Volume 18 Issue 42
Originally issued as G10

Global Journal of human-social science: G
Linguistics & Education
Volume 18 Issue 10 Version 1.0 Year 2018
Type: Double Blind Peer Reviewed International Research Journal
Publisher: Global Journals
Online ISSN: 2249-460X & Print ISSN: 0975-587X

Influence of Community Participation in Decision- Making on the Administration of Public Secondary Schools in Benue State, Nigeria

By Ogunbiyi Oluwadare Deji
Federal University of Agriculture

Abstract- This study investigated the influence of community participation in decision-making on the administration of public secondary schools in Benue State. One research question and null hypothesis guided the study. The study used the survey research design. The population of the study was 4,536 while the sample was 368 respondents. Multi-stage sampling technique was used to determine the sample size of 368 respondents. The instrument for data collection was selfstructured questionnaire titled "Influence of Community Participation in Decision-making on the Administration of Public Secondary Schools Questionnaire" (ICPDAPSSQ)". Five experts validated the instrument used for the study, three in Educational Administration and Planning, and two from Measurement and Evaluation, all from the Department of Educational Foundations and General Studies, University of Agriculture, Makurdi. The instrument was trial tested on 30 respondents in Buruku L.G.A of Benue state. The data collected were analyzed using Cronbach Alpha to compute the reliability estimate and the overall reliability coefficient of 0.77 was obtained. Mean and standard deviation were used to answer the research questions that guided the study, while Analysis of Variance (ANOVA) was used to test the null hypotheses formulated for the study at 0.05 level of significance.

Keywords: community participation, decision-making, administration, public secondary schools.

GJHSS-G Classification: FOR Code: 339999



Strictly as per the compliance and regulations of:

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

Influence of Community Participation in Decision-Making on the Administration of Public Secondary Schools in Benue State, Nigeria

Ogunbiyi Oluwadare Deji

Author: B.Ed, M.Ed, AMNIM, Ph.D- In View Department of Educational Foundations and General Studies, Federal University of Agriculture, Makurdi, Benue State, Nigeria. e-mail: dejilite@gmail.com

Abstract- **This study investigated the influence of community participation in decision-making on the administration of public secondary schools in Benue State. One research question and null hypothesis guided the study. The study used the survey research design. The population of the study was 4,536 while the sample was 368 respondents. Multi-stage sampling technique was used to determine the sample size of 368 respondents. The instrument for data collection was self-structured questionnaire titled "Influence of Community Participation in Decision-making on the Administration of Public Secondary Schools Questionnaire" (ICPDAPSSQ)". Five experts validated the instrument used for the study, three in Educational Administration and Planning, and two from Measurement and Evaluation, all from the Department of Educational Foundations and General Studies, University of Agriculture, Makurdi. The instrument was trial tested on 30 respondents in Buruku L.G.A of Benue state. The data collected were analyzed using Cronbach Alpha to compute the reliability estimate and the overall reliability coefficient of 0.77 was obtained. Mean and standard deviation were used to answer the research questions that guided the study, while Analysis of Variance (ANOVA) was used to test the null hypotheses formulated for the study at 0.05 level of significance. The major findings of the study were that communities to a great extent participate in decision-making on the administration of public secondary schools in Benue State. Findings also revealed that there is no statistically significant difference in the mean ratings of the respondents on the influence of community participation in decision-making on the administration of public secondary schools in Benue State. Based on the findings of the study, it was recommended among others that the school as a matter of fact should reciprocate by playing active roles in the community such as in organizing adult educational programmes that can help to solve community problems. Finally, conclusions were made.**

Keywords: community participation, decision-making, administration, public secondary schools.

I. Introduction

Secondary school education occupies a very unique position in the educational system in Nigeria, because it is that level that determines the academic and professional career of students. Education at secondary school level is defined by Federal Government of Nigeria (FGN, 2004), as the form of education children receive after primary education and before the tertiary stage. The aim of secondary education is to prepare the individuals for useful living within the society; and for higher education. Nigeria as a country is faced with a lot of crises in her educational industry Ogundelein Ijamu, (2015). These crises had been attributed to inadequate funding, poor and irregular payment of salaries, students' population explosion, poor teachers' job satisfaction, and inadequate supply of educational facilities and needed equipment for effective teaching learning process. The result of this brings about low quality and fallen standard of education in our secondary school system.

Due to the inability of Government to attend to these issues, involvement of community participation in the administration of public secondary schools becomes inevitable. According to Bondesio (2000), influence is the ability to cause desirable and measurable actions and outcomes. It seems that community can participate in secondary school administration in Nigeria. Influence of community in the study refers to the actions exerted by the communities that cause positive change and bring about efficient and effective secondary school administration in Benue state. In this context, the study is used to determine the influence of community participation in the administration of public secondary school in Benue state.

The extent to which the secondary school system is able to accomplish its objectives is determined by efficient and effective administration. Secondary schools in the study refer to all the secondary schools that are owned, financed and managed by the Benue State government. The school is the agent of socialization after the home. Therefore, the school exists for the community and the community exists and acts as clients to the school. Administration is the ability to put persons into working order and telling them what to do and how to do it so that a specified end will be accomplished. Administration is generally defined as the process of working with and through others to efficiently accomplish organizational goals (Aguba, 2009). In the words of Veig in Olowe (2007), administration is a determined action taken in pursuit of conscious purpose. It is the matching of available labour and materials in order to gain that which is desired at

© 2018 Global Journals

conscious purpose. It is the matching of available labour and materials in order to gain that which is desired at the harvest cost of energy, time and money (Famade, 2004).

The central purpose of administration in general is the coordination of human and material resources towards the attainment of some predetermined objectives. Administration of secondary school in this study refers to the extent to which secondary schools achieve its goals by producing students who have gained knowledge, who are disciplined and have developed appropriate skills and moral value system that can make them function in the society through effective school administration. It entails working with and through teachers, non-teaching staff and students to get things done effectively. Olowe (2007) reported that community involvement in schools takes the form of managing of schools through representations of the Parent Teachers Association (PTA), Board of Governors (BOG), School Based Management Committee (SBMC), in designing curriculum, serving as resource persons to teach about some culture-oriented themes, protecting and maintaining school property, supervising and monitoring pupils` attendance at school, increasing pupils` access to basic education through enrolment drives, motivating teachers to improve their effectiveness and supervising pupils` studies at home.

In education, participatory decision-making is based on the idea that active involvement of teachers, community members in school decisions will lead to good school administration. This gesture made some community members actively involved and they contributed meaningfully to the growth and development of the schools ranging from the provision of funds and infrastructural facilities to the supply of the needed manpower (part-time staff) resources of the schools. The community where the school is situated forms a focus point of getting involved in decision-making process in the school. Decision making is the process of defining problems, generating alternative solution, choosing one alternative, and implementing it (Holt, 2004). The school principal, PTAs, BOGs and elected community representatives together make decision on the total educational program for their schools. These stakeholders shared decision-making programme and controls this own budgets to focus on curriculum and programme planning, collegial decision-making and strategic planning (Donald, 2005).

There is need for communities to be carried along by secondary school principals in the decision-making process in public secondary schools in Benue state. In 1992, for example, the Maine Coalition for excellence in education, a taskforce of state education, business, legislative and community leaders, recommended significant changes in public education including increased collaboration among teachers, administrators, parents, and community members. In the study of Ugwuanyi, (2013), it was reported that community through the Parent Teachers Association and Board of Governors renders enormous functions which include maintenance of discipline in the school. In the study of Udensi (2003) on community participation in secondary school administration in Lagos State, it was discovered that community in the decision making of the schools. During the 1960s and early 1970s, the child-rearing environments in economically disadvantaged families resulted in fewer opportunities for children as compared to middle- and upper-class homes (Olaitan 2001). Programs such as Head Start offered parent training skills for disadvantaged families and focused on teaching parents to be better teachers of their children. Similar approaches were used in working with families of children with exceptionalities. During this period, parents became more involved and acted as agents for facilitating child progress and achievement.

The issues of the participation of the community in decision-making in school administration should be given due emphasis because of the fact that much communities are major stakeholders in education and are very much concerned with the rationale behind the decision and their influence on life of their children, their parents in particular and the society in general. Thus, the participation of the community in school decision-making has good advantages that can lead to the improvement of the school. Decision making is the process of defining problems, generating alternative solution, choosing one alternative, and implementing it (Holt, 2004). It is a crucial part of management activity and determines the success or failure of any organizational goals because all organizational activities can be interpreted best in terms of decision made (Cunningham, 2002). In this sub-section, the paper reviews literature on the role of communities and parents in school-based decision-making. One of the advantages of involving communities in school decision-making is that it creates a greater sense of ownership, morale and commitment among the stakeholders. Decisions that are made at local level are arguably more responsive to specific issues related to school contexts (Donald, 2005). An important achievement has been observed in South Africa in this regard, since school-based governance is often integrated with participatory decision-making (Clase 2005).

The school principals, PTAs, Board of Governors, SBMC and wealthy individual make decision on the total educational program for their school. With this system, known as school based management each school shared decision making program and controls its own budget to focus on curriculum and programme planning, collegial decision making and strategic planning (Donald, 2005). In school, adopting site-based management, the principal becomes a facilitator within the school sharing with parents and community

© 2018 Global Journals

members in the decision-making process (Wade, 2005). Decision-making is the pivot of every educative process. By implication, the school administration is seen as a collection of processes dealing with the various ways in which human and material resources are utilized to achieve set goals of our educational objectives. On this fact Femi, (2006) and Morris (2006) are of the view that participative decision-making will facilitate information flow within and outside the system. On this the communities will be highly involved in the school decision-making process.

Community is reportedly to be involved directly in decision making relating to administration of public secondary in Nigeria through the PTA (Akinwumi, 2004). Aguba, (2009) reported that community Participate in school decisions, governance, and advocacy activities through school councils or improvement teams, committees, and other organizations participation. These decisions include identification of problems facing the school administration, implementation of policies that enhance teaching and learning of the students, the study of feasibility, planning, implementation, and evaluation (Grander, 2006). In view of this Morris (2006) emphasizes the need to democratize decision making in schools by involving all the stakeholders in the school system. With the inauguration of Parent Teachers Association (P.T.A), virtually all communities now are involved in the decision making process in the school system. Thus, full integration of the communities in decision making process in the school system will remove administrative challenges facing the school authorities in the community. This is so because no community works contrary to a decision they partake in making.

Providing opportunities for relevant consultation ensure decisions reflect local needs, whether for an individual student or the school as a whole. Greater community ownership and trust of school directions and decisions can be developed through open and authentic consultation. In a society where parents lead complex lives, opportunities to participate in a variety of ways, times and places are key to improvement (Onah 2005). Parent and community participation in student learning and the school community should be acknowledged and valued. This involvement sends a clear signal to students about the value of education. The school principals of all public secondary schools in Benue state as the school manager must ensure that community school Board Management Committee, or school governing bodies and local school boards are involved in decision making on the issues that affect the school. This will go a long way in the achievement of educational goals and objectives in Benue state. The question is, to what extent is the community involvement in decision-making processes in public secondary schools in Benue state? This is what this study is set out to find out.

II. Research Question

The following research question guided the study.

1. What are the mean ratings of PTA, BOGs and Principals on the influence of community participation in decision-making on the administration of public secondary schools in Benue state?

Hypotheses

The following null hypothesis was formulated and was tested at 0.05 level of significance:

1. There is no significant difference in the mean ratings of PTA, BOGs and principals on the influence of community participation in decision making on the administration of public secondary schools in Benue State.

III. Methodology

Survey research design was adopted to collect data used for the study. The study area was Benue State, Nigeria. Benue State was created on the 3rd of February, 1976 with the capital city at Makurdi. It is one of the 36 states of the federation and it is situated in the North Central geo-political zone of the country. The population of the study was 4536 comprising 2160 Parent Teachers Association (PTA) members, 2160 Board of Governor (BOG) members and 216 principals of all the 216 public secondary schools in Benue state. The sample comprised 184 Parent Teachers Association members (PTA), 138 Board of Governor (BOG) members and 46 principals of public secondary schools in the sampled area. Taro-Yamen formula was employed to get the sample size.

The instrument used for data collection was self-structured questionnaire titled, "Influence of Community Participation on the Administration of Public Secondary School Questionnaire" (ICPAPSSQ). The questionnaire was developed along the lines of the research questions raised for the study. The questionnaire was arranged in a clusters with 5 items which was used to seek information in decision-making process. A four-point rating scale was used to find out the influence of community participation on the administration of secondary schools in Benue state. The rating scale is as follows: Strongly Agree (SA)-(4points), Agree (A) - (3points), Disagree (D) - (2points) and Strongly Disagree (SD) - (1point). The instrument was subjected to face and content validation by five experts. Three from Educational Administration and Planning, two from Measurement and Evaluation, all from the Department of Educational Foundations and General Studies, Federal University of Agriculture, Makurdi. The experts were requested to assess the relevance of the items in addressing the research questions bearing in mind the purpose of the study. These experts, after scrutinizing the instrument, made very important observations and corrections. The data collected were

© 2018 Global Journals

analyzed using mean and standard deviation (SD) to answer the research questions while the null hypotheses were tested using Analysis of Variance (ANOVA) at 0.05 level of significance. The decision level was determined by the use of criterion mean of 2.50 for items. Mean of 2.50 and above were agreed while mean that fell below 2.50 were disagreed.

IV. Results

Results in Table 1 below indicate the mean responses of PTA, B.O.GS and principals on the influence of community participation in decision-making on the administration of public schools in Benue state.

Table 1: Mean Responses of PTA, B.O.Gs and Principals on the Influence of Community Participation in the Decision-Making on the Administration of Public Schools in Benue State

S/N	Items	P.T.A		B.O.G		Principal		Grand		
		$\bar{x}$	SD.	$\bar{x}$	SD.	x	SD.	x	SD.	Decision
1	Community advises the school authority in the control of illegal levies in the school	3.29	0.64	3.30	0.69	3.54	0.59	3.33	0.65	Agree
2	Community is consulted on the disciplinary measures involving their children/wards	3.17	0.76	3.23	0..73	3.09	0.66	3.18	0.74	Agree
3	Community influences the transfer of principals and teachers to their school	3.61	0.49	3.61	0.49	3.76	0.43	3.63	0.48	Agree
4	School authority usually consults the community on school programmes	3.54	0.50	3.54	0.50	3.70	0.47	3.56	0.50	Agree
5	Community takes part in determining subjects offered in the school	2.08	1.01	2.09	1.04	2.26	1.18	2.11	1.05	Disagree
	Cluster Mean							3.16	0.68	Agree

Key: x = mean, SD = Standard Deviation.

The analysis of data as presented in Table 4 revealed the mean responses of the PTA, BOGs and principals on the influence of community participation in decision-making processes on the administration of public schools in Benue state with their corresponding standard deviations. The data analysis as presented in Table 4 revealed that the respondents agreed with items 1, 2, 3 and 4 with a total mean scores of 3.33, 3.18, 3.63, and 3.56, respectively, but they all disagreed with item 5 with mean score of 2.11. Items 1, 2, 3, and 4, respectively, meet the criterion of 2.5 and above at four point rating scale. This means that the communities majorly participate in these items to aid effective public secondary school administration. However, item 5 do not meet the criterion of 2.5 and above at four points rating scale. This indicates that community does not take part in determining subjects offered in the school.

Hypothesis

There is no significant difference in the mean ratings of PTA, BOGs and principals on the influence of community participation in decision making on the administration of public secondary schools in Benue State.

The results in Table 2 below indicatemean responses of PTA, B.O.GS and principals on the influence of community participation in the decision-making on the administration of public schools in Benue state.

The results in Table 2 below revealed the summary of data analysis for the hypothesis 1.

Table 2: ANOVA Results of the Responses of PTA, BOGs and principal son the Influence of Community Participation in Decision Making Process

	Subjects	Sum of Squares	df	Mean Square	F	Sig
Decision- Making Processes	Between Groups	15.874	2	7.937	2.551	.079
	Within Groups	1135.428	365	3.111		
	Total	**1151.302**	**367**			

V. Summary of Findings

Based on the data analyses for this study, the following findings were made that:

1. Communities participate to a great extent in the decision-making through PTA and BOGs on the administration of public secondary schools in Benue State.

© 2018 Global Journals

2. There is no statistically significant difference in the mean ratings of the respondents on the influence of community participation in decision-making on the administration of public secondary schools in Benue State.

VI. Discussion of Findings

a) *Influence of community participation in decision-making processes on the administration of public secondary schools in Benue State*

The analysis of data presented in Table 1 revealed that community has been participating in decision-making processes on the administration of public secondary schools in Benue state to a great extent. This can be seen from the responses of the PTA, BOGs and principals in Table 1. These roles include advising the school authority in the control of illegal levies in the school, community are consulted on the disciplinary measures involving their children/wards, influencing the transfer of principals and teachers to their school, school authority usually consults the community on school programmes and community takes part in determining subjects offered in the school. The finding agreed with the finding of Iyaji (2004) who maintained that community participated sufficiently in administrative and decision-making processes of the school, which in turn brings about efficient administration of secondary school in the Kogi State. Iyaji reported further that community participation in decision-making processes facilitated information flow within and outside the school system in Kogi state. The finding is also in agreement with the finding of Udensi (2003) who also carried out a study on the role of community in school administration and found that sometimes, the school looks up to the community through its leaders to endorse some crucial decisions the school intend to take especially such decisions that will affect the community in one way or the other. Udensi stressed further that if the school decides to take all its decisions autonomously without contacting the community leaders, they community will also distance itself from the school when the school needs community assistance in critical matters. It is therefore necessary that the community should be well represented when crucial decisions are being taken by the government schools in their locality. This submission is contrary to the position of Ugwuanyi (2013) who carried out a study on the extent of community participation in administration of secondary schools in Nsukka Education Zone of Enugu State and submitted that communities have not been involved adequately in the decision making process. Ugwuanyi reports further that the respondents indicated that the communities have had a very low considerable contributions in the decision-making processes in government of secondary school in Nsukka Education Zone of Enugu State. The result of the hypothesis four in Table 9 further revealed that communities do actively participate in the decision-making processes on the administration of public secondary school in Benue state. The result showed that there is no statistically significant difference in the mean responses of PTA, BOGs and principals on the influence of community participation in the decision-making processes on the administration of public secondary schools in Benue State. With the level of community participation in the decision-making processes on secondary school administration in Benue State through the finding, it could be expected that their influence would enhance the tone of public secondary school administration in Benue State.

VII. Conclusion

Based on the results of the study and the discussion, the researchers made some conclusions that communities participate in the decision-making on the administration of public secondary schools in Benue State to a great. School as a social institution is established within the community and therefore needs to have a good relationship with immediate and far communities because of many advantages they both render to each other. Symbiotic relationship always exists between the school and the community which lead to the success of the two.

VIII. Recommendations

Based on the findings of this study, the following recommendations were made:

1. The state government should through a possible medium sensitize all communities on the need for increased participation in schools management particularly in decision-making processes.
2. The school authority should identify resources persons within the community and reach out to them when the need arises.

References Références Referencias

1. Aguba, C. R. (2009). *Education administration and management issues and perspectives*. 3rd edition, Enugu: Tons and Tons PDS books. PP 18-21.
2. Akinwumi, S.T. (2004). Parents' involvement in education: Issues and Prospects. In J.B. Babalola and S.O. Adedeji (Eds). *Contemporary issues in educational management: A book of Honour*. 4th edition, Ibadan: Awemark Publishers. Pp 380-384.
3. Bondesio, M. J. (2000). *Conflict management at schools: An unavoidable task*. 1st edition, Pretoria: University of Pretoria. Pp133-165.
4. Clase, P. M. (2007). Tension between school governing bodies and education authorities in South Africa and proposed resolutions. *South Africa Journal of Education,* 27(2): 43-63.

© 2018 Global Journals

5. Cunningham, W.G. *(*2002). *Systematic Planning for Education Change.* 1st edition, New York: May Field Publishing Company. P69.
6. Donald, B. O. (2005). *A Handbook on School Administration and Management.* 3rd edition, Lagos: Macmillan Nigeria Publisher Limited. Pp87–98.
7. Famade, O. A. (2004). *Harnessing the potentials of stakeholders in the development of Nigeria Education system.* 2nd edition, Ibadan: Codat publication Limited. Pp57-61.
8. Federal Government of Nigeria, (2004). *National Policy on Education,* Revised Edition. Lagos: NERDC Press. Pp55-56.
9. Femi, M. C. (2006). *A Handbook for primary schools Teachers and Headmasters.* 1st edition, Ibadan: Evans brother (Nigeria) publishers Ltd. Pp27 – 33.
10. Grander, L. (2006). School-community relations: *the revolving door*. 3rd edition, ERIC Digest Corporation. PP22-24.
11. Holt, D.(2004). *Management Principles and Practices,* 3rd Edition. New York: Routledge.*P.148.*
12. Ijamu, M. O. (2015). *Appraisal of Community Participation in the Administration of Public Secondary Schools in Education Zone "C" of Benue State*. Unpublished MED thesis, Department of Educational Foundations, UNN. 106p.
13. Iyaji, J. A. (2004). *Involving the community in secondary school administration* in Kogi State Unpublished M.Ed Thesis, Department of Educational Foundations, UNN. P-42.
14. Olaitan, O. G. (2001).*Building School and community Partnerships Through Parent Involvement* (2nd Edition). London: Prentice Hall publishers. Pp54-55
15. Olowe, B.N. (2007). *Development of secondary school administration*. Revised edition, Ab: Grace venture. Lagos. Pp17-24.
16. Onah, S.C. (2005). *Educational administration*, 1st edition, Enugu: Capital computer Solution Ltd.Pp4-11.
17. Udensi, O. E. (2003). Extent of community involvement in administration of secondary schools in Lagos state. Unpublished MED thesis, Department of Educational Foundations, UNN. 86p.
18. Ugwuanyi, F. N. (2013). Community Participation in the Administration of Secondary Schools in Nsukka Education Zone of Enugu State. B. Ed project, Department of Educational Foundations, U.N.N. 126p.
19. Wade, C. (2005). *Community Service Learning*. 3rd edition, New York: University of New York Press. Pp7-11.

© 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.

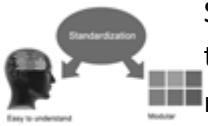
We shall provide you intimation regarding launching of e-version of journal of your stream time to time.This may be utilized in your library for the enrichment of knowledge of your students as well as it can also be helpful for the concerned faculty members.



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

B

Brazeau · 13, 24

D

Dzierzgowska · 28

E

Egido · 13, 24

G

Gampe · 25

H

Hehenkamp · 27

I

Izdebska · 28

P

Panades · 13, 24
Pedagogy · 30, 31, 33, 37
Perleth, · 25
Piascik · 13, 24

S

Schmelkin · 11, 15, 24

T

Thurlow · 1, 10



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