

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

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## 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.

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**Index terms**— community participation, decision-making, administration, public secondary schools

## 1 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 (Gundelein 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 Omondio (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.

## 2 S INFLUENCE OF COMMUNITY PARTICIPATION IN DECISION-MAKING ON THE ADMINISTRATION OF PUBLIC SECONDARY

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

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Schools in Benue State, Nigeria 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 decisionmaking 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 decisionmaking 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 decisionmaking 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 schoolbased 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 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 ??act Femi, (2006) and ??orris (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.

## 3 II.

## 4 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?

## 5 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.

## 6 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 3 rd 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,

# 11 DISCUSSION OF FINDINGS A) INFLUENCE OF COMMUNITY PARTICIPATION IN DECISIONMAKING PROCESSES ON THE ADMINISTRATION OF PUBLIC SECONDARY SCHOOLS IN BENUE STATE

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 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.

## 7 Results

## 8 Results in

Key:  $\bar{x}$  = mean, SD = Standard Deviation.

The analysis of data as presented in Table ?? 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 ?? 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.

## 9 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 decisionmaking 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.

## 10 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.

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.

## 11 Discussion of Findings a) Influence of community participation in decisionmaking 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

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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 ?? further revealed that communities do actively participate in the decisionmaking 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 decisionmaking 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.

## 12 Conclusion

VIII.

## 13 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.

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.

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## 39 GENERAL STYLE:

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## 41 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.

## 42 ? 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.

## 43 Approach:

o Single section and succinct. o An outline of the job done is always written in past tense. o Concentrate on shortening results-limit background information to a verdict or two. o 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.

## 44 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.

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## 46 XV

The following approach can create a valuable beginning:

o Explain the value (significance) of the study. o 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. o Present a justification. State your particular theory(-ies) or aim(s), and describe the logic that led you to choose them. o Briefly explain the study's tentative purpose and how it meets the declared objectives.

**47 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.

**48 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.

**49 Materials:**

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

**50 Methods:**

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

**51 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.

**52 What to keep away from:**

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

**53 XVI © Copyright by Global Journals | Guidelines Handbook****54 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. o Never confuse figures with tables-there is a difference.

**55 Content****56 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.

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## 57 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.

o You may propose future guidelines, such as how an experiment might be personalized to accomplish a new idea. o Give details of all of your remarks as much as possible, focusing on mechanisms. o 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. o 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? o Recommendations for detailed papers will offer supplementary suggestions.

## 58 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.

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Figure 1:



Figure 2:

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Figure 3:

1

S/Ntems		P.T.A		B.O.G		Principal		Grand		Deci
		???	SD.	???	SD.	??	SD.	??	SD.	
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	Agre
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	Agre
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	Agre
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	Agre
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	Disagr
Cluster Mean								3.16	0.68	Agre

Figure 4: Table 1 :

2

	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.						

Figure 5: Table 2 :

What to stay away from:  
o

Figure 6: :

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? Font type of all text should be Swis721 Lt BT.

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? Abstract: font size 9 with the word "Abstract" in bold italics.

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? 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.

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? The names of first main headings (Heading 1) must be in Roman font, capital letters, and font size of 10.

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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.

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

## .11 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.

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## .13 Numerical Methods

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

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

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

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Tables: Tables should be cautiously designed, uncrowned, and include only essential data. Each must have an Arabic number, e.g., Table ??, 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.

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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."

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