Online ISSN : 2249-460X
Print ISSN : 0975-587X
DOI : 10.17406/GJHSS

Global Journal

of Human Social Sciences: A

Arts & Humanities

Psychology, Public administration, Library sciences, Sports, Arts, Media, Music



Production of Customized Electric

Meditative Music-Color Associations

Highlights

Newspapers Coverage of Internally

Interaction on Reading Comprehension

Discovering Thoughts, Inventing Future

VOLUME 20 ISSUE 2 VERSION 1.0

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Volume 20 Issue 4 was originally issued as A2

Global Journal of Human-Social Science: A
Arts & Humanities - Psychology

Volume 20 Issue 4
Originally issued as A2

Global Journal of Human-Social Science: A
Arts & Humanities - Psychology

Volume 20 Issue 2 (Ver. 1.0)

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Global Journal of human-social science: a
Arts & Humanities - Psychology
Volume 20 Issue 2 Version 1.0 Year 2020
Type: Double Blind Peer Reviewed International Research Journal
Publisher: Global Journals
Online ISSN: 2249-460x & Print ISSN: 0975-587X

Indian Idols Drinking Milk: Understanding the Phenomenon and its Implications for Social Reform

By Ramadhar Singh
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Abstract- The mass media have occasionally been reporting miracles such as stone idols sipping milk or bleeding in India. The author argues for viewing such irrational happenings as the examples of the social psychological phenomenon of conformity to the group norms (i.e., informal, unwritten prescriptions of what the group might think to be right and desirable). By identifying people as likely (1) sources of accurate information and (2) standards of desirable behaviors in a given situation, it is proposed that a shift from conformity to the norms to compliance to the laws might be helpful in building a New India.

Keywords: *conformity, compliance, information, miracle, norms, pressure, reform, scientific.*

GJHSS-A Classification: *FOR Code: 190499*



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Indian Idols Drinking Milk: Understanding the Phenomenon and its Implications for Social Reform

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Keywords: conformity, compliance, information, miracle, norms, pressure, reform, scientific.

I. Indian Idols Drinking Milk

In the early morning of September 21, 1995, a Hindu priest in the temple of Lord Ganesh in New Delhi witnessed the stone idol sipping milk from a spoon. Those who heard of the miracle rushed to their adjacent temples across India and observed the same. Experiences of people of Hindu religion across the globe were no different.[1]

Comparable miracles have recently been reported in case of idols in other temples as illustrated by the following news:

Savan 2019 Miracle in Lord Shiva Temple Nandi and Ganesh Idol Drink Milk

Amar Ujala, June 29, 2019[2]

Lord Shiva … Deity Nandi's Idols Drinking Spoonful of Milk? You Decide

India TV. News, June 29, 2019[3]

The *Constitution of India* envisages developing "the *scientific temper* [emphasis added]… and the *spirit of inquiry and reform* [emphasis added]" as one of the fundamental duties of the people of Republic of India (Basu, 1993, p. 131). In science, an observable occurrence is called phenomenon. Does the news about stone or metal idols sip milk then qualify to be a phenomenon? If the phenomenon is different from the news reports or the individual beliefs, how can social scientific inquiry unravel its possible mechanisms and inform subsequent social reforms and policy intervention in India?

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Academics from the Indian Institute of Technology and the Tata Institute of Fundamental Research in Mumbai, Maharashtra declined to comment on such "religious matters" although such occurrences were at odds with their espoused scientific temper. However, Prabir Ghosh-a Kolkata based rationalist-called such reports as absurd: "I can prove that it is no miracle."[4] Nevertheless, the news report continued to attract contrasting views from people of different groups and faiths. In this article, the author-an experimental social psychologist-first construes the mass perception of irrational happenings as *conformity to the norms* (Asch 1951, 1952; Sherif 1936, 1937) and then unravels the possible mechanisms underlying this phenomenon to draw implications for social change in India.

II. Physical Versus Social Reality

Humans tend to pursue truth. Toward this goal, they first rely on physical evidence. For example, one can confirm that the sun rises in the east or the west by getting up early in the morning and checking the direction. Similarly, one can determine one's height through a measuring tape and weight through a weighing machine. These yardsticks supposedly provide accurate information about *physical reality*.

However, physical standards are not so readily available for one's perceptions, attitudes, and opinions. What is the future of opposition parties in India? Is the global recession imminent? Is January 14, *Makar Sakranti*, the best day to take a holy dip in the Ganges? Should one worship Lord Shiva or Vishnu? Is the Government of India (GOI) correct in amending the citizenship act? To validate answers to these questions, one has to turn to other people (Singh et al. 2017). What others think, feel, and do constitute *social reality* (Festinger 1950, 1954). Thus, one evaluates the correctness of one's perceptions, thoughts, and behaviors relative to those of peers (Festinger 1954).

III. Social Influence

In a meeting, clapping by one person leads others to clap and laughter by one person makes others laugh. On the road, when one driver blows horns or spits, others mimic. The demonstrations against the citizenship amendment act of the GOI in Assam led to

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similar and even violent demonstrations and protests across the nation.[5] Such examples of following the herd are evident in the contemporary hair styles, fashions, and how people talk over their mobile phones.

Why do people get influenced by statements and deeds of peers? Believing requires neither time nor effort but disbelieving demands both. Worse, disbelieving does not close the search of truth. In contrast, interpreting what peers say as possibly *true* and what they do as possibly *desirable* in a given situation completes the pursuit of truth. Thus, people tend to perceive, feel, and act in ways others do, illustrating conformity to the emergent norms.

IV. Two Classic Social Psychological Experiments on Conformity

a) *Autokinetic effect*

The *autokinetic effect* is a perceptual illusion in which an otherwise stationary point of light projected in a dark room appears to be moving. Social psychologist Sherif (1936, 1937) hypothesized that the agreement to estimated distance moved by the stationary light would be more when the perceiver is in a group than when he is alone.

To test the foregoing hypothesis, Sherif first asked the participants individually to estimate the distance that the light had moved. As expected, the individual estimates were very different. When the participant was placed in a group of two other persons and they were asked to announce their estimates publicly, the judgments of distance moved converged by the third session. That is, individual participants agreed with each other about the distance moved by the stationary point of light.

The norm of autokinetic effect developed in the group was also internalised by the participants. Even while reporting (a) individually, (b) after a year of the original experiment, and (c) in other groups of people, those participants adhered to their respective original groups' estimates. Given that there was no peer pressure for conformity at all under these three circumstances, the influence of the original group on them was interpreted to be purely *informational*. That is, peers essentially served as sources of information about what was the true movement in the otherwise stationary point of light.

b) *Pressure to go along*

To get along, people go along with others. What others say and do thus put subtle peer pressure to conform. To demonstrate this mechanism, social psychologist Asch (1951, 1952) conducted another experiment. In a given session on perceptual judgments, he showed SIX confederates and ONE participant two cards such as on the left and right sides below:

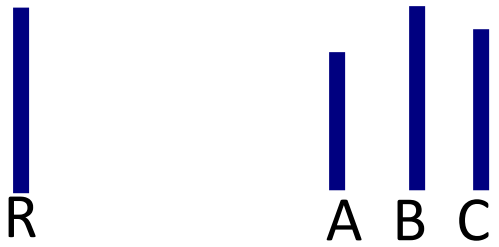


Figure 1: Stimuli adapted from S. Asch (1951).

The participants had to tell whether Bars A, B, or C of the right card matched with the reference bar (R) of the left card. The individual participants never erred in matching Bar B with Bar R.

There were two experimental manipulations in a group setting. First, the seating arrangements were such that the confederates of the experimenter always spoke before the participant. Second, the confederates initially gave a variety of answers to eliminate suspicion in the participant and then incorrect responses in a pre-planned manner. For example, all the six confederates would say Bar A or C equals to Bar R. The point of interest lied in showing that the participant might conform to the opinion of the incorrect majority. As expected, 76% of the participants conformed on at least one trial and 50% of them conformed on more than half of the trials of the experiment. Overall, participants conformed to the incorrect majority on 37% of the target trials.

c) *Comparison between the two experiments*

In the case of the auto-kinetic effect, participants turned to each other for *information*. A norm was developing about possible *accuracy* of estimated distance moved by the stationary point of light. Participants conformed because they believed others to be correct. In the case of perceptual judgments, in contrast, *cohesiveness* was critical. Participants found themselves to be under awkward pressure of going along with the incorrect majority. To get along, the participant went along with others. Findings of brain-imaging research indicate that those who conform in Asch-type settings also perceive the situation as everyone else does (Berns, Chappelow, Zink, Paganoni, Martin-Skurski, & Richards 2005). That is, the loci of conformity were in both perception and behavior.

The pressure toward conformity in a misleading group that Asch (1951, 1952) demonstrated is a universal phenomenon, not confined to a laboratory setting or the time period in which the experiment was originally conducted. More crucially, findings related to conformity were robust across 130 experiments conducted at different points of time across 17 nations (Sunstein 2003).

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d) Key understanding

Did the stone idol of Lord Ganesh or Lord Shiva … Deity Nandi then sip in the offered milk as reported in the Indian mass media? The answer is NO: Stone or metal idols cannot drink milk. Irrational and confusing news that prompted the author to write this article and like the following two turn people to one another to seek the possible correct information.

Shiva Temple Claims Miracle as Statue Bleeds.

Denofgeek, July 26, 2018 [6]

Shirdi Sai Baba 'Gives Darshan' to Devotees, his Image Appears on Wall of Dwarksmai.

Zee News, July 12, 2019 [7]

To avoid appearing as religiously deviants, people agree to the misleading majority. The fear of rejection by the group is high also because Indians seem to worship more out of fear than devotion as sarcastically portrayed in the Hindi movie *OMG: Oh My God*![8] The author contends, therefore, that the so-called miracles mentioned in the endnotes can be explained by a social psychological phenomenon of *conformity to the norms* of erroneous perceptions and behaviors of others around us.

V. Implications for Scientific Inquiry and Social Reform

The laboratory experiments of Sherif (1936, 1937) and Asch (1951, 1952) help conceptualize endorsement of irrational perceptions, feelings, beliefs, and behaviors as instances of conformity to the norms. This conceptualisation has two key implications for promoting the scientific temper and the spirit of inquiry and reform as envisaged in the *Constitution of India*.

The first implication pertains to the role and relevance of many traditions and festivals (e.g., Chhath, Christmas, Diwali, Dussehra, Eid Al-Fitr, Ganesh Chaturthi, Holi, Lohri, Pongal, Shivratri, to mention a few). Although they were founded on conformity to the norms of their respective periods, they have become so deeply entrenched in the human psyche that their relevance for the modern life is rarely questioned (Jacobs & Campbell 1961; MacNeil & Sherif 1976). For example, the aftermaths of Ganesh Chaturthi[9] or Diwali[10] that pose severe threats to lives, liberties, and environment have disturbingly attracted a rather limited debate and corrective action. Therefore, it is timely for all Indians to revisit and re-evaluate their herd behaviors and strive for an individual and social behavior that is more aligned to the *Constitution of India.*

The second implication of conformity to the norms is for the formulation and implementation of new policies. Participants in the Sherif (1936, 1937) experiment viewed others as sources of information. Those in the Asch (1951, 1952) experiment displayed "motivation not to stick out" (Sleek, 2019, p. 10). The participants were strangers to one another. There was no chance that they would meet again. Nonetheless, the information from the group and the motivation to go along with the group had tremendous impact on their judgments and behaviors. If the state and national policies are now directed at demanding compliance to the laws, the dream of New India will be served better.[11] In fact, the information given and the compliance desired should be simple to understand and implement. The two recent examples of such policy formulation are compliance to submission of income tax returns[12] and the new motor vehicle rules.[13]

To the above, it should be added that the Internet, television, and other popular media should assume the further responsibility of playing a constructive role in constructing the NEW REALITY in the nation. They should highlight what is scientifically accurate and socially desirable in the current period but refrain from propagating news that foster blind faith and behaviors that are easy to conform to (e.g., gimmicks to improve upon one's lot through astrology, fasting, gem rings, horoscope, raksha sutra, religious lockets, tabij, witchcrafts, etc.).

VI. Conclusion

In sum, drinking of milk by the idols in India is a social psychological phenomenon of conformity to the emergent norms instead of a miracle by the god. People adhere to such irrational cognition because others serve as sources of likely accurate information and of signals of likely desirable behaviors. The extant knowledge of these two mechanisms underlying conformity to the norms can now be used to demand compliance to the laws and rules formulated by the legitimate authorities and followed by most citizens. Such strategies by social institutions have been effective in regulating perceptions and behaviours across the globe (Blair, Littman, & Paluck 2019). It is high time for psychologists in India to study the new norms and for the media to give them the much needed support in shaping the new psyche of India.

Acknowledgement

Thanks are due to Neeraj Pandey for searching some of the sites reported in the endnotes, and Prafull Anubhai, Naureen Bhullar, Kumar Rakesh Ranjan, and Jai B. P. Sinha for their constructive comments on early versions of this article.

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Global Journal of human-social science: a
Arts & Humanities - Psychology
Volume 20 Issue 2 Version 1.0 Year 2020
Type: Double Blind Peer Reviewed International Research Journal
Publisher: Global Journals
Online ISSN: 2249-460x & Print ISSN: 0975-587X

Production of Customized Electric Powered Table-Led Display using Engraved Plexiglas

By Michael Abiodun Oyinloye & Afeez Babatunde Siyanbola
Olabisi Onabanjo University

Abstract- This paper enunciates the viability and durability of Plexiglas material based on characteristic strength, shatter-proof properties and brilliance. The paper explores the suitability of Plexiglas in the display of information in outdoor advertising. Plexiglas is also appropriate for indoor décor because of flexibility, easy to shape and not too sharp edges. The paper utilized Plexiglas as a key material in the production of customized electric powered table–led display for selected principal officers of Olabisi Onabanjo University Ago-Iwoye. Findings shows that the LED lamp add ambience and aesthetics to the office of the principal officers, Plexiglas material gives durability to the lamp and enhance the allure of its illumination and customization of the souvenirs with images and positions of the university officers celebrates the accomplishments of the individuals.

GJHSS-A Classification: *FOR Code: 190499*



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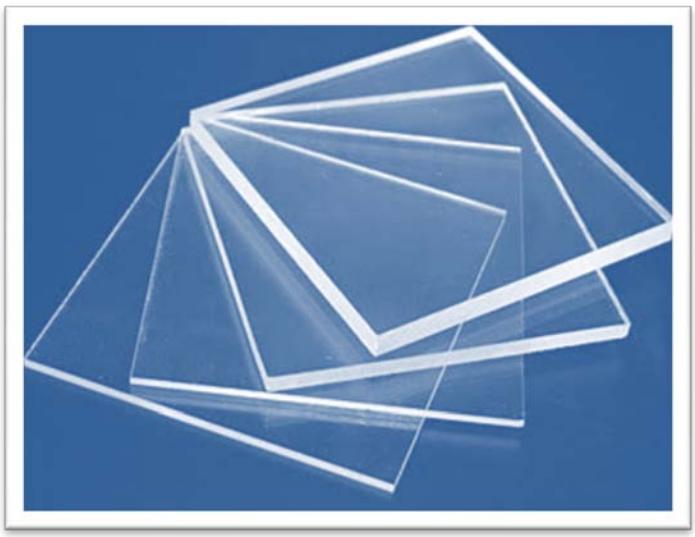
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Michael Abiodun Oyinloye [α] & Afeez Babatunde Siyanbola [σ]

Abstract- This paper enunciates the viability and durability of Plexiglas material based on characteristic strength, shatter-proof properties and brilliance. The paper explores the suitability of Plexiglas in the display of information in outdoor advertising. Plexiglas is also appropriate for indoor décor because of flexibility, easy to shape and not too sharp edges. The paper utilized Plexiglas as a key material in the production of customized electric powered table–led display for selected principal officers of Olabisi Onabanjo University Ago-Iwoye. Findings shows that the LED lamp add ambience and aesthetics to the office of the principal officers, Plexiglas material gives durability to the lamp and enhance the allure of its illumination and customization of the souvenirs with images and positions of the university officers celebrates the accomplishments of the individuals.

I. Introduction

Plexiglas is a thermoplastic materials also known as acrylic glass or Perspex, often used in sheet form as a lightweight or shatter-resistant alternative to glass. The technical name for this material is polymethylmethacrylate *(or PMMA for short),* other trade names, such as Perspex, Acrylite, Acrylplast, Lymacryl, Lucite Acrivill, Altuglas, Perclax, Oroglas, Trespex and Vitroflex ((Blandino, 2018). However, its original and most famous trade name is Plexiglas. The material was developed in 1928 by chemists, such as William Chalmers, Otto Rohm, and Walter Bauer (Blandino, 2018). Plexiglas is a cost-effective alternative to polycarbonate (PC) when tensile strength, flexural strength, transparency, polish ability and Ultra-Violet (UV) tolerance are more important than impact strength, chemical and heat resistance. Plexiglas materials are viable substitute to glass.



Source: mindsetsonline.co.uk

Plate 1: Plexiglas

Plexiglas offers tailor-made, durably brilliant solution for information display. This material is mainly used in the signage industry because of its durability and transparency which makes it easy for illumination in signages to shine through even in the dark. It is preferable to glass due to its high transparency, shatter-proof and flexible characteristics. Plexiglas is broadly utilized in the advertising industry as a primary material for effective quality signage. Its diverse usage in the outdoor publicity of the physical presence of corporate businesses such as luxury boutiques, financial institutions, shopping malls, eateries, hotels, educational institutions and other businesses in an area. It's a

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solution for beautifying *trade show stands* or furnishing household *apartments. Plexiglas plaques* are suitable for *offices.* Also, it can used to create directional signages for both indoors and outdoors. The displayed information on Plexiglas fascinate audience by the brilliance sleek, shiny high gloss exterior of the signage. Apparently, Plexiglas appeal to the target audience and creates positive indelible impressions in their minds.

a) Engraving of Plexiglas

Engraving is the process of creating print impressions from incised metal plates. The incisions are achieved with the aid of a tool referred to as *burin*. Impressions are formed from the drawn lines which are artistically marked on the metal plates. Tones and shading are achieved by making parallel lines or crosshatching. Silver, gold, steel or glass can also be customized through engraving. Engraving is one of the oldest, most popular and important techniques in printmaking. Plexiglas can be engraved manually using burin, the strength required for pressing the tools against the surface is minimal, forceful pressing of *burin* can cause breakage

Burin, also called graver is the tool used in engraving, it has a metal shaft that is cut diagonally downward to on the ground to form a diamond-shaped point at the tip. The angle of the point of a particular tool affects the width and depth of the engraved lines, the shaft of the tool is fixed in a flat handle that can be held close to the surface being worked on. It also has a wide rounded end for bracing against the palm of the hand while the point is steered by thumb and forefingers. Engraving is categorized into the following:

i. *Intaglio Engraving*

Grooves or pits are incised into the plate using either a sharp instrument or the action of a strong acid solution (Kelber, 2019). Greasy inks are filled into the depressions, and the surface of the plate are wiped clean. The high pressure of a press enables soft, dampened paper to reach and take on the ink (Kelber, 2019). Basic intaglio processes include etching, engraving, drypoint, and mezzotint.

ii. *Relief Engraving*

Relief engraving is a more accurate surface printing, the ink is applied on the part left in relief (as in printing from type), while in the former the ink is extracted by dint of great pressure from the engraved lines themselves. Engraving, in its widest signification, is no discovery of the modern world. Goldsmith and metal-chaser have flourished amongst almost every cultured people of antiquity of whom we have any knowledge, and the engraved line is one of the simplest and most universal modes of ornamentation in their craft. But there is no evidence that the art was used as a basis for taking impressions on paper before the fifteenth century. However, technology is shaping the techniques and processes in which works of art are made and the art of engraving inclusive.

II. Methodology

This research is product development and experimental in design. Eight pieces of round shaped Plexiglas were engraved and fused with an experimental lightning wooden base to create table lamp table souvenirs for the principal management officers of Olabisi Onabanjo University. The procedures of production are classified as follows:

a) Designing and Editing the Portraits

The portraits of the principal officers which are to be printed on the Plexiglas were photographed digital camera, edited and enhanced on both Adobe Photoshop and CorelDraw software installed on the computer system (see Plate 2).



Plate 2: A screenshot of their portraits being worked on in CorelDraw (Author's fieldwork, 2019)

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b) Pre-Engraving

The file for engraving was first of all prepared using CorelDraw and was sent to the engraving machine. The outline shape of the Plexiglas, textual information and Olabisi Onabanjo University logotype were also created on CorelDraw graphic package and connected to engraving machine (See plate 3).



Plate 3: Outlined CAD file ready for engraving (13.4cm x 17.8cm)
(Author's fieldwork, 2019)

c) Process of Engraving

Each of the seven Plexiglas was engraved using the engraving machine.

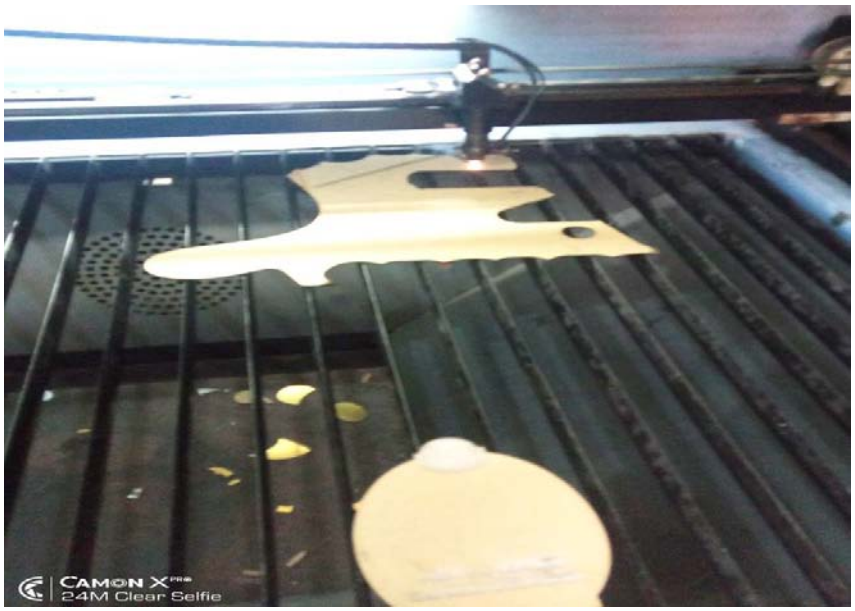


Plate 4: Engraving of Plexiglas
(Author's fieldwork, 2019)

d) Production of the Plexiglas base with Plywood

The plywood was measured and cut to sizes according to the width of the engraved Plexiglas needed for each of the LED display stand using measuring tape(see plate 5).Precision was ensured in the cutting of the plywood by holding the jigsaw machine firmly to avoid vibration which could create rough edges on the plywood (see plate 6). Thereafter, sandpaper was used

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to smoothen the surfaces and blunt the edges of the cut plywood. The plywood were joined together with gum (see plate 7). The LED strip with lightning bulbs were soldered to the wire passed and connected to the AC power adaptor affixed into the base of the plywood casements of the seven lamps (see Plate 8 and Plate 9). The LED strips were tested one after the other before proceeding to the next stage (See Plate 10). After installing the LED strip, the base was wrapped with the reflective Navy Blue geometric-patterned leather (See Plate 12). Navy blue acrylic paint was applied to the portion where the names of the principal officers have been engraved on the Plexiglas, masking out other exposed area to prevent staining.



Plate 5: Measuring the plywood to size before cutting (Author's fieldwork, 2019)



Plate 6: Cutting the plywood with electric jigsaw (Author's fieldwork, 2019)



Plate 7: Assembling plywood to create the base (Author's fieldwork 2019)



Plate 8: Soldering the LED strip to the wire (Author's fieldwork 2019)

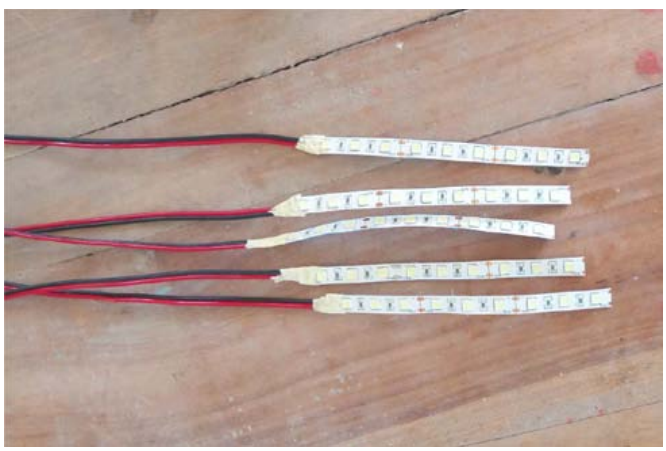


Plate 9: Soldered and insulated LED strips (Author's fieldwork 2019)



Plate 10: Testing of the LED strips after soldering (Author's fieldwork 2019)

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Plate 11: The LED strip being pasted into the base casement
(Author's fieldwork 2019)

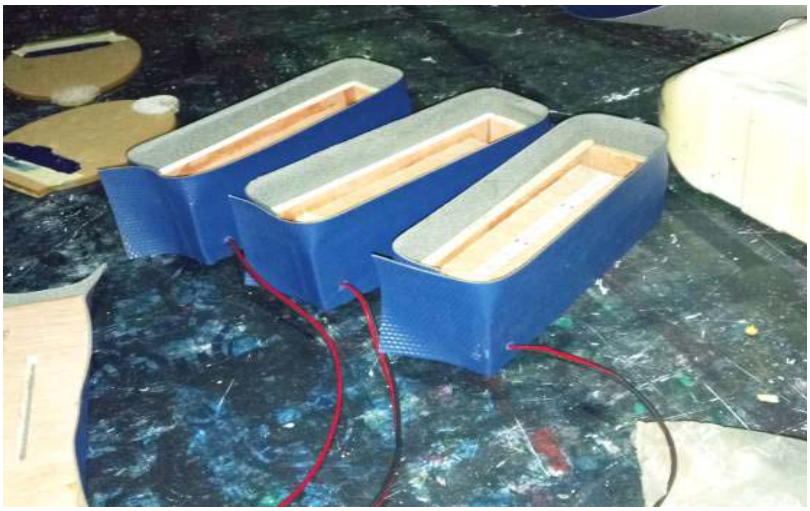


Plate 12: Wrapping lamp casing with leather
(Author's Collections, 2019)



Plate 13: Some of the base casement being wrapped with leather
(Author's Collections, 2019)

e) Testing

The LED multifunctional table top display was tested after coupling it. The scratch-proof paper wrapped on the Plexiglas was removed halfway to confirm its illumination.

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Plate 3.5.1: One of the completed table top LED display stands (Author's fieldwork, 2019)

f) Maintenance

The electric powered table top LED display can even be repaired. The top of the base on which the engraved Plexiglas rests have been screwed to the main base which can be unscrewed to reveal the LED strip that lights us the Plexiglas for repairs and replacement of the LED strip in case it somehow get damaged. When this is done, the display stand starts working again. One should ensure that the AC/DC Power is well plugged into power socket and it shows the red power indicator at all time.

The lamp should not be plugged directly on its own to the power socket without the adaptor; it will burn the LED strip instantly as it will be taking in more than 12V from the socket and its maximum capacity is 12voltage.

III. Discussion

The result of this project shows that, portfolio tag and interior lighting can be put together in a table top multifunctional display stand. Office space management was considered in the conceptualization of this project, hence the project size is 8inches x 3inches, thereby making it easy and comfortable to place in a confined office. It`s lightweight and compact miniature structure enhances movability.

The importance of energy saving Light emitting diode (LED) bulbs to our lives and environment cannot be over-emphasized. Compared to traditional incandescent, energy-efficient light bulbs such as halogen incandescent, light emitting diode LED) are becoming more preferable. It typically use about 25%-80% less energy than traditional incandescent bulbs. It is cost effective and easy to produce. LED light does not generate heat like other conventional incandescent bulbs, it is also not weighty and illuminates brightly. The lamp is durable and the inbuilt lightning can light up to 150,000 hours, their materials are less brittle and require minimal maintenance.

Plexiglas is very strong glass-like material that is shatter-proof when it is accidentally dropped and it does not easily suffer abrasion except sharp object is purpose used against it. It can withstand any kind of weather and the thickness used for this project makes it difficult to break even when one tries to bend it.

IV. Findings

i. The LED lamp add ambience and aesthetics to the office of the principal officers.
ii. Plexiglas material gives durability to the lamp and enhance the allure of its illumination.
iii. Customization of the souvenirs with images and positions of the university officers celebrates the accomplishments of the individuals.
iv. The lamp does not generate extreme heat and it is shock proof.
v. The lamp is compatible, movable and suitable for office décor.

V. Conclusion

Souvenirs are items of value given to people held in high esteem. Plexiglas made souvenirs are premium and high-end. The luxuriant features of Plexiglas makes it suitable for diverse purposes inclusive of souvenirs. Transparency and clarity of the material add brilliance to lamp illumination. Plexiglas is durable to withstand extreme pressure and heat emitting from the lamp lightening. It is break-resistant and display colours in its distinctness. The illumination from the developed table lamp radiates an ambience of aesthetics when viewed. Laser cutting and Plexiglas engraving is an emerging technique of printing that is

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being utilized by professionals in the art and design industry to enhance the value of their crafts.

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Global Journal of human-social science: a
Arts & Humanities - Psychology
Volume 20 Issue 2 Version 1.0 Year 2020
Type: Double Blind Peer Reviewed International Research Journal
Publisher: Global Journals
Online ISSN: 2249-460x & Print ISSN: 0975-587X

Effects of Interaction on Reading Comprehension in the Secondary School Classrooms: An Action Research

By Md. Nasim Fardose Sajib & Nurun Nahar
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Abstract- This study investigates the EFL classrooms to identify the role of interaction in reading comprehension classes. Student-student interaction through the form of pair-work was introduced while the pre-test and post-test measured its effect. Adequate classes were observed to identify the level of the control group students. This study tried to find out the role of interaction in facilitating students' reading comprehension. It had found that when the students got the opportunity to interact through pair-work, they became their source of input. And it was evident that after the introduction of interaction, their comprehension ability enhanced as they correctly answered more questions in the post-test than in the pre-test. Based on the results, the study also recommends the introduction of interaction to enhance students' skill in listening, speaking, and writing.

Keywords: interaction, reading comprehension, pair work, EFL classrooms, secondary school.

GJHSS-A Classification: FOR Code: 130106



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Effects of Interaction on Reading Comprehension in the Secondary School Classrooms: An Action Research

Md. Nasim Fardose Sajib[α] & Nurun Nahar[σ]

Abstract- This study investigates the EFL classrooms to identify the role of interaction in reading comprehension classes. Student-student interaction through the form of pair-work was introduced while the pre-test and post-test measured its effect. Adequate classes were observed to identify the level of the control group students. This study tried to find out the role of interaction in facilitating students' reading comprehension. It had found that when the students got the opportunity to interact through pair-work, they became their source of input. And it was evident that after the introduction of interaction, their comprehension ability enhanced as they correctly answered more questions in the post-test than in the pre-test. Based on the results, the study also recommends the introduction of interaction to enhance students' skill in listening, speaking, and writing.

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I. Introduction

In Bangladesh, Bangla is entertained as the official language, and there is no reference of the second language in the language policy. And this is because of the vivid, tragic, but inspiring language history where the people in this region were martyred during a language movement in 1952. All the languages except Bangla are considered as a foreign language here. But among them, the English language gets a higher value in the education, social, and economic sectors because of its global status and appeal. The connection between the English language and Bangladesh is old, as Bangladesh was the subcontinent of British colonization. The role of English has always been vital here. And it is evident because English is a compulsory subject from the very early part of education for the Bangladeshi students. Besides English bears the status of lingua-franca in almost all sectors. This type of affiliation with English language inspires the learners as well as the government stakeholders to take the learning of this language seriously. Many types of research, studies, and workshops are being conducted to make the learners competent. In this regard, this study tries to focus on reading comprehension through action research to have a close look on the issue from the root level. During classroom observation, the lack of exposure and proper communication are identified, which are the pre-conditions to be skilled in a language. Learners need the opportunity to negotiate. Both Long (1981) and Ellis (1990)(Cited in Ellis, Tanaka, and Yamazaki 1994, p450) acknowledge that when the learners of second language face problems during communication and the opportunity to negotiate solutions are presented to them, they become more capable of acquiring a new language. That is why the need for interaction is highlighted in this study. Besides, interaction is a very natural process for any individual, which develops in the early stage on the social level. According to Vygotsky (1978, p57), "Every function in the child's cultural development appears twice: first, on the social level, and later, on the individual level; first, between people (interpsychological) and then inside the child (intrapsychological)."

In this regard, the learners of class VII were chosen as the participants of this research. Because they are young, and they need more exposure to have more comprehensible input to learn the English language. Krashen framed comprehensible input as the only causative variable in SLA (Krashen, 1981, p57) in his monitor model. That is why the effect of interaction was needed to appraise during reading comprehension lessons to identify the role of comprehensible input.

Among the language skills, reading skill develops learners understanding of the given information through written discourse. It carries great importance to learn a foreign language. Reading skill is the most important and useful skill which contributes to developing all the four language skills. By enhancing reading comprehension, the learners not only will be competent in reading skills but also in writing, speaking, and listening skills. It is connected to all the four skills of language learning. Krashen & Terrel (1983, p131) state that, "Reading may contribute significantly to competence in a second language. There is good reason, in fact, to hypothesize that reading makes a contribution to overall competence, to all four skills." Besides, by developing reading comprehension, the learners understand, evaluate, and utilize the information (Smith & Johnson, 1978, p56). But the learners' involvement is rarely found in the EFL classrooms. And the teachers do not have much application to engage

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the learners during reading comprehension lessons. Teacher-students or students-students interaction rarely takes place in the Bangladeshi EFL classrooms. So, facilitation of comprehensible input remains invisible in those classes. As the teachers fail to facilitate comprehensible input during reading comprehension lessons, learners' exposure to reading skills as well as learning the language fails to develop. Pair work as the medium of interaction is introduced as it allows the learners to work and interact independently. (Harmer, 2007, p165).

In this regard, this study seeks the answer to the following question.

How far does interaction facilitate comprehensible input in reading comprehension lessons in the EFL classrooms?

This study also proposes the following hypothesis.

- In the Bangla medium EFL classrooms, learners, especially the students of class VII, may perform better, if they interact during reading comprehension lessons.
- Through Interaction, it may be possible to augment more comprehensible input of reading comprehension.

II. Literature Review

The role of input is inevitable for acquiring a second language or foreign language. Ellis (1985, p12) opine that 'SLA can take place only when the learner has access to L2 input.' But to make it useful for FL learners, the input should be comprehensible. According to Yule (2006, p191), input has to be comprehensible to be beneficial for L2 learning. Krashen (1985, p2) also signifies the role of comprehensible input as he states, "The Input Hypothesis claims that human acquire language in only one way – by understanding messages, or by receiving comprehensible input." Harmer (2007, p266) also shows a connection between comprehensible input and learning the English language. The more the message will be comprehensible, the more learning will take place in an L2 learning context. Accepting the role of comprehensible input, Van Lier (2004, p141) states, "A more active and interactive perspective on input holds that we can make the language more comprehensible by engaging in meaningful interaction." And to make that happen, negotiation for meaning needs to be established in that context. Long (1996, p418), considers negotiation for meaning as the process where learners and competent speakers provide and interpret signals of their own, and their interlocutors receive comprehension till a minimum level of understanding achieved. And that negotiation works when there is an interaction between non-native speakers (NNS) and native speakers (NSs) or more competent interlocutors; such negotiation facilitates acquisition because it connects input, internal learner capacities, particularly selective attention, and output in productive ways (Khatib, Alemi & Daftarifard, 2010, p63). But only social interaction is not enough. Rather, additional perspectives on dynamic interactions of all levels are also necessary (Ellis, N. 2009, p31). Interaction in the classrooms can be an option for such perspectives. MacLeod and MacIntyre(1977, p266) consider interaction as one of the striking features of a classroom. Because it can be beneficial for the learners, especially for the ESL or EFL learners as it promotes communication through meaning, which is the primary means of a language. Gass & Mckey (2006, cited in Oliver, 2009, p135) find a robust connection between interaction and learning. Pica (1994, p494) also denotes that interaction takes place when learners and their interlocutors anticipate, perceive, or experience challenges to comprehend the messages. He also states, "As they negotiate, they work linguistically to achieve the needed comprehensibility, whether repeating a message verbatim, adjusting its syntax, changing its words, or modifying its form and meaning in a host of other ways (Pica, 1994, p494)."

According to Ellis, Tanaka, and Yamazaki's article (cited in Salazar & Filologia, 1996, p4,) the learners who receive input through interaction achieve more L2 comprehension than those who are exposed to other types of input. Khatib, Alemi, & Daftarifard,(2010) also agree about the importance of engagement towards language development. They state, "While being engaged in challenging tasks, learners need to work actively to comprehend each other's messages, and in this work they focus on those parts of language that need improvement, both receptively and productively (Khatib, Alemi, & Daftarifard, 2010, p63)."

III. Research Design and Methodology

The Quantitative approach was chosen to conduct the study to have more reliable and objective data. Experimental research design was introduced as baseline collection data is attainable, and researcher gets the normative point of reference through it (Ellis, 1994, p245). The complete design of the research is as follows:

The main stakeholders of this study are the students of class VII. Five high schools from Dhaka city were chosen based on the researcher's access and capacity to collect data for this study. It was also important to mention that the medium of instruction is Bengali in those particular schools. The size of sample group students is 67 in number. The age group of the students is between 11 and 14 years. The class size of five different classrooms in those schools is between 11 and 15.

According to the experimental design, a pre-test and a post-test were chosen as instruments to conduct

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the research. The pre-test was introduced to measure the current proficiency level of the students and the post-test to measure the reading comprehension in order to identify the effect of interaction through peer interaction format which was introduced in between the tests as the treatment. Pair-work as a form of peer interaction was introduced because of the traditional classroom decoration and seating arrangement in those classrooms. It is important to mention that in the cases of odd number participants in those classrooms, the researcher took the liberty to make a group of having three students rather arranging a pair. True-false and short answer types of question items were chosen for both the tests though questions were different. Questions were based on two different but similar types of passages respectively in the pre-test and post-test. It is also important to mention that adequate classes were observed before choosing such instruments for this particular study. The same procedure was repeated in all the target classrooms to have minimum varieties in collecting data.

a) Data Collection

To initiate experimental design, a pre-test (Appendix A) based on reading comprehension was introduced containing the test items of true/false and short answer to measure the current level of proficiency the control group students. But before introducing the test, adequate classes were observed too. The objectives of the research were also taken into consideration while choosing the question types. Considering the time constraints, five questions were listed under each category. Then students were familiarized with interaction through adequate information, demonstration, and practice on peer interaction. After that, a new reading lesson was introduced. This time peer-interaction in the form of pair-work took place alongside the traditional class. At the end of the class, a post-test (Appendix B) was introduced with similar test items and the exact same number of questions, but the questions were different. It also needs to mention that the level of the test items was constant to gather authentic results for this study. A similar procedure was maintained in all the five classrooms.

b) Data Analysis

The test results of both pre-test (Appendix A) and post-test (Appendix B) were considered for analyzing the data for this study. The data represent the performances of the control group students both before and after the introduction of interaction through the form of peer-interaction in the reading comprehension lessons. The following data also shows the average and comparison of their performances in the pre-test and post-test.

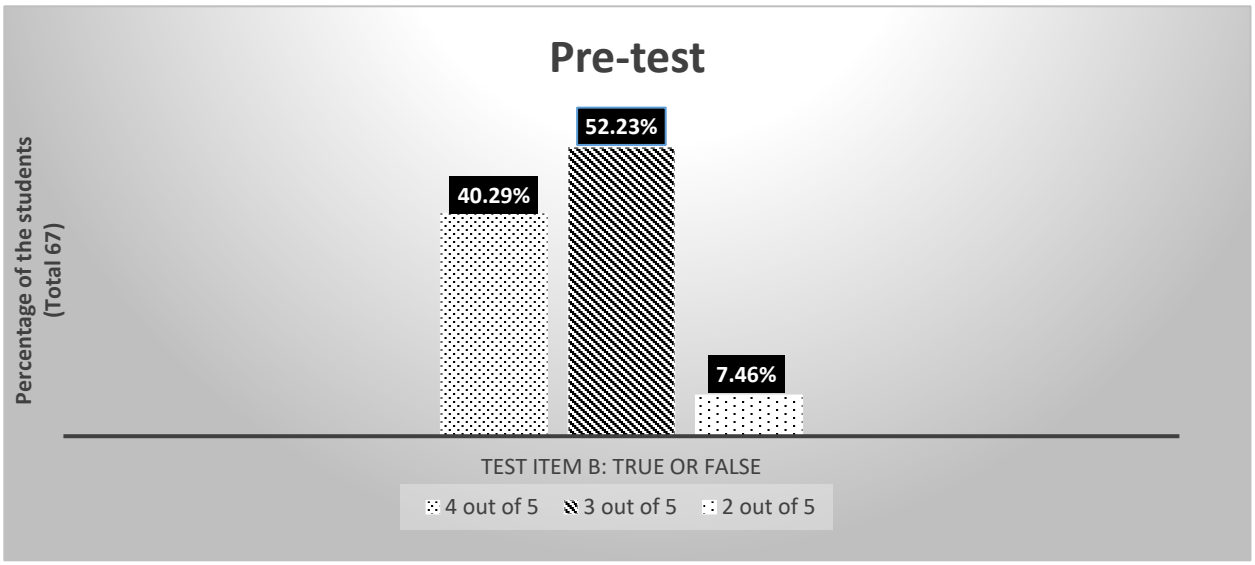


Figure 1: Students' performance regarding their ability to answer correctly in the pre-test: Test item B:

According to the data, Figure 1 shows that no students could answer correctly in the test item B when the participants were introduced with the pre-test. However, more than 40% of students answered 4 questions correctly, and over 50% of students successfully answered 3 questions, and some 7% of students had only 2 correct answers.

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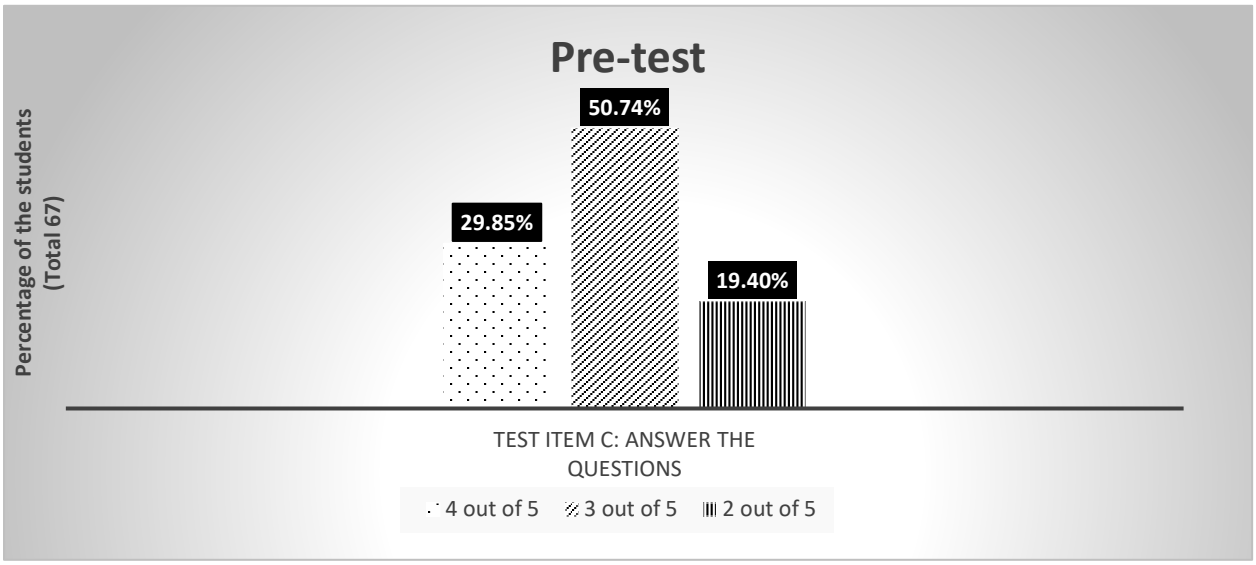


Figure 2: Students' performance regarding their ability to answer correctly in the pre-test: Test item C:

The performance for the test item B in the pre-test is even lower. According to Figure 2, not even 30% (29.85%) students had 4 correct answers. Though more, than 50% of the total students corrected 3 answers from 5 and some 19% of the total students had corrected 2 answers. It is needed to mention that there were no 5 out of 5 correct answers in this test item as well.

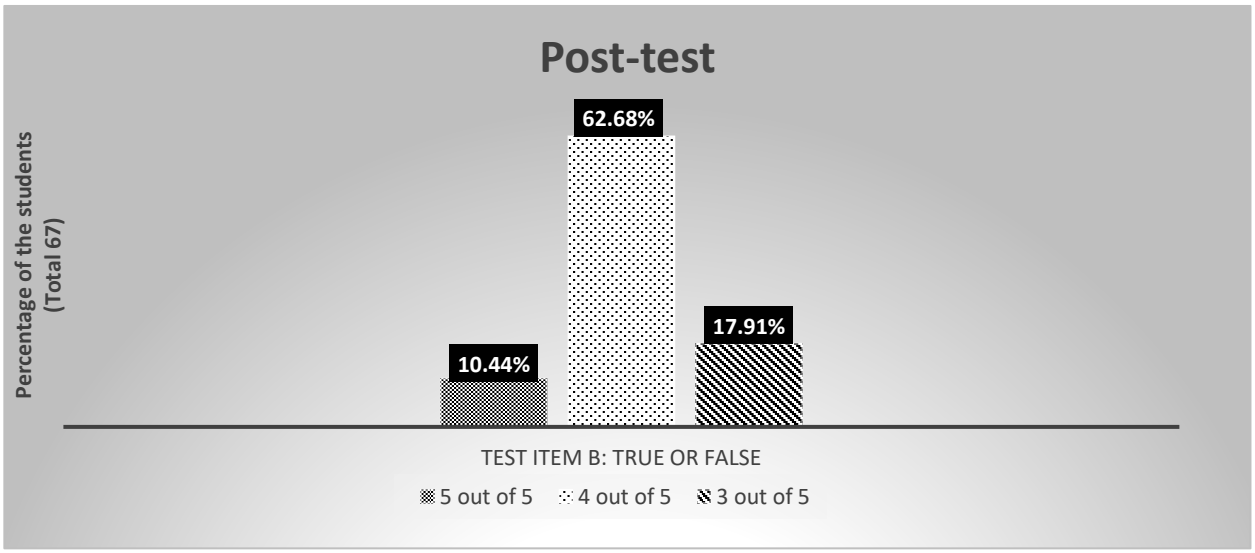


Figure 3: Students' performance regarding their ability to answer correctly in the post-test: Test item B:

However, the scenery has a significant change in the post-test. According to Figure 3, it was found that in the test item B, almost 11% of students were successful in answering all the 5 questions. And almost 63% were able to answer 4 questions correctly. The rest of the students answered 2 questions correctly.

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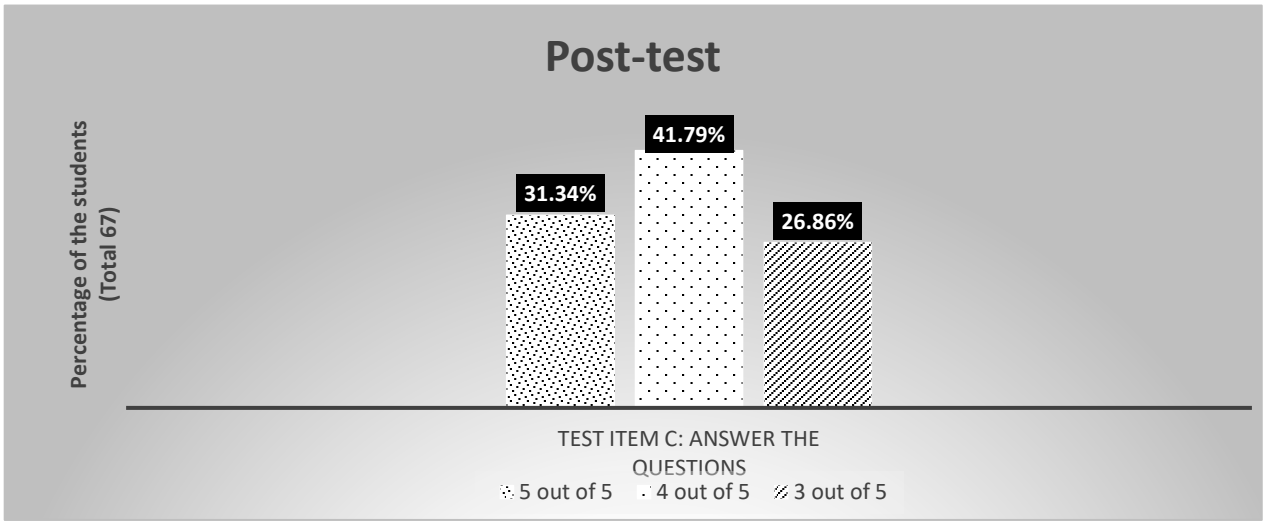


Figure 4: Students' performance regarding their ability to answer correctly in the post-test: Test item C:

For the test item C in the post-test, the difference is more graphic. According to Figure 4, almost 30% of students scored 5 out of 5, over 40% had 4 correct answers, and the rest of them (29.63%) were successful in answering at least 3 questions.

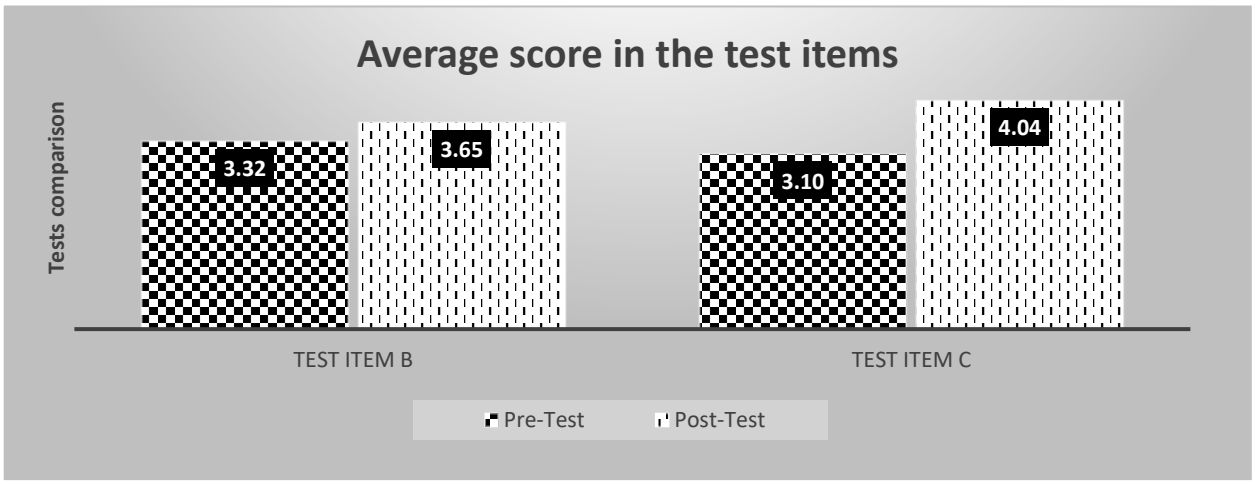


Figure 5: Comparison of the tests: Average score in the test items

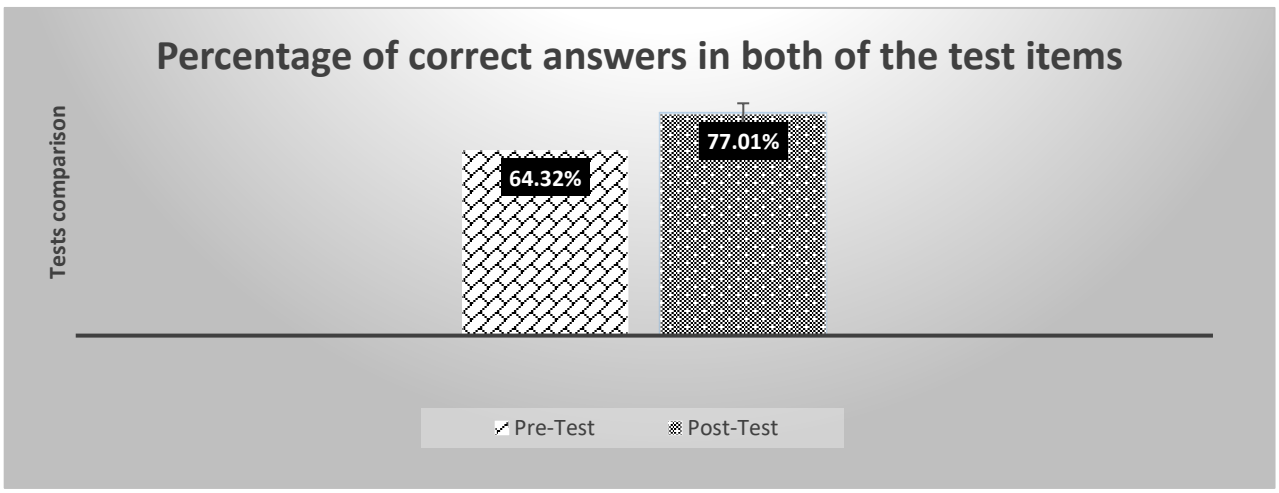


Figure 6: Comparison of the tests: Percentage of correct answers

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According to Figure 5, when the tests were compared, it was found that in the pre-test, participants' average score was 3.32 in the test item B and 3.10 in the test item C whereas in the post-test the average score turned to 3.65 for the test item B and 4.04 in the test item C. And Figure 6 shows that the percentage of correct answers in the pre-test was 64.32% and 77.01% in the post-test.

IV. Results & Discussions

Focusing on the data, especially from Figure 5 and Figure 6, the outcome clearly stated that students performed better when they had interacted. So, it is safe to say that interaction helped the students to comprehend reading lessons. The data reflected the benefit of interaction. According to the data, the percentage of correct answers was 64.32% in the pre-test. And the percentage ratio rose more than 12.69% in the post-test to reach 77.01% after the introduction of interaction through pair work in the post-test. We can also see the positive deviation in the average rate of correct answers for both of the test items. In test item B, the average score increased to 3.65 in the post-test from 3.32 in the pre-test. The consistently same thing happened in test item C. The average score turned to 4.04 in the post-test, whereas in the pre-test, it was 3.10. It also needs to mention that whereas there was no record of 5 out of 5 correct answers in the pre-test for both of the test items, 10.44% participants in the test item B and 31.34% participants in the test item C answered all (5 out of 5) questions correctly. These statistics showed that better learning and more comprehensible input took place during reading comprehension lessons as peer interaction was introduced. The result also proved that interaction helped the participants to raise their performance and comprehension level, which helped them to answer more questions correctly.

This study highlighted many issues regarding interaction and its facilitation in reading comprehension lessons, but there are some limitations of this study. Considering the length of this study, only pair-work (peer-interaction) was introduced as the form of interaction. Other forms, such as group-work, whole-class interaction, were skipped. Besides, this study only considered the students of class VII, other classes were overlooked. Considering the classroom context, it was found that the students were not familiar with the interaction. So, it was a challenge for the researcher to introduce interaction while conducting the classes. Another important issue was the culture. The interaction created a noisy atmosphere in the classroom, which is not a typical Bangladeshi classroom, and that led the students to gossip, play, and to do other work which might bring some negative reinforcement in the study.

V. Recommendations

This study so far recognized the role of interaction to facilitate comprehensible input in reading comprehension lessons. Students' performance regarding comprehension-based questions is very auspicious and leads toward further implications. As it helped the elementary classes towards their development in reading comprehension, it can be developed and introduced in the upper elementary classes as well. Besides, this study concentrated only on the EFL classes, which might be expandable to the ESL classes and even other language development classes as well. Also, as this study has a clear succession rate towards developing reading skills, it can be said that interaction can also be introduced for developing writing, speaking, and listening skills. In this study, the participants were the students of Bangla medium, and their success rate recommends the application of interaction in other media as well. This study also proposes the application of interaction in other parts of Bangladesh as the EFL classrooms are similar.

VI. Conclusion

Reading does not only mean to read through the lines and to recognize letters but also means to understand. That is why it is very important to make a text comprehensible in a reading development class. This study framed interaction to examine its credibility for developing reading. Though there were some minor limitations, this study clearly showed the significance of interaction in a reading comprehension class. Besides, Krashen (1987, p31) defines interaction as an important part of a class as he considers interaction helpful for the students to lower their affective filter. Oliver (2009, p136) observes that the learners not only attain input through interaction but also produce comprehensible output. However, considering the role of the English language and the role of reading to learn the language in the Bangladeshi context, interaction can be one of the major tools for the stakeholders. Successful integration of interaction in the ELL or EFL classrooms will give the students more exposure to communicate in the language.

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Appendix A

Pre-test: Comprehension based reading passage with test items which was conducted after classroom observation:

A. Read the passage carefully. Then answer the following questions.

Many years ago, Mr. and Mrs. Brown lived in England. During the Second World War, in March, 1944 a bomb landed on Mr. and Mrs. Brown's house. They lost their house and all their belongings. After the war, in August 1947, they left England and went to Australia. They decided to live there. One day Mr. and Mrs. Brown were at their new home in Sydney. Mrs. Brown was looking sad. "Why are you looking so sad?" Mr. Brown asked Mrs. Brown. "I've just read a very sad book." Mrs. Brown replied. "What's it called?" asked Mr. Brown. "The Diary of Anne Frank," Mrs. Brown replied. "I've never heard of it. What's this diary about?" asked Mr. Brown. "It's the diary of a young Dutch Jewish girl. She died in the war. It's a very sad story, but very interesting", Mrs. Brown replied. She also said "I found it in the library. It's a new book and they have only just received it."

B. Write whether the sentences are true or false. If true, write true. If false, write false and give the correct information.

1. Mr. and Mrs. Brown lost their house in 1944.
2. Mrs. Brown was very sad for her house.
3. Mrs. Brown was reading a diary in her new house in Sydney.
4. Anne Frank died in the Second World War.
5. Mrs. Brown found the book very interesting.

C. Answer the following questions according to the passage.

1. What happened during the Second World War?
2. Why did Mr. and Mrs. Brown leave England and go to Australia?
3. Why was Mrs. Brown so sad?

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4. Why is the “Diary of Anne Frank” a sad story?
5. Who is Anne Frank?

Appendix B

Post-test: Comprehension based reading passage with the same types of question items after the introduction of interaction:

A. Read the passage carefully. Then answer the following questions.

Eleven years ago Samira and Laila had an interesting conversation with Samira's parents. It was about the Liberation War of Bangladesh. They wanted to know about it. Samira couldn't remember much and Laila couldn't remember anything. So they asked Samira's parents some questions about it. Samira asked her mother, Mrs. Dewan if she had kept a diary in 1971, during the liberation war. Mrs. Dewan replied positively but also regrettably said that she had lost that. Laila asked Mrs. Dewan if she remembered any particular incident. Samira’s mother remembered the horrible night during war when lots of shouts and bangs were outside. Mr. Dewan told them that on that particular night, they all hid under the bed and after the very night, they went to Laila’s village. Mr. Dewan also added that they had lived with Laila’s family two or three months. Laila wanted to know when the war ended. Mr. Dewan replied that the freedom fighters had to fight fiercely for nine months to achieve the glorious victory.

B. Write whether the sentences are true or false. If true, write true. If false, write false and give the correct information.

1. Eleven years ago,the Liberation war was held.
2. Samira’s mother lost her diary.
3. Mr. Dewan left their village in the night.
4. Samira’s family stayed with Laila’s family two or three months.
5. Mr. Dewan fought nine months to become victorious in the liberation war.

C. Answer the following questions according to the passage.

1. What was the conversation about that happened eleven years ago?
2. What happened to Mrs. Dewan’s Diary?
3. Why did Samira’s family go to Laila’s village?
4. How long did the liberation war continue?
5. How did the freedom fighters get the victory?

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Global Journal of human-social science: a
Arts & Humanities - Psychology
Volume 20 Issue 2 Version 1.0 Year 2020
Type: Double Blind Peer Reviewed International Research Journal
Publisher: Global Journals
Online ISSN: 2249-460x & Print ISSN: 0975-587X

Newspapers Coverage of Internally Displaced Persons in Nigeria: May - July 2018

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Abstract- The objective of the study is to examine the extent to which newspapers reported the issue of internally displaced persons (IDPs) in Nigeria. The agenda-setting theory and the social responsibility theory formed the theoretical foundation to this study. The study adopted content analysis and the survey method, through interview to scrutinize six (6) Nigerian national newspapers- Daily Sun, Daily Times, Leadership, The Nation, Punch and Vanguard for a period of 3 months: May 1, 2018 to July 31, 2018. Coding sheet was used to code 552 editions of the newspapers within the 3-months period where 182 contents on IDPs were found and analyzed. Also, interview guide was employed to garner the view of six (6) communications and media experts. Findings presented through descriptive and inferential statistics revealed that the selected national newspapers mainly accorded low prominence to issue of IDPs through page placement stories. The coverage of major issues the selected newspapers reported about the IDPs was about the vulnerability of the IDPs. It was shown that coverage of selected newspapers as shown to have been varied geographically where North-East garnered the highest coverage, while the South-West had no coverage on IDPs situation.

Keywords: internal displaced persons (IDPS), newspapers' coverage, prominence, vulnerability.

GJHSS-A Classification: FOR Code: 190499



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Newspapers Coverage of Internally Displaced Persons in Nigeria: May - July 2018

Oluwaferanmi Adeyemo [α] & Ene Comfort Obaje [σ]

Abstract- The objective of the study is to examine the extent to which newspapers reported the issue of internally displaced persons (IDPs) in Nigeria. The agenda-setting theory and the social responsibility theory formed the theoretical foundation to this study. The study adopted content analysis and the survey method, through interview to scrutinize six (6) Nigerian national newspapers- *Daily Sun, Daily Times, Leadership, The Nation, Punch and Vanguard* for a period of 3 months: May 1, 2018 to July 31, 2018. Coding sheet was used to code 552 editions of the newspapers within the 3-months period where 182 contents on IDPs were found and analyzed. Also, interview guide was employed to garner the view of six (6) communications and media experts. Findings presented through descriptive and inferential statistics revealed that the selected national newspapers mainly accorded low prominence to issue of IDPs through page placement stories. The coverage of major issues the selected newspapers reported about the IDPs was about the vulnerability of the IDPs. It was shown that coverage of selected newspapers as shown to have been varied geographically where North-East garnered the highest coverage, while the South-West had no coverage on IDPs situation. Results showed that the most dominant tone used by the selected newspapers was the positive. Also, findings revealed that Nigerian newspapers need understand more about the issue of IDPs, editors of newspapers need assign their reporters to intensively cover the IDPs situation and report it frequently on their publications; security agencies, NEMA, SEMA, INGOs, and NGOs need to corporate and collaborate with newspapers organizations for them to be further strengthened as a communication tool in proffering solution to the issue of internal displacements in Nigeria The study recommended, among other things, that the Nigerian press should be more intentional in increasing coverage on IDPs and give prominence to the coverage of IDPs by way of positioning of reports on the front page.

Keywords: internal displaced persons (IDPS), newspapers' coverage, prominence, vulnerability.

I. Introduction

Internal displaced persons (IDPs) are persons or group of persons residing within a national recognized border who due to circumstances beyond their control flee or are forced to leave their permanent place of habitation in order to avoid the effect of armed conflict, occurrence of generalized violence, violation of human rights or natural disasters as well as human-made disasters (Oladeji, 2015). According to Osagioduwa and Oluwakorede (2016), an average of the global IDPs can be found in Africa with an increase of 7.5% between 2013 and 2014. In 2014, International Displacement Monitoring Centre (IDMC), global overview revealed that Nigeria has Africa highest number of persons displaced by conflict, ranking behind Syria and Colombia. According to Olukolajo, Ajayi, and Ogungbenro, M.T. (2014), this is as a result of an unfounded argument in religious, belief, under-development, poverty, unequal distribution of wealth, ethnic tensions, unemployment, political and economic subjugation of minorities, the absence of democratic procedures, intolerance, and many other factors.

In Nigeria alone, over 2 million people were displaced as a result of the civil war of 1967-1979 (Mohammed, 2017). Osagioduwa and Oluwakorede (2016), observed that the post-election violence of 2011 in Nigeria caused about 65, 000 persons to internally displaced in the northern part of the country, while between January 2013 and February 2014, about 613, 729 persons were displaced by both internal conflicts and natural disasters cutting across 24 states of the Nigerian federation. However, the Boko Haram insurgency escalated the issue of internal displacements in Nigeria. In 2013, IDMC recorded approximately 3.3 million displaced persons and over 1 million displaced persons in the northern region of Nigeria in April 2015 majorly as a result of Boko Haram insurgency. Alobo and Obaji (2016), assert that the insurgency accounts for 85% of displacements of about 2,152,000 by December 2015.

Despite all efforts, it has been observed that IDPs have continued to face harsh condition, especially in the IDP camps while the issue of the social reintegration or return back into their communities is becoming a dashed hope. Human rights and concerned scholars are concerned both locally and internationally about the poor living state of these IDPs which in turn has resulted to poor sanitation, health issues, hunger, poverty, inequality, lack of freedom to movement, unemployment, lack of education, lack of social amenities, etc. (Emmanuelar, 2015; Azam, 2009). With all these, it is vividly becoming difficult to achieve the Millennium Sustainable Goals (Osagioduwa and Oluwakorede, 2016). Also, failure to address long-term displacement has the potential to undermine the 2030 Agenda for Sustainable Development as articulated in the African Union Agenda 2063. The challenge of internally displaced persons generally has a tremendous

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negative effect on Nigerians and thereby militating against both human and community development.

Sambe (2015), identifies the unique features of the newspaper over the television and radio of the broadcast media as the portability and reviewability of news items on the print media in circulation against the portability and simultaneity the broadcast media. The reviewability is the ability of news items or information of the print media to read and subsequently reread at convenience as against the simultaneity experienced in the broadcast media which has the ability to reach all members of the audience concurrently (Sambe, 2015).

Newspaper is therefore an infallible, commendable and dependable veritable mass media tool of disseminating information to the general public in influencing specific actions. Newspapers coverage does not just give the public expedient report on issues and developments that are of public concern, but they adequately give detailed and oriented account. The conventional functions of the newspapers which collectively aims at building an ideal society, free and healthy enough to foster a true democracy and thus serve as a mean for information (Asemah, 2011; Anaeto et al., 2009), socialization (Daramola, 2003), cultural promotion, entertainment (Folarin, 2005), education, motivation, debates and discussions (Amodu, Usaini and Ige, 2014). Moreover, Hamid and Baba (2014), observed that the media, newspapers are expected to bring to the consciousness of the public impending dangers. Moemeka (2000), opined that they are obliged to providing the citizenry with information and discussion on important societal issues as a social responsibility function. This function places a demand on newspapers to cover, analyze and report significant developments within and outside a given society.

Nigerian newspapers over the years have performed status conferral status on internally displaced persons in Nigeria and have created awareness and information flow in building public attention. The newspapers through the agenda-setting function of the mass media have either encouraged or discouraged the members of the public and parties involved whereas no much consideration is given to how reported issues are capable of proffering solutions. The role of key stakeholders such as Human Rights Commission (HRC), Civil Society Organizations (CSOs), Educational Intuitions, Governmental, and Non-Governmental Organizations (NGOs) have been emphasized in alleviating the plight of the IDPs. However, many questions remain unanswered in regards to the role the Nigeria newspapers can play in reporting the situations to engender the safe return of IDPs back to their communities.

Therefore, this study seeks to

1. Find out the level of prominence the selected newspapers gave to the issues of internally displaced persons.
2. Examine the major issues the selected newspapers reported about internally displaced persons.
3. Examine the geographical variation of selected newspapers' coverage of internally displaced persons
4. To ascertain the dominant tone of the newspapers reported about internally displaced persons.

II. Materials and Methods

This study adopted the mixed method research design used the content analysis of selected newspapers to understand Nigerian newspapers coverage of internally displaced persons in Nigeria. Six national daily newspapers in Nigeria (Daily Sun, Daily Times, Leadership, The Nations, Punch, and Vanguard) published between May 2018 and July 2018 (92 weekday and weekend editions which make 552 editions), formed the accessible population of this study and it was the period of conflict leading to internal displacements in Nigeria.

The coding sheet and interview guide were used for data collection. The coding sheet was compared to those used in similar studies and variables were modified where necessary. The interview guide was self-developed by perusing literature addressing media coverage on social issues. The content categories and variables of the study include; issues covered (vulnerability, intervention, and return), the position of the story (prominence), the tone of coverage, and the location/Proximity of story.

Descriptive and inferential statistics were used to analyze data collected. The data was presented through frequency counts, and tables.

III. Results

Out of the 552 editions, one hundred and eighty-two (182) editions were obtained and coded based on the identification of IDPs stories found in them. The summary of the publication of the newspapers that were accessed and used for this study from May to July 2018 is shown is Table 1 and Figure 1. There was a noticeable decrease in the coverage of news stories on IDPs by the selected newspapers in the month of July when compared with the earlier months.

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Table 1: Summary of Newspapers Publication and Stories Analyzed

Variables (Newspapers)	Frequency (May 2018)	Frequency (June 2018)	Frequency (July 2018)	Frequency Total	Percentage (%)
Daily Sun	30	14	9	53	29
Daily Trust	12	14	4	30	17
Leadership	9	27	6	42	23
The Nation	7	8	3	18	10
Punch	3	7	1	11	6
Vanguard	11	6	11	28	15
Grand Total	**72**	**76**	**34**	**182**	**100**

Figure 1: Nigerian Newspapers Coverage of IDPs across Selected Months

Research Question One: What is the level of prominence the selected newspapers gave to the issues of internally displaced persons?

Table 2 show the position of stories published by the selected newspapers. Majority of the stories on internally displaced persons were on the inside pages across the six selected newspapers (n=166, 91%). In reporting IDPs stories, Daily Sun (n=50, 30%) placed stories on the inside pages more than Leadership (n=40, 24%), Vanguard (n=27, 16%), Daily Trust (n=26, 16%), The Nation (n=15, 9%) and Punch (n=8, 5%). Daily Trust however, gave more prominence to the IDPs through its front pages (n=4, 27%), followed by The Nation and Punch (n=3, 20%), followed by Daily Sun and Leadership (n=2, 13%) and then Vanguard (n=1, 7%). Daily Sun was the only newspaper that reported content on IDPs through the back page (n=1, 7%). Therefore, the selected newspapers mainly accorded low prominence to the issue of internally displaced persons (IDPs). Nevertheless, Daily Sun gave more prominence to the coverage of IDPs more than the other five newspapers.

Table 2: Level of Prominence Accorded Internally Displaced Persons

Variables (Newspapers)	Front Page Frequency (%)	Inside Page Frequency (%)	Back Page Frequency (%)	Total Frequency (%)
Daily Sun	2(13.3)	50(30.1)	1(100)	53(29)
Daily Trust	4(26.6)	26(15.6)	0(0)	30(17)
Leadership	2(13.3)	40(24.1)	0(0)	42(23)
The Nation	3(20)	15(9.0)	0(0)	18(10)
Punch	3(20)	8(4.8)	0(0)	11(6)
Vanguard	1(6.6)	27(16.2)	0(0)	28(15)
Grand Total	**15(100)**	**166(100)**	**1(100)**	**182(100)**
Percentage %	**8**	**91**	**1**	**100**

Research Question Two: What are the major issues the selected newspapers reported about internally displaced persons?

Table 3 shows the dominant issues which the selected newspaper reported as the causes of displacements. The result showed vulnerability (n=83, 46%) of IDPs in Nigeria from insecurity such as Boko Haram attacks, herdsmen/farmers clashes and communal conflicts; and environmental factors such as flood and windstorm as well as abuse of IDPs. The interventions (n=79, 43%) of the IDPs described people given assistance or need assistance and rehabilitation from either private individual, organizations or the government for survival. The least dominant issue reported about IDPs by the selected newspapers was about IDPs return to their homes (n=20, 11%). Therefore, the dominant issues reported about IDPs across selected newspapers was vulnerability, followed by interventions, while the least reported news stories were about the return of IDPs to their homes.

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Table 3: Major issues reported about internally displaced persons

Variables (Newspapers)	Vulnerability F (%)	Intervention F (%)	Return F (%)	Total F (%)
Daily Sun	37(45)	15(19)	1(5)	53(29)
Daily Trust	10(12)	14(18)	6(30)	30(17)
Leadership	12(14)	22(28)	8(40)	42(23)
The Nation	7(8)	9(11)	2(10)	18(10)
Punch	4(5)	6(8)	1(5)	11(6)
Vanguard	13(16)	13(16)	2(10)	28(15)
Grand Total	**83(100)**	**79(100)**	**20(100)**	**182(100)**
Percentage %	**46**	**43**	**11**	**100**

Research Question Three: To what did the extent selected newspapers' coverage of internally displaced persons vary geographically?

Table 4 shows the selected newspapers coverage of IDPs across the six geopolitical zones in Nigeria. The most frequently reported geopolitical location on IDPs across the selected newspapers were the North-East (n=87, 48%), North-Central (n=73, 40%), South-East (n=5, 3%), and South-South (n=4, 2%) with Daily Sun and Leadership (n=1, 25%) while Vanguard (n=4, 2%) had the highest coverage. However, none of the selected newspapers reported on the IDPs in the South-West region. These imply that coverage was accorded more for the North-East, followed by the North-Central; while the North-West, South-East and South-South geopolitical zones were accorded the lowest rate of coverage on the IDPs; there was no coverage on the IDPs accorded the South-West by the selected newspapers.

Table 4: Geographical variation of Newspapers Coverage of IDPs

Variables (Newspapers)	North-E F (%)	North-W F (%)	North-C F (%)	South-E F (%)	South-W F (%)	South-S F (%)	Total F (%)
Daily Sun	19(21.8)	5(38.5)	25(34.2)	3(60)	0(0)	1(25)	53(29)
Daily Trust	12(13.8)	3(23.1)	15(20.5)	0()	0(0)	0()	30(17)
Leadership	25(28.7)	2(15.4)	14(19.2)	0()	0()	1(25)	42(23)
The Nation	13(14.9)	2(15.4)	3(4.1)	0()	0()	0()	18(10)
Punch	7(8.0)	0(0)	3(4.1)	1(20)	0(0)	0()	11(6)
Vanguard	11(12.6)	1(7.7)	13(17.8)	1(20)	0(0)	2(50)	28(15)
Grand Total	**87(100)**	**13(100)**	**73(100)**	**5(100)**	**0()**	**4(100)**	**182(100)**
Percentage %	**48**	**7**	**40**	**3**	**0**	**2**	**100**

Research Question Four: What is the tone of Nigerian newspapers' coverage about internally displaced persons?

From Table 5, the most dominant tone the selected newspapers used in the coverage of IDPs in Nigeria was the positive tone (n=89, 49%) followed by negative tone (n=79, 43%), and the least dominant tone used about IDPs by the selected newspapers was the neutral tone (n=9, 5%). Therefore, the most dominant tone used in the report of IDPs across selected newspapers was the positive tone while the least used tone was the neutral tone.

Table 5: Tone of selected newspapers coverage about Internally Displaced Persons

Variables (Newspapers)	Positive F (%)	Neutral F (%)	Negative F (%)	Total F (%)
Daily Sun	18(20.2)	1(11.1)	34(40.5)	53(29)
Daily Trust	17(19.1)	2(22.2)	11(13.1)	30(17)
Leadership	25(28.1)	4(44.4)	13(15.5)	42(23)
The Nation	10(11.2)	1(11.1)	7(8.3)	18(10)
Punch	6(6.7)	0()	5(5.9)	11(6)
Vanguard	13(14.6)	1(11.1)	14(16.6)	28(15)
Grand Total	**89(100)**	**9(100)**	**84(100)**	**182(100)**
Percentage %	**49**	**5**	**46**	**100**

IV. Discussion

Findings of this study showed that coverage of the internally displaced persons were more frequent in the months of May, 2018 and June, 2018 than the month of July, 2018. This is indicative as a timeline in which internal displacements came to a climax during the 3-month period as there were some major occurrences which resulted in massive displacements. These include recurrent herdsmen attacks,

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herdsmen/farmers' clash particularly in North-East and North-Central regions. Interventions through provision of relief materials such as Dangote's launch of 200 housing units to IDPs in North-East, assistance and IDPs hopes for returning home also increased the frequency of reportage by the selected Nigerian national newspapers within the period. Notably, the frequency of reports on IDPs across the newspapers dropped greatly in the month of July, 2018.This was also supported by the responses of the experts (A, C, E and F) that issues on IDPs have less coverage.

Moreover, the results show that out of a total of 182 stories across the selected newspapers, majority of the stories were concentrated on the inside pages (n=166, 91%), stories on the front page were 15 (8%), and on story on the back page (n=1, 1%), and these implied that high prominence accounted for 8 percent, medium prominence accounted for an insignificant 1 percent, and low prominence accounted for 91 percent of all stories published by the six newspapers within the period of study. These findings corroborated the previous study by Ibrahim and Gujbawu (2014), which reported that Daily Trust and The Nation newspapers have low prominence to IDPs coverage with 69 (84%) of the reported 82 news stories were on the inside pages. It can be inferred that "profuse front-page placement of stories on IDPs could have been more influential in public agenda than a mere abundance of stories" (Olumojobi, 2017), as the public has the tendency to "perceive the order of prominence assigned by the press in its agenda of stories in deciding the importance of reported issues" (Defleur, 2010).

Furthermore, findings of this study show that vulnerability issues were predominantly reported by the selected newspapers. This suggests that incidents and issues relating to IDPs were that of vulnerability than interventions and the return of IDPs to their homes; as perpetuation of Boko Haram attacks, herdsmen/farmers clashes and communal conflicts were prevalent in the issues reported on vulnerability of IDPs. Results of this study show that the coverage of the six newspapers traversed five out of the six-geopolitical zones of Nigeria, thereby, confirming the national dimension of the IDPs issues. The North-East and North Central garnered more coverage by the selected newspapers can be attributed to the fact that Boko Haram insurgents, violent clashes between herders and farmers have concentrated more in the North-East and North-Central regions in Nigeria (Olayoku 2014). Although, most of the selected newspapers are all corporately based in Lagos (South-West), none of them covered stories of IDPs in the South-West region within the period of study. To this end, social proximity could be an influential factor (Bendix and Liebler, 1999) in how the IDPs were covered by the newspapers.

It was observed that, although the dominant issues reported by selected newspapers were that of the vulnerability of the IDPs, although the dominant tone used by the newspapers was a positive tone. These findings were similar to the report of Bruggemann (2014), that newspapers will always practice some degree of frame sending when assembling information into news stories.

V. Conclusion

Accruing from the findings, this study concludes that the selected national newspapers performance was not as diligent in carrying out their surveillance function in gathering and providing adequate and timely reports on issues related to internally displaced persons in Nigeria. Nevertheless, Daily Sun newspapers exemplified some measure of diligence by the volume of its coverage on IDPs. The level of prominence the newspapers accorded to issues in their coverage is fundamental to how the readers and the general public would view such issues as important. Overall, the selected newspapers accorded low prominence to IDPs issues by placing a majority of the stories on IDPs on the inside pages of their editions.

This nationwide representation of the IDPs, therefore, indicates that physical and social proximity has no significant hindrance to the coverage of IDPs among the selected newspapers. Consequently, the six selected newspapers cannot be alleged of ethnic bias or advocacy in their consideration and selection of newsworthy occurrences and issues within the context of displacement. However, it is pertinent to find out if there are no occurrences of displacements or issues related to IDPs in the South-West zone within the period of this study to validate the claims of the selected newspapers. Therefore, this study concludes that the selected newspapers are yet to discharge their social duties effectively considering the coverage of internally displaced persons in Nigeria.

VI. Recommendations

The issue of internal displacements in Nigeria is a national one which requires combined efforts of all stakeholders involved to overcome the situation through various processes of interventions, resolution, rebuilding, and transformation. The findings of this study have shown explicitly and implicitly that the media can have certain implications on both government and public perception of issues on IDPs for measurable direction for solutions. The following recommendations are proffered;

1. There should be a conscious improvement in the coverage of IDPs in the volume and depth of discourse and agenda, and also give prominence to the coverage of IDPs by way of the positioning of reports on the front page. This is to ensure that issues revolving around the IDPs gained sustained public perception and attention, which would be

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pivotal in driving required interventions and reintegration of the IDPs as well curbing the main causes of internal displacements in Nigeria. Furthermore, there should be a deliberate redirection from laying emphasis on the vulnerability of IDPs to prominently feature reports about interventions and return on the front page.

2. Media organizations in Nigeria should invest more in the consistent training of journalists in the area of social- and human-interest reporting, with particular emphasis on solution-based reporting. It is also recommended that development reporting, human rights, and human-interest sensitive reporting should be incorporated in the journalism, broadcasting, and mass communication curricula of tertiary institutions in Nigeria.
3. Newspapers owners and editors should give their journalists required skills and support needed in the coverage of IDPs situation in Nigeria. The media should also partner with afore stakeholders on how to genuinely communicate practical-solution based approaches to internal displacements in Nigeria as a means of achieving articulated sustainable development goals as a response to meeting basic human rights.

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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.

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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.



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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.



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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.

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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

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ISSN 975587

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