

DETERMINANTS OF CLASS PARTICIPATION CASE STUDY

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First of all, praise to be to Allah who enabled the researcher to undertake this research entitled the determinants of class participation. Our sincere thanks and gratitude goes to Prof. Mohamed Said Samantar with contribution and supervision to this study. Finally Sincere thanks to any one who contributed this research, including faculty of Social Science especially Development studies, class of BDS/2013 and any other, who have helped both directly or indirectly.

ABSTRACT

This study aims at investigating determinants of class participation, factors that motivate students to take an active role in the classroom through oral communication. Student's class participation is essential for the success of student's academic and personal future developments (Tatar, 2005). Student's engagement in the classroom can be both oral and non-oral participation. Oral participation is the student's willingness to speak up in the class and include; answering questions or raise comments on the discussion. Non-oral participation through distributing important signals, including gazing, smiling, nodding their heads, raising their hands and glancing at each other within the discussions (Warayet, 2011). This study is limited to Puntland State University (PSU) with a case study class of Bachelor of Development Studies (BDS) 2013. The study deployed quantitative method of research with questionnaire through data collection.

This study found that there were a number of factors, including internal (from the student) and external factors (beyond the control of the students) causes student's silence in the classroom. The internal factors that cause the student's salience in the classroom include student's personality factors and student's language barrier. For personality characteristics people are different and can be either extroverts people who sociable, talkative and open with others, or introverts (shy, reticent and reserved) this kind of people prefer solitary to social activities. Also, personality can be part of the student's early preparedness, if the students read the class's agenda he/she will contribute a lot to the class by raise questions and comments and also, he/she will answer questions from the lecturer or other students. The student's weak language cause limited participation, if the student has barrier of the language she/she keep silent instead of making mistakes and lose the public image.

The external factors include; the lecturer's role and environmental factors, these factors have the direct or indirect influence on the students' activeness to the class. The lecturer's behavior in the class can encourage or discourage the students, if the lecturer behaves friendly and invites the students to questions and comments they will be motivated to answer through this the lecture can be increased their participation. Finally the study found that Environmental factors include seating and seating position, conditions of classroom, lecture time and teaching materials and external distractions, (Noises) all these factors had an influence on the student's reluctant to speak up in the class.

Key words: *Class participation, student's silent, oral communication, direct and indirect influences.*

1.1 INTRODUCTION

This study examined the determinants of student's classroom participation. Hence, chapter one outlines the background of the research, problem statement, research objectives and research questions, justification, scope and importance of the study.

1.2 Study's Background

This research study was aimed at investigating determinants of class participation, factors that motivates the students to take an active role in the class. Student's class participation is an important for the success of student's future developments, being active in the class plays significant role in the success of educational and personal achievement in the future (Tatar, 2005). Student's participation to the classroom can be orally and non-orally participation, oral participation is student's willingness to speak up in the class and can be included; answering questions or asking lecturer questions, comments and recommendations related to the discourse. Non-oral participation through distributing meaningful signals including gazing, smiling, nodding their heads, raising their hands and glancing at each other within the discussions (Warayet, 2011). To understand its significance, it is necessary to define the term (participation) "any comments or questions that the student offered or raised in the class" (Fassinger, 1995, p. 84). As the above definition pointed out participation means asking questions to the lecturers and answering questions from lecturers or students or making oral communication in the class, "ideal class discussion" (Wade, 1994, p. 235). "The number of unsolicited responses volunteered" (Burchfield & Sappington, 1999, p. 290) as the above definitions indicating participation means making oral communication related to the class discussions which is mostly volunteer, it seems that most of the definition are similar or more close to each other. Student's oral participation is important to student's learning and contribution to the class because of its great importance the students are encouraged to be part of class discussion by their lecturers to increase their quality of talk as well their understanding to the lessons (Warayet, 2011). There is strong link between student's class participation and their academic and personal achievements as previous researchers indicated. Study conducted by Gunuc found that there is significant relationship between student's active participation in the class and their academic achievements (GUNUC, 2014). Also Amao and Temitayo confirmed that there is positive relationship between student's participation and student's academic achievement (Amao & Temitayo, 2013). The researchers indicated that the students with active participation in the class showed higher satisfaction and commitment to their studies. Participation allows that students to build their knowledge demonstrate what and how they have understood related to the courses. Student's non participation in the classroom activities is caused by limitations of the lecture method of teaching, student's active in the classroom can be improved through the use instructional techniques including class discussion, cooperative learning, debates, role playing, problem solving and case studies, the above recommendations not only make the student active but also it will improve student's oral communication and activeness in the class (Murray; Lang, 1997). In Puntland State University (PSU) class discussion and class participation is highly encouraged there 5 marks allocated attendance and class participation, (PSU Handbook, 2017). Not only for this but also for the research and assignments which is granted for 15 marks is included presentations made by the students. All these policies aimed to strengthen student's active participation in the class but it seems that still there are number of students who are not motivated to speak up in the class or plays a passive role in the class. Therefore this research proposal will help education institutes to understand what motivates students to take an active role in the class as well as factors forces them to be silent in the class to avoid or minimize for being passive in the class. Finally the research will light lecturer's role to student's class participation and strategies can motivate the students to play an active role in the class.

1.3 Problem Statement

Through researcher's experience to the university as lecturer, there are some challenges associated with class participation. Student's class participation is very essential to their academic and personal achievements, as (GUNUC, 2014) found that there is significant relationship between student's active participation in the class and their academic achievements and other researchers including (Tatar, 2005) indicated that class participation is essential for the student's achievements. The numbers of students participating class discussions is limited, only few students are willing to participation in the class discussions, not only in the class but also there is limited participation to the public lecturers, meetings, research publication presentations and other events that presents in university's hall. As previous researchers indicated there are different factors those affect students to play a passive role in the class, as research conducted by (Abdullah; Abu Bakar; Mahbob, 2012) indicated there are factors can be included personality factor, environmental factor, the role of the lecturer and language all these factors can have an impact to the student's participation to the class.

However, there is limited research based on the students' class participation conducted Puntland. This study will be able to shed some lights on the issue of students' participation and will help education institutes in Puntland to understand the determinants of class participation, what motivates students to take an active role in the class. To enhance and strengthen lecturer's role to encourage the students for their participation and try to minimize the factors contributing to being passive in the class.

1.4 General Objectives of the Study

The general objective of the research is to investigate the factors that motivate students to play an active role in the class.

1.5 Specific Objectives of the Study

To understand what motivates students to actively participate in the class discussion, the main specific objectives include the followings:

- I. To point out the influence of personal factors on classroom participation
- II. To determine the influence of language factors on classroom participation
- III. To highlight the effect of lecturer's role on classroom participation
- IV. To identify the effect of environmental factors on classroom participation

1.6 Study's questions

- I. What are the personal factors that influence on classroom participation?
- II. How the language factors on the influence the classroom participation?
- III. What is the role of lecturer in classroom participation?
- IV. How the environmental factors affect the classroom participation?

1.7 Justification of the study

This study will focus the determinants of class participation, factors that motivate the students to speak up or participate in the class discussions. As previous studies conducted by Gunuc, Tatar, Amao and Temitayo indicated that student's active participation in the class contributes his both academic and skills related public speaking.

Therefore the study will emphasis to investigate key factors that motivate students to play an active role in the class, lecturer's role to encourage students to take their lion's share to the class discussion and class

participation. The study will add value student's learning outcome as well as their active participation guest lecturers, open discussions and other key important debaters conducts at the university. Finally the study will increase student's participation in the class is part of academic polices, there are grades intended to increase student's participation in the class, attendance and class participation is graded 5 marks where assignment and presentation is graded 15, this academic policy to increase and motivates the students to take party class participations. Key findings from the study will add value the university's policies related to increasing student's academic performance.

1.8 Scope of study

This study investigates students' class participation: what motivates them to speak up in the class? The study was Targeted Puntland State University students specially faculty of Social Science, department of Development Studies, Bachelor of Development Studies (BDS 2013) there are two reasons that the researcher selected this class, the first reason is due to researcher's experience to the class, the researcher taught the class two different semester therefore the researcher is familiar with student's participation to the class, ones plays an active role or ones who are passive in the class and the second reason is that this class is a senior class they are university's last year, they can be key to the findings of the study and can contribute more their behaviour related to the class. The findings of the study will be beneficial to both university teaching policies related to students' participation in the class and also the students themselves to get rid of students' challenges to class participation.

2 LITERATURE REVIEW

2.1 Introduction

This chapter reviews the existing literature put forward by different scholars, key definitions in the study. Although there are many researchers who have studied this field internationally and found that there were a number of factors that affect student's participation in the classroom discussions this can be included (i) personality factor, (ii) environmental factor, (iii) role of the lecturer and (iv) Language of instruction. But yet there is limited academic researchers that have been writing about this topic in the context of Somalia and Puntland. This study paper will investigate the determinants of classroom participation. In this chapter, we will review the conceptual framework, review of variables, definitions, benefits of class participation, and factors hinder student's participation to the classroom and findings of previous studies.

2.1.1 Definition of class participation

The definition of class participation "any comments or questions that the student offered or raised in the class (Fassinger, 1995, p. 84), participation in the classroom is the acts of being active in the class. Student's participation to the classroom can be orally and non-orally participation, oral participation is the student's willingness to speak up in the class and can be included; answering questions or asking lecturer questions, comments and recommendations related to the discourse. Non-oral participation through distributing meaningful signals, including gazing, smiling, nodding their heads and glancing at each other within the discussions (Warayet, 2011). Students can be grouped two different groups, passive and active students, for active student's raises questions, comments in the class while others are busy for writing notes, sit quietly, listening to lecturer/ instructor or the student's comments these are passive students. There is factors influence the students for being active or passive in the class as previous researchers indicated, the factors will listed below.

Study conducted by (Mustaphaa; Abd Rahmanb; Md.Yunusc, 2010) defined the Class participation in

different ways: first communication among lecturer and other students in the class by listening and answering to other students and lecturer through volunteer or un-volunteer contributions, including asking questions, answering, sharing experiences or other interesting topics or stories. The second definition of class participation can be student's involvement in the class activities including attending to the class, early preparing, listening and participating class discussions and completing lecturer's assigned tasks to the students.

2.1.2 The importance of class participation

Student's participation in the class discussions is essential for both their academic and personal achievements as the researchers indicated. Being active in the class plays significant role in the success of educational and personal achievement in the future (Tatar, 2005), students who are active in the class will hence their understanding to their course, they share their challenges to their lecturer and get help from their lecturer this will add value their academic achievements, not only for their academic achievements also being active in the class will inherit them have public speaking skills, they will get the confidence to speak and have lecture for public places. Study conducted by (GUNUC, 2014) found that there is significant relationship between student's active participation in the class and their academic achievements it seems that researchers agreed that there link between the class participation, students engagement or active learning and their academic and personal achievements, indicated students with active participation in the class showed higher satisfaction and commitment to their studies. Class participation expands student's capacity to gain knowledge. Study conducted by (Amao & Temitayo, 2013) confirmed that there is positive relationship between student's participation and student's achievement in literature in English. On the other hand Murray and Lang found that Student's non participation in the classroom activities is caused by limitations of the lecture method of teaching, student's active in the classroom can be improved through the use instructional techniques including class discussion, cooperative learning, debates, role playing, problem solving and case studies, the above recommendations not only make the student active but also it will improve student's oral communication and activeness in the class (Murray; Lang, 1997)

Researchers indicated that the student's willingness to play an active role in the class discussions depends on many factors including; language factors, environmental factors, lecturer's role and teaching methodology and familiarity on course. Study conducted by Tatar, pointed out that being passive in the class is due to lack of language skills and inadequate content knowledge. This forces that student to keep silent rather take an active role in the class discussions. they are being silent they will evaluate that their comments, questions and contribution will be deemed irrelevant or unimportant this leads them to keep silent or they avoid making mistakes and thus they avoid any embarrassing situation that could damage their public image or being minor in the class (Tatar, 2005).

2.1.3 Findings of previous students on class participation

Study conducted by (Bin Sayadi, 2007) indicated that there are number of factors that influence the students to play active role in the class can be included: socio-cultural, cognitive, affective, linguistic or environment, there are four patterns of class participation that inherits the students to be active or passive in the class, the four pattern of class participation are total integration conditional participation, marginal integration and silent observation. The total integration the student integrates with other students and instructors and actively participate the discussion of the class; they raise questions and comments from instructor and other students. Conditional participation the student's participation is contingent with number of external factors including social-cultural, self-efficacy and the class conditions. Marginal interaction the students participates

the class discussions rarely but instead of participating they prefer listening the discussions and taking notes from the lecturers and comments to the students. The final factor is Silent observation the students are being silent in the class and avoid any participation through oral communication this kind of students prefers to listen the class discussions and takes if they meet any challenges they asks their close friends and searches from the internet or other available sources.

According to a study conducted by (Abdullah; Abu Bakar; Mahbob, 2012) found different factors that influence the student to speak up in the class, the factors can be included: personality and trait of the instructor/ lecturer, culture and learning environment. Instructor's personality plays an important role the students' activeness or passiveness in the class, personal trait of the instructor and method or style of teaching for the lecturer motivates or de-motivates the students to take their role of participation in the class. If the instructor invites and encourage the students to participate the discussion and the students feel that they will not criticize and will be behaved friendly they will participate it. Society's cultural background plays important role of being active or passive in the class, families with more socialization exhibits a form of participation while families with no socialization display reluctant of being active. Environmental factors included the size of the classroom, seating and seating position, conditions of classroom, lecture time and teaching materials all these will influence the students. The study indicated that small size classroom plays an important role to be active in the class due the small number of the students will not be embarrassed and the lecturer will have a chance to invite the student to take part on the class discussions.

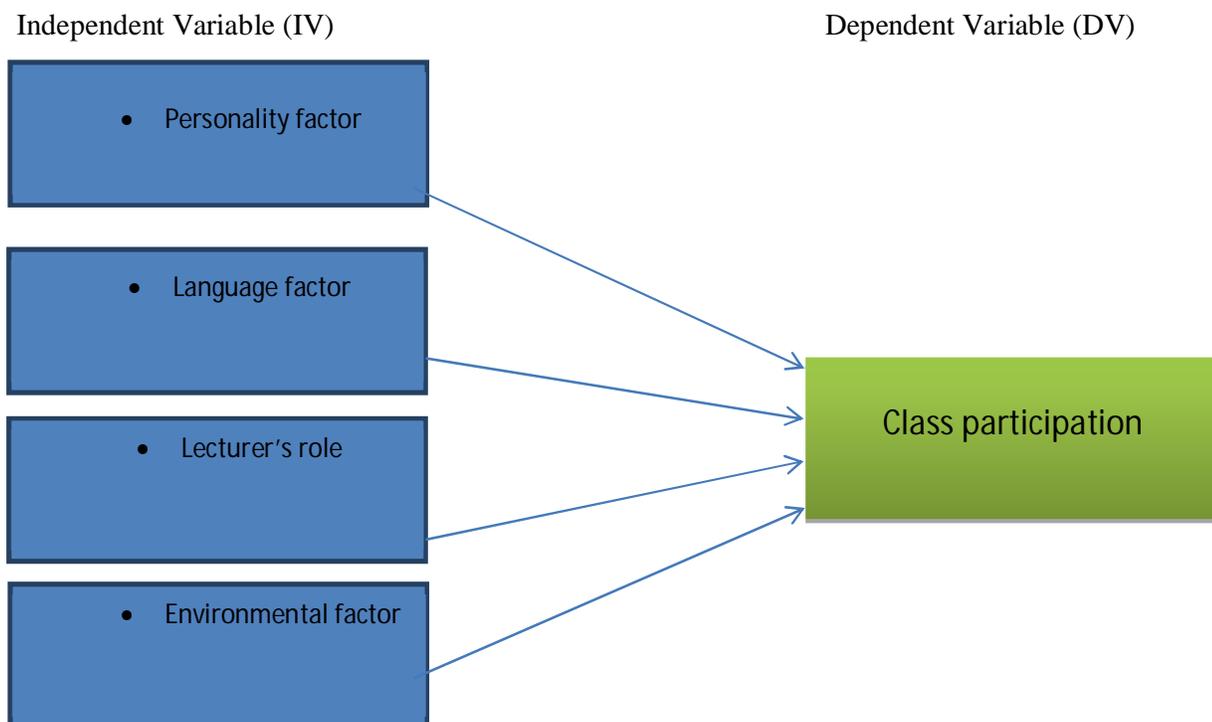
Study conducted by Abebe and Deneke was aimed to examine the causes of student's limited participation in the English Language classroom activities and discussions in Ethiopian public universities was found that there different factors influence the student's participation to the class, the study highlighted that the language was key contributed to the student's active or passive participation in the class, students with language barrier will be silent and will avoid to take part class discussions. student's silent is a result of fear of losing public image, limited understanding of concepts and discussions, lack of early preparation to the class and classroom's language barriers, lecturer's learning styles and environmental factors (classroom conditions) and the above factors are the causes of student's reticent (Abebe; Deneke, 2015).

Key factors influence students' participation in the class can be included; cognitive, cultural, learning strategies and pedagogical factors, all these factors influence the students' participation to the class. Specifically the study highlighted that students' reticent is from fear and anxiety from students, the students fear to criticize in the class and they fear to lose public image in the class. the lecturer can play an important role for the students' oral participation in the class, if the lecturers encourage and invites the discussion they are willing to participate the class discussions but if the students feel that they will be criticized in the class they are unwilling to make any oral communication in the class. According to Nor and Choo found that the personality is one of key cause of students' class participation, personality can be grouped extrovert or introvert, the extrovert are motivated in public speaking while introvert prefer solitary to social activities. Finally the study underlined student's unfamiliarity with the teaching contents can cause students' class participation (Nor; Choo, 2010).

2.2 Conceptual framework

The conceptual framework shows the relationship between the independent and dependent variables. The conceptual framework of this study based on two categories namely the independent variable (personality factor, language barrier, lecturer's role and environmental factors) and dependent variable which is (student classroom participation). These variables were developed based on the literature review and the purpose of this study. A conceptualization of the relationship between independent variables and the dependent variable was illustrated below.

Figure 1 Conceptual framework for determinants of class participation



2.3.1 Independent variable

2.3.1.1 Personality factor

The personality factor can be included individual's personality characteristics, individual's knowledge and individual's preparedness to the class. For personality characteristics people are different and can be grouped into two groups extroverts people who sociable, talkative and open with others, in contrast for these groups are introverts (shy, reticent and reserved) this kind of people prefer solitary to social activities. Study conducted by (Abdullah; Abu Bakar; Mahbob, 2012) indicated students' preparedness before the class this will motivate them to raise questions, comments and answer lecturer's questions, the students will exhibit a form of active personality, the student with active personality will establish self-efficacy and will have high interest of class contributions in contrast to this students with low self-efficiency will display passive personality there are some reason for being passive in the class, first lack of self-confident or losing public image in the class, limited knowledge on the discussion point and lack of interest or boring in the topic, passive students will listen more and try to ask their close friends instead of lecturer or search from the internet latter. Cultural background plays important role of being active or passive in the class. Families with more socialization exhibit a form of participation while others display passive personality.

2.3.1.2 Language factor

Language is critical important factor that influences the student's participation the class. Study conducted (Bin Sayadi, 2007) confirmed that student's language abilities play an essential role to the student's participation to the class, if the student's language to the class is weak he/ she will be passive in the class and student avoid to ask or answer or be party or classroom's oral communications. It is crucial to make share the instructing language must understandable by students.

2.3.1.3 Lecturer's role

Lecturer's role can be included, the way lessons prepared, delivered to the students and lecturer's perception on the student's participation in the class. Some of the lecturers encourage the student to be active and give them an opportunity to be part of the class discussions while others takes most of the time with limited participation from the students to the class. A study conducted by (Abdullah; Abu Bakar; Mahbob, 2012) found that lecturer's role plays important to a student's participation on the classroom discussions, lecturer's positive trait, method of teaching is integral part of the student's participation into the classroom. If the students realize that his/her faults will be criticized, they will decide to keep silent and take only the notes, but opposite to this if the students aware that their contribution will be fruitful to the class their faults will not be criticized, they are willing to participate and they will be active all the class duration.

2.3.1.4 Environmental Factors

Environmental factors included the size of the classroom, seating and seating position, conditions of classroom, lecture time and teaching materials all these will influence the students. The study indicated that small size classroom plays an important role to be active in the class due the small number of the students will not be ashamed and the lecturer will have a chance to invite the student to take part on the class discussions. The seating position does not affect in the class participation, if the active students are seating the back or in front still they contribute as the study indicated. Lecture time can influence the students to active or not the lecturer takes long hours students can feel boring which can inherit them to be passive in the class.

2.3.2 Research gap

Regarding the literature previous researchers highlighted the importance of class participation is essential for student's success of both academic and personal developments, most of the studies were limited to different countries with different situation from the Somalia education system. Student's limited participation in class discussions is s challenge that in the ground and needs solutions to increase and empower students to participate the class discussions. This study will be able to shed some lights on the issue of students' participation and will help education institutes in Puntland to understand the determinants of class participation. To enhance and strengthen student's class involvements and to minimize the factors contributing to being passive in the class.

3 Methodology

3.1 Introduction

This chapter focused the procedures and methods used to conduct the study, It will be discussed how the respondents will be selected, how the data will be collected and analyzed. The chapter also presents the research design, population of study, sample size, sampling techniques, research instruments, limitations and confidentiality of the study.

3.1.1 Research Design

This study's primary objective was to investigate the determinants of student's classroom participation; the study deployed quantitative method of research through a questionnaire for data collection. The questionnaire was divided into two-man categories, first demographic information and the second category were mainly based on factors cause silent in the classroom. The questionnaire was selected to enable the study to cover a significant number of respondents with valuable information related the class behaviours.

3.1.2 Target population

This study was mainly covered in Puntland State University (PSU). The target population of this study was Development Student's class of BDS 2013, the class of BDS 2013 was chosen because of two reasons that the researcher selected this class, the first reason was due to researcher's experience to the class, the researcher taught the class four semesters, therefore the researcher was familiar with students and their participation in the class both active students and non-active or silent students in the class. The second reason was that this class was senior class they were university's last semester, they could contribute to successfully achieving study's main objectives. The total target population of the study was 48 respondents.

3.2 Limitations

The study was selected Development Studies Class (BDS/2013) as the subjects for this study. Hence, there was a possibility that their personality, as well as the class dynamic, would influence the way that the students participated in the class. The researcher believes if more different courses or faculties were selected, mixed results might be generated. Other limitations were included limited studies/research conducted on in Puntland based on class participation.

3.3 Ethical Consideration

The data which the researchers will collect from the respondents will be kept as confidential. The respondents will be informed the objectives of the research. Privacy, consent of the respondents and their right to withdraw partially or entirely from the process will be respected and protected.

4 RESEARCH FINDINGS AND DISCUSSIONS

4.1 4.1 Introduction

This chapter covers results of study and interpretation of findings on the determinants of classroom participation. The researcher compares the objectives and results of the findings from five sections: The first part describes the respondent's information, the second part represents the influence of personal factors on class participation, the third part will focus the influence of language barrier on classroom participation, the fourth part highlights the importance of lecturer's role on class participation and finally describes the importance of environmental factors on class participation.

4.1.1 Respondent Characteristics

This section combines respondent's characteristics of gender and age.

Table 1 Gender perspective

Gender	Frequency	Percent
Male	11	27.5
Female	29	72.5
Total	40	100.0

The above table showed a number of students who have involved the study and filled the questionnaire; the study was participated both male and female. As the above table indicates that 72.5% (29) of the respondents were female and 27.5% (11) were male. Females dominated the class in comparing to male students in the classroom.

Table 2 Respondent's age

Age group	Frequency	Percent
20 -25	28	70.0
26 - 30	12	30.0
Total	40	100

According to the above table, the respondents were divided into two age groups, group one 20 – 25 age group and they were the most participants of the study, they instituted 70% of the study age group while the second age group were 26 -30 which were constituted 30% of the respondents. It shows that they were young were recently graduated from secondary schools. According to Puntland national youth policy, the age bracket falls between 15 and 35 (UNDP 2006; World Bank 2007).

4.2 To point out the influence of personal factors on classroom participation

This objective (the influence of personal factors on classroom participation) was evaluated through four-point Likert scale (Strongly agree, agree strongly disagree and disagree), respondents were filled with a number of items to measure the extent to which their personal factors influence the classroom participation, then the respondent's selected points were grouped into two (strongly agree and agreed and strongly disagree and disagreed) were combined, to measure their acceptance or rejection to the item. Below table summarized.

Table 3 Personal factors

NO.	Statements	Strongly Agree and agree	Strongly disagree and disagree	Ranking
1.	I always participate in the class most of the time	82.5%	17.5%	1st.
2.	Before the class begins, I prepare some questions to be asked during the class	65%	35%	2nd.
3.	I always speak in class, even if without being called /asked.	60%	40%	3rd.
4.	I am a shy person I cannot ask or raise a question or comment	47.5	52.5	4th.
5.	Other students will think that I am trying to show off	47.5%	52.5%	5th.
6.	I am afraid of the students	30%	70%	6th.

The above table indicated that most of the respondents agree that personal factors is one of the key factors that cause a student to take an active role in the class, student's preparedness before the class motivates the students to take an active role in the class, 82.5% of the respondents agreed that they participants the class because of their preparations before the class, when student reads and makes class preparation this will help the student to raise questions and comments. 65% of the respondents agreed that they did preparation before the class this allowed them to take an active in the class discussion. 60% of the respondents agreed that they always speak in the class even without being asked to talks, people with social personality are motivated to speak up in the class and raise comments. On the other hand the respondents disagreed that 70% of the responds disagreed they afraid to raise question or comments within in front of the students. As previous studies indicated student with active personality will establish self-efficiency, "Self-efficacy is a person's belief about his or her chances of successfully accomplishing a specific task" Psychologist Albert Bandura, students with high self-efficiency will have high interest of class contributions in contrast to these students with low self-efficiency who will display passive personality. There are some reason for being passive in the class, first lack of self-confident or losing public image in front of the students or in the class, limited knowledge on the discussion point and lack of interest or boring in the topic. The passive students will listen more and try to ask their close friends instead of lecturers or search from the internet latter (Abdullah; Abu Bakar; Mahbob, 2012). On the other hand student's active in the class depends on society's cultural background, families with more socialization exhibits a form of participation while families with no socialization display reluctant of being active in the class discussions.

To highlight the effect of lecturer's role on classroom participation

This objective (the influence of lecturer's role factors on classroom participation) was evaluated through four-point Likert scale (Strongly agree, agree strongly disagree and disagree), respondents were filled with a number of items to measure the extent to which their lecturer's role factors influence the classroom participation, then the respondent's selected points were grouped into two (strongly agree and agreed and strongly disagree and disagreed) were combined to measure their acceptance or rejection to the item.

Table 4 Lecturer’s role

NO.	Statements	Strongly Agree and agree	Strongly disagree and disagree	Ranking
1.	The lecturer always ask the students questions related to the lesson	92.5%	7.5%	1st.
2.	It is volunteer to answer a question or raise a comment	82.5%	17.5%	2nd.
3.	Most students were actively involved	77.5%	22.5%	3rd.
4.	The lecturer's talks too much	37.5%	62.5%	4th.
5.	The lecturer does not pick on me	47.5%	52.5%	5th.
6.	I always chat with my friend when I am in the class	42.5%	57.5%	6th.

The above table indicates that the lecturer plays an important role for students’ to active participation in the classroom discussions. Karp and Yoels (1976, cited in Abebe & Deneke, 2015) small number of students engage in the classroom discussion while some more students keep silent because of lecturer’s behaviour in the classroom, the lecturer’s role to the classroom may motivate or demotivate the Student’s willingness or unwillingness to participate class discuss, if the lecturer treats the students as equal and encourages the students to answer and raise comments, it can be startup for students to be active in the classroom through oral communications. The respondents ranked highest, the first item which was lecturer’s encouragement for the students, through inviting or asking questions, asking question to the students is part of strategies to encourage student to engage in the class. 92.5% agreed the lecturers always asks the students questions on the discussions and the students participants the class through answering lecturer’s questions, to answer the questions or raise comments as volunteer, asking questions for the students can be challenges as well opportunities for the students, if the process of asking question is volunteer, it can increase student’s confidence to answer question and later encourage the student to raise questions or comments and vice versa if the process is non-volunteer it can discourage the student and lately inherits the student to keep silent. 82.5% of the respondents agreed that their answers were based on volunteer and because of their active volunteer most of the students behaved actively, 77.5% of the respondents agreed that their participation in the class was active because of the volunteerism participants in the class. The respondents disagreed that lecturer talks too much, this means that the lecturer’s talk is not challenges for student’s participation in the class, also they disagreed that lecturers does not pick on the students this confirms the above item which was that the student’s classroom participation could be better to be volunteer and lastly the participants was disagreed that when they were in the classroom they did not chat with their friends, this means that they were aware to listen and raise comments to the lecturer was which made them an active.

Other studies including; a study conducted Abdullah at el 2012 highlighted lecturer’s role plays essential role in student’s being active or passive in the class. Lecturer’s positive trait, lecturer’s method of teaching

to the classroom is an integral part that encourages or discourages the students if the students realize that they will be criticized their fault they are not willing to be active in the classroom and vice versa.

4.3 To determine the influence of language barrier in classroom participation

This objective (the influence of language barrier on classroom participation), was evaluated through four-point Likert scale (Strongly agree, agree strongly disagree and disagree), respondents were filled with a number of items to measure the extent to which language barrier influence the classroom participation, then the respondent's selected points were grouped into two (strongly agree and agreed and strongly disagree and disagreed) to measure their acceptance or rejection to the item. Below table summarized the findings.

Table 5 Language Barrier

NO.	Statements	Strongly Agree and agree	Strongly disagree and disagree	Ranking
	I am afraid that my answers are wrong	62.5%	37.5%	1st.
	I focus on what to say rather than on the language	62%	48%	2nd.
2.	I have problems putting my thoughts into words	61.5	38.5%	3rd.
	My English is weak	57.5%	42.5%	4th.
	I am afraid of being penalized if I make mistake	55%	45%	5th.
	I always respond to lecturer's questions	49.5%	50.5%	6th.

The above table, indicates that the language plays an essential role in students participating in the classroom through making oral communications, the survey participants ranked as first which was that they afraid their answers were wrong, 62.5% of the respondents agreed they afraid that their responses became wrong this inherited them to be silent in the class because of their level of language, they had a problems putting their thoughts and ideas in to words, 61.5% of respondents agreed that they had problems linguistic issues as 57.5% of respondents agreed. With last two items, respondents disagreed that their mistakes could be penalized by them, this indicated their level of language was sufficient to make oral communication, and the previous item confirms that respondent's language was good.

Lecturer's negative responses to the students including; criticizing in front of the students made them be silent in the class in avoidance to say wrong responses, lack of understanding the topic all this resulted in anxiety while answering or raising feedback to lecturers because of fear to lose the public image (Nor; Choo, 2010).

4.4 To identify the effect of environmental factors on classroom participation

This objective (the influence of environmental factors on classroom participation), was evaluated through four-point Likert scale (Strongly agree, agree strongly disagree and disagree), respondents were filled with a number of items to measure the extent to which environmental factors influence the classroom participation, then the respondent's selected points were grouped into two (strongly agree and agreed and strongly disagree and disagreed) were combined to measure their acceptance or rejection to the item. Below table summarized their findings.

Table 6 Environmental factors

NO.	Statements	Strongly agree and agree	Agree and disagree	Strongly disagree and disagree	Ranking
1.	My seating position is not allowing me to participate the discussion	52.5%		47.5%	1st.
2.	The lectures are boring because of too long class periods	45%		55%	2nd.
3.	There are a lot of noises that hinder to contribute in the class	42.5%		57.5%	3rd.
4.	I always use a cell phone through social media when I am in the class	35%		65%	4th.
5.	The lesson does not interest me	32.5%		67.5%	5th.

As the above time indicates the findings of environmental factors showed that there was limited environmental factors that influence student's class participation, 52.5% of the respondents agreed that their seating position can influence student's activeness, the first seat always close to the lecturer and they hear him well with distractions but whenever they far from the lecturing they will lose the hearing and maybe that chat with their classmates. The distraction including noises, using cell phones in class and not interesting the lesson can makes the students to be inactive in the classroom discussions. As the above respondents agreed there was limited class distraction. This an opposite to findings of Abdullahi at el 2012 who indicated that the seating position does not affect in the class participation, if the active students are seating the back or in front still they contribute.

5 CONCLUSIONS & RECOMMENDATIONS

This chapter presents the conclusion of the study and finally provides recommendations based on the research findings in line with study's objectives.

5.1 Conclusion

Study's primary objectives were to highlight the determinants of student's silence in the class, what motivates the student to make oral communication in the class or to be active in the classroom. Studies conducted by Tatar, 2005, GUNUC, 2014, Warayet, 2011 and Amao and Temitayo 2013 confirmed that the Class participation is an important for the success of both student's academic performance as well as student's personal developments. The Participation allows the students to be active in the classroom and to build their knowledge demonstrate what and how they have understood related to the courses to get lecturer's help in the classroom.

This study found that there were number of factors including both internal (from the student itself) and external factors (beyond the control of the students) cause student's silence in the class. The internal factors that cause the student's salience in the classroom include student's personality and student's language barrier, student's classroom participation depends on the student's preparedness before the class, and if the students read the class's agenda he/she will contribute a lot to the class, the student will raise questions and comments and also he/ she will answer questions from the lecturer or other students. Language were also influence student's oral communication, student's weak language caused to keep silent instead of making mistakes, not to lose the public image. Finally this study confirmed the finding of previous studies conducted by Abebe and Denek 2015, Bin Sayadi 2007, and Abdullah et al., 2012.

The external factors include; the lecturer's role, language barrier and environmental factors, these factors have direct influence on the students' activeness to the class. The lecturer's behaviour at the class can encourage or discourage the students if the lecturer behaves friendly and invites the students to questions and comments they will be motivated to answer and make oral communications. And also the Environmental factors, were seating and seating position, conditions of classroom, lecture time and teaching materials and external distractions (Noises) all these had influence on the student's reluctant to speak up in the class, Bin Sayadi 2007, and Abdullah et al., 2012, (Nor; Choo, 2010).

5.2 Recommendations

5.2.1 Recommendation for personal factors

Personal factors for being passive in the class included; lack of student's preparedness to the classroom, lack of self-confident or losing public image in the class, limited knowledge on the discussion point and lack of interest or boring in the topic, all of these resulted that the student keeps silent in the class. Students should make preparedness before the class to make oral communications through questions and comments, and the lecturer should encourage them to contribute and participate in the classroom discussions they should be informed that their mistakes will not be penalized.

5.2.2 Recommendations for lecturer's role

Lecturer's role can be included, lessons preparation, delivering and lecturer's perception on student's participation to the class. Some of the lecturer encourages the student to be active and give them an opportunity to be part of the class discussions while other takes most of the time with limited participation from the students to the class. Lecturer's behavior at the class can hinder or foster the student to participate.

If the students realize that their faults will be criticized they will decided to keep silent and take only the notes but opposite to this if the students aware that their contribution will be fruitful to the class their faults will not be criticized, they are willing to participate and they will be active in the discussions. Lecturer should invite the students to make oral communication and ask questions and answers his question as volunteerism, when the student makes a mistake they should encourage him/ her and support again they try and participate.

5.2.3 Recommendations for language barrier

Student's language abilities play a vital role for student's classroom if the student's language is weak he/ she will be passive in the class and student avoid to ask or answer or be party or classroom's oral communications because he/she is avoiding mistakes and embarrassed in the class. Therefore the research recommends PSU to give special consideration to the language instructor, when the students graduated from secondary they had no an opportunity to learn English this resulted inactive student at classroom participation.

5.2.4 Recommendations for Environmental factors

Environmental factors included the size of the classroom, seating and seating position, conditions of class, lecture time and teaching materials all these factors influence the students. Therefore the class should be a good condition which allows them, students, to seat comfortably with distractions including noises and high temperature. Too long the lecturer should be avoided, and the lecturer should try to attract the students through student's involvements.

5.2.5 Suggestions for further research

From the findings of this study, the researcher recommends follow up studies on the following topics:

1. In this study, the respondents selected were mainly from only one class from PSU, Faculty of Social Sciences: Developments Studies. The researcher believes that if the respondents from other departments of Puntland State University (PSU), the results of the study could be different. As such, for future research, it is suggested that other faculties of the university as a whole cover other universities in Puntland.
2. This study has only covered the determinants of classroom participation for some of PSU students. The researcher suggested for student's silence in the class.

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6 Annexes

6.1 Questionnaire

Dear Respondents,

This survey is designed to seek your opinion on Determinants of Class Participation to increase student's class participation which is vital for both the student's academic and personal developments.

Please answer all the questions truthfully. All the information obtained from this questionnaire will be confidential and will strictly be used for the study only.

Thanks for your time and consideration.

Gender	Male ()	Female ()
Age: 20 – 24 ()	25 – 30 ()	More than 30 ()
What do you think your current level of English is?		
a. Spoken: Excellence ()	Good ()	Fair () Poor ()
b. Written: Excellence ()	Good ()	Fair () Poor ()

Section B: Using the scale of 'Strongly Agree' (SA), 'Agree' (A), 'Disagree' (D), and 'Strongly Disagree' (SD), to what extent do you agree with each of the following statements.

Section two Questions				
Personal factor	SA	A	D	SD
1. I always speak in class, even if without being called /asked.	()	()	()	()
2. I am a shy person I cannot ask or raise a question or comment	()	()	()	()
3. I am afraid of the students	()	()	()	()
4. Other students will think that I am trying to show off	()	()	()	()
5. I always participate in the class most of the time	()	()	()	()
6. Before the class begins, I prepare some questions to be asked during the class	()	()	()	()
7. I always speak in class, even if without being called /asked.	()	()	()	()
Lecturer's role	SA	A	D	SD
1. Most students were actively involved	()	()	()	()
2. The lecturer does not pick on me	()	()	()	()
3. The lecturers talks too much	()	()	()	()
4. It is volunteer to answer a question or raise a comment	()	()	()	()
5. The lecturer always ask the students questions related to the lesson	()	()	()	()
6. I always chat with my friend when I am in the class	()	()	()	()
Language Barrier	SA	A	D	SD
1. My English is weak	()	()	()	()
2. I am afraid of being penalized if I make mistake	()	()	()	()
3. I am afraid that my answers are wrong	()	()	()	()
4. I focus on what to say rather than on the language	()	()	()	()
5. I always respond to lecturer's questions	()	()	()	()
Environmental Factors	SA	A	D	SD
1. My seating potion is not allowing me to participate the discussion	()	()	()	()
2. There are a lot of noises that hinder to contribute in the class	()	()	()	()
3. I always use a cell phone through social media when I am in the class	()	()	()	()
4. The lesson does not interest to me	()	()	()	()
5. The lectures are boring because of long periods	()	()	()	()