Volume 18 Issue 11
Originally issued as G3

Global Journal of human-social science: G
Linguistics & Education
Volume 18 Issue 3 Version 1.0 Year 2018
Type: Double Blind Peer Reviewed International Research Journal
Publisher: Global Journals
Online ISSN: 2249-460x & Print ISSN: 0975-587X

Appraising Students' Feelings Concerning Wolaita Language Education in Wolaita Zone, Ethiopia: Focus in Grades 7 and 8

By Markos Mathewos Alaro
Wolaita Sodo University

Abstract- The main purpose of the study was to assess primary school learners' thoughts regarding Wolaita language education in two selected primary schools of Wolaita Zone. The participants of the study were purposely selected ten students from grades seven and eight. Moreover, four teachers from both schools and three city administration education experts were involved in the study. Two instruments were used to collect the data: a likert scale questionnaire and interview. Both qualitative and quantitative data analysis methods were employed to obtain the results. Hence, the findings of the study disclosed that many students were interested to learn in Wolaita language and at the same time some students were not interested to learn in Wolaita language and still needed further intervention to optimize their attitude. The findings also indicated that some learners' irrelevant feelings affected the progress of mother tongue instruction by making learners feel negatively towards Wolaita language instruction and by making learners do not give due value for Wolaita language instruction. According to the findings, providing training, working cooperatively, teachers' commitments, establishing conducive classroom environment, managing classroom effectively and sharing experiences with better schools were some of the possible ways to optimize learners' feelings towards mother tongue instruction in lower primary schools.

Keywords: *attitude, feelings, optimize, primary school, wolaita language instruction.*

GJHSS-G Classification: *FOR Code: 200399*

APPRAISINGSTUDENTSFEELINGSCONCERNINGWOLAITALANGUAGEEDUCATIONINWOLAITAZONEETHIOPIAFOCUSINGRADES7AND8

Strictly as per the compliance and regulations of:

Open Association of Research Society, USA
Research | Diversity | Ethics

© 2018. Markos Mathewos Alaro. This is a research/review paper, distributed under the terms of the Creative Commons Attribution-Noncommercial 3.0 Unported License http://creativecommons.org/licenses/by-nc/3.0/), permitting all non-commercial use, distribution, and reproduction in any medium, provided the original work is properly cited.

Appraising Students' Feelings Concerning Wolaita Language Education in Wolaita Zone, Ethiopia: Focus in Grades 7 and 8

Markos Mathewos Alaro

Abstract- The main purpose of the study was to assess primary school learners' thoughts regarding Wolaita language education in two selected primary schools of Wolaita Zone. The participants of the study were purposely selected ten students from grades seven and eight. Moreover, four teachers from both schools and three city administration education experts were involved in the study. Two instruments were used to collect the data: a likert scale questionnaire and interview. Both qualitative and quantitative data analysis methods were employed to obtain the results. Hence, the findings of the study disclosed that many students were interested to learn in Wolaita language and at the same time some students were not interested to learn in Wolaita language and still needed further intervention to optimize their attitude. The findings also indicated that some learners' irrelevant feelings affected the progress of mother tongue instruction by making learners feel negatively towards Wolaita language instruction and by making learners do not give due value for Wolaita language instruction. According to the findings, providing training, working cooperatively, teachers' commitments, establishing conducive classroom environment, managing classroom effectively and sharing experiences with better schools were some of the possible ways to optimize learners' feelings towards mother tongue instruction in lower primary schools. Thus, it was recommended that more efforts should be made by concerned stakeholders like teachers, families, Zone education department, district education office and the whole society to optimize some learners' with irrelevant attitude towards mother tongue or Wolaita language instruction in primary schools. Teachers should select attractive teaching methods that are feasible for primary schools and teach students in a way that improve their perception regarding mother tongue instruction. Teachers should encourage students to like their mother tongue instruction and to build their self confidence. Besides, all stakeholders should further encourage students with good attitude and should work more on those students with negative attitude towards mother tongue instruction.

Keywords: attitude, feelings, optimize, primary school, wolaita language instruction.

I. Introduction

It is now become a common place of contemporary thinking that language is a highly emotionally charged issue, an aid and a barrier to national development, an advantage and disadvantage to an individual, a centripetal force that may unite a nation, and also a centrifugal force that may drive a society apart and ultimately divide a nation. Thus, in order to deliver quality basic education, language is clearly the key to communication and understanding in the classroom. Claims for language are among the first rights that minorities have voiced when there have been situations of political change and evolution. The United Nations Universal Declaration on Human Rights (1948) affirms the right to education without discrimination. Article 2 of this fundamental document establishes the basic principle against discrimination on the grounds of language. Article 5 of the 1960 Convention and Recommendation against Discrimination in Education specifically recognizes the right of the members of national minorities to carry on their own educational activities, including the use or the teaching of their own language. UNESCO has encouraged mother tongue instruction in early childhood and primary education since 1953 (UNESCO, 1953). Thus, to ensure quality of education, mother tongue instruction plays a great role. UNESCO also espouses Mother tongue instruction as a means of improving educational quality by building on the knowledge and experience of the learners and teachers. Instruction through a language that learners do not speak has been called "submersion" (Skutnabb-Kangas 2000) because it is analogous to holding learners under water without teaching them how to swim.

The transitional government of Ethiopia has also declared the use of nationality languages as medium of instruction for primary level under section 3, subsection 3.5, and Article 3.5.1. It says "Cognizant of the pedagogical advantage of the child in mother tongue and the right of nationalities to promote the use of their languages and so that primary education are given in nationality languages" (TGE, 1994:23).This also shows that the Ethiopian government believes mother tongue instruction as an important to amend educational quality and students' academic achieve-ment in lower primary schools. Basically this declaration helped many nationalities including Wolaita nation to begin instruction by its own language in 1994 which is still in progress. Therefore, by using the opportunity provided by the constitution, the people of Wolaita has advanced its language(Woliata language) from lower schools up to the diploma and the university level and graduated students in more than three times. However, students of

Author: Lecturer at Wolaita Sodo University, Ethiopia.
e-mail: mesumarqe@gmail.com

© 2018 Global Journals

Wolaita zone still does not show expected feelings regarding their mother tongue /Wolaita language/ instruction. Some of them perceive positively and some perceive negatively to wards Wolaita language instruction.

Although mother tongue instruction is supported by UNESCO and the Ethiopian government as well as by many researchers to improve students' learning, the society, particularly the learners still might not properly understand its value. This directly takes us to unfavorable attitude of the community and learners regarding mother tongue instruction. Unfavorable attitude towards their mother tongue or preference to some language over the mother tongue could develop due to unawareness and prejudices (Assebe, 1981:42). Thus, among the main barriers for the development of mother tongue and its instruction is students' inappropriate attitude as well as their attitudinal variation which makes the language to quiet down. Thus, all the mother tongue native speakers in particular and others should put forward their effort to work on attitude of learners' and the society. This research focus on the attitude of learners regarding mother tongue instruction that influenced the development of the language. The researcher was initiated to conduct this study because during his more than seven years teaching experience and as a native speaker of the language/Wolaita language/ he has been able to observe the reaction of the learners' concern mother tongue (Wolaita language) instruction. The researchers conducted specifically to appraise students' feelings towards Wolaita language instruction were rare. Therefore, this study focused to assess this and fill the gap and so that it attempted to answer the following research questions:

1. To what extent do students feel regarding Wolaita language education in primary schools?
2. How does learners' irrelevant feelings influence the advancement of Wolaita language instruction in Primary schools?
3. What are the possible ways of optimizing the feelings of learners concerning Wolaita language education in primary schools?

a) Objectives of the Study

In order to generalize the feelings of all students who learn in different indigenous language in different areas, the study focused on Wolaiata language. Hence, the main objective of the study was to appraise primary school learners' thoughts towards Wolaita language instruction in two selected primary schools. Very specifically the research attempts:

1. to assess the students' feelings regarding Wolaita language education in primary schools.
2. to identify the influence of irrelevant learners' attitude on the advancement of Wolaita language instruction in primary schools.
3. to indicate possible ways of optimizing the feelings of learners concerning Wolaita language education in primary schools.

II. Research Method

a) Research Design

In order to get relevant information, the researcher used a mixed approach i.e. both qualitative and quantitative research design. The reason for selecting them was that they were quite fitting to evaluate the feelings of learners towards Wolaita language instruction in primary schools and the nature of the research by itself also allowed using these approaches.

b) Research Setting

The research was conducted in Wolaita Zone which is one of thirteen zones found in SNNPR, Ethiopia. It has twelve woredas and three administrative towns. Among these, one town administration was purposively selected. The reason for selecting this town administration was the researchers' belief to obtain ample information from the areas as he had a good past experience in this city.

c) Research Population

The research was proposed to carry out in Wolaita Zone, Ethiopia. The populations for this study were two primary schools i.e. Ligaba primary school and Abiyot Chora primary school from Sodo town administration. From the two schools,10 students and 4 teachers were selected by using purposive sampling technique. In addition, 3 city administration education experts were involved in the study.

d) Sample Size and Sampling Technique

The sample of the study was decided based on the objective of study. The study focused on grades 7and 8 students of Abiyot Chora and Ligaba primary schools . The total population size of the study was 17. In order to get this population size, the researcher used purposive sampling technique. The reason for using purposive sampling technique was that it was more appropriate select relatively active students for relevant information. Thus, in each grade only one section was selected for questionnaires. From each section, only 5 students were selected by using purposive sampling technique so as to participate mature students. Thus, from two schools, (5x2=10) students were selected for questionnaires. All student population were involved in questionnaires. From each school, 2 teachers were selected using purposive sampling technique so as to get pertinent data. Hence, the teacher population was (2x2) = 4). From Sodo town administration education office, 3 experts were selected purposively to obtain rich data. Therefore, the total population of the study was 17(10+4+3).

© 2018 Global Journals

e) Tools for Data Collection

Interview and a likert scale questionnaire were used to collect the data.

i. *Questionnaire*

A Likert scale which is commonly involved in research that employs questionnaire was used. A likert scale is a 5-point attitude scale rating of "strongly agree", "agree", "undecided"," disagree", and "strongly disagree" were used to test students' thoughts towards Wolaita language as a medium of instruction.. The reason for selecting a likert scale questionnaire was that it was suitable to investigate students' language attitude. This questionnaire was addressed for all 10 students.

ii. *In-depth interview*

According to Babbie and Mouton (2001), in-depth interviews are basic individual interviews frequently used for data gathering within the qualitative approach. Therefore, in-depth interview research methods enabled the researcher to study the issue in detail and to come up with depth information so as to meet the general as well as the specific objectives of the research. Hence, 4 teachers and 3 wereda education experts were involved in interview.

iii. *Data Analysis*

In this study both qualitative and quantitative data analysis methods were employed. This was because the data were gathered by using both the questionnaire and interview. Thus, the interview data were analyzed qualitatively and the data gathered by using a likert scale questionnaire were analyzed quantitatively. Thus, during analysis priority were given to a quantitative data i.e. questionnaire. The data of a 5-likert scale questionnaire were analyzed first and then an interview data were analyzed qualitatively and the data were triangulated with the result of the questionnaire. The quantitative data were analyzed in tables which were categorized under various titles in their relationship. The qualitative data were analyzed through discussion which was often termed as textual analysis.

III. Results and Discussion

Table -1: The extent of learners'feelings regarding MT (Wolaita language) instruction

SN	Items	SA	A	UD	D	SD
		f %	f %	f %	f %	f %
1.1	I am very interested to learn in Wolaita language	11 68.75	4 25	-	-	-
1.2.	I like asking and responding questions in Wolaita language	13 81.25	4 25	-	-	-
1.3	Learning in Wolaita language helps me score better result.	12 75	4 25	3 18.75	-	-
1.4.	Iam happy to speak and write in Wolaita language.	15 93.75	4 25	-	-	-
1.5	I want Wolaita language to be the official language in my school.	12 75	4 25	-	-	1 6.25
1.6.	I like teachers who teach in MT(Wolaita language)	12 75	4 25	-	1 6.25	-
1.7	I think that MT (Wolaita language) is my identity.	9 56.25	5 31.25	2 12.5	-	-
1.8	I am pleased to use MT (Wolaita language) when discussing in classroom with my friends.	11 68.75	5 3.25	-	-	-
1.9	I feel comport when learning in MT (Wolaita language).	12 75	1 6.25	2 12.5	1 6.25	1 6.25

f=frequency %=percentage SA: Strongly Agree =5 AG: Agree =4 UD: Undecided=3 DS: Disagree=2 SD: Strongly Disagree=1

In the above table 1, item 1.1 indicated that majority of the students (68.75%) were strongly interested to learn in MT (Wolaita language) instruction. Again, very few students about (25%) also simply agreed to learn in Wolaita language. No students responded saying undecided, disagree and strongly disagree on this issue. This shows that many students were very happy to learn in Wolaita language.

The interview data also indicated that the students in primary schools (grades7-8) were interested to learn in MT (Wolaita language). The respondents also said that some students have bad feelings towards

© 2018 Global Journals

mother tongue instruction. Let us see some of the respondents: many *students have positive attitude towards using Wolaita language as a medium of instruction. They are interested and happy to learn in Wolaita language. However, some students still need intervention to improve their attitude. They act negatively towards Wolaita language as a medium of instruction (p1,p3 &p4). Students have medium feelings towards using Wolaita language as a medium of instruction. Many students' feeling is good towards using Wolaita language as a medium of instruction, but they need advice and explanation that Wolaita language is Wolaita peoples' identity. Thus, their feeling is still not totally changed(p5&p6).*

From the above interview responses, we can understand four key points: first many students had positive feelings towards using Wolaita language as a medium of instruction, second many students were happy to learn in Wolaita language, third, students needed advice and explanation that Wolaita language is its peoples' identity. Four, some students were still act negatively to wards Wolaita language as a medium of instruction. Using mother tongue in education helps to revive indigenous language. Wolff (2006) also asserts that the crucial means to revitalize indigenous minority languages is using the language in education.

Thus, from the interview and a likert scale questionnaires response on can conclude that many primary school students were interested to learn in Wolaita language and at the same time some students were not interested to learn in Wolaita language and still needed further intervention to optimize their attitude.

In table1, item 1.2, a lot of students (81.25%) responded that students are strongly like to ask and respond questions in Wolaita language. Few students (25%) also replied that they are normally interested to ask and respond questions in Wolaita language. This again indicates that students are very happy to ask and respond questions in Wolaita language. However, the interview data indicated mixed results i.e. some students in primary schools were interested to learn, ask and respond questions in Wolaita language and some were not. Thus, they replied as follows :*some students are* very *like to respond and ask questions in Wolaita language and to learn in Wolaita* language. Inversely, some students are totally not like to ask questions and response in it (AP). From this interview data we can see that some students were like to learn, ask questions and response in Wolaita language and some are not like to do these.

Hence, from the above interview and questionnaire, one can assume that many students were very interested to ask and response questions in Wolaita language and learn in it and some were not totally doing so.

Item 1.3 in table 1, also indicated that majority of the students (about 75%) strongly agreed that learning in Wolaita language help score better result. The remaining few students (about 25%) also replied as they simply agreed in this idea and the remaining 18.75 % of students did not decide their stance. Thus, from this we can guess that many students accepted Wolaita language learning as a good ways to score better result.

The data collected by the interview also assured that students score better result if they learn in Wolaita language. Here are the interview responses : *without any doubt learn in Wolaita language helps learners score better result in subject matters they learn in Wolaita language(AP).* This also indicated that learning in Wolaita language helps to score better result in subject matters. From the data collected from the questnaire and the interview we can conclude that learning in MT (Wolaita language) help learners score better result in subject matters they learn.

In item 1.4 many students i.e. 93.75% replied that students in primary schools are strongly happy to read and write in Wolaita language and the other 25% replied that they are simply happy to speak and write in Wolaita language. The interview data also indicated that all students were not very happy to speak and write in Wolaita language. For example, many of the respondents said the following: *Many students are very happy to speak, write and share ideas in Wolaita language. They are very happy and willing to share and explain any ideas in Wolaita language even some students are not interested to speak in Amharic language. They want to reply in Wolaita language even when they are asked to reply in Amharic. When they reply in English and Amharic language they reply very shortly. And when they reply in Wolaita language, they reply broadly in detail (P4p6,P7&P8).*

Conversely, some respondents replied that some students spoke in Amharic when they were learning in Wolaita language. For example, they said the following: *Yes, because some students speak in Amharic when there are learning in Wolaita language. Thus, it needs more work to solve this problem because some students still did not change their attitude concern Wolaita language. We are making our own efforts like advising them to use Wolaita language in classroom(p3, p5 &p13).*

From the above interview data, we can see two key points : First many students are very happy to use Wolaita language to share ideas, to speak and write in Wolaita language. Second, some students are not pleased to use Wolaita language in Wolaita language classroom rather they are speaking Amharic language in Wolaita language classroom.

Therefore, from the data collected and analyzed by using both the interview and questionnaires we can conclude that many primary school students were very happy to speak and write as well as share ideas in Wolaita language and some of them were not pleased

© 2018 Global Journals

to speak and write in Wolaita language and this also shows us to work more in learners' thoughts towards Wolaita language instruction.

In table 1, item 1.5 majority of the students about (75%) replied that students strongly want Wolaita language to be the official language of the school. The other 25 % answered that they simply agreed Wolaita language to be the official language of the school. On the other hand, a very few number i.e. 6.25% replied that they strongly disagree that Wolaita language is being an official language.

The interview data also informed that student want Wolaita language to be the official language of the school. *They said that students provide high attention in Wolaita language than Amharic and English language. They need even teachers to say everything in Wolaita language.*

From the above information provided by questionnaire and interview we can easily assume that almost all students need Wolaita language to be the official language of the school. In the African context, Robinson (1996) has the opinion that official and local languages are regarded as opposed to each other, rather than as complementary as evidenced by the fact that one of the two languages may be regarded as a more suitable language for certain domains, and the characteristic functions are seen in dichotomous terms.

From the above table-1, item 1.6. many students about 75% answered that students strongly like their Wolaita language teachers. And only 25% of the students quite agreed that they like their Wolaita language teachers. In oppose to this, 6.25 % of the students replied that they disagreed and said that they do not like their Wolaita language teachers.

In line with this the interview data indicated both positive and negative responses. According to their opinion some students like their Wolaita language instruction teachers and some do not like them. For example some of them said as follows:

Some students in my classroom like their Wolaita language instruction teachers. If you take me I know that they always happy with my teaching and like me. Even I have seen that they positively accepting other Wolaita language instruction teachers. Thus, almost all of them like their teachers(P11). Except few students, many students like Wolaita language instruction teachers (p9, p14 & p16). In my opinion, some students do not want to spend their time with their teachers. They even like Wolaita language instruction teachers to be absent from entering classroom. Briefly they do not like their teachers. Many things should be done to improve their attitude(P3,P4,P5,P6&P7). From this interview data, we can sense two key points: first, students have both positive and negative opinion regarding their likeness to their teachers. Second, more intervention should be done to improve students thoughts towards Wolaita language instruction.

Therefore, based on above interview data and questionnaires it is possible to assume that some students like their teachers and some do not like them and this by itself shows that learners have both positive and negative feelings towards their teachers even if they replied in their questionnaires as they like teachers and this also needs all stake holders to work more on students' attitude towards Wolaita language instruction.

In item 1.7 above the majority of the students about 56.25% strongly agreed to reply that Wolaita language is their identity and some students i.e. about 35.25% replied that they simply agreed that Wolaita language is their identity. Few students about 12.5% also replied that they do not decide with regard to it.

The interview data disproved the data gathered by questionnaires. Many of the respondents said that several students are not happy to accept Wolaita language as their identity. For example many teachers answered as follows: *a lot of students wish to learn in English language or in Amharic language rather than in Wolaita language. They even left their identity and imitate others identity. Almost you will not find students who want to show their culture and language as their identity in our schools(P1,P2,P5,P13,P13&P14). Some Students consider Wolaita language as their identity, but they need more encouragement by the teachers, parents and the whole society(p12,p15 and P16).* From this interview data, it is possible to see that many students almost lost their identity and so that it needs more to work on it. Even we can grasp that some students with better identity need the support of many stake holders to improve their attitude concern Wolaita language as their identity. Kioko (2008:8) and Kuper (2003:96) strongly argue that when children learn in a foreign language, they lose their identity and are unable to express and transmit their ancestral traditions which ultimately impacts on the way they see the relevance of school to their life.

From the above table1, item 1.8, majority of the students about 68.75% replied that students are strongly pleased to use Wolaita language when discussing in classroom with their friends. Next to this, a few students i.e. about 31.25% also happy to use Wolaita language when discussing in classroom with friends. The interview data also assured this: let us see some of the responses : *Students are very happy to share ideas and discuss with each other, but they need teachers' relevant support and motivation for using only Wolaita language (p14 &p16).*This interview data shows that even if students are glad to discuss in Wolaita language in classroom, they still need teachers' relevant support and motivation.

Therefore, based on given data collected by the two tools and the discussion above, one can guess that many students were very pleased to use Wolaita language when they are discussing with their friends.

© 2018 Global Journals

In item 1.9, many students (about 75%) replied that they strongly feel comfort when learning in Wolaita language. Again, 6.25% replied that they simply feel comfort when learning in Wolaita language. On the other hand, 12.5 % of the participants did not decide anything about what they were felt. In addition, 6.25% also replied that they do not feel comfort when learning in Wolaita language and 6.25% replied that they strongly disagreed in this issue.

The interview data also indicated that some learners feel comfort when they are learning in Wolaita language and some do not feel comfort. For example, let us see responses : *as much as I know some students in classroom fell comfort when they are learning in Wolaita language. At the same time some are mocking and get depressed when learning in Wolaita language (p1, p3&p9).* The interview data depicts that some students feel comfort when learning in Wolaita language and some do not feel comport. Thus, based on data collected by using both interview and questionnaire, it is possible to generalize that some students were not felt comport when they are learning in Wolaita language.

Table-2: The influence of learners' irrelevant feelings on the advancement of mother tongue (Wolaita language) instruction in Primary schools

SN	Items	SA	A	UD	D	SD
		f %	f %	f %	f %	f %
2.1	By making learners feel negatively towards MT (Wolaita language) instruction.	5 31.2	4 25	3 18.75	2 12.5	1 6.25
2.2	By making learners do not follow MT (Wolaita language) instruction attentively.	8 50	4 25	2 12.5	1 6.25	3 18.75
2.3	By making learners do not give due value for their MT (Wolaita language) instruction.	7 43.75	4 25	1 6.25	1 6.25	1 6.25
2.4	By making learners do not understand MT (Wolaita Language) and its instruction as their identity.	8 50	2 12.5	1 6.25	2 12.5	3 18.75
2.5	By making it difficult for the teachers to manage the classroom properly during MT (Wolaita Language) instruction.	10 62.5	2 12.5	-	3	1 6.25
2.6	By making it difficult for the teachers to run group activities in the classroom.	9 56.25	2 12.5	-	2 12.5	3 18.75
2.7	By impeding proper evaluation of MT (Wolaita language) instruction	1 6.25	7 43.75	2 12.5	4 12.5	2 12.5

f=frequency %=percentage SA: Strongly Agree =5 AG: Agree =4 UD: Undecided=3 DS: Disagree=2 SD: Strongly Disagree=1

In table2-, item 2.1, majority of the students about 32.5% said that learners irrelevant thoughts influence mother tongue progress by making learners do not follow MT (Wolaita language) instruction attentively and few ones about 25% also agreed on this idea. In addition,18.75% did not decide anything about the influence of learners' irrelevant attitude on mother tongue instruction. On the other hand, about 12.5% replied that they do not agree its influence on mother tongue instruction progress and even 6.25 % of the respondents replied that they strongly disagreed that learners' irrelevant attitude influenced mother tongue instruction. The interview data also proved that learners' irrelevant feelings influenced mother tongue instruction. *Some of the respondents replied that it influences by affecting learners to think irrelevantly towards mother tongue (Wolaita language) instruction*(P3,P6& P7).

According to the results of the data gathered by interview and questionnaires, we can conclude that learners irrelevant feelings affected the progress of mother tongue instruction by making learners feel negatively towards MT (Wolaita language) instruction.

In table-2 item 2.2, a lot of students about 50% replied that learners attitude influenced mother tongue progress by making learners do not follow Wolaita language instruction attentively. And the next 25% replied that they simply agree that it influenced mother tongue progress by making learners do not follow mother tongue instruction attentively. However, 12.5 % of the respondents do not decide anything regarding the question and only 6.25% of the respondents said that they do not agree on that idea. Besides to this,18.75% of the students replied that they strongly disagreed on that idea. Many participants in interview

© 2018 Global Journals

data also proved that learners feelings influenced mother tongue progress . *Some of them said that it affects mother tongue progress by diverting learners' attention to not follow mother tongue instruction effectively(P13 &P14 &P15).*

Thus, based on the given data of interview and questionnaires, one cane estimate that irrelevant learners' attitude influenced the progress of mother tongue education (Wolaita language) by making learners do not give due value for their MT (Wolaita language) instruction.

In above table 2 item 2.3, a large number of learners i.e. 43.75% replied as the influence of learners' in appropriate attitude strongly affected mother tongue progress by making learners do not give appropriate value for their mother tongue instruction. Among the respondents, 25% of the research subjects replied that they relatively agreed on that issue. However, few respondents' replied that they do not say anything regarding how does learners' irrelevant attitude affect the progress of mother tongue instruction and 6.25% of the participants answered that they relatively disagree on the ideas raised above and the remaining similar number i.e. 6.25% replied that they strongly disagree on the above ideas. According to the interview information, all of the participants said *that the influence of learners' irrelevant attitude impedes mother tongue (Wolita language) progress by making learners do not give appropriate value for their mother tongue instruction (AP*). From this we can see that students do not give due value for their own language when their attitude is not normal. Ouane (2003:66) as cited by Alemayehu Jote(2012) one of the major means of linguistic segregation is devaluing some languages in comparison with others and casting doubt on the ability of those languages to cope with the modern world.

Therefore, based on the discussion of the above interview and questionnaire, it is possible to conclude that the influence of learners' attitude affected the progress of mother tongue instruction by making learners do not give due value for their MT (Wolaita language) instruction in lower primary schools of Wolaita zone.

In item 2.4 above, majority of the students about 50% strongly agreed to respond that the influence of learners' attitude affects the progress of mother tongue instruction by making learners do not understand MT(Wolaita Language) and its instruction as their identity and 12.5% of the participants also replied as they quite agreed on that idea. Next to this, about 6.25 % of the research participants replied as un decided concerning the above item. On the other hand, 6.25% responded as they disagree on the item above and 18.75% of the participants said that they strongly disagree on the above idea. The interview data also assured that the influence of *learners' attitude affect the progress of mother tongue instruction by causing learners do not recognize MT (Wolaita Language) and its instruction as their identity (P15&P16).*

From the data provided by the interview and questionnaire one can guess that the influence of learners' irrelevant attitude affected mother tongue instruction by making learners do not understand MT (Wolaita Language) and its instruction as their identity.

It is also possible to see on table2, item 2.5 above that the majority of the respondents about 62.5% replied that the learners' feelings influence mother tongue progress by making it difficult for the teachers to manage the classroom properly during MT (Wolaita Language) instruction. Next to this, 12.5% of the participants replied that they quite agreed on that idea and about 18.75% of the respondents disagreed on the above idea .In addition, about 6.25 % of the research subjects answered that they strongly disagree on the above item. Many respondents on interview also supported that learners' thoughts influence mother tongue progress *by making it difficult for the teachers to manage classroom. They also responded that teachers are not encouraged to manage classroom effectively as learners attitude is not interesting(p1,p7 &p8).*

Therefore, based on the above interview and questionnaire we can conclude that learners' irrelevant feelings affected mother tongue progress by making it difficult for the teachers to manage the classroom properly during MT (Wolaita Language) instruction.

As can be seen from the above table item 2.6, majority of the students about 56.25% replied that learners' thoughts influence mother tongue progress by making it difficult for the teachers to run group activities in the classroom. On the other hand, 12.5% of the research subjects disagree on that idea and 18.76% of the respondents responded that they even strongly disagree on that idea. The majority of the interview respondents also answered that learners' thoughts influence mother tongue instruction. According to their response, *it influences by causing troubles on activities of teachers to implement group activities in classes where teaching learning process took place(p1,p6,&p7).*

Therefore, based on the results of interview and questionnaires, we can conclude that learners' feelings influence mother tongue instruction by causing difficulties on activities of group work that teachers implement in classroom where teaching-learning process take place.

The data in item 2.7, in table -2 indicated that learners are moderate in their response. The majority of the respondents about 43.75 % as they agreed learners' feelings influence mother tongue instruction by impeding proper evaluation of MT(Wolaita language) instruction. On the other hand, 12.5% of the respondents did not say anything about it. Similarly, 12.5 % of the respondents replied that they strongly disagreed on that idea. However, since majority of the

© 2018 Global Journals

respondents agreed on the above idea , we can guess that learners agreed on the above idea. The interview data also indicated that learners' attitude affect the progress of mother tongue instruction. Almost all participants said that *it affect the progress of mother tongue instruction by making it difficult for teachers to evaluate learners effectively in classroom (P12, P13,P,15&p16).*

Thus, according to the above data one can guess that irrelevant learners' attitude affect the progress of mother tongue instruction by making it difficult for teachers to evaluate mother tongue instruction in classroom.

Table-3: Possible ways of optimizing the feelings of learners concern mother tongue (Wolaita language) instruction in primary schools.

SN	Items	SA	A	UD	D	SD
		f %	f %	f %	f %	f %
3.1	Providing relevant training on attitude for learners	15 93.75	-	-	12.5	-
3.2	Creating conducive classroom atmosphere	12 75	4 25	-	-	-
3.3	Participating learners on MT(Wolaita language) symposium.	15 93.75	1 6.25	-	-	-
3.4	Establishing language clubs in schools and motivating learners to participate in it.	14 87.5	-	2 12.5	-	-
3.5	Using very optional and attractive teaching methods.	15 93.75	1 6.25	-	-	-
3.6	Managing classroom effectively	12 75	4 25	-	-	-
3.7	Allowing learners and teachers to share experience with better performed lower primary schools.	13 81.25	2 12.5	1 6.25	-	-

f=frequency %=percentage SA: Strongly Agree =5 AG: Agree =4 UD: Undecided=3 DS: Disagree=2 SD: Strongly Disagree=1

In table 3, item 3.1, the majority of the respondents about 93.75% replied that providing training on attitude of the learners is one of a good ways for optimizing students' feelings towards mother tongue (Wolaita language) instruction. On the other hand, 12.5% of the respondents strongly disagreed that providing training to optimize learners' thoughts towards mother tongue instruction. The interview data also approved that training is important to optimize learners' attitude towards mother tongue instruction in lower primary schools. Let us see some of the responses:

The teachers and other stake holders should work cooperatively to improve learners thoughts. Relevant training should be provided for the students to improve their attitude towards mother tongue instruction in primary schools. Teachers should be committed to optimize students 'attitude towards mother tongue instruction (P9, P10, P11, P13&PP14). This interview data emphasize on working cooperatively, on training and on commitments to optimize learners' thoughts towards mother tongue instruction in lower primary schools of Wolaita zone.

Thus, based on data provided by above interview and questionnaires, we can conclude that providing training, working cooperatively and teachers' commitments are some of the possible ways to optimize learners' feelings towards mother tongue instruction (Wolaita language) in r primary schools of Wolaita zone.

In item 3.2, a lot of students (75%) replied that creating conducive environment is one of the possible ways to optimize students' attitude towards mother tongue instruction in primary schools. 25% of the respondents also quite agreed on this idea. The interview data also indicated that *creating conducive environment is essential to optimize learners' attitude towards mother tongue instruction in lower primary schools. They also replied that amending teacher-student ratio is very important to optimize the attitude of learners concern mother tongue instruction* (P1,P2,P3&P4). From this interview data we can recognize that favorable class-room environment is important to optimize learners' attitude towards MT (Wolaita language) instruction. Amending teacher student ratio is also vital so as to establish easily manageable class size.

Hence, according the information collected and analyzed by using interview and questionnaires, we can guess that establishing conducive classroom environment is important to improve learners' attitude towards Wolaita language instruction in primary schools of Wolaita zone.

According to table 3, item 3.3, the majority of the research subjects about 93.75% replied that participating students in different (Wolaita language) symposium is one way to optimize students' feelings towards MT (Wolaita lanuage) instruction. Some of the students about 25% also replied as they agreed on the

© 2018 Global Journals

above item. The interview data also indicated that *participating students in different short language and attitude training as well as participating them in different mother tongue symposium is very important to improve learners' attitude towards mother tongue instruction in lower primary schools (P2, P5,&P11).* Therefore, based on the above data gathered by using interview and questionnaires we can presume that participating students in different Wolaita language symposiums and participating them in different attitudinal and language training is possible way to optimize students' attitude towards mother tongue instruction in lower primary schools.

In table 3,item 3.4 above, a large number of students (87.5%) replied that establishing language clubs in different primary schools and participating learners in it is one of the ways to optimize learners attitude towards mother tongue instruction in lower primary schools. 12.5% of the respondents did not determine anything regarding the above item. Many participants in interview also supported the above data. They said as follows: *in school there is no language clubs, but if there is language clubs, it is very important to improve learners attitude. In our school some teachers have no diploma or degree in Wolaita language or some teachers who teach other courses were not trained in those courses in Wolaita language. Thus, if Wolaita language diploma or degree holders are assigned, students attitude can be optimized* (P6,P7&P8). From this interview data we can also understand two key points: first, the importance of establishing language clubs and second the importance of assigning degree or diploma holders in Wolaita language to improve learners' attitude towards Wolaita language instruction in lower primary schools Wolaita langauge.

Therefore, based on data provided and interview and questionnaires is possible to generalize that establishing language clubs in different schools and participating learners' in it as well as assigning degree holders in Wolaita language or those who hold diploma or degree in other courses is possible ways to optimize learners' attitude towards Wolaita language instruction in lower primary schools.

According to table 3,item 3.5, majority of the research subjects (93.75%) responded that optional and attractive teaching method is very important to optimize learners' attitude towards MT(Wolaita language) instruction. 6.25% of the participants simply agreed on the above idea. The respondents of the interview also ensured this. Some of them said the following: *teachers should choose best teaching method that attracts primary school students. To assure this, teachers even should have different short term trainings so as to improve their methodological skills (P1, P2&P3).* From this interview data, we can understand that selecting best teaching method is important to improve learners' attitude. Besides, providing training on teaching methodology is essential to optimize learners' attitude towards mother tongue instruction in lower primary schools.

Hence, based on the results of the above interview and questionnaires, we can conclude that attractive teaching methods and providing training for teachers to improve their teaching methodology is one of the ways to improve learners' attitude towards Wolaita language instruction in lower primary schools.

In item 3.6, a lot of students (75%) replied that managing classroom effectively is important to improve learners' attitude towards mother tongue instruction in lower primary schools of Wolaita zone. Furthermore, 25% of the students also replied that they quite agreed on this idea. The interview data also indicated that effective classroom management is important to improve learners' attitude towards mother tongue instruction in lower primary schools of Wolaita zone. Lest us some of the responses. *To be successful in optimizing learners' attitude, effective classroom management is important. When teachers effectively manage learners in classroom, students pay attention to mother tongue instruction and so that they will have better attitude towards mother tongue instruction (P10, P14&P15).* From this interview data, we can understand that effective classroom management is essential to turn students' attention towards MT (Wolaita language) instruction and this by itself important to optimize learners' attitude towards mother tongue instruction in lower primary schools.

Based on the data provided by interview and questionnaires, it is possible to presume that managing classroom effectively is one of possible ways to optimize learners' attitude towards mother tongue instruction in lower primary schools of Wolaita zone.

In table-3, item, 3.7, a large number of students about 81.25% of the respondents strongly agreed that allowing learners and teachers to share experience with better performed lower primary schools is very important to encourage and improve learners' attitude towards mother tongue instruction in lower primary schools of Wolaita zone. 12.5% of students also quite agreed on the above issues. Very few numbers of the participants (6.25%) did not determine their response. The interview data also endorsed the above information provided by questionnaires. let us see : *sharing experiences with better performed schools is important to amend learners' attitude towards mother tongue instruction in lower primary schools. Students are motivated and hold better attitude for mother tongue instruction in lower primary schools (P4, P5&P6).*

Therefore, based on the data provided by the above interview and questionnaires, we can assume that sharing experience with better schools is one of the ways to optimize learners' attitude towards mother

© 2018 Global Journals

tongue instruction in lower primary schools of Wolaita zone.

IV. Conclusions and Recommendations

a) Conclusions

Based on the findings of the study, the following conclusions were made.

- The study indicated that many primary school (grades7-8) students were interested to learn in Wolaita language and at the same time some students were not interested to learn in Wolaita language and still need further intervention to optimize their attitude. Some students were also interested to ask and response questions in Wolaita language and learn in it and some were not totally interested and from this it is possible to assume that more effort is needed to work on learners' perception towards mother tongue instruction.
- The study also disclosed that many primary school students were very happy to speak and write as well as share ideas in Wolaita language and some of them were not pleased to speak and write in Wolaita language and so that more intervention was found to be important. The data also indicated that learning in MT (Wolaita language) help learners score better result in subject matters they learn.
- The finding further indicated that some students like their teachers and some do not like them and this by itself shows that learners have both positive and negative attitude towards their teachers even if they replied in their questionnaires as they like teachers and this also needs all stake holders to work more on students' feelings towards MT (Wolaita language) instruction.
- The study also proved that many students were very pleased to use Wolaita language when they were discussing with their friends. The data also approved that some students were not felt comport when they are learning in Wolaita language.
- The study also indicted that some learners irrelevant attitude affected the progress of mother tongue instruction by making learners feel negatively towards MT (Wolaita language) instruction. It also influenced the progress of mother tongue education (Wolaita language) by making learners do not give due value for their MT (Wolaita language) instruction.
- The finding also indicated that learners' irrelevant attitude affected the progress of mother tongue by making learners feel negatively towards MT (Wolaita language) instruction. It also indicated that irrelevant learners' attitude influenced the progress of mother tongue education (Wolaita language) by making learners do not give due value for their MT (Wolaita language) instruction. According to the finding learners' irrelevant attitude also affected mother tongue instruction by making learners does not understand MT (Wolaita Language) and its instruction as their identity.
- The research result proved that learners' irrelevant attitude affected mother tongue progress by making it difficult for the teachers to manage the classroom properly during MT (Wolaita Language) instruction. The study also displayed that that learners' irrelevant attitude affected mother tongue progress by making it difficult for the teachers to manage the classroom properly during MT (Wolaita Language) instruction. Moreover, learners' irrelevant attitude influenced mother tongue progress by causing difficulties on activities of group work that teachers implement in classroom where teaching-learning process take place and by making it difficult for teachers to evaluate mother tongue instruction in classroom.
- The study proved that providing training,working cooperatively and teachers' commitments are some of the possible ways to optimize learners' feelings towards mother tongue instruction (Wolaita language) in primary schools of Wolaita zone. Besides, establishing conducive classroom environment is important to improve learners' attitude towards mother tongue instruction in primary schools of Wolaita zone.
- According to the finding managing classroom effectively is one of possible ways to optimize learners' attitude towards mother tongue instruction in primary schools of Wolaita zone. In addition, sharing experience with better schools is one of the ways to optimize learners' attitude towards mother tongue instruction in lower primary schools of Wolaita zone.

b) Recommendations

Based on the conclusions, the following recommenddations were made.

- More efforts should be made by concerned stakeholders like teachers, families, Zone education department, district education office and the whole society to optimize some learners' with irrelevant attitude towards mother tongue (Wolaita language) instruction in primary schools. Basically, it is good that many students have positive attitude towards mother tongue instruction in primary schools except some students. Thus, all stakeholders should further encourage students with good attitude and should work more on those students with negative attitude towards mother tongue instruction.
- Teachers should be committed to change the attitude of students regarding mother tongue (Wolaita language) instruction in primary schools of Wolaita zone. Teachers can do this by advising students to seize a good attitude towards mother

© 2018 Global Journals

tongue instruction. Teachers should properly manage the classroom so as to make the students concentrate on particular instruction. The concerned bodies like Wolaita Zone education department, district education offices to gather with schools should provide training for primary students to optimize their attitude towards mother tongue instruction.

- Teachers should select attractive teaching methods that are feasible for primary schools and teach students in a way that improve their perception towards mother tongue instruction. Teachers should encourage students to like their mother tongue instruction and to build their self confidence. Furthermore, there should be conducive environment that attract learners towards mother tongue instruction.
- It is better participating students in experience sharing with best performed schools in mother tongue(Wolaita language) instruction because they might be motivated and improve their thoughts regarding Wolaita language instruction. Students should also participate on mother tongue symposium so as to improve their feelings towards mother tongue instruction in primary schools.
- The schools should establish mother tongue (Wolaita language) clubs and participant students in it in different ways like letting them play drama, reading poems, playing tales etc. A well qualified and experienced teacher i.e. is BA or diploma holders mother tongue (Wolaita language) should be assigned to attract learners' attention towards mother tongue instruction.

References Références Referencias

1. Alemayehu J.(2012) the contribution of mother-tongue education to promote indigenous knowledge: the case of Bale zone in oromia region(published MA Thesis,Adis, Ababa University
2. Assebe Buli (1981). *Bilingualism in Kistane nationality*. Unpublished MA Thesis, Addis Ababa University.
3. Kuper, W. (2003). The necessity of introducing mother tongue in education system of developing countries. In Ouane (ed.), towards multilingual culture of education, 89-102. Hamburg: UNESCO Institute for Education.
4. Ouane, A. (2003). The impossible debate about the use of mother tongues in education. In A. Ouane (Ed.), *Towards a multilingual culture of education (*pp. 51-88). Hamburg: UNESCO Institution of Education.
5. Robinson, C.D.E. (1996) Language use in Rural Development. An African Perspective. New York, Mouton de Gruyter.
6. Skutnab-Kangas, T. (2000). *Linguistic genocide in education - or worldwide diversity and human rights?* Mahwah, NJ: Lawrence Erlbaum. [Republished in a slightly revised form in 2009, Delhi: Orient Longman.
7. TGE (1994) Ethiopian Education and Training Policy. Addis Ababa: Transitional Government of Ethiopia.
8. UNESCO (1953). *The use of the vernacular languages in education*. Monographs on 87.
9. Foundations of Education, No. 8. Paris: UNESCO.
10. Wolff, H. E. (2002). Language planning implementation in Africa. In V. Webb and L. Gangla (Eds.), *2nd International Conference on African Languages: Promoting education, science, and technology through African languages (*pp. 242-263). University of Pretoria.

ABBREVIATIONS

P1 -Participant 1
P2- Participant 2
P3-Participanr 3
P4-Participant 4
P5-Participant 5
P6-Participant 6
P7-Participant 7
P8-Participant 8
P9-Participant 9
P10- Participant 10
P11-Participant 11
P12-Participant 12
P13-Participant 13
P14 -Participant 14
P15-Participant 15
P16-Participant 16
UNESCO - United Nations Educational, Scientific, and Cultural Organization
TGE - Transitional Government of Ethiopia.
MTE - Mother Tongue Education
MT - Mother Tongue

© 2018 Global Journals

Global Journals Guidelines Handbook 2018

www.GlobalJournals.org

FELLOWS

FELLOW OF ASSOCIATION OF RESEARCH SOCIETY IN HUMAN SCIENCE (FARSHS)

Global Journals Incorporate (USA) is accredited by Open Association of Research Society (OARS), U.S.A and in turn, awards "FARSHS" title to individuals. The 'FARSHS' title is accorded to a selected professional after the approval of the Editor-in-Chief/Editorial Board Members/Dean.



- The "FARSHS" is a dignified title which is accorded to a person's name viz. Dr. John E. Hall, Ph.D., FARSS or William Walldroff, M.S., FARSHS.

FARSHS accrediting is an honor. It authenticates your research activities. After recognition as FARSHS, you can add 'FARSHS' title with your name as you use this recognition as additional suffix to your status. This will definitely enhance and add more value and repute to your name. You may use it on your professional Counseling Materials such as CV, Resume, and Visiting Card etc.

The following benefits can be availed by you only for next three years from the date of certification:

FARSHS designated members are entitled to avail a 40% discount while publishing their research papers (of a single author) with Global Journals Incorporation (USA), if the same is accepted by Editorial Board/Peer Reviewers. If you are a main author or co-author in case of multiple authors, you will be entitled to avail discount of 10%.

Once FARSHS title is accorded, the Fellow is authorized to organize symposium/seminar/conference on behalf of Global Journal Incorporation (USA). The Fellow can also participate in conference/seminar/symposium organized by another institution as representative of Global Journal. In both the cases, it is mandatory for him to discuss with us and obtain our consent.





You may join as member of the Editorial Board of Global Journals Incorporation (USA) after successful completion of three years as Fellow and as Peer Reviewer. In addition, it is also desirable that you should organize seminar/symposium/conference at least once.

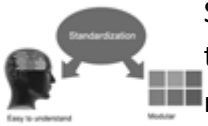
We shall provide you intimation regarding launching of e-version of journal of your stream time to time.This may be utilized in your library for the enrichment of knowledge of your students as well as it can also be helpful for the concerned faculty members.



The FARSHS can go through standards of OARS. You can also play vital role if you have any suggestions so that proper amendment can take place to improve the same for the benefit of entire research community.

As FARSHS, you will be given a renowned, secure and free professional email address with 100 GB of space e.g. johnhall@globaljournals.org. This will include Webmail, Spam Assassin, Email Forwarders,Auto-Responders, Email Delivery Route tracing, etc.





The FARSHS will be eligible for a free application of standardization of their researches. Standardization of research will be subject to acceptability within stipulated norms as the next step after publishing in a journal. We shall depute a team of specialized research professionals who will render their services for elevating your researches to next higher level, which is worldwide open standardization.

The FARSHS member can apply for grading and certification of standards of the educational and Institutional Degrees to Open Association of Research, Society U.S.A. Once you are designated as FARSHS, you may send us a scanned copy of all of your credentials. OARS will verify, grade and certify them. This will be based on your academic records, quality of research papers published by you, and some more criteria. After certification of all your credentials by OARS, they will be published on your Fellow Profile link on website https://associationofresearch.org which will be helpful to upgrade the dignity.



The FARSHS members can avail the benefits of free research podcasting in Global Research Radio with their research documents. After publishing the work, (including published elsewhere worldwide with proper authorization) you can upload your research paper with your recorded voice or you can utilize chargeable services of our professional RJs to record your paper in their voice on request.



The FARSHS member also entitled to get the benefits of free research podcasting of their research documents through video clips. We can also streamline your conference videos and display your slides/ online slides and online research video clips at reasonable charges, on request.



The FARSHS is eligible to earn from sales proceeds of his/her researches/reference/review Books or literature, while publishing with Global Journals. The FARSHS can decide whether he/she would like to publish his/her research in a closed manner. In this case, whenever readers purchase that individual research paper for reading, maximum 60% of its profit earned as royalty by Global Journals, will be credited to his/her bank account. The entire entitled amount will be credited to his/her bank account exceeding limit of minimum fixed balance. There is no minimum time limit for collection. The FARSS member can decide its price and we can help in making the right decision.

The FARSHS member is eligible to join as a paid peer reviewer at Global Journals Incorporation (USA) and can get remuneration of 15% of author fees, taken from the author of a respective paper. After reviewing 5 or more papers you can request to transfer the amount to your bank account.



MEMBER OF ASSOCIATION OF RESEARCH SOCIETY IN HUMAN SCIENCE (MARSHS)

The ' MARSHS ' title is accorded to a selected professional after the approval of the Editor-in-Chief / Editorial Board Members/Dean.



The "MARSHS" is a dignified ornament which is accorded to a person's name viz. Dr John E. Hall, Ph.D., MARSHS or William Walldroff, M.S., MARSHS.

MARSHS accrediting is an honor. It authenticates your research activities. Afterbecoming MARSHS, you can add 'MARSHS' title with your name as you use this recognition as additional suffix to your status. This will definitely enhance and add more value and repute to your name. You may use it on your professional Counseling Materials such as CV, Resume, Visiting Card and Name Plate etc.

The following benefitscan be availed by you only for next three years from the date of certification.



MARSHS designated members are entitled to avail a 25% discount while publishing their research papers (of a single author) in Global Journals Inc., if the same is accepted by our Editorial Board and Peer Reviewers. If you are a main author or co-author of a group of authors, you will get discount of 10%.

As MARSHS, you willbegiven a renowned, secure and free professional email address with 30 GB of space e.g. johnhall@globaljournals.org. This will include Webmail, Spam Assassin, Email Forwarders,Auto-Responders, Email Delivery Route tracing, etc.





We shall provide you intimation regarding launching of e-version of journal of your stream time to time.This may be utilized in your library for the enrichment of knowledge of your students as well as it can also be helpful for the concerned faculty members.

The MARSHS member can apply for approval, grading and certification of standards of their educational and Institutional Degrees to Open Association of Research, Society U.S.A.





Once you are designated as MARSHS, you may send us a scanned copy of all of your credentials. OARS will verify, grade and certify them. This will be based on your academic records, quality of research papers published by you, and some more criteria.

It is mandatory to read all terms and conditions carefully.

AUXILIARY MEMBERSHIPS

Institutional Fellow of Open Association of Research Society (USA) - OARS (USA)

Global Journals Incorporation (USA) is accredited by Open Association of Research Society, U.S.A (OARS) and in turn, affiliates research institutions as "Institutional Fellow of Open Association of Research Society" (IFOARS).



The "FARSC" is a dignified title which is accorded to a person's name viz. Dr. John E. Hall, Ph.D., FARSC or William Walldroff, M.S., FARSC.

The IFOARS institution is entitled to form a Board comprised of one Chairperson and three to five board members preferably from different streams. The Board will be recognized as "Institutional Board of Open Association of Research Society"-(IBOARS).

The Institute will be entitled to following benefits:

The IBOARS can initially review research papers of their institute and recommend them to publish with respective journal of Global Journals. It can also review the papers of other institutions after obtaining our consent. The second review will be done by peer reviewer of Global Journals Incorporation (USA) The Board is at liberty to appoint a peer reviewer with the approval of chairperson after consulting us.

The author fees of such paper may be waived off up to 40%.

The Global Journals Incorporation (USA) at its discretion can also refer double blind peer reviewed paper at their end to the board for the verification and to get recommendation for final stage of acceptance of publication.





The IBOARS can organize symposium/seminar/conference in their country on behalf of Global Journals Incorporation (USA)-OARS (USA). The terms and conditions can be discussed separately.

The Board can also play vital role by exploring and giving valuable suggestions regarding the Standards of "Open Association of Research Society, U.S.A (OARS)" so that proper amendment can take place for the benefit of entire research community. We shall provide details of particular standard only on receipt of request from the Board.



The board members can also join us as Individual Fellow with 40% discount on total fees applicable to Individual Fellow. They will be entitled to avail all the benefits as declared. Please visit Individual Fellow-sub menu of GlobalJournals.org to have more relevant details.

We shall provide you intimation regarding launching of e-version of journal of your stream time to time. This may be utilized in your library for the enrichment of knowledge of your students as well as it can also be helpful for the concerned faculty members.



After nomination of your institution as "Institutional Fellow" and constantly functioning successfully for one year, we can consider giving recognition to your institute to function as Regional/Zonal office on our behalf.
The board can also take up the additional allied activities for betterment after our consultation.

The following entitlements are applicable to individual Fellows:



Open Association of Research Society, U.S.A (OARS) By-laws states that an individual Fellow may use the designations as applicable, or the corresponding initials. The Credentials of individual Fellow and Associate designations signify that the individual has gained knowledge of the fundamental concepts. One is magnanimous and proficient in an expertise course covering the professional code of conduct, and follows recognized standards of practice.

Open Association of Research Society (US)/ Global Journals Incorporation (USA), as described in Corporate Statements, are educational, research publishing and professional membership organizations. Achieving our individual Fellow or Associate status is based mainly on meeting stated educational research requirements.



Disbursement of 40% Royalty earned through Global Journals : Researcher = 50%, Peer Reviewer = 37.50%, Institution = 12.50% E.g. Out of 40%, the 20% benefit should be passed on to researcher, 15 % benefit towards remuneration should be given to a reviewer and remaining 5% is to be retained by the institution.

We shall provide print version of 12 issues of any three journals [as per your requirement] out of our 38 journals worth $ 2376 USD.

Other:

The individual Fellow and Associate designations accredited by Open Association of Research Society (US) credentials signify guarantees following achievements:

- The professional accredited with Fellow honor, is entitled to various benefits viz. name, fame, honor, regular flow of income, secured bright future, social status etc.

- In addition to above, if one is single author, then entitled to 40% discount on publishing research paper and can get 10%discount if one is co-author or main author among group of authors.
- The Fellow can organize symposium/seminar/conference on behalf of Global Journals Incorporation (USA) and he/she can also attend the same organized by other institutes on behalf of Global Journals.
- The Fellow can become member of Editorial Board Member after completing 3yrs.
- The Fellow can earn 60% of sales proceeds from the sale of reference/review books/literature/publishing of research paper.
- Fellow can also join as paid peer reviewer and earn 15% remuneration of author charges and can also get an opportunity to join as member of the Editorial Board of Global Journals Incorporation (USA)
- • This individual has learned the basic methods of applying those concepts and techniques to common challenging situations. This individual has further demonstrated an in–depth understanding of the application of suitable techniques to a particular area of research practice.

Note :

"

- In future, if the board feels the necessity to change any board member, the same can be done with the consent of the chairperson along with anyone board member without our approval.
- In case, the chairperson needs to be replaced then consent of 2/3rd board members are required and they are also required to jointly pass the resolution copy of which should be sent to us. In such case, it will be compulsory to obtain our approval before replacement.
- In case of "Difference of Opinion [if any]" among the Board members, our decision will be final and binding to everyone.

"

Preferred Author Guidelines

We accept the manuscript submissions in any standard (generic) format.

We typeset manuscripts using advanced typesetting tools like Adobe In Design, CorelDraw, TeXnicCenter, and TeXStudio. We usually recommend authors submit their research using any standard format they are comfortable with, and let Global Journals do the rest.

Alternatively, you can download our basic template from https://globaljournals.org/Template.zip

Authors should submit their complete paper/article, including text illustrations, graphics, conclusions, artwork, and tables. Authors who are not able to submit manuscript using the form above can email the manuscript department at submit@globaljournals.org or get in touch with chiefeditor@globaljournals.org if they wish to send the abstract before submission.

Before and during Submission

Authors must ensure the information provided during the submission of a paper is authentic. Please go through the following checklist before submitting:

1. Authors must go through the complete author guideline and understand and *agree to Global Journals' ethics and code of conduct,* along with author responsibilities.
2. Authors must accept the privacy policy, terms, and conditions of Global Journals.
3. Ensure corresponding author's email address and postal address are accurate and reachable.
4. Manuscript to be submitted must include keywords, an abstract, a paper title, co-author(s') names and details (email address, name, phone number, and institution), figures and illustrations in vector format including appropriate captions, tables, including titles and footnotes, a conclusion, results, acknowledgments and references.
5. Authors should submit paper in a ZIP archive if any supplementary files are required along with the paper.
6. Proper permissions must be acquired for the use of any copyrighted material.
7. Manuscript submitted *must not have been submitted or published elsewhere* and all authors must be aware of the submission.

Declaration of Conflicts of Interest

It is required for authors to declare all financial, institutional, and personal relationships with other individuals and organizations that could influence (bias) their research.

Policy on Plagiarism

Plagiarism is not acceptable in Global Journals submissions at all.

Plagiarized content will not be considered for publication. We reserve the right to inform authors' institutions about plagiarism detected either before or after publication. If plagiarism is identified, we will follow COPE guidelines:

Authors are solely responsible for all the plagiarism that is found. The author must not fabricate, falsify or plagiarize existing research data. The following, if copied, will be considered plagiarism:

- Words (language)
- Ideas
- Findings
- Writings
- Diagrams
- Graphs
- Illustrations
- Lectures

- Printed material
- Graphic representations
- Computer programs
- Electronic material
- Any other original work

Authorship Policies

Global Journals follows the definition of authorship set up by the Open Association of Research Society, USA. According to its guidelines, authorship criteria must be based on:

1. Substantial contributions to the conception and acquisition of data, analysis, and interpretation of findings.
2. Drafting the paper and revising it critically regarding important academic content.
3. Final approval of the version of the paper to be published.

Changes in Authorship

The corresponding author should mention the name and complete details of all co-authors during submission and in manuscript. We support addition, rearrangement, manipulation, and deletions in authors list till the early view publication of the journal. We expect that corresponding author will notify all co-authors of submission. We follow COPE guidelines for changes in authorship.

Copyright

During submission of the manuscript, the author is confirming an exclusive license agreement with Global Journals which gives Global Journals the authority to reproduce, reuse, and republish authors' research. We also believe in flexible copyright terms where copyright may remain with authors/employers/institutions as well. Contact your editor after acceptance to choose your copyright policy. You may follow this form for copyright transfers.

Appealing Decisions

Unless specified in the notification, the Editorial Board's decision on publication of the paper is final and cannot be appealed before making the major change in the manuscript.

Acknowledgments

Contributors to the research other than authors credited should be mentioned in Acknowledgments. The source of funding for the research can be included. Suppliers of resources may be mentioned along with their addresses.

Declaration of funding sources

Global Journals is in partnership with various universities, laboratories, and other institutions worldwide in the research domain. Authors are requested to disclose their source of funding during every stage of their research, such as making analysis, performing laboratory operations, computing data, and using institutional resources, from writing an article to its submission. This will also help authors to get reimbursements by requesting an open access publication letter from Global Journals and submitting to the respective funding source.

Preparing your Manuscript

Authors can submit papers and articles in an acceptable file format: MS Word (doc, docx), LaTeX (.tex, .zip or .rar including all of your files), Adobe PDF (.pdf), rich text format (.rtf), simple text document (.txt), Open Document Text (.odt), and Apple Pages (.pages). Our professional layout editors will format the entire paper according to our official guidelines. This is one of the highlights of publishing with Global Journals—authors should not be concerned about the formatting of their paper. Global Journals accepts articles and manuscripts in every major language, be it Spanish, Chinese, Japanese, Portuguese, Russian, French, German, Dutch, Italian, Greek, or any other national language, but the title, subtitle, and abstract should be in English. This will facilitate indexing and the pre-peer review process.

The following is the official style and template developed for publication of a research paper. Authors are not required to follow this style during the submission of the paper. It is just for reference purposes.

Manuscript Style Instruction (Optional)

- Microsoft Word Document Setting Instructions.
- Font type of all text should be Swis721 Lt BT.
- Page size: 8.27" x 11'", left margin: 0.65, right margin: 0.65, bottom margin: 0.75.
- Paper title should be in one column of font size 24.
- Author name in font size of 11 in one column.
- Abstract: font size 9 with the word "Abstract" in bold italics.
- Main text: font size 10 with two justified columns.
- Two columns with equal column width of 3.38 and spacing of 0.2.
- First character must be three lines drop-capped.
- The paragraph before spacing of 1 pt and after of 0 pt.
- Line spacing of 1 pt.
- Large images must be in one column.
- The names of first main headings (Heading 1) must be in Roman font, capital letters, and font size of 10.
- The names of second main headings (Heading 2) must not include numbers and must be in italics with a font size of 10.

Structure and Format of Manuscript

The recommended size of an original research paper is under 15,000 words and review papers under 7,000 words. Research articles should be less than 10,000 words. Research papers are usually longer than review papers. Review papers are reports of significant research (typically less than 7,000 words, including tables, figures, and references)

A research paper must include:

a) A title which should be relevant to the theme of the paper.
b) A summary, known as an abstract (less than 150 words), containing the major results and conclusions.
c) Up to 10 keywords that precisely identify the paper's subject, purpose, and focus.
d) An introduction, giving fundamental background objectives.
e) Resources and techniques with sufficient complete experimental details (wherever possible by reference) to permit repetition, sources of information must be given, and numerical methods must be specified by reference.
f) Results which should be presented concisely by well-designed tables and figures.
g) Suitable statistical data should also be given.
h) All data must have been gathered with attention to numerical detail in the planning stage.

Design has been recognized to be essential to experiments for a considerable time, and the editor has decided that any paper that appears not to have adequate numerical treatments of the data will be returned unrefereed.

i) Discussion should cover implications and consequences and not just recapitulate the results; conclusions should also be summarized.
j) There should be brief acknowledgments.
k) There ought to be references in the conventional format. Global Journals recommends APA format.

Authors should carefully consider the preparation of papers to ensure that they communicate effectively. Papers are much more likely to be accepted if they are carefully designed and laid out, contain few or no errors, are summarizing, and follow instructions. They will also be published with much fewer delays than those that require much technical and editorial correction.

The Editorial Board reserves the right to make literary corrections and suggestions to improve brevity.



Format Structure

It is necessary that authors take care in submitting a manuscript that is written in simple language and adheres to published guidelines.

All manuscripts submitted to Global Journals should include:

Title

The title page must carry an informative title that reflects the content, a running title (less than 45 characters together with spaces), names of the authors and co-authors, and the place(s) where the work was carried out.

Author details

The full postal address of any related author(s) must be specified.

Abstract

The abstract is the foundation of the research paper. It should be clear and concise and must contain the objective of the paper and inferences drawn. It is advised to not include big mathematical equations or complicated jargon.

Many researchers searching for information online will use search engines such as Google, Yahoo or others. By optimizing your paper for search engines, you will amplify the chance of someone finding it. In turn, this will make it more likely to be viewed and cited in further works. Global Journals has compiled these guidelines to facilitate you to maximize the web-friendliness of the most public part of your paper.

Keywords

A major lynchpin of research work for the writing of research papers is the keyword search, which one will employ to find both library and internet resources. Up to eleven keywords or very brief phrases have to be given to help data retrieval, mining, and indexing.

One must be persistent and creative in using keywords. An effective keyword search requires a strategy: planning of a list of possible keywords and phrases to try.

Choice of the main keywords is the first tool of writing a research paper. Research paper writing is an art. Keyword search should be as strategic as possible.

One should start brainstorming lists of potential keywords before even beginning searching. Think about the most important concepts related to research work. Ask, “What words would a source have to include to be truly valuable in a research paper?” Then consider synonyms for the important words.

It may take the discovery of only one important paper to steer in the right keyword direction because, in most databases, the keywords under which a research paper is abstracted are listed with the paper.

Numerical Methods

Numerical methods used should be transparent and, where appropriate, supported by references.

Abbreviations

Authors must list all the abbreviations used in the paper at the end of the paper or in a separate table before using them.

Formulas and equations

Authors are advised to submit any mathematical equation using either MathJax, KaTeX, or LaTeX, or in a very high-quality image.

Tables, Figures, and Figure Legends

Tables: Tables should be cautiously designed, uncrowned, and include only essential data. Each must have an Arabic number, e.g., Table 4, a self-explanatory caption, and be on a separate sheet. Authors must submit tables in an editable format and not as images. References to these tables (if any) must be mentioned accurately.

Figures

Figures are supposed to be submitted as separate files. Always include a citation in the text for each figure using Arabic numbers, e.g., Fig. 4. Artwork must be submitted online in vector electronic form or by emailing it.

Preparation of Eletronic Figures for Publication

Although low-quality images are sufficient for review purposes, print publication requires high-quality images to prevent the final product being blurred or fuzzy. Submit (possibly by e-mail) EPS (line art) or TIFF (halftone/ photographs) files only. MS PowerPoint and Word Graphics are unsuitable for printed pictures. Avoid using pixel-oriented software. Scans (TIFF only) should have a resolution of at least 350 dpi (halftone) or 700 to 1100 dpi (line drawings). Please give the data for figures in black and white or submit a Color Work Agreement form. EPS files must be saved with fonts embedded (and with a TIFF preview, if possible).

For scanned images, the scanning resolution at final image size ought to be as follows to ensure good reproduction: line art: >650 dpi; halftones (including gel photographs): >350 dpi; figures containing both halftone and line images: >650 dpi.

Color charges: Authors are advised to pay the full cost for the reproduction of their color artwork. Hence, please note that if there is color artwork in your manuscript when it is accepted for publication, we would require you to complete and return a Color Work Agreement form before your paper can be published. Also, you can email your editor to remove the color fee after acceptance of the paper.

Tips for writing a good quality Social Science Research Paper

Techniques for writing a good quality homan social science research paper:

1. Choosing the topic: In most cases, the topic is selected by the interests of the author, but it can also be suggested by the guides. You can have several topics, and then judge which you are most comfortable with. This may be done by asking several questions of yourself, like "Will I be able to carry out a search in this area? Will I find all necessary resources to accomplish the search? Will I be able to find all information in this field area?" If the answer to this type of question is "yes," then you ought to choose that topic. In most cases, you may have to conduct surveys and visit several places. Also, you might have to do a lot of work to find all the rises and falls of the various data on that subject. Sometimes, detailed information plays a vital role, instead of short information. Evaluators are human: The first thing to remember is that evaluators are also human beings. They are not only meant for rejecting a paper. They are here to evaluate your paper. So present your best aspect.

2. Think like evaluators: If you are in confusion or getting demotivated because your paper may not be accepted by the evaluators, then think, and try to evaluate your paper like an evaluator. Try to understand what an evaluator wants in your research paper, and you will automatically have your answer. Make blueprints of paper: The outline is the plan or framework that will help you to arrange your thoughts. It will make your paper logical. But remember that all points of your outline must be related to the topic you have chosen.

3. Ask your guides: If you are having any difficulty with your research, then do not hesitate to share your difficulty with your guide (if you have one). They will surely help you out and resolve your doubts. If you can't clarify what exactly you require for your work, then ask your supervisor to help you with an alternative. He or she might also provide you with a list of essential readings.

4. Use of computer is recommended: As you are doing research in the field of homan social science then this point is quite obvious. Use right software: Always use good quality software packages. If you are not capable of judging good software, then you can lose the quality of your paper unknowingly. There are various programs available to help you which you can get through the internet.

5. Use the internet for help: An excellent start for your paper is using Google. It is a wondrous search engine, where you can have your doubts resolved. You may also read some answers for the frequent question of how to write your research paper or find a model research paper. You can download books from the internet. If you have all the required books, place importance on reading, selecting, and analyzing the specified information. Then sketch out your research paper. Use big pictures: You may use encyclopedias like Wikipedia to get pictures with the best resolution. At Global Journals, you should strictly follow here.



© Copyright by Global Journals | Guidelines Handbook

6. Bookmarks are useful: When you read any book or magazine, you generally use bookmarks, right? It is a good habit which helps to not lose your continuity. You should always use bookmarks while searching on the internet also, which will make your search easier.

7. Revise what you wrote: When you write anything, always read it, summarize it, and then finalize it.

8. Make every effort: Make every effort to mention what you are going to write in your paper. That means always have a good start. Try to mention everything in the introduction—what is the need for a particular research paper. Polish your work with good writing skills and always give an evaluator what he wants. Make backups: When you are going to do any important thing like making a research paper, you should always have backup copies of it either on your computer or on paper. This protects you from losing any portion of your important data.

9. Produce good diagrams of your own: Always try to include good charts or diagrams in your paper to improve quality. Using several unnecessary diagrams will degrade the quality of your paper by creating a hodgepodge. So always try to include diagrams which were made by you to improve the readability of your paper. Use of direct quotes: When you do research relevant to literature, history, or current affairs, then use of quotes becomes essential, but if the study is relevant to science, use of quotes is not preferable.

10. Use proper verb tense: Use proper verb tenses in your paper. Use past tense to present those events that have happened. Use present tense to indicate events that are going on. Use future tense to indicate events that will happen in the future. Use of wrong tenses will confuse the evaluator. Avoid sentences that are incomplete.

11. Pick a good study spot: Always try to pick a spot for your research which is quiet. Not every spot is good for studying.

12. Know what you know: Always try to know what you know by making objectives, otherwise you will be confused and unable to achieve your target.

13. Use good grammar: Always use good grammar and words that will have a positive impact on the evaluator; use of good vocabulary does not mean using tough words which the evaluator has to find in a dictionary. Do not fragment sentences. Eliminate one-word sentences. Do not ever use a big word when a smaller one would suffice.

Verbs have to be in agreement with their subjects. In a research paper, do not start sentences with conjunctions or finish them with prepositions. When writing formally, it is advisable to never split an infinitive because someone will (wrongly) complain. Avoid clichés like a disease. Always shun irritating alliteration. Use language which is simple and straightforward. Put together a neat summary.

14. Arrangement of information: Each section of the main body should start with an opening sentence, and there should be a changeover at the end of the section. Give only valid and powerful arguments for your topic. You may also maintain your arguments with records.

15. Never start at the last minute: Always allow enough time for research work. Leaving everything to the last minute will degrade your paper and spoil your work.

16. Multitasking in research is not good: Doing several things at the same time is a bad habit in the case of research activity. Research is an area where everything has a particular time slot. Divide your research work into parts, and do a particular part in a particular time slot.

17. Never copy others' work: Never copy others' work and give it your name because if the evaluator has seen it anywhere, you will be in trouble. Take proper rest and food: No matter how many hours you spend on your research activity, if you are not taking care of your health, then all your efforts will have been in vain. For quality research, take proper rest and food.

18. Go to seminars: Attend seminars if the topic is relevant to your research area. Utilize all your resources.
Refresh your mind after intervals: Try to give your mind a rest by listening to soft music or sleeping in intervals. This will also improve your memory. Acquire colleagues: Always try to acquire colleagues. No matter how sharp you are, if you acquire colleagues, they can give you ideas which will be helpful to your research.

19. Think technically: Always think technically. If anything happens, search for its reasons, benefits, and demerits. Think and then print: When you go to print your paper, check that tables are not split, headings are not detached from their descriptions, and page sequence is maintained.

20. Adding unnecessary information: Do not add unnecessary information like "I have used MS Excel to draw graphs." Irrelevant and inappropriate material is superfluous. Foreign terminology and phrases are not apropos. One should never take a broad view. Analogy is like feathers on a snake. Use words properly, regardless of how others use them. Remove quotations. Puns are for kids, not grunt readers. Never oversimplify: When adding material to your research paper, never go for oversimplification; this will definitely irritate the evaluator. Be specific. Never use rhythmic redundancies. Contractions shouldn't be used in a research paper. Comparisons are as terrible as clichés. Give up ampersands, abbreviations, and so on. Remove commas that are not necessary. Parenthetical words should be between brackets or commas. Understatement is always the best way to put forward earth-shaking thoughts. Give a detailed literary review.

21. Report concluded results: Use concluded results. From raw data, filter the results, and then conclude your studies based on measurements and observations taken. An appropriate number of decimal places should be used. Parenthetical remarks are prohibited here. Proofread carefully at the final stage. At the end, give an outline to your arguments. Spot perspectives of further study of the subject. Justify your conclusion at the bottom sufficiently, which will probably include examples.

22. Upon conclusion: Once you have concluded your research, the next most important step is to present your findings. Presentation is extremely important as it is the definite medium though which your research is going to be in print for the rest of the crowd. Care should be taken to categorize your thoughts well and present them in a logical and neat manner. A good quality research paper format is essential because it serves to highlight your research paper and bring to light all necessary aspects of your research.

.

Informal Guidelines of Research Paper Writing

Key points to remember:

- Submit all work in its final form.
- Write your paper in the form which is presented in the guidelines using the template.
- Please note the criteria peer reviewers will use for grading the final paper.

Final points:

One purpose of organizing a research paper is to let people interpret your efforts selectively. The journal requires the following sections, submitted in the order listed, with each section starting on a new page:

The introduction: This will be compiled from reference matter and reflect the design processes or outline of basis that directed you to make a study. As you carry out the process of study, the method and process section will be constructed like that. The results segment will show related statistics in nearly sequential order and direct reviewers to similar intellectual paths throughout the data that you gathered to carry out your study.

The discussion section:

This will provide understanding of the data and projections as to the implications of the results. The use of good quality references throughout the paper will give the effort trustworthiness by representing an alertness to prior workings.

Writing a research paper is not an easy job, no matter how trouble-free the actual research or concept. Practice, excellent preparation, and controlled record-keeping are the only means to make straightforward progression.

General style:

Specific editorial column necessities for compliance of a manuscript will always take over from directions in these general guidelines.

To make a paper clear: Adhere to recommended page limits.



© Copyright by Global Journals | Guidelines Handbook

Mistakes to avoid:

- Insertion of a title at the foot of a page with subsequent text on the next page.
- Separating a table, chart, or figure—confine each to a single page.
- Submitting a manuscript with pages out of sequence.
- In every section of your document, use standard writing style, including articles ("a" and "the").
- Keep paying attention to the topic of the paper.
- Use paragraphs to split each significant point (excluding the abstract).
- Align the primary line of each section.
- Present your points in sound order.
- Use present tense to report well-accepted matters.
- Use past tense to describe specific results.
- Do not use familiar wording; don't address the reviewer directly. Don't use slang or superlatives.
- Avoid use of extra pictures—include only those figures essential to presenting results.

Title page:

Choose a revealing title. It should be short and include the name(s) and address(es) of all authors. It should not have acronyms or abbreviations or exceed two printed lines.

Abstract: This summary should be two hundred words or less. It should clearly and briefly explain the key findings reported in the manuscript and must have precise statistics. It should not have acronyms or abbreviations. It should be logical in itself. Do not cite references at this point.

An abstract is a brief, distinct paragraph summary of finished work or work in development. In a minute or less, a reviewer can be taught the foundation behind the study, common approaches to the problem, relevant results, and significant conclusions or new questions.

Write your summary when your paper is completed because how can you write the summary of anything which is not yet written? Wealth of terminology is very essential in abstract. Use comprehensive sentences, and do not sacrifice readability for brevity; you can maintain it succinctly by phrasing sentences so that they provide more than a lone rationale. The author can at this moment go straight to shortening the outcome. Sum up the study with the subsequent elements in any summary. Try to limit the initial two items to no more than one line each.

Reason for writing the article—theory, overall issue, purpose.

- Fundamental goal.
- To-the-point depiction of the research.
- Consequences, including definite statistics—if the consequences are quantitative in nature, account for this; results of any numerical analysis should be reported. Significant conclusions or questions that emerge from the research.

Approach:

- Single section and succinct.
- An outline of the job done is always written in past tense.
- Concentrate on shortening results—limit background information to a verdict or two.
- Exact spelling, clarity of sentences and phrases, and appropriate reporting of quantities (proper units, important statistics) are just as significant in an abstract as they are anywhere else.

Introduction:

The introduction should "introduce" the manuscript. The reviewer should be presented with sufficient background information to be capable of comprehending and calculating the purpose of your study without having to refer to other works. The basis for the study should be offered. Give the most important references, but avoid making a comprehensive appraisal of the topic. Describe the problem visibly. If the problem is not acknowledged in a logical, reasonable way, the reviewer will give no attention to your results. Speak in common terms about techniques used to explain the problem, if needed, but do not present any particulars about the protocols here.

The following approach can create a valuable beginning:

- Explain the value (significance) of the study.
- Defend the model—why did you employ this particular system or method? What is its compensation? Remark upon its appropriateness from an abstract point of view as well as pointing out sensible reasons for using it.
- Present a justification. State your particular theory(-ies) or aim(s), and describe the logic that led you to choose them.
- Briefly explain the study's tentative purpose and how it meets the declared objectives.

Approach:

Use past tense except for when referring to recognized facts. After all, the manuscript will be submitted after the entire job is done. Sort out your thoughts; manufacture one key point for every section. If you make the four points listed above, you will need at least four paragraphs. Present surrounding information only when it is necessary to support a situation. The reviewer does not desire to read everything you know about a topic. Shape the theory specifically—do not take a broad view.

As always, give awareness to spelling, simplicity, and correctness of sentences and phrases.

Procedures (methods and materials):

This part is supposed to be the easiest to carve if you have good skills. A soundly written procedures segment allows a capable scientist to replicate your results. Present precise information about your supplies. The suppliers and clarity of reagents can be helpful bits of information. Present methods in sequential order, but linked methodologies can be grouped as a segment. Be concise when relating the protocols. Attempt to give the least amount of information that would permit another capable scientist to replicate your outcome, but be cautious that vital information is integrated. The use of subheadings is suggested and ought to be synchronized with the results section.

When a technique is used that has been well-described in another section, mention the specific item describing the way, but draw the basic principle while stating the situation. The purpose is to show all particular resources and broad procedures so that another person may use some or all of the methods in one more study or referee the scientific value of your work. It is not to be a step-by-step report of the whole thing you did, nor is a methods section a set of orders.

Materials:

Materials may be reported in part of a section or else they may be recognized along with your measures.

Methods:

- Report the method and not the particulars of each process that engaged the same methodology.
- Describe the method entirely.
- To be succinct, present methods under headings dedicated to specific dealings or groups of measures.
- Simplify—detail how procedures were completed, not how they were performed on a particular day.
- If well-known procedures were used, account for the procedure by name, possibly with a reference, and that's all.

Approach:

It is embarrassing to use vigorous voice when documenting methods without using first person, which would focus the reviewer's interest on the researcher rather than the job. As a result, when writing up the methods, most authors use third person passive voice.

Use standard style in this and every other part of the paper—avoid familiar lists, and use full sentences.

What to keep away from:

- Resources and methods are not a set of information.
- Skip all descriptive information and surroundings—save it for the argument.
- Leave out information that is immaterial to a third party.



© Copyright by Global Journals | Guidelines Handbook

Results:

The principle of a results segment is to present and demonstrate your conclusion. Create this part as entirely objective details of the outcome, and save all understanding for the discussion.

The page length of this segment is set by the sum and types of data to be reported. Use statistics and tables, if suitable, to present consequences most efficiently.

You must clearly differentiate material which would usually be incorporated in a study editorial from any unprocessed data or additional appendix matter that would not be available. In fact, such matters should not be submitted at all except if requested by the instructor.

Content:

- Sum up your conclusions in text and demonstrate them, if suitable, with figures and tables.
- In the manuscript, explain each of your consequences, and point the reader to remarks that are most appropriate.
- Present a background, such as by describing the question that was addressed by creation of an exacting study.
- Explain results of control experiments and give remarks that are not accessible in a prescribed figure or table, if appropriate.
- Examine your data, then prepare the analyzed (transformed) data in the form of a figure (graph), table, or manuscript.

What to stay away from:

- Do not discuss or infer your outcome, report surrounding information, or try to explain anything.
- Do not include raw data or intermediate calculations in a research manuscript.
- Do not present similar data more than once.
- A manuscript should complement any figures or tables, not duplicate information.
- Never confuse figures with tables—there is a difference.

Approach:

As always, use past tense when you submit your results, and put the whole thing in a reasonable order.

Put figures and tables, appropriately numbered, in order at the end of the report.

If you desire, you may place your figures and tables properly within the text of your results section.

Figures and tables:

If you put figures and tables at the end of some details, make certain that they are visibly distinguished from any attached appendix materials, such as raw facts. Whatever the position, each table must be titled, numbered one after the other, and include a heading. All figures and tables must be divided from the text.

Discussion:

The discussion is expected to be the trickiest segment to write. A lot of papers submitted to the journal are discarded based on problems with the discussion. There is no rule for how long an argument should be.

Position your understanding of the outcome visibly to lead the reviewer through your conclusions, and then finish the paper with a summing up of the implications of the study. The purpose here is to offer an understanding of your results and support all of your conclusions, using facts from your research and generally accepted information, if suitable. The implication of results should be fully described.

Infer your data in the conversation in suitable depth. This means that when you clarify an observable fact, you must explain mechanisms that may account for the observation. If your results vary from your prospect, make clear why that may have happened. If your results agree, then explain the theory that the proof supported. It is never suitable to just state that the data approved the prospect, and let it drop at that. Make a decision as to whether each premise is supported or discarded or if you cannot make a conclusion with assurance. Do not just dismiss a study or part of a study as "uncertain."

Research papers are not acknowledged if the work is imperfect. Draw what conclusions you can based upon the results that you have, and take care of the study as a finished work.

- You may propose future guidelines, such as how an experiment might be personalized to accomplish a new idea.
- Give details of all of your remarks as much as possible, focusing on mechanisms.
- Make a decision as to whether the tentative design sufficiently addressed the theory and whether or not it was correctly restricted. Try to present substitute explanations if they are sensible alternatives.
- One piece of research will not counter an overall question, so maintain the large picture in mind. Where do you go next? The best studies unlock new avenues of study. What questions remain?
- Recommendations for detailed papers will offer supplementary suggestions.

Approach:

When you refer to information, differentiate data generated by your own studies from other available information. Present work done by specific persons (including you) in past tense.

Describe generally acknowledged facts and main beliefs in present tense.

The Administration Rules

Administration Rules to Be Strictly Followed before Submitting Your Research Paper to Global Journals Inc.

Please read the following rules and regulations carefully before submitting your research paper to Global Journals Inc. to avoid rejection.

Segment draft and final research paper: You have to strictly follow the template of a research paper, failing which your paper may get rejected. You are expected to write each part of the paper wholly on your own. The peer reviewers need to identify your own perspective of the concepts in your own terms. Please do not extract straight from any other source, and do not rephrase someone else's analysis. Do not allow anyone else to proofread your manuscript.

Written material: You may discuss this with your guides and key sources. Do not copy anyone else's paper, even if this is only imitation, otherwise it will be rejected on the grounds of plagiarism, which is illegal. Various methods to avoid plagiarism are strictly applied by us to every paper, and, if found guilty, you may be blacklisted, which could affect your career adversely. To guard yourself and others from possible illegal use, please do not permit anyone to use or even read your paper and file.

Criterion for Grading a Research Paper (Compilation) by Global Journals

Please note that following table is only a Grading of "Paper Compilation" and not on "Performed/Stated Research" whose grading solely depends on Individual Assigned Peer Reviewer and Editorial Board Member. These can be available only on request and after decision of Paper. This report will be the property of Global Journals

Topics	Grades		
	A-B	**C-D**	**E-F**
Abstract	Clear and concise with appropriate content, Correct format. 200 words or below	Unclear summary and no specific data, Incorrect form Above 200 words	No specific data with ambiguous information Above 250 words
Introduction	Containing all background details with clear goal and appropriate details, flow specification, no grammar and spelling mistake, well organized sentence and paragraph, reference cited	Unclear and confusing data, appropriate format, grammar and spelling errors with unorganized matter	Out of place depth and content, hazy format
Methods and Procedures	Clear and to the point with well arranged paragraph, precision and accuracy of facts and figures, well organized subheads	Difficult to comprehend with embarrassed text, too much explanation but completed	Incorrect and unorganized structure with hazy meaning
Result	Well organized, Clear and specific, Correct units with precision, correct data, well structuring of paragraph, no grammar and spelling mistake	Complete and embarrassed text, difficult to comprehend	Irregular format with wrong facts and figures
Discussion	Well organized, meaningful specification, sound conclusion, logical and concise explanation, highly structured paragraph reference cited	Wordy, unclear conclusion, spurious	Conclusion is not cited, unorganized, difficult to comprehend
References	Complete and correct format, well organized	Beside the point, Incomplete	Wrong format and structuring

Index

A

Appuyant · 57

F

Fitzgerald · 9, 17
Fournir · 57

H

Houlbec · 7
Hurtado · 6, 17

K

Kurtosis · 3, 45

L

Leverage · 50

M

Mengduo · 8, 18

O

Onwuegbuzie · 3, 4

S

Shaughnessy · 48, 49
Suivantes · 58

T

Trissylabiques · 59



save our planet



Global Journal of Human Social Science

Visit us on the Web at www.GlobalJournals.org | www.SocialScienceResearch.org
or email us at helpdesk@globaljournals.org



ISSN 975587

© Global Journals