GSJ: Volume 12, Issue 4, April 2024, Online: ISSN 2320-9186
www.globalscientificjournal.com

Comparative Analysis of functional-oriented program design and object-oriented program design : a case study of an Average Score program

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Abstract
In software engineering, the choice of programming paradigms is critical to system design and development. This paper addresses the critical issue of deciding between functional-oriented and object-oriented programme design by conducting a comparative analysis in the context of an Average Score program. The main research problem is to determine the strengths and weaknesses of these design paradigms in terms of readability, maintainability, performance, and scalability. Previous research has looked at the benefits of each paradigm separately, but few studies have directly compared them in a specific application domain, such as Average Score program. Our proposed solution entails creating two versions of an average score program, one using functional programming techniques and the other using object-oriented programming. Java is chosen as the high-level language of implementation. Methodologically, the study uses a comprehensive evaluation framework that includes readability, maintainability, performance, and scalability metrics. The implementation process entails transalting a pseudocode of an Average score program into a Java program – one implemented using functional-orinted program and the other using object-oriented program design. The implementation followed the best coding practices for each programming paradigm. The findings reveal clear distinctions between the two design approaches, with functional-oriented design demonstrating superior readability and performance, while object-oriented design may excel at maintainability and code reuse. The findings of this study provide useful guidance for practitioners and software developers faced with the decision of making program design decisions in similar contexts. Recommendations include considering the specific requirements and constraints of the project, leveraging the strengths of each paradigm, and potentially exploring hybrid approaches for optimal system design. Future research efforts could focus on hybrid paradigms or broaden the comparative analysis to other application domains, enriching the discussion of programming paradigm selection in software engineering.

Keywords: Programming, Functional-oriented, Object-oriented programming, Program design, Comparative analysis.

1. Introduction

In the ever-evolving landscape of software engineering, the selection of programming paradigms holds profound implications for the design, development, and maintenance of software systems. Among the pivotal decisions faced by software developers is the choice between functional-oriented and object-oriented program design methodologies. This decision-making process is particularly crucial within the domain of educational technology, where systems like Exams Grading Systems play a central role.

The primary research problem addressed in this study revolves around the comparative evaluation of functional-oriented and object-oriented program design methodologies within the context of an Exams Grading System. While existing literature extensively investigates the merits of each paradigm independently, a direct comparison within a specific application domain like Average Score program remains scarce.

Numerous researchers have contributed to the understanding of functional-oriented programming, emphasizing its declarative and immutable programming styles, as well as its potential benefits in terms of code clarity and scalability (Hughes, 1989; Hickey, 2008). Similarly, object-oriented programming principles, including encapsulation, inheritance, and polymorphism, have been extensively studied for their applicability in building modular and reusable software components (Booch et al., 2005; van Rossum, 2009).

To address this research gap, our study proposes a comparative analysis by developing two distinct versions of an Exams Grading System. One version will utilize functional-oriented programming techniques, while the other will employ object-oriented programming principles. Haskell and Java have been chosen as the respective programming languages for their suitability, expressiveness, and popularity (Odersky et al., 2004; Eckel, 2016).

The central research question guiding this study is: *What are the comparative strengths and weaknesses of functional-oriented and object-oriented program design during the implementation of software development project.* This research contributes to the ongoing discourse on programming paradigm selection by providing practical insights into the trade-offs between functional-oriented and object-oriented program design methodologies. By rigorously evaluating criteria such as readability, maintainability, performance, and scalability, we aim to offer software developers valuable guidance in making informed decisions regarding programming paradigm selection.

The implementation of our proposed solution will adhere to best practices and idioms of each programming paradigm to ensure a fair and accurate comparison. A comprehensive evaluation framework will be employed, drawing upon established metrics and methodologies from previous research (Sestoft, 2010; Zhang et al., 2015).

Expected outcomes anticipate distinct differences between the two design approaches, with functional-oriented design potentially demonstrating superior readability and performance, while object-oriented design may excel in maintainability and code reuse. These findings will enrich the understanding of programming paradigm selection in software engineering and offer practical recommendations for practitioners.

The study aims to provide valuable insights for software developers navigating the choice between functional-oriented and object-oriented program design in the development of Average Score program. Future research endeavors could explore hybrid paradigms or extend the comparative analysis to other application domains, further advancing our understanding of programming paradigm selection in software engineering.

The rest of the paper is organised as follows: section 2 is the Review of Related Concpets and Related work. Section 3 is the methodology of the study. Section 4 is the comparative analysis of the functional-oriented and object-oriented program design. Section 5 is the discussion with a particular reference to the implication of the findings for software development practices.. Section 6 concludes the paper with recommendations for future work.

2. Literature Review

The sections

2.1 Functional-Oriented Program Design

Functional programming is grounded in the concept of treating computation as the evaluation of mathematical functions. Key principles include immutability, where data cannot be changed after creation, and pure functions, which produce the same output for the same input without side effects. Functional programming languages like Haskell and Scala embody these principles, offering concise, declarative syntax and emphasizing function composition and recursion (Hughes, 1989; Odersky et al., 2004).

2.2 Object-Oriented Program Design

Object-oriented programming revolves around the concept of objects, encapsulating both data and behavior. Principles such as encapsulation, inheritance, and polymorphism form the foundation of object-oriented design. Encapsulation hides the internal state of an object, inheritance allows for the creation of hierarchies of related classes, and polymorphism enables objects to be treated as instances of their parent classes. Popular object-oriented languages like Java, C++, and Python provide robust support for these principles (Booch et al., 2005; Eckel, 2016; van Rossum, 2009).

2.3 Related work on comparison of Functional-Oriented Program Design and Object-Oriented Program Design in Software Development

Previous studies have compared the effectiveness of functional-oriented and object-oriented programming paradigms in software development. Bird and Wadler (1988) provided foundational insights into functional programming, highlighting its elegance and clarity. Sestoft (2010) conducted a comprehensive study of lambda calculus and its applications in functional programming, emphasizing its theoretical underpinnings. On the object-oriented side, Booch et al. (2005) introduced the Unified Modeling Language (UML) as a standardized notation for modeling object-oriented systems, facilitating communication among software developers. Additionally, Zhang et al. (2015) conducted a comparative study of functional and object-oriented programming, focusing on quality attributes such as readability, maintainability, and performance, offering practical insights into the benefits and trade-offs of each paradigm.

2.4 Related work on Requirements for Average Score program and their Design Approaches

In the domain of educational technology, various studies have explored the design and implementation of programs used to compute students grade or students. These programs have varying requirements including accuracy, usability, security and performance and scalability.

Papadimitriou et al. (2012) developed an intelligent tutoring system for exam evaluation, focusing on usability and accuracy. Tlili et al. (2018) conducted a review of automatic assessment methods for electronic exams, highlighting advancements in technology-enhanced assessment. Performance and scalability are two important requirement for these type of programs of systesm. For example, the program will have to execute fast and also scale up when the number of students and the number of exams 9or score) to be computed is large. In some case, the there could be a sudden demand in request for the use of such programs, especially when there is deadline to meet for both students and lectures(in terms of result submission for approval). Wu et al. (2020) proposed a microservices-based approach to constructing a cloud exam system, emphasizing scalability and performance. These studies provide valuable insights into the design considerations and challenges specific to Average Score program.

2.5 Functional-Oriented Program Design vs. Object-Oriented Program Design

This section presents a comparative analysis of a functional-orinted program design vs object-oriented program design using These comparisons illustrate the fundamental differences and similarities between functional-oriented and object-oriented program design principles. While both paradigms offer powerful tools for software development, their approaches to data, modularity, abstraction, state management, and code reuse vary based on their underlying principles and methodologies.

Data Encapsulation:

Functional-Oriented Program Design (FOP), achieves data encapsulation through the use of immutable data structures and pure functions. Immutable data ensures that once created, data cannot be modified, enhancing predictability and concurrency. Object-Oriented Program Design (OOP) utilizes classes and objects to encapsulate data and behavior. Access to data is controlled through methods, providing encapsulation and abstraction. FOP emphasizes immutability, reducing side effects and promoting referential transparency, whereas OOP emphasizes encapsulation through classes and objects, providing a clear interface for data access and manipulation (Hudak, 1989; Meyer, 1997; Gamma et al., 1994).

Modularity:

FOP promotes modularity by breaking down tasks into smaller, reusable functions. Functions can be composed to create more complex behavior, enhancing code reuse and maintainability. OOP promotes modularity through classes and objects, encapsulating related functionalities. Inheritance and composition allow for the creation of modular, reusable components. Both paradigms promote modularity, with FOP emphasizing function composition and OOP emphasizing class composition. However, OOP provides more explicit mechanisms for encapsulating and reusing code (Felleisen et al., 2001; Gamma et al., 1994; Meyer, 1994).

Abstraction:

FOP employs higher-order functions, lambda expressions, and function composition to achieve abstraction. Functions operate on data without exposing implementation details. OOP achieves abstraction through classes, interfaces, and inheritance hierarchies. Objects encapsulate state and behavior, providing a simplified interface for interacting with complex systems. Both paradigms facilitate abstraction, but FOP relies more on functions as the primary abstraction mechanism, whereas OOP relies on objects and classes. Each approach offers its unique strengths in modeling and managing complexity (Hughes, 1989; Booch et al., 1999; Thompson & Hudak, 1999).

State Management:

FOP manages state using immutable data structures and pure functions. Functions take input and produce output without modifying external state, leading to more predictable behavior. OOP manages state using objects and instance variables. Encapsulation ensures that state is controlled and accessed through methods, preserving data integrity. FOP emphasizes immutability and pure functions to manage state, reducing side effects and enhancing concurrency. OOP relies on encapsulation to manage state, providing controlled access and abstraction. Meyer, 1988; Felleisen et al., 2001; Gamma et al., 1994).

Code Reusability:

FOP promotes code reusability through higher-order functions, function composition, and the use of pure functions. Functions are composable and can be easily reused in different contexts. OOP facilitates code reuse through inheritance, polymorphism, and object composition. Classes can inherit behavior from parent classes and reuse components through composition.Both paradigms support code reuse, with FOP offering reusable functions and OOP offering reusable classes and components. The choice between them depends on the specific requirements and design goals (Thompson & Hughes, 1999; Booch, 1991; Lämmel, 2013).

3. Methodology

3.1 Description of the Average Score program Case Study

The Average Score calculation program serves as the focal point for this comparative analysis. This program is designed to automate the average calculation of a students scores in examinations. The program accepts students scores in a predefined number of courses and then calculated the avarges score of the student, and then determine whther the student has passed or failed. The output of the program is to dosplay the performance of the student, whther the student has passed or not.

3.2 Selection Criteria and Tools used for Implementation

The implementation of functional-oriented and object-oriented designs involved the use of specific tools and frameworks. The selection criteria and tools used for the implementation of functional-oriented and object-oriented program designs was guided by several considertions. First, Java was selected as the high-level programming used for this comparative analysis. Java is a general purpose programming language with a widespread adoption and robust support for different programming paradigms such as functional-oriented and object-orinted principles (van Rossum, 2009; Eckel, 2016). Java is a widely-used, platform-independent language with extensive support for both functional-oriented and object-oriented programming concepts (Arnold & Gosling, 2005). Additionally, considerations such as community support, availability of libraries, and compatibility with existing infrastructure influenced the selection of Java. Frameworks like JUnit facilitated unit testing and validation of object-oriented implementations (Beck et al., 2002).

3.3 Implementation Details

In this study, we implementated two versions of an Average Score calculation program - one using functional-oriented programming techniques and the other using object-oriented programmingtechnques.

3.3.1 Pseudocode for Average Score Calculation program

The two versions of the program (that is, functional-oriented and object-oriented version of the programs) that was implemented is based on a Pesudocode of the Average score program, which is independent of the implementation in any programing lanaguge. Pseudocode is defined as a method of describing a process or writing programming code and algorithms using a natural language such as English. It is not the code itself, but rather a description of what the code should do. In other words, it is used as a detailed yet understandable step-by-step plan or blueprint from which a program can be written. A programmer should be able to look at the pseudocode and translate it to a program in any programming language of choice. Figure 1 shows the pseudocode.

```
Start Program AverageScore
   Constants
      maxStudent = 4
      maxCourse = 3

   Declare Array Scores with dimensions maxStudent by maxCourse of Real numbers
   Declare Variables i, j, k as Integers
   Declare Sum, Average as Real numbers

   Procedure SumScore
      Declare m, n as Integers
      Initialize Sum to 0
      For m from 1 to maxCourse Do
         Add value of StudScores[k, m] to Sum
      Output "The sum of scores for Student", k, " is:", Sum with precision 3

   Main
      For i from 1 to maxStudent Do
         For j from 1 to maxCourse Do
            Output "Supply score of student", i, " in course", j, ":"
            Read score of StudScores[i, j]

```

```
    For k from 1 to maxStudent Do
        Execute SumScore
        Calculate Average as Sum divided by maxCourse
        If Average is greater than or equal to 40.0 Then
            Output "Student", k, " passed with average score of", Average with precision 3
        Else
            Output "Student", k, " failed with average score of", Average with precision 3
        Output newline
End Program
```

Figure 1. Pseudocode for Average Score program.

3.3.2 Object-Oriented programming Implementation of the Average Score program in Java

The following program is an object-oriented implemation of the pseudocode in Java.

```java
import java.util.Scanner;

class Course {
    private double score;

    public Course(double score) {
        this.score = score;
    }

    public double getScore() {
        return score;
    }
}

class Student {
    private Course[] courses;

    public Student(int numCourses) {
        courses = new Course[numCourses];
    }

    public void setScore(int courseIndex, double score) {
        courses[courseIndex] = new Course(score);
    }

    public Course getCourse(int courseIndex) {
        return courses[courseIndex];
    }

    public double getSum() {
        double sum = 0;
        for (Course course : courses) {
            sum += course.getScore();
        }
        return sum;
    }
    public double getAverage() {
        return getSum() / courses.length;
    }
}

public class AverageScoreProgram {
    public static void main(String[] args) {
        final int maxStudent = 4;
        final int maxCourse = 3;

        Student[] students = new Student[maxStudent];
        Scanner scanner = new Scanner(System.in);

        // Input scores for each student and course
        for (int i = 0; i < maxStudent; i++) {
            students[i] = new Student(maxCourse);
            for (int j = 0; j < maxCourse; j++) {
                System.out.print("Supply score of student " + (i + 1) + " in course " + (j + 1) + ":
");
                double score = scanner.nextDouble();
                students[i].setScore(j, score);
            }
        }

        // Output sum and average scores for each student
        for (int k = 0; k < maxStudent; k++) {
            double sum = students[k].getSum();
            double average = students[k].getAverage();

            System.out.print("Student " + (k + 1) + " ");
            if (average >= 40.0) {
                System.out.printf("passed with average score of %.3f\n", average);
            } else {
                System.out.printf("failed with average score of %.3f\n", average);
            }
        }
    }
}
```

Figure 2. Object oriented implementation of the Average Score program in Java.

The above program has a separate Course class to represent each course, encapsulating the score for that course, and a Student class to represent each student, containing an array of Course objects to store the scores for each course. In this program, instead of directly setting scores for each student, we create new Course objects and set them using the setScore method in the Student class. We utilize object-oriented features such as encapsulation to hide the internal implementation details of the Student class, and use of objects to model real-world entities (students, course).

Table 3 provides a structured breakdown of the object-oriented program, highlighting key lines of code and their respective features. The first column should contain line numbers for key sections of the program, the second column contain the program code; and the third column contain key comments or descriptions of the features of the program.

Table 1. Object-oriented program with descriptions of key sections of the code

Line Number	Program Code	Key Comments / Descriptions
1	**import java.util.Scanner;**	Importing the **Scanner** class from the **java.util** package for user input.
2		
3	**class Course {**	Declaration of the **Course** class.
4	**private double score;**	Declaration of the private instance variable **score** to store the score of the course.
5		
6	**public Course(double score) {**	Constructor of the **Course** class.
7	**this.score = score;**	Assigning the passed score to the instance variable **score**.
8	**}**	End of the constructor.
9		
10	**public double getScore() {**	Getter method to retrieve the score of the course.
11	**return score;**	Returning the value of the instance variable **score**.
12	**}**	End of the getter method.
13	**}**	End of the **Course** class.
14		
15	**class Student {**	Declaration of the **Student** class.
16	**private Course[] courses;**	Declaration of the private instance variable **courses** to store the courses taken by the student.
17		
18	**public Student(int numCourses) {**	Constructor of the **Student** class.
19	**courses = new Course[numCourses];**	Initializing the **courses** array with the specified number of courses.
20	**}**	End of the constructor.
21		
22	**public void setScore(int courseIndex, double score) {**	Method to set the score for a particular course.
23	**courses[courseIndex] = new Course(score);**	Creating a new **Course** object with the specified score and assigning it to the corresponding index in the **courses** array.
24	**}**	End of the method.
25		

Line Number	Program Code	Key Comments / Descriptions
26	**public Course getCourse(int courseIndex) {**	Method to retrieve the course object for a given index.
27	**return courses[courseIndex];**	Returning the **Course** object at the specified index in the **courses** array.
28	**}**	End of the method.
29		
30	**public double getSum() {**	Method to calculate the sum of scores for all courses taken by the student.
31	**double sum = 0;**	Initializing the variable **sum** to 0 to store the sum of scores.
32	**for (Course course : courses) {**	Looping through each course in the **courses** array.
33	**sum += course.getScore();**	Adding the score of each course to the sum.
34	**}**	End of the loop.
35	**return sum;**	Returning the sum of scores.
36	**}**	End of the method.
37		
38	**public double getAverage() {**	Method to calculate the average score for all courses taken by the student.
39	**return getSum() / courses.length;**	Returning the average score by dividing the sum of scores by the number of courses.
40	**}**	End of the method.
41		
42	**public class AverageScoreProgram {**	Declaration of the **AverageScoreProgram** class.
43		
44	**public static void main(String[] args) {**	Main method declaration, entry point of the program.
45	**final int maxStudent = 4;**	Declaration of a constant integer **maxStudent** with a value of 4.
46	**final int maxCourse = 3;**	Declaration of a constant integer **maxCourse** with a value of 3.
47		
48	**Student[] students = new Student[maxStudent];**	Creating an array to store **Student** objects with a size of **maxStudent**.
49	**Scanner scanner = new Scanner(System.in);**	Creating a **Scanner** object for user input.
50		
51	**for (int i = 0; i < maxStudent; i++) {**	Looping through each student.
52	**students[i] = new Student(maxCourse);**	Creating a new **Student** object for each student with **maxCourse** number of courses.

Line Number	Program Code	Key Comments / Descriptions
53	**for (int j = 0; j < maxCourse; j++) {**	Looping through each course for the current student.
54	**System.out.print("Supply score of student " + (i + 1) + " in course " + (j + 1) + ": ");**	Prompting the user to input the score for the current student and course.
55	**double score = scanner.nextDouble();**	Reading the score entered by the user.
56	**students[i].setScore(j, score);**	Setting the score for the current student and course.
57	**}**	End of the inner loop.
58	**}**	End of the outer loop.
59		
60	**for (int k = 0; k < maxStudent; k++) {**	Looping through each student.
61	**double sum = students[k].getSum();**	Calculating the sum of scores for the current student.
62	**double average = students[k].getAverage();**	Calculating the average score for the current student.
63		
64	**System.out.print("Student " + (k + 1) + " ");**	Displaying the student number.
65	**if (average >= 40.0) {**	Checking if the average score is greater than or equal to 40.0.
66	**System.out.printf("passed with average score of %.3f\n", average);**	Printing the message indicating that the student passed with the average score rounded to 3 decimal places.
67	**} else {**	If the average score is less than 40.0.
68	**System.out.printf("failed with average score of %.3f\n", average);**	Printing the message indicating that the student failed with the average score rounded to 3 decimal places.
69	**}**	End of the if-else statement.
70	**}**	End of the outer loop.
71	**}**	End of the **AverageScoreProgram** class.

3.3.3 Funtional-Oriented programming implemetation of the Average score Program in Java

Line number	Program code

1
2
3
4
	package com.averagescorefop;
	
	import java.util.Scanner;
	import java.util.stream.IntStream;

```

public class AverageScore_functional_oriented {

    private static final int maxStudent = 2;
    private static final int maxCourse = 2;

    public static void main(String[] args) {
        double[][] scores = new double[maxStudent][maxCourse];

        Scanner scanner = new Scanner(System.in);

        // Input scores for each student and course
        for (int i = 0; i < maxStudent; i++) {
            for (int j = 0; j < maxCourse; j++) {
                System.out.println("Supply score of student " + (i + 1) + " in course " +
(j + 1) + ": ");
                scores[i][j] = scanner.nextDouble();
            }
        }

        // Calculate and output sum and average scores for each student
        IntStream.range(0, maxStudent)
                .forEach(studentIndex -> {
                    double average = calculateSumAndAverage(scores[studentIndex]);
                    String resultMessage = average >= 40.0 ?
                            " passed with average score of " + String.format("%.3f",
average) :
                            " failed with average score of " + String.format("%.3f",
average);
                    System.out.println("Student " + (studentIndex + 1) +
resultMessage);
                });
    }

    private static double calculateSumAndAverage(double[] scores) {
        double sum = 0;
        for (double score : scores) {
            sum += score;
        }
        return sum / maxCourse;
    }
}
```

Figure 2. Functional-oriented implementation of the Average Score program in Java.

In the this functional-oriented version of the program, we use streams and lambda expressions to iterate over the students' scores and calculate the sum and average for each student. The calculateSumAndAverage method is a pure function that takes an array of scores and returns the average score. We emphasize immutability by avoiding mutation of variables inside the stream operations. This version of the program uses the IntStream.range() to generate a stream of indices from 0 to maxStudent - 1. The code follows a functional programming style by focusing on pure functions and the use of higher-order functions like streams and lambda expressions.

Table 2 provides a structured breakdown of the functional-oriented program, highlighting key lines of code and their respective features. The first column should contain line numbers for key sections of the program, the second column contain the program code; and the third column contain key comments or descriptions of the features of the program.

Table2. Funtional-oriented program with descriptions of key sections of the code

Line No.	Code	Description/Comments
1	package com.averagescorefop;	This line declares the package name where the class belongs.
3	import java.util.Scanner;	This line imports the Scanner class to read input from the user.
4	import java.util.stream.IntStream;	This line imports the IntStream class to facilitate stream operations on integers.
6	public class AverageScore_functional_oriented {	This line declares the start of the AverageScore_functional_oriented class definition.
8	private static final int maxStudent = 2;	This line declares a constant integer variable maxStudent with a value of 2, representing the maximum number of students.
9	private static final int maxCourse = 2;	This line declares a constant integer variable maxCourse with a value of 2, representing the maximum number of courses.
11	public static void main(String[] args) {	This line declares the main method, the entry point of the program.
13	double[][] scores = new double[maxStudent][maxCourse];	This line declares a 2D array scores to store the scores of students in each course.
15	Scanner scanner = new Scanner(System.in);	This line creates a Scanner object scanner to read input from the user.
18-21	for (int i = 0; i < maxStudent; i++) {	This loop iterates over each student.
19-20	for (int j = 0; j < maxCourse; j++) {	This nested loop iterates over each course for the current student.
21	System.out.println("Supply score of student " + (i + 1) + " in course " + (j + 1) + ": ");	This line prompts the user to enter the score for the current student in the current course.
22	scores[i][j] = scanner.nextDouble();	This line reads the score input by the user and stores it in the scores array.

24-32	IntStream.range(0, maxStudent)	This line generates a stream of integers from 0 (inclusive) to maxStudent (exclusive).
	.forEach(studentIndex -> {	This line iterates over each element in the stream, where studentIndex represents the index of the student.
25-30	double average = calculateSumAndAverage(scores[studentIndex]);	This line calculates the sum and average of the scores for the current student.
31	String resultMessage = average >= 40.0 ?	This line determines whether the student passed or failed based on the calculated average score.
32	" passed with average score of " + String.format("%.3f", average) :	If the average score is greater than or equal to 40.0, the student passed; otherwise, they failed.
33	" failed with average score of " + String.format("%.3f", average);	If the average score is less than 40.0, the student failed.
34	System.out.println("Student " + (studentIndex + 1) + resultMessage);	This line prints the student's index along with the result message indicating pass/fail status and average score.
37	private static double calculateSumAndAverage(double[] scores) {	This line declares a method calculateSumAndAverage to calculate the sum and average of scores for a given student.
39	double sum = 0;	This line initializes a variable sum to store the sum of scores.
40-43	for (double score : scores) {	This loop iterates over each score in the scores array for the current student.
41	sum += score;	This line adds each score to the sum variable.
42	}	End of the loop.
43	return sum / maxCourse;	This line calculates and returns the average score by dividing the sum by the total number of courses.
44	}	End of the calculateSumAndAverage method definition.
45	}	End of the class definition.

4. Comparative Analysis

4.1 Functional-oriented vs. Object-Oriented: program design features

The section compares and contrast between functional-oriented and object-oriented program design features using the AverageScore Java program as a case study. The criteria for the comparison is based on Programming paradigm, Class Structure, Data Representation, Code Modularity, Code Readability, Scalability, Data Encapsulation, State Management, Inheritance and Polymorphism, Code Flexibility and Extensibility.

4.1.1 Programming Paradigm

Functional programming emphasizes the use of pure functions, immutability, and higher-order functions to solve problems. It focuses on the evaluation of expressions and avoids mutable state and side effects. In the provided Java program, functional-oriented design is demonstrated through the use of functional constructs like lambda expressions and method references to process data streams. Object-oriented programming (OOP) revolves around the concept of objects, which encapsulate data and behavior. OOP promotes the principles of encapsulation, inheritance, and polymorphism. In the given Java program, OOP principles are applied by defining classes like Student and Course, encapsulating related data and behavior within objects.

4.1.2 Class Structure

In functional-oriented design, functions are organized within a main class or module, and each function typically performs a specific task or operation. The main class acts as the entry point for the program, and functions are called sequentially to execute different functionalities. Object-oriented design involves defining classes to represent entities and their interactions. Each class encapsulates related data and behavior, and objects of these classes interact with each other to perform tasks. In the provided Java program, classes like Student and Course represent entities, with methods encapsulating behavior.

4.1.3 Data Representation

In functional programming, data is often represented using primitive types and data structures like arrays. Functions operate on this data by passing it as arguments or returning it as results. In the Java program, arrays are used to store student scores for each course. Object-oriented design involves representing data as objects, which encapsulate both data and behavior. Objects are instances of classes, and they interact with each other by invoking methods and accessing attributes. In the provided Java program, classes like Student and Course represent data entities, with attributes and methods to manipulate them.

4.1.4 Code Modularity

Functional programming promotes modularity by breaking down tasks into smaller, reusable functions. These functions can be composed together to perform more complex operations, enhancing code organization and reusability. Object-oriented design also emphasizes modularity through the use of classes and objects. Each class encapsulates related functionality, and objects interact with each other to accomplish tasks. In the provided Java program, classes like Student and Course encapsulate behavior and data, promoting modularity and code reusability.

4.1.5 Code Readability

Functional programming emphasizes writing concise and readable code. Functional constructs like lambda expressions and method references can make code more expressive and easier to understand, especially for operations involving data streams and transformations. Object-oriented programming also prioritizes code readability through the use of well-defined classes, methods, and object-oriented principles. Classes and objects encapsulate related behavior and data, making the code more organized and comprehensible.

4.1.6 Scalability

Functional programming supports scalability by leveraging higher-order functions and functional constructs. These features enable the composition of functions and facilitate the addition of new functionalities without modifying existing code. Object-oriented programming facilitates scalability through inheritance, polymorphism, and encapsulation. Inheritance hierarchies allow for the extension and specialization of classes, while polymorphism enables the use of objects of different types through a common interface.

4.1.7 Data Encapsulation

Functional programming typically does not provide built-in support for data encapsulation. Data is often mutable, and functions operate directly on data structures like arrays. Object-oriented programming promotes data encapsulation by bundling data and behavior within objects. Access to object attributes is controlled through methods, and data integrity is maintained by preventing direct access to object fields.

4.1.8 State Management

In functional programming, functions operate on immutable data, which minimizes side effects and simplifies state management. Functions produce new data structures instead of modifying existing ones, leading to more predictable behavior. Object-oriented programming manages state through objects, which encapsulate both data and behavior. Objects maintain their state internally, and changes to state are made through well-defined methods, ensuring data consistency and integrity.

4.1.9 Inheritance and Polymorphism

Functional programming languages may not support inheritance and polymorphism as explicitly as object-oriented languages. Instead, functions are composed and combined to achieve desired behavior. Object-oriented programming facilitates inheritance and polymorphism, allowing classes to inherit behavior and attributes from parent classes and enabling objects to exhibit different behaviors through method overriding.

4.1.10 Code Flexibility and Extensibility

Functional programming offers flexibility and extensibility through higher-order functions and composability. Functions can be composed and combined to create new functionalities without modifying existing code. Object-oriented programming provides flexibility and extensibility through inheritance, polymorphism, and encapsulation. New features can be added by extending existing classes or creating new ones, and objects can be reused and extended to accommodate changing requirements.

Table 3 presents a comparison between functional-oriented and object-oriented program designs using the AverageScore Java program.

Table 3. Comparison of functional-oriented and object-oriented design using AverageScore program in Java

Feature	Functional-Oriented Design	Object-Oriented Design

Paradigm	Follows functional programming paradigm, emphasizing immutability, pure functions, and higher-order functions.	Follows object-oriented programming paradigm, focusing on encapsulation, inheritance, and polymorphism.
Class Structure	Functions are organized into methods within the main class. (Lines 12-53)	Classes are defined separately for Course and Student, encapsulating related data and behavior. (Lines 2-21)
Data Representation	Uses arrays and primitive data types for storing and processing data. (Lines 17-21, 26-27)	Utilizes objects to represent data, allowing for encapsulation of data and behavior. (Lines 2-21)
Code Modularity	Functions are used for specific tasks and operations, promoting modularity and code reusability. (Lines 38-46, 48-50)	Classes encapsulate related functionality and data, promoting modular code organization and reusability. (Lines 2-21)
Code Readability	Emphasizes readability through the use of lambda expressions and method references, promoting concise code. (Lines 40-50)	Focuses on readability through the use of well-defined classes, methods, and object-oriented principles. (Lines 2-21)
Scalability	Offers scalability through the use of higher-order functions and functional constructs, facilitating easier extension. (Lines 37-52)	Supports scalability through inheritance, polymorphism, and encapsulation, enabling the addition of new features. (Lines 2-21)
Data Encapsulation	Does not explicitly support encapsulation; data is often mutable and accessed directly. (Lines 26-27, 29-31)	Supports data encapsulation by encapsulating data within objects and providing methods to manipulate data. (Lines 2-21)
State Management	Functions operate on immutable data, minimizing side effects and simplifying state management. (Lines 46-50)	Uses objects to manage state, allowing for better organization and control over data and its state. (Lines 2-21)
Inheritance and Polymorphism	Not directly supported; functions are typically independent and operate on data without inheritance or polymorphism. (N/A)	Supports inheritance and polymorphism, allowing for code reuse and extensibility through inheritance hierarchies. (Lines 2-21)
Code Flexibility and Extensibility	Provides flexibility through functional constructs and higher-order functions, enabling easy extension and modification. (Lines 37-52)	Offers flexibility through inheritance and polymorphism, facilitating code extension and modification. (Lines 2-21)

4.2 Functional-oriented vs. Object-Oriented Program Design: programmers perspective

Functional-oriented programming (FOP) and object-oriented programming (OOP) represent two prominent paradigms in software development, each with its distinct features, principles, and methodologies. Table 5 presents a comparative analysis of functional-oriented program design vs. Object-Oriented Program Design. This analysis compares and contrasts these two paradigms based on a Java program implementing average score calculation from the perspective of the programmer or software developer.

Table 4. Comparative Analysis of Functional-Oriented Program Design vs. Object-Oriented Program Design and its application in AverageScore program

Features	**Functional-Oriented Program Design**	**Object-Oriented Program Design**
Data Encapsulation	In FOP, data encapsulation is achieved through the use of immutable data structures and functions that operate on these structures.	In OOP, data encapsulation is realized through the bundling of data and methods within objects, with access controlled by access specifiers.
Data Encapsulation in relation Average Score program	The functional design employs immutable data structures (e.g., arrays) and pure functions (e.g., calculateSumAndAverage) for data manipulation.	Object-oriented design uses classes (e.g., Student, Course) to encapsulate data and behavior, ensuring encapsulation and modularity.
Modularity	FOP emphasizes modular design by breaking down tasks into smaller, reusable functions, promoting code reuse and maintainability.	OOP promotes modularity through classes and objects, facilitating encapsulation and allowing for modular, reusable components.
Modularity in relation Average Score program	The functional design breaks down tasks into smaller functions like setScore and getAverage, promoting modularity and code reuse.	Object-oriented design encapsulates related functionalities within classes (e.g., Student, Course), promoting modularity and reusability.
Abstraction	FOP employs abstraction through higher-order functions, lambda expressions, and function composition to create reusable and composable code.	OOP achieves abstraction through classes, interfaces, and inheritance hierarchies, enabling the modeling of real-world entities and behaviors.
Abstraction in relation Average Score program	The functional design utilizes higher-order functions like forEach, enabling abstraction and code reuse.	Object-oriented design utilizes inheritance and polymorphism to abstract common behaviors, promoting code reuse and extensibility.
State Management	In FOP, state management is achieved through immutable data and pure functions, minimizing side effects and promoting referential transparency.	OOP manages state using objects and instance variables, encapsulating state within objects and controlling access through methods.
State management in relation Average Score program	The functional design ensures immutability by using final variables and pure functions, reducing the risk of unintended state modifications.	Object-oriented design encapsulates state within objects (e.g., Course, Student), ensuring data integrity and minimizing direct access.
Code Reusability	FOP promotes code reusability through higher-order functions, function composition, and the use of	OOP facilitates code reuse through inheritance, polymorphism, and object composition, allowing for the

	pure functions that can be easily composed and reused.	creation of reusable components and libraries.
Code reusability in relation to Average Score program	The functional design utilizes higher-order functions to enable code reuse and composability, fostering a modular and reusable codebase.	Object-oriented design encourages the creation of reusable classes and components through inheritance and composition, enhancing code maintainability.

5. Discussion: implication of the findings for software development practices

In this section we present a discussion of the implications of the findings for software development practices. The implications will be discussed under the following sub-themes: readability, maintability, performance, and scalability.

5.1 Readability

Readability of the functional-oriented and object-oriented designs was assessed using established metrics such as code complexity and naming conventions. Code complexity was measured using metrics like cyclomatic complexity, which quantifies the number of independent paths through a program's source code (McCabe, 1976). Additionally, adherence to naming conventions, such as descriptive variable and function names, was evaluated to gauge the comprehensibility of the code (Fowler, 2004). Readability is crucial for software maintainability and ease of comprehension by developers, ultimately impacting software quality (Buse & Weimer, 2010). The functional-oriented design exhibited clearer and more concise code compared to the object-oriented design, as evidenced by lower cyclomatic complexity and better adherence to naming conventions.

5.2 Maintainability

The maintainability of both designs was evaluated to assess the ease of maintaining and updating the system over time. Factors considered included modularity, which measures the degree to which a system is composed of separate, interchangeable components (Parnas, 1972), and code reusability, which indicates the extent to which code segments can be reused across the system or in future projects (Frakes & Terry, 1996). A highly maintainable system enables developers to make changes efficiently and effectively, reducing the risk of introducing errors or negatively impacting system performance (Lehman, 1980). Both designs demonstrated good modularity, but the object-oriented design showed slightly better code reusability due to its support for inheritance and polymorphism.

5.3 Performance

Performance benchmarks were conducted to compare the execution speed and memory usage of the functional and object-oriented implementations. Execution speed was measured in terms of processing time for common operations within the system, such as grading exams or generating reports. Memory usage was assessed to understand the system's resource consumption and potential scalability limitations (Jones & McGlothlin, 1984). Performance optimization is crucial for ensuring that the system can meet user requirements and handle large volumes of data efficiently (Seacord, 2005). The functional-oriented implementation outperformed the object-oriented implementation in terms of execution speed and memory usage, especially for computationally intensive tasks.

5.4 Scalability

The scalability of the designs was evaluated to determine their ability to handle increasing volumes of exam data and concurrent user requests. Scalability metrics included response time, which measures the system's responsiveness under varying loads, and throughput, which quantifies the number of transactions processed per unit of time (Tanenbaum & Van Steen, 2007). Scalability is essential for ensuring that the system can accommodate growth without experiencing performance degradation or system failures, particularly in environments with fluctuating demand (Liu & Wang, 2009). Both designs demonstrated satisfactory scalability, with minor performance degradation observed under high load conditions.

The comparative analysis revealed trade-offs between functional-oriented and object-oriented program design in the context of the Average Score calculation program. While functional programming offered clearer and more concise code with superior performance, object-oriented programming provided better support for code reuse and maintainability. These findings underscore the importance of selecting the appropriate programming paradigm based on the specific requirements and constraints of a software development project.

6. Conclusion

In this study, we compared functional-oriented and object-oriented programme design using an Average Score Calculation programme. By examining these two paradigms in the context of a real-world software application, we hoped to gain insight into their respective strengths and weaknesses in terms of readability, maintainability, performance, and scalability.

Our investigation yielded several key findings. First, we discovered that functional-oriented designs, defined by immutability and pure functions, frequently resulted in code that was concise and declarative. Object-oriented designs, which used principles such as encapsulation and inheritance, enabled modular and reusable code structures.

We were able to discover differences between the two paradigms by conducting rigorous evaluations using established metrics and criteria such as code complexity, modularity, and performance benchmarks. While functional-oriented designs excelled in some areas, such as readability and mathematical clarity, object-oriented designs outperformed in terms of maintainability and extensibility.

Overall, the most significant contribution of this paper is its comprehensive comparison of functional-oriented and object-oriented programme designs in the context of an Average Score Calculation program. By highlighting the trade-offs and considerations associated with each paradigm, we hope to help software developers and architects make informed decisions.

For future research, we recommend looking into hybrid approaches that incorporate elements of both functional and object-oriented programming paradigms. Furthermore, longitudinal studies that track the evolution of software systems built with these paradigms could provide valuable insights into their long-term maintainability and scalability. Furthermore, investigating the applicability of emerging programming languages and frameworks in educational technology may provide new insights into software design and development practices.

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