur language in order to distinguish the local Uyghur ethnic identity from the outsider's. Although in large cities, especially Urumqi, a great number of Uyghurs can speak Chinese very fluently, most of them have emphasized that this is only for a need of convenient communication. For example, among Smith's (2002) investigations, a Uyghur whose name is Tomur said he works in a company which was established by the Han Chinese and during his work time, he only speak Chinese with those Han people who cannot understand Uyghur. However, as soon as he leaves the working environment and goes back home, he speaks the Uyghur language. Since in cities, most of Uyghurs have to master Chinese now in order to compete with the immigrant Han people. But they all emphasize that learning Chinese is just for working, it is the only way to find satisfactory jobs in a society which was created by Han Chinese, like Urumqi. According to the investigation, it seems that language is a channel for Uyghurs to express their ethnicity and in that case a Uyghur's identity is defined more by ethnicity than locality. However, the rural situation should not be ignored. In rural areas, the phenomenon which uses language to define ethnicity is indeterminate. Because in rural areas, many Uyghur farmers have just received little education, no matter learning Chinese or Uyghur language. But they often display Chinese to outsiders (Ibid.). Therefore, in my opinion, for such a situation in rural areas, it cannot fully prove that a person's identity is defined more by locality. It is rather more complex than this rural investigation and maybe it needs concrete analysis in particular conditions.

Another example to support the argument that Uyghurs' identity is defined more by ethnicity is about time. It is undeniable that Beijing time is a standard time around the whole country. However, many Uyghur people persist in using

local time despite the inconvenience. If people ask Uyghurs about time, they often ask people which time they ask, Beijing time or Xinjiang time. This approach that insists on using Xinjiang time instead of using the unified Beijing time reflects Uyghurs preferring to adhere to the traditional customs to some extent. In addition, from another perspective it also reflects the rejection of Han dominance by Uyghurs (Ibid.).Interestingly, on the issue of defining time, the different perspective is not just between Han Chinese and Uyghurs, but is even more complex. Hui Muslims in Xinjiang consider Beijing time and Xinjiang time actually is the same time. Similar to those Han Chinese in Xinjiang, Hui Muslims agree Beijing time applies to all areas in China including Xinjiang (Ibid.). It is evident that time is another symbol in daily life that reflects ethnicity and is taken to enhance Uyghurs' identity. Even in the same region, different ethnic groups such as Uyghur and Hui, usually emphasize their own ethnicity in order to define their identity.

In fact, today in Xinjiang, ethnic isolation still exists between Han Chinese and Uyghurs. For example, Uyghur people usually avoid visiting Han Chinese homes. Meanwhile, they do not like Han Chinese visiting their homes as well (Ibid.). It is easier to observe on the streets of Urumqi, that Han Chinese walk on the street with Han Chinese the same situation applies to Uyghurs', while Han Chinese almost never walk together with Uyghurs. Furthermore, Han Chinese seldom participate in the Uyghurs' social gatherings unless it is an official requirement. According to Smith's (2002) research, since the 1990s, the Uyghur identity started to use the words 'us' and 'them' to distinguish the relationship between Han Chinese and Uyghurs. Uyghur people constantly emphasize their ethnicity no matter what occasion. This, in other words, reflects that people's identity is defined more by ethnicity than locality at least in such a particular region.

From this paragraph, the relationship between ethnicity and food culture in Xinjiang will be discussed. It is widely known that cooked wheaten food is the staple food of Uyghurs, for example, noodles and naans. Uyghurs prefer to eat mutton. In summer, there is a great demand for fruit. However, the demand for vegetables is less and vegetables were introduced to Xinjiang by Han Chinese (Cesaro, 2000).The typical Uyghur food is braised meat rice with carrots and hand-pulled noodles. When cooking this typical food, they usually put mutton and few vegetables in it. Actually, there is an obvious difference between Uyghur and Han cuisine. The difference is not only in ingredients, but also the taste and the approach to eating. In a Han Chinese meal, rice and food are separate; usually they have a bowl of rice and several dishes. But the Uyghur meal is often composed of a main course. For instance, for a formal meal, during the time of preparing the main course, the guests will be given tea and some small food, such as walnut, almond and biscuits; then the main course is braised meat and rice, after that offers some fruits (Ibid.). When mentioning food culture in Xinjiang, it is necessary to explain Qingzhen (Halal) first.

Qingzhen is one of the Chinese interpretations, means pure and true (Ibid.).In Uyghurs, the word Qingzhen is usually connected with food. It illustrates what people can eat and what they cannot eat. In other words, people cannot eat non-halal food (Ibid.). In Urumqi, outside the restaurants, a note should be provided to indicate the restaurant serves Han Chinese meals or a Halal meals. The difference is that Han Chinese restaurants offer pork, which means unclean food for Uyghurs. While Halal restaurants offer beef or mutton, but do not offer pork. According to this distinction, there are three types of restaurants in Xinjiang. The first one isHan Chinese restaurants run by Chinese, which offer Han food including pork; the second is Qingzhen restaurants run by Chinese, which offer Han and Uyghur food but not pork; the last one is Qingzhen restaurants run by Uyghur and Hui people (Smith, 2002).

In Xinjiang, it has become a social fact that Uyghurs resolutely refuse to eat Han Chinese meals. They use the food boundaries to reject Han Chinese (Ibid.). Many scholars did research on the significance of maintaining the ethnic boundaries between Uyghurs and Han Chinese through halal food consumption and the pork taboo (Gillette, 2000). Several examples will illustrate whether a person's identity is defined more by ethnicity or by locality, or maybe it is actually an interaction in shaping a person's identity. According to Cesaro's (2000) research, some specific instances of educated young people in Urumqi may demonstrate this argument. The first example is a young person named Anwar who found a civil servant job after graduating from Xinjiang University. When he was a student, he got a chance to go to Beijing. One day he and his classmates will go to Tianjin for a short trip. In the morning he had breakfast in a small Uyghur restaurant in Beijing. However, after they arrived in Tianjin, the Uyghur restaurants could not be found, but only Hui restaurants. Although Hui restaurants also offer halal meal, he and some of his classmates decided to have no lunch and even not go into that restaurant. He explained to Cesaro because he is distrusts any other non-Uyghurs, he made the choice of no lunch that day (Ibid.). Another example happened on campus in Xinjiang before the Mid-Autumn Festival, a young man named Tursun said he would not buy mooncakes to eat, although those mooncakes were made of fruit. In his view, those mooncakes were not Qingzhen food, non-Qingzhen food equals unclean food. The concept of unclean food represents for example, they are not sure whether the pan which was used to made mooncakes was also used for cooking pork. Since they distrust Han Chinese, they never eat the food which is touched by Han Chinese (Ibid.). These two examples demonstrate that Uyghur identity is more defined by ethnicity when mentioning the foodways, since Uyghur people always emphasize and distinguish between Uyghur food and non-Uyghur food. Furthermore, the above examples also explain the factor that trust plays a key role in Uyghurs' daily life of selecting food. However, in some situations, things are not always constant.

There are some cafes in Urumqi which were run by the Han Chinese. A Uyghur person named Baxtiyar said he often goes to the café to drink or eat. Undoubtedly, those cafes are not Qingzhen. In addition, the menu of the café also includes pork meals. However, for young Uyghur people, they just regard such café as a Western style. In that case, they did not show their distrust of the café although they actually know these cafes are not Qingzhen (Ibid.). Maybe as Gillette (2000) argued it is easier to make interaction between Uyghur and Han Chinese people through the consumption of Western food. This Western food provides a common stage for both to eat together. Similar to this example, although Uyghurs reject eating in the Qingzhen restaurants which are run by Han Chinese, some of them in particularly situations might go to such restaurants as well. For instance, Uyghurs have meal with Han Chinese together. Meanwhile, nowadays, a great number of young Uyghurs like to celebrate their birthday in this kind of Qingzhen restaurants that are run by Han Chinese (Smith, 2002).

In Urumqi, particularly in some special occasions, such as weddings, there is a dish known as so say, since it was made by Uyghur cookers, Uyghur people consider so say is not Han Chinese cuisine. However, say means stir fry, it is influenced by Han cuisine (Cesaro, 2000).It is evident that in the field of food, Uyghur's attitude towards to Han Chinese is vague. On the one hand, at a religious level, Uyghur reject Han Chinese food. On the other hand, in some celebrations and public occasions, such as weddings, it seems Uyghur shave adopted the cuisine of Han Chinese to some extent (Duara, 1993).

Another example is about Enshi in Hubei province. Enshi is the capital of Tujia and Miao autonomous prefecture, as an ethnic autonomous prefecture, it was established in 1983 and is given the title of the youngest ethnic autonomous prefecture in China (Wu, 2004). As an ethnic food, Hezha food is very famous in Enshi. Since the 1990s, a large number of Hezha restaurants opened in Enshi autonomous prefecture. Meanwhile, the news of Hezha restaurants was widely spread around the country. Hezha food reflects the high unity of local regional identity. As Wu (2004) noted almost all Enshi people, no matter whether he or she belongs to which ethnic group, they prefer to regard themselves as diners who eat Hezha. According to the research about crops and food culture in Enshi, scholars discovered the local folk cuisines adopted the label of Tujia cuisines. In other words, those local foods which were sold in Hezha restaurants were categorized as Tujia cuisines. However, for Enshi people, in fact, they are very indifferent and ignorant of Tujia identity (Ibid.). The common people in Enshi argued they still do not know Hezha food belongs to Tujia culture; they consider Hezha as a specialty in Enshi (Ibid.). The expansion of Hezha restaurants reflects the demand for the local food. Because of local identity, it is difficult to describe and divide the food customs in different ethnic groups. Hezha food belongs to the whole region not just Tujia (Ibid.). It seems in Enshi,

a person's identity is defined more by locality than by ethnicity through food cultures.

To conclude, in China, a person's identity is defined by both ethnicity and locality. Because of different regions, the changes in government policy, food culture and foodways, political manipulation, the historical background of social development and so many other factors, it is difficult to determine that whether a person's identity is defined more by ethnicity than by locality. According to the case study of Xinjiang, it is evident that in Uyghur daily life, their practical ways of distinguishing time, language, ethnic boundaries as well as food customs reflect Uyghur's identity is defined more by ethnicity to some extent. However, it cannot be fully confirmed that the whole area is the same, because in recent years, ethnic group people have gradually assimilated into the dominant Han culture as well. For example, as it has mentioned young Uyghurs prefer to celebrate a birthday party in restaurants which are run by the Han Chinese. Furthermore, another important factor cannot be ignored. Since the population of Xinjiang accounts for only a small part of the country, while the history of this region is also complex, the survey results of this region cannot be a representative for the whole China situation. For another example of Enshi, it shows an Enshi person's identity is defined more by locality than by ethnicity. However, it is also not comprehensive.

Due to the particularities and limitations of the reference information, and the complexity of the regions as well as many other factors, all of these may influence the result of analysis. Therefore, from the perspective of food culture, it can be concluded perhaps in some cases, a person's identity is defined more by ethnicity, and in other cases, it may be defined more by locality, in fact, it is more often an interactive relationship. Although as Klein (2006) noted the idea of cooking specialization in the area of space is popular in contemporary China, when defining different regions' people, it is often described what they eat. However, the change of food and foodways has connection with social economic development; this also reflects the impact of globalization on regional food and cuisines (Wu, 2002). As Rack (2005) argued a person's identity is a process issue, is an action and interaction. It is different under varied environment. Therefore, in China, not only ethnicity, but also locality shapes a person's identity, it is actually an interactive relationship.

Bibliography

Cesaro, M. Cristina (2000) 'Consuming identities: food and resistance among the Uyghur in contemporary Xinjiang', *Inner Asia*, Vol. 2, No. 2, pp. 225-238.

Duara, Prasenjit (1993) 'De-Constructing the Chinese Nation', *The Australian Journal of Chinese Affairs*. No.30, pp. 1-26.

Gillette, Maris Boyd (2000) 'Children's food and Islamic dietary restrictions in Xi'an', in Jun Jing, ed., *Feeding China's Little Emperors: Food, Children, and Social Change*, Stanford: Stanford University Press, pp. 71-93.

Gladney, Dru C. (1996) [1991]. *Muslim Chinese: Ethnic Nationalism in the People's Republic*, Cambridge, Mass.: Council on East Asian Studies and Harvard University Press.

Honig, Emily (1992) *Creating Chinese Ethnicity: Subei People in Shanghai*, 1850-1980, New Haven: Yale University Press.

Khan, Almaz (1995) 'Chinggis Khan from imperial ancestor to ethnic hero' in Stevan Harrell (ed.), *Cultural Encounters on China's Ethnic Frontiers*, Seattle: University of Washington Press. pp. 248-277.

Klein, Jakob A. (2006) 'Changing tastes in Guangzhou: restaurant writings in the late 1990s' in Kevin Latham, Stuart Thompson and Jakob Klein (eds), *Consuming China: Approaches to Cultural Change in Contemporary China*, London and New York : Routledge, pp. 104-120.

Rack, Mary (2005) *Ethnic Distinctions, Local Meanings: Negotiation Cultural Identities in China*, London: Pluto Press.

Smith, Joanne N. (2002) 'Making culture matter: symbolic, spatial and social boundaries between Uyghurs and Han Chinese', *Asian Ethnicity*, Vol. 3, No. 02, pp. 153-174.

Wu, David Y.H. (2002) 'Cantonese cuisine in Taiwan and Taiwanese cuisine in Hong Kong' in David Y.H. Wu and Sidney C.H. Cheung (eds), *The Globalization of Chinese Food*, Richmond, Surrey: Curzon Press. pp.86-99.

Wu, Xu (2004) '"Ethnic foods" and regional identity: the Hezha restaurants in Enshi', *Food and Foodways*, Vol. 12, No.4, pp.225-246.

Wu, Xu (2005) 'The New Year's Eve dinner and wormwood meal: festival foodways as ethnic markers in Enshi Prefecture', *Modern China*, Vol.31, No.3, pp. 353-380.

Zhang, Kongshao (2002) 'The development of ethnic cuisine in Beijing: on the Xinjiang Road', in David Y.H. Wu and Sidney C.H. Cheung (eds), *The Globalization of Chinese Food*, Richmond, Surrey: Curzon Press, pp. 69-85.

SOME RELEVANT ASPECTS OF
IDENTITY IN TODAY'S WORLD

Bronislava Volková
Professor, Emerita of Indiana University, Bloomington

Abstract

This paper entertains a series of aspects that influence modern people's identity in today's world. It delves into history of oppresion and exile, which continues to be valid in many countries. It touches on the nature of exile and possible return of exiles to their native country, on economic and ideological principles creating group identities, but also on human relationship to animals and the differences that exist between male and female sense of identity.
Keywords: *identity, aspects of identity, human, humanity, identity crisis*

Being a poet, I deal with this topic on a daily basis in a personal and perhaps hidden way. Writing existential poems means delving into who I am. Who I am is to a large extent what I feel, think, believe in and share. It can be a simple observation, it can be a memory, it can be a certain knowledge or a meditation. Just turning within is an invitation to delving into one's identity.

In the recent past, many of us have been forced into identifying with various group identities. E.g. I have grown up in the Communist system imported from the Soviet Union, which shortly followed in my country of Czechoslovakia the Nazi system imported from Germany.What that meant was being forced into certain type of identity, which I not only did not innerly identify with, but which felt actually outright disgusting to me for its obvious ethical shortcomings and harmful effects on humanity. Who was, however, considered as non-conforming to it, was subjected to severe punishment including losing one's work, losing the right to education, or even to prison, torture or death. Similar situations existed in European history due to militant Christianity in the past and nowadays still thrive in militant muslim communities. Marxism was really in a way an heir of this type of religious thinking as well. Thus both religious and political attitudes are very dangerous and harmful forms of group identity.

Another problematic form of group identity can be a state or a folk mentality, a race or a nation.State and nation are next to religion the most dangerous forms of identity, often leading to wars and violence. States believe they have a licence to kill, where an individual doesn't. Group mentality also often creates prejudices, which is another form of a harmful identity leading to animosity and estrangement between people. That is why it is so important to give a deeper thoughtto the topic of identity.

Having been an exile for most of my life, this topic is very close to my heart.Becoming an exile is really a clear statement of choice of one's own identity and refusal to have an identity imposed on by a particular group entity oneis unwilling to identify with.Exiles are in minority, but exile mentality makes a very important contribution to mankind due to its fervent search for true and

personal identity, uncompromised by social pressures. This typically comes with the price of being forever ostracised by one`s own country, one`s own nation and perhaps even one's own family and childhood friends. This is a great sacrifice, not easy to make. One might need to sacrifice one`s language, customs, the sense of home, social support etc., and not many people are willing to make such sacrifices.Thus paradoxically that, which most people consider their identity, might need to be shed in order to create a true identity of one's own.

This also brings to the fore the famous question posed by many exiles about whether a return is possible. Many answer this question negatively (most famously Milan Kundera among the Czech authors). I believe that return is possible, but one has to be willing to remain faithful to oneself and not overestimate the home environment, which isnot able to accept the returned exile into its midst wholeheartedly. In some ways after the return to the home country, one remains in exile, one continues to be different and identify more with their „global" self than with their national one, as one no longer fits in it.Colleagues are not able to relate to the exile as their own and therefore the exile for the most part remains alone even in their home country. The only thing that changes is paradoxically having access to a surfice affinity based on subconscious emotional childhood roots, which give the exile a certain sense of comfort,while in substance they remain different and thus alone.

Most people when they consider the issue of identity think of things like class and material opportunities one has. This issue is becoming very urgent in modern world accross cultures, as the abyss between the haves and havenots is deepening all over the world. Can this be changed? I cannot answer this question, as I am not an economist or politician. I can only approach it as a poet and as a poet I do not distinguish between people according to their wealth and social position, but according to their hearts, their character and level of spiritual awakening. To me, this constitutes the core of identity. Therefore when I think of identity, what is most important to me, is the individual's level of self awareness, as ultimately society will only be as mature and as humane as its individuals are. This to mewill bring true globalisation in the good sense of the word.

We all know that globalisation has brought with itself many problems. It is a uniting force on one hand, dividing on another. People prefer to maintain their uniqueness, which gets often lost in globalising tendencies, while also national economic selfsufficience gets lost due to too much dependence on global interaction. This often leads to disasterouos situations and unhealthy quarrels between nations (see e.g. the current situation of the European Union).

Thus current issues of identity are very different than past, while the past issues still continue to coexist in modern world even today. Many countries continue tohave opressive governments which force citizens into exile and oppress them brutally at home.

Literature, especially poetry is being abandoned in many cultures by the younger generations nowadays, while it is precisely poetry that leads people to their true

self. Young people nowadays prefer games, social servers, messaging and phoning, sports and economic achievements to meditative exercises like poetry. In literature, they prefer comedy and crime stories. All of this is a sign of removing oneself from delving within and from subtle feelings. On the streets, itis common to hear vulgarities and they become acceptable even in public communication forms. Thus the main problem nowadays becomes the fact, that identity is for many humans something disposable.

In Czech Republic, where I currently live, at least every other person has a dog as the most intimate companion. While this cultivates a more humane attitude toward animals, which is to be welcomed, it also means that humans are in a way giving up cultivating personal interhuman relationships in a profound way. Human relationships, especialy intimate human relationships have become too difficult, too tedious, too demanding, too painful to deal with on an ongoing basis for many humans. Thus a certain shift of identityis inevitably a result due to being in a more profound relationship with an animal than with another human.

Women have a more complex situations typically to deal with than men. They find it often very difficult to find a suitable male partner with whom they could share their identity, as their potential male partners often show little interestin such issues in general. Women are also often more subtle and sensitive toward interhuman interactions and thus typically more vulnerable. Usually,they have much richer emotional lives than their male counterparts. I am leaving aside the large issue of family burden that they often carry, which contributes strongly,for better and for worse,to their sense of identity. In many countriesmen still identify themselves mainly with being the so-called „providers", even though large number of women have to rely on themselves to provide for their families.Also eastern cultures have very different structures of family lives than western ones and thus people have very different sense of identity simply due to their belonging to these different social structures.All these factors have to be taken into consideration when we want to speak meaningfully of identity in global, general ways.

DOMINANT CHARACTERS, PLOT AND PLACES IN AMITAV GHOSH'S NOVEL, "RIVER OF SMOKE"

Vivekanand Jha
Assistant Professor of English,
Govt. Model College, Jhabua (M.P.)

Abstract

The novel, "River of Smoke" (2011) is the second of Amitav Ghosh's ambitious Ibis trilogy. The first novel is "Sea of Poppies" (2008) and the third novel is "Flood of Fire" (2015). The novel is a historical narrative about the opium trading, trafficking and addiction. It is yet another milestone and epoch-making historical novel in the history of Indian fiction which makes the readers reminisce of the bruised and pleasant past and their perpetuating repercussions even in the present. The extraordinary scholarship and erudition of Amitav Ghosh comes into display in narrating and storytelling of the novel. The novel is inundated with a host of scenes from different origins and cultures. The present article focuses on dominant characters, plot and places that this novel encapsulates in it.
Keywords: *Canton, China, British, opium, traders, addiction, drug, foreigner, sing-song girl.*

The novel is set in Canton in China, where opium is traded at large scale. Traders belong to several countries but most of them are British. They are amassing huge money and assets at the cost of causing indiscriminate addiction of opium to common people. The Chinese administrations are trying to put a ban on illegal imports of the drug, which has caused havoc on the well being of the Chinese population.

Major Characters, Plot and Places

The story of the novel revolves around the chief character Bahram Modi. Even though Bahram is indulged in trading of opium, he is a truly benevolent man. The nuptial tie between Bahram and Shireenbai was merely a marriage of convenience. Shireenbai is a superstitious woman and she has a great belief in miracle-mongering, palmistry and chiromancy. The living standard of Bahram was rustic and inappropriate in comparison with that of Seth's family and it was a cause of embarrassment for him. Even his in-laws were deeming him with an eye of contempt and derision. Bahram's mother is a widow but she is a woman of high self-respect and blue blood family. She makes a stiff opposition to the circumstances under which Bahram has to remain as a house-husband in the family of Seth because of the pitiable and wretched economic condition of her family.

All that Bahram needs is an opportunity to show his mettle and once he grabs it he glitters like gold. The very first visit of Bahram to Canton brings incredible accomplishment and success for him and his family. Now he is totally changed from old to new Bahram and in a short notice he becomes one of the most highly acclaimed businessmen of Bombay and a man of high esteem in Canton of China. He and his in-laws are jointly in the shipping business. His father-in-law suddenly dies and his brothers-in-law force him to retire from the Export

division. But he wants to buy the export division for which he was required to have huge money. To earn a huge profit, he decides to ship a huge consignment of opium to China, despite there is a ban on Opium trading issued by the Chinese officials.

The first time he visits Canton, he falls in love with a washerwoman and widow Chi-mei who is dwelling on a boat with her mother and daughter. He meets her for the first time in her laundry and after that her face keeps flashing before his eyes and a strong bond of affinity and love is drawing him towards her. She gives birth to his son Ah Fatt. Unlike other boys of Canton, Bahram never wants his illegal son to be a boat-child but he wants him a well read man. The rules and regulations of Canton give no more right to boat boys other than learning how to fish and sail and handle boats. As a result his mother Chi-mei exhibits no interest in educating her son. When he grows young, his anguish against Bahram is obvious for not getting a lawful name and right for being the son of his well reputed father. Ah Fatt is inquisitive to trip Bombay and India but Bahram is in no way prepared to accompany him into his ship as he is afraid that his elder wife and in-laws would come to know about all these immoral and hush affairs.

Bahram has been in China for a long time and he is now well acquainted with how and whereabouts of China. Napoleon Bonaparte, a French military and political leader during the latter stages of the French Revolution, is a prisoner on the island of China and he wants to meet Bahram personally to know what is politically and economically going on in China at present. But he is afraid of facing Napoleon Bonaparte alone and he decides to accompany his friend Zadig Bey who is well versed in French and world politics.

Anhita, an opium carrying ship, is struck by a storm and almost ten percent of total opium is destroyed by it. Bahram struggles against the onslaught of storms. The storm has created a horror into the psyche of Bahram. He feels heavy pressure from his investors in Bombay and other parts of India for disposing of the large amount of opium on board his ship, Anhita. Amid hue and cry of embargo on the trading of opium, Bahram comes across Allow who is now deeply involved in small scale smuggling of opium and by the time this meeting of Bahram with Allow takes place, Chi-mei has already died. Bahram is such a long trader of opium that he doesn't want to take any notice of the small fry like Allow. But Allow is well aware of his caliber, so he is adamant to follow and flatter Bahram like a shadow. One day Bahram is stranded in such a situation that he is left with no option other than taking the help of Allow's boat. Allow is well aware of the weakness of Bahram and she is none other than Chi-mei and he tries to push Bahram into flashback of his meeting with Chi-mei. When Bahram is not melted through this malicious and nefarious design, he is given an offer of another sing-song-girl to quench his corporeal requirements but Bahram vociferously rejects such proposition of Allow. In the end of the novel, Bahram Modi dies due to an opium infested dream.

The phrase 'sing-song girl' is echoing in Canton where entry of foreign women are strictly prohibited and foreign traders miles, years and countries away from their wife or girl friends fulfill their bodily necessitates with local women of easy virtue popularly known as sing-song-girls. This being the reason Canton is flooded with bachelors of variegated kinds, conditions and cultures. This being the reason for all the incidents of immorality and vice is taking place in the novel. The most victim of such banning is Miss Paulette whose eyes trickle with tears when she comes to know through Fitcher Penrose that she would not be able to visit Canton. This is the reason, while she remains stranded in the Outer Islands, she is getting updates about every goings and happenings of Canton through letters from her childhood friend Robert Chinnery. A great chunk of the novel is flooded with letters that Robert Chinnery writes to Miss Paulette describing vivid pictures of why, how and whereabouts of Canton.

Mr. Robert Chinnery is a professional English painter and he has been bestowed upon special responsibility of finding rare plants for Fitcher Penrose. Even amid the hours of opium crisis he doesn't refrain from performing the task assigned to him though it is another thing that by the end of novel he is unable to trace out the rare plant which Fitcher Penrose is in dire need of.

Mr. Jardine is in his late forty and still bachelor and has been in Canton for more than a decade. He is a powerful and influential man in Canton and the largest player in the trading of opium in the Chinese market. He is not only an adept trader but also skillful and proficient in setting up approach and rapprochement with the people of various classes and cadres. Chinese authorities are disappointed with William Jardine because he is expanding opium business from one region of China to another and they are planning to send him out of China and Mr. Jardine is wise enough to go through the impending situation and before he could have insulted and ousted he himself announces to leave china and he produces a lame excuse that he will have to return to England to engage himself in wedlock as Chinese government doesn't allow entry of any European woman in Canton. All members of Canton's General Chamber of Commerce wish him best of luck in finding the suitable bride.

John Slade is the founder and editor of the newspaper, "Canton Register". He is a daring fellow and for making vociferous and raucous remarks he was well known as Thunderer. Mr. Slade is one of the strongest and vociferous members who plead trading and trafficking of opium in a legitimate and rightful manner. But at the same time he turns diplomatic too and advises all members to observe restraint and lets the Chinese take first the aggressive and offensive steps against illegal opium trading.

Besides "Anhita" and "Ibis", "Redruth" is another ship which is notably talked about in the novel for transporting plants across the seas and it is owned by a Scottish botanist Frederick Fitcher Penrose. The ship is the unique creation of Mr. Penrose who has infused his heart and soul into her creation. It is named after the birth place of Penrose's wife and permeated with the greenery of

outstanding and curious plants and they are suitably placed into sliding boxes of glass which are like miniature greenhouses. The ship is loaded and renovated with all the extraordinary and bizarre facilities and conveniences. The plants are representing every part of the earth and they are methodically arranged by no less than the possessor of the ship, Mr. Penrose himself.

Opium Trading and Wars

The new commissioner in Canton, Lin Zexu has been famous for his dry honesty and absolute integrity. He is determined to root out the trading, transporting and smuggling of opium into Canton. He issues warning after warning against trading of opium through a series of letter written in Chinese which is interpreted by professional translator Mr. Fearon to the members of the General Chamber of Commerce in Canton run by foreign traders. Commissioner Lin issues an ultimatum to all opium traders to surrender all opium on board of their ship and in the case of failing to do so they must remain ready to face the consequences.

The members of foreign traders cudgel their brain to dispose of the impending crisis imposed by Commissioner Lin. Mr. Dent comes up with a great idea of dealing with such threats and he plans to tell Chinese authority that this is such a grave and important decision that it cannot be taken in hot haste and it requires plenty of time and serious deliberation. Mr. Dent thinks that if he could carry this matter for long, Commissioner Lin would automatically turn lenient on the issue of Opium as "An ultimatum is easy to issue but difficult to act upon" (437). Such idea of Mr. Dent is applauded and welcome by every members of Chamber of Commerce and Mr. Burnham especially is disproportionately excited and he calls this idea a genius of stroke and in the intoxication of enthusiasm he goes on to promulgate: "Let us see if this Commissioner's bite is as bad as his bark' (437)

Mr. Inns is famous in the novel for his notorious acts and he is transporting opium despite a severe and strict ban on opium smuggling has been declared by Commissioner Lin. In a raid made by Chinese administration and soldiers, he is caught red handed indulging in opium trafficking and they order him to leave Canton in no time and without any terms and conditions. But Mr. Inns is adamant not to leave Canton despite all attempts of pleading and requests by Chamber of Commerce fails to convince him and ultimately the president of Chamber of Commerce conveys the message to Chinese authority that Mr. Inns is not the member of the organization run by them and therefore they have no jurisdiction over Mr. Inns. But the fact is that all foreign traders clandestinely do their trading of opium through Mr. Inns despite the restriction on the trading and trafficking of opium is on the peak.

Mr. Charles King, an American trader, is on good terms with mandarins – the Chinese merchants in Canton and he is also a member of Canton's General Chamber of Commerce to represent the views of foreign traders to them. But instead of supporting the issues of foreign traders, he works in disobedience of

them and hand in glove with mandarins. He has been against the trading and smuggling of opium by the foreign entrepreneur right from the beginning to the end of the novel. He openly supports the strict and stern official measures to be taken by the Chinese against the trafficking of drug and opium by foreign traders in China. While the rest of the members are resolute and immovable in their decision to not yield to the authoritarian call of Commissioner Lin to surrender all opium in possession of them, Charles King makes his all attempts to let the decision go in the favour of Commissioner Lin. Because of such an attitude he has been at loggerheads with hot headed people like Mr. Slade and Mr. Burnham. In a counter reply to Mr. Charles King, Mr. Burnham raises a question on the masculinity of Asian itself and he further claims that opium is required to bolster their potency and they are indispensably susceptible to the opium. Thus Mr. Burnham is of the view that the western traders of opium are doing an obligatory and congratulatory work rather than earning disproportionate assets by trading opium and thereby spoiling the life of millions of innocent: "Effeminacy is the curse of the Asiatic" (468)

The opium fiasco has resulted in a war like situation in Canton. Commissioner Lin made all the opium of foreign traders on board of their ship damaged under his watchful supervision and he kept all foreigners confined to camp until all opium was surrendered.

Conclusion

Like the first novel, "Sea of Poppies" of Amitav Ghosh's Ibis trilogy, the second of it, "River of Smoke" too ends on a tragic note. The novel pushes the readers into the flashback of sense, sensibility and psychology of 19th century world when opium was a moot point of debate and dispute. Going through the whole book between the lines one can effortlessly come to the conclusion that the novel has been written meticulously after a great deal of learning, research, traveling and exploration. Though living in plenty, Ghosh has thought of shanty and he has included themes from all strata of life where village-town, rural-urban, male-female, rustic-refine etc equally play their role in furthering the plot of the novel.

Reference

Ghosh, Amitav. *River of Smoke*. New Delhi: Penguin Books India, 2011. All the textual references with page number(s) that are cited in the article are from this edition of the book only.

website: www.voiceofresearch.org