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Remembrance of Political Figures

A Strategy to Curbing Disruptive Behaviours

Highlights

Metal Welding Sculptural Portraiture

Rethinking Probability of Eclectic Approach

Discovering Thoughts, Inventing Future

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Metal Welding Sculptural Portraiture for the Historical Remembrance of Political Figures in Ghana: The Case of Osagyefo Dr. Kwame Nkrumah

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Abstract- Artists in Ghana who produce sculptural busts or portraits mostly limit their production materials to clay, P.O.P., cement, and metal cast. These materials may have defects and could be potentially affected by environmental conditions for lifelong periods. Aluminium welding is not practiced by artists in the fabrication of photorealistic portraits. The techniques used by artists in Ghana is the clay and cement model, which can further be used in the creation of a cast resin or metal. The researchers investigated the most used materials for creating realistic busts. The pros and cons of the materials as well as their techniques were rigorously analyzed in comparison with the aluminium forming and welding technique. Welders are constrained as far as what they can create. Mostly welders produce iron gates, burglar-proof and security locks. There is the need to diversify the technique to be able to produce portraits as a step in experimenting and diversifying the material and technique.

Keywords: *portrait; photorealistic; repousse; kwame nkrumah; aluminium.*

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Metal Welding Sculptural Portraiture for the Historical Remembrance of Political Figures in Ghana: The Case of Osagyefo Dr. Kwame Nkrumah

Isaac Kwabena Agyei [α], Owusu Oteng Bediako [σ] & Dickson Adom [ρ]

Abstract- **Artists in Ghana who produce sculptural busts or portraits mostly limit their production materials to clay, P.O.P., cement, and metal cast. These materials may have defects and could be potentially affected by environmental conditions for lifelong periods. Aluminium welding is not practiced by artists in the fabrication of photorealistic portraits. The techniques used by artists in Ghana is the clay and cement model, which can further be used in the creation of a cast resin or metal. The researchers investigated the most used materials for creating realistic busts. The pros and cons of the materials as well as their techniques were rigorously analyzed in comparison with the aluminium forming and welding technique. Welders are constrained as far as what they can create. Mostly welders produce iron gates, burglar-proof and security locks. There is the need to diversify the technique to be able to produce portraits as a step in experimenting and diversifying the material and technique. This study employed descriptive and studio-based research designs under the qualitative approach. Thus, an experimentation of the metal welding sculptural technique using the portrait of Ghana's first president and freedom activist Osagyefo Dr. Kwame Nkrumah was undertaken. This portrait was made entirely in aluminium using the Aluminium welding technique. The metal figure was formed with embossing, forming, chasing and repousse metal techniques. Based on the successful execution of this project, it has been established that aluminium welding technique can be used in producing a photorealistic representation of a figure aside the usual refractory materials such as clay and cement practiced by artists in Ghana.**

Keywords: portrait; photorealistic; repousse; kwame nkrumah; aluminium.

I. Introduction

Sculpture is considered as the most customary and the most innovatory of the visual expressions (Konopka, 2003). It is a creative structure in which either hard or plastic materials are processed into three-dimensional art objects (Rogers, 2016). The designs of sculptural figures might be displayed in unattached objects, in reliefs on surfaces, or in situations running from tableaux to settings that wrap the onlooker. An awesome assortment of media might be utilized, including wood, dirt, elastic, stone, fabric, glass, metal, mortar, wax, and at times irregular "discovered" items. These materials might be sewn, cut, gathered, demonstrated, welded, cast, fashioned, formed, or generally moulded and consolidated. Jakab (2006) attests that clay is a kind of mud that can be manipulated when in the wet state. Clay is composed from the smallest grains of mineral from worn rocks. The crystals in clay gives them the ability to be able to hold water. Plastic clay is said to be very moist, which means it can be easily worked with. When subjected to high temperatures, it tends to become hard and impermeable. The main types of useful clays are formed from the mineral Aluminium silicate and is called kaolinites. Terracotta, adobe, and china clay are many different types of kaolinite clay used by artists in sculpting. Clay varies from white, grey, red, yellow, blue, or black depending on the composition of minerals in it. Each type of clay is attributed to different characteristics.

Spilsbury and Spilsbury (2008) characterize a representation bust as "a sculpted similarity in which the head and upper part of the body are detached". While "resemblance" can allude to different understandings, the reducing of the lower body, its sudden extraction, is the most essential element of the portrait bust. They further elaborated on the representation bust as a sculptural configuration by delineating in wide terms its move since Roman times. The possibility of portrait bust hast its roots from a solid relationship with the possibility of individual subjectivity and Neo-Classical sentimentality. The idea of portrait bust spins around what Malcolm Baker alludes to as the "classicising" bust, which fundamentally depicts the bust as a complex component got from Classical model. Welding on the other hand is the process of joining two or more metal parts, utilizing heat or pressure, or both. Welding on the other hand is the process of joining two or more parts also utilizing heat or pressure or both. Unlike forging, welding is a relatively recent metalworking technique introduced approximately between 1836 to 1881(Reed, 2018). It has ever since been known in association with Modern metal fabrication. Utilizing a propane light and some Aluminium brazing poles is a brisk approach to holding Aluminium without utilizing a welder. It makes for an exceptionally solid bond and with a little practice should be possible rapidly with incredible looking

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results. The blue Bernzomatic will work fine and dandy however, many welders incline toward utilizing the yellow premium touch as it's more sweltering and works much speedier (Woodworker, 2016). Osagyefo Dr. Kwame Nkrumah created more than 20 books and productions. He was a lead power on the Political hypothesis and Practical Pan-Africanism. Dr. Kwame Nkrumah benevolently committed his life to showing how future children and girls of Africa ought to set themselves up and endeavour to bring together Africa and bridle its riches for the advantage of all relatives of the mainland (Williams, 2016). Therefore, the aim of the project was to produce a portraiture sculpture of Osagyefo Dr. Kwame Nkrumah as a historic remembrance of him and his contributions to the wellbeing of Ghana by experimenting with the use of aluminium metal welding techniques.

II. Materials and Methods

a) *Materials*

The tools which were used in executing the work were as follows: chasing hammer, chasing tools, doming tools, clay modelling tools, rubber mallet, metal scriber, metal ruler, shears, tweezers, stakes and anvil, files (small and big as well as smooth and rough), adjustable saw frame and blades, welding rods, bee wax, planishing tools, tear drop tool, wooden mallet, pencil and Aluminium rods. Equipment used for the project included bench anvil, guillotine, gas cylinder, metal work bench, and the arc welding machine. The whole figure was formed in Aluminium.

b) *Research Methodology*

Shuttleworth (2016), Creswell and Poth (2017), Almalki (2018) and Cheek (2008) explain that qualitative research clarifies subjective exploration as a magnificent method for settling results and demonstrating or invalidating a theory. The structure has not changed for a considerable length of time, so is standard crosswise over numerous exploratory fields and teachings. After factual investigation of the outcomes, a far-reaching answer is obtained, and the outcomes can be talked about and published. Subjective trials likewise sift through outside components, if appropriately outlined, thus the outcomes picked up can be seen as genuine and fair. Subjective analyses are helpful for testing the outcomes picked up by a progression of subjective trials, prompting a last reply, and a narrowing down of conceivable bearings for subsequent research to take. The Qualitative research approach was, however, necessary in the study. Under the qualitative research design, studio-based and descriptive research methods were employed. The descriptive research method was used extensively to document the information and procedures of the study whereas the studio-based has to do with the fabrication of the artwork. Matua and Van Der Wal (2015) stated that descriptive research functions through a realistic presentation and point explanation of some people, events or artworks. Readers have the opportunities to be provided with a meticulous, systematic and vivid strategy of ensuring that the sentiments, ideas through which the artwork was carried out whiles the images work in the reader's mind (Sneck et al., 2016).

Curtis et al. (2016) opine that a descriptive research often tells readers the likely art they would see, or even what they would feel, hear, smell or even think. Because of this, powerful and strong adjectives were used in this study since they portrayed the researchers' ability to create pictures in their readers' minds. In a study by Hammersley (2016), it was identified that, many studies deal with artificial or natural methods like the technique adopted, their structure and changes over a period, their form or even their activity. This work therefore called for the application of man-made instruments and technique to create imagery in metal trough chasing and repoussé techniques. There was also analyses and description of objects or materials used in carrying out the research. Descriptive research was adopted because of the quest to provide a finished detail of the process and strategies adopted during experimentation and fabrication.

Candy et al. (2019) asserted that a studio-based research methodology is used to advance knowledge through practice. Such a research is identified as an original investigation carried out to attain understanding and knowledge in a particular area. Studio-based research thus employs idea invention, performance, artefact and image invention with design inclusive which translates into a substantial or newly enhanced insights in the practice (Orr, 2016). Candy et al. (2019) attest that an entire understanding of a study can be arrived at with reference to the work of art. The current study thus was carried out at the Metal Products Design Studio of the Department of industrial art, College of Art and Built Environment, Kwame Nkrumah University of Science and Technology to be precise.

c) *Design*

The artwork is a portrait of Osagyefo Dr. Kwame Nkrumah. Images of him were retrieved from an internet to get a vivid account of his likeness in other to transfer this likeness unto the artwork.

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Fig. 1: Osagyefo Dr. Kwame Nkrumah in a formal attire



Fig. 2: Osagyefo Dr. Kwame Nkrumah in a traditional attire

Fig. 1 displays Osagyefo Dr. Kwame Nkrumah in a formal attire whereas Fig. 2 displays him in a traditional attire. Therefore, Fig. 2 was chosen not only because of the traditional attire which conveys the cultural heritage of the country but bears an utmost resemblance of the personality.

d) Working Process

This section entailed a vivid account of the production and finishing process of the Osagyefo Dr. Kwame Nkrumah metal portrait. The fabrication process has been categorized into the following areas:

- Clay modelling
- Mould making
- Metal forming
- Welding the parts together
- Fabricating the pedestal

To get a detailed model for the metal fabrication process, the portrait had to be modelled in clay. Clay was collected from the Ceramic Section, KNUST, and further processed by pounding and sieving in other to get an accurate consistency prior to the modelling process. A sizable amount was collected on a flat wooden board and a pestle was used to do the pounding.

e) Clay Modelling



Fig. 3: Welded armature



Fig. 4: Armature with mesh



Fig. 5: Adding clay to armature

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Fig. 6: Designing the Basic Bust shape



Fig. 7: The head shape

Pictures of Osagyefo Dr. Kwame Nkrumah (Figures 1 and 2) were used as a guide to develop the portrait first in clay. This was because a mould had to be done in cement in order to start the metal forming process. After acquiring an adequate amount of clay suitable for the proposed size of the clay model, an armature was first constructed (Fig. 3). The armature consisted of steel metal bars which were welded together. A metal mesh of varied sizes both big and small were wrapped strategically around the armature (Fig. 4) The armature was placed on the working table and the modelling process begun. The additive and method of clay modelling was employed on the modelling process. Clay was added bit by bit unto the armature to get the basic bust shape of Osagyefo Dr. Kwame Nkrumah which conformed to the reference pictures (Fig. 5). After obtaining the basic shape of the bust, the clay is left to harden to the leather hard state. The vital features of the bust were then modelled using the assorted clay modelling tools (Fig. 6). The head shape was first acquired followed by the facial characteristics. The facial characteristics of the bust was defined bit by bit to bring out the unique features of the portrait (Fig. 7) The unique features entail the special characteristics that will identify the model as Osagyefo Dr. Kwame Nkrumah.

The clay model surface is occasionally kept semi-wet in order to make necessary correction after critical analysis of the resemblance. A cloth was also used to cover the whole model in order to prevent it from getting bone dry. The model was then meticulously detailed with respect to the resemblance to the reference images. The textures on the head which represented the hair were created with short broom. The bottom of the short broom was used to create these textures by means of hitting the areas of the hair with the bottom of the broom. When the desired features were obtained (Fig. 7) the whole surface of the model excluding the textured parts were burnished with a hand shovel to get the surfaces very smooth.

f) Mould Making



Fig. 8: Mould preparation

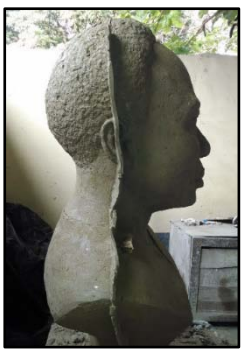

Fig. 9: Clay wall



Fig. 10: Coat for mould A

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Fig. 11: Coat of mould B



Fig. 12: Dried mould A and B

After having obtained the desired portrait model, the model was then prepared to cast a mould. The clay model was virtually divided into two parts namely mould 'A' and mould 'B'. A line was drawn from the left to the right side of the model in order to create two-part mould which was categorically labelled 'A' and 'B'. Mould 'A' is the front part of the model which entails the face, bit of the ears and the chest whereas mould 'B' covered the opposite part which was the remaining half (Figures 10 and 11). Clay wall (Fig. 9) was mounted following the parting line to serve as the parting wall for mould 'A' and 'B'. The wall measured the proposed thickness or height of the mould.

The application of the mould material was done in two parts namely, the first and second coat. The material which was used for the mould was cement and chicken net to make the mould strong and unbreakable. The dry cement was poured on the concrete floor (Fig. 8) and mixed with water to get a desired consistency for the first coat. In order to accurately pick the details of the clay model, a more liquid mixture of cement and water was prepared and applied directly unto the clay model. The first part which is the front part, mould 'A', of the clay model was first covered in the first coat (Fig. 10). When every part of the front part of the clay model (Fig. 11) is covered in the mould material, it is left to dry.

The second coat mixture which is thicker and more solid as compared to the first coat was applied unto the first coat bit by bit by the additive method of mould application. The second coat mixture was repeated to get the desired thickness which is achieved by meeting the thickness of the clay wall to complete the first front mould (mould 'A'). The back or the remaining part of the model which is separated by the clay wall was prepared next. The clay wall was removed before the first coat of the back (mould 'B') in order not to create a gab at the parting joint. Another parting joint was created using clay which was in a more liquid consistency as compared to the clay wall and applied to the edge of the dried cement parting line or wall of the first mound (mould 'A'). The first coat was then prepared and applied unto the back part of the clay model (mould 'B') to first take the back details just like the front mould. Chicken net was wrapped around the model after the first coat in order to strengthen the mould. The second coat was applied after the first coat had dried following the same procedure as the front mould to get the desired thickness. When the second mould (mould 'B') is complete, it was then left to dry in order to be separated (Fig. 12). After the two parts mould (A & B) have completely dried, they were then separated and removed. Since the mould has not completely dried due to the size, it took a longer time for it to harden and the clay model was destroyed during the separation process.

A wooden stick was used to hit the parting joint to split the two halves in order to facilitate the parting process. Mould 'A' was removed first followed by mould 'B'. Traces of clay were left in both sides. The clay was removed by scooping them out bit by bit until a greater amount has been removed including the armature. After scooping all the clay out of the mould, the mould was washed under running water with a scrub brush to remove the small clay traces which were trapped in the intricate areas of the mould especially mould 'B' which has the face. Greater care in handling the moulds was paramount since they were heavy and any mistake will beak or destroy the mould.

g) Metal Forming

Having derived the two-part cement mould, the Aluminium sheets were used to pick the shape of the figure in the mould in separate parts. All parts of the bust were formed separately and later welded together to form a completely stable unit. The broader sections were formed first. The mould was apparently divided into sections. Since the mould is in two parts each part will be formed separately and joined together.

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h) Forming the flat portions



Fig. 13: Placing the sugar paper in the mould to conform to the shape



Fig. 14: Altering the sections to shape in mould 'B'

The flat area of the mould was traced with sugar paper (Fig.13). Due to the flexible nature of sugar paper, it was however appropriate for acquiring the shapes of the various parts in the mould excluding the intricate areas such as the nose, mouth, ears and eyes. Sugar paper was arranged in the mould to take the shape of the various sections (Fig. 14). The papers were then meticulously cut with a pair of scissors in accurate alignment to meet each other.

After tracing all areas of the mould excluding the intricate parts such as the nose, eyes, ears and mouth, the papers were taken out of the mould and placed on the Aluminium metal sheets to be traced and pierced or cut. Pencil was used to trace the shapes of the papers which assumed the shapes of the sections on the Aluminium sheet. In order not to create confusion, a naming structure was developed by the researchers for the mould. Every piece of sugar paper which represented a portion of the mould was named in numbers according to the specific mould it belonged. The sections of mould 'A' for example was named using the description of the portion of the mould. For example, in mould 'B', the portion which represented the back of the bust was named 'back 1', 'back 2' as well as 'side back 1' and 'side back 2' which represented the side parts of the back.

i) Forming the reference models



Fig. 15: Taking shape with clay



Fig. 16: Eyes, mouth &nose



Fig. 17: Clay models of ears

Complex areas such as the nose, eye, ear, eyes and the mouth in mould 'A' was traced with a different approach. Instead of using the sugar paper which would have been impossible to obtain all necessary parts, those areas were picked up using clay (Fig. 15). Lumps of clay was prepared pushed into all these areas to get the exact shapes (Fig. 16). They were then removed and placed in a cool environment to dry (Fig. 16 & 17). These clay parts represented the exact shaped in the mould which made chasing and repousse of these portion much easier since they served as references for the forming process.

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j) Forming the broader sections



Fig.18: Annealing Al. sheet for the forming processes



Fig. 19: hammering Al. sheet for the bottom part of 'B'



Fig. 20: hammering Al. sheet for the upper head part

After tracing unto the Aluminium sheet, the traced shapes were pierced out using the jeweller's saw frame. When all the traced shapes have been pierced out, they were annealed (Fig. 18) to prepare them for forming and bending processes. The various sections were placed one after the other in the mould and a rubber mallet and a wooden stick was used to hit the metal to conform to the shape of the mould. The chest areas for example was arranged in sections and a rubber mallet was used to hammer (Fig. 19) them to shape. When the metal hardens, the annealing process was repeated and the process continued. All the pieces were hammered in the cement mould until they conformed to the shapes of the areas which they meant to be. Each section was carefully placed to touch each other at their edges. After hammering, the researchers realized that the metal pieces were overlapping instead of aligning at the edges. This was as a result of the malleable nature of the Aluminium. The metal somewhat expanded and distorted the initial shape in which it was cut. The shapes were resized due to the expansion and all excess parts were marked with pencil and pierced. They were then rearranged in the mould to check their alignment.

The parts which were not well aligned were removed and further filed to obtain the desired results. The edges which were distorted due to the excessive annealing and tampering were placed in the mould and straightened to get flashing edges at every point. Several checks were conducted to make sure they aligned properly in the mould so as to obtain the same shape as the model if arranged and welded together. Every section of the sheets in the mould was named according to the same naming structure which were used for the sugar paper sections.

The same approach was used in defining the face of the bust. Aluminium sheets that were pierced for the forehead, cheeks, chin and the other facial features of the head were annealed and placed in the respective part of the mould and the rubber mallet was used to get the basic shape of the face. The face was divided into four parts, the forehead and two parts which includes half of the nose and mouth and the chin to half of the neck. The Aluminium sheets were arranged accordingly and hammered to get the sunken shapes partially. The wooden stick was used to get the sunken areas of the nose, eyes, ears and mouth. These areas were not hammered too deep since they would be cut off and replaced with the exact one after the chasing and repousse process.

k) Forming the eyes, nose, mouth and ears in metal



Fig. 21: Forming eyes



Fig. 22: Forming nose



Fig. 23: Forming mouth



Fig. 24: Forming ears

After creating the basic facial part of the mould, the intricate facial features were fabricated next using a different approach namely chasing and repousse. The clay models of the eyes, nose, mouth and ears served as reference models on which the researchers looked unto to form them separately one by one.

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I) Welding the various parts



Fig. 25: Welding parts



Fig. 26: Welding forehead



Fig. 27: Welded face parts



Fig. 28: Welding neck region



Fig. 29: Welding ears



Fig. 30: Welding head

The metal pieces were welded bit by bit until the whole thing was completed. The face was assembled first. The chased facial elements being the eyes, nose, ears and lips were pierced out using the jewellers' saw frame after the chasing and repousse process was completed. These facial elements were fixed into the broad surfaces which completes the head. In order to properly execute the welding process of the face without distorting the desired figure the pieces of metals were placed in their respective portions in the mould 'A' (Fig.25) and the welding process begun from the bottom which is the jaw region to the forehead region. All the eyes, nose and lips excluding the ears were welded following the areas of their contact region (Fig 25).

In order to properly secure the welded joints, the welded parts which were welded in the mould were removed from the mould and turned over to re-weld all loose parts to reinforce the welded joints. When all edges have properly been secured, the welded parts were placed back into the mould to complete the figure of the face. The eyes were also placed together with the welded portion which were the nose the lips and the cheek. When the face in mould 'A' was completed, the metal pieces which forms the head was also placed in their respective portion and welded together. The grid line spaces in the hair was also welded to close them up (Fig. 26). The process continued until all metal elements of mould 'A' had been well welded (Fig. 27).

When the mould 'A' metal figure is completed, the same procedure is followed to achieve the desired outcome. Unlike the metal figure for mould 'A', mould 'B' has no intricate detail designs such as the eye, nose and ears so the metal parts were placed in their respective portions in the mould to be welded together. The metals from mould 'B' were assembled from the bottom to top. The lower region of the mould which is the back of the figure was welded first which consisted of three metal pieces. After welding these parts, the next was welding to join the rear region. Unlike mould 'A' metal figure, the mould 'B' metal figure had to be welded on the edge of the mould 'A' figure instead of the complete mould 'B' metal figure which would make joining the complete parts of 'A' and 'B' more difficult. The part of the neck on mould 'B' consisted of three metal pieces. The welded part of the neck was welded to the back of the figure and joined to the edge of the mould 'A' figure (Fig. 28). The welded joints were further secured by closing all gabs. The back of the head in mould 'B' however consisted of five parts excluding the grid-pierced pattern of the hair region. These parts were welded to join the whole welded figure directly until it was complete. When the welding process of the pieces of mould 'A' and 'B' were completed, there happened to

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be holes or spaces in the figure. This included the area where the ears will be fixed. The metal parts with the chasing of the pair of ears where placed on their respective positions at edges of the sides of the joined metal figure of mould 'A' and 'B' and welded (Fig. 29).

Sugar paper was used to trace the remaining areas with the aid of a pencil by placing the piece of sugar paper at the back of the affected area and the pencil was used to draw the shape of the hole along the edge. Fig. 30 shows the welded back of the head 'B'.

m) Producing the Pedestal



Fig. 31: Cutting rods



Fig. 32: Pedestal base



Fig. 33: Inner part of pedestal



Fig. 34: Inner support



Fig. 35: welding inner to base support



Fig. 36: Complete pedestal

A pedestal was fabricated on which the metal figure will rest on. The pedestal is made up of iron rods and steel pipes. The iron rods and steel pipes were cut to a desired size (Fig.31). The base of the pedestal was constructed using these square pipes and iron rods. The square steel pipes were welded together to form a rectangular shape. The middle of the rectangular shape was filled with a cross of double round iron rods. A single metal rod was bent on an anvil to conform to the curvature of the inner base wall of the metal portrait figure. A single rod was welded in the middle of the curved iron rod in an overlapping manner (Fig. 32 & 33). In order to connect this curved iron rod and the rectangular metal base, a single iron rod was cut and welded to join the two (Fig, 34). The intersection of the iron rods in the middle of the rectangle was where the iron rod was welded. The rough welded joints were grinded using the hand grinder machine.

III. Results and Discussion

a) Results

The results of this study is displayed as in Fig. 37. There was no discovery during the review of related literature that amalgamated the chasing and repousse technique with the Aluminium welding or any type of metal welding. Most of the works that were produced were either one of them. A typical example is the artist Jordi Diez Fernandez who produces figurative sculpture with scrap metal. The art of photorealism is not only limited to only refractory materials or the metal casting techniques but metal sheet forming and the welding technique can be combined to produce a portrait figure in metal other than casting as the study has proven.

The main aim of the study was to fabricate Osagyefo Dr. Kwame Nkrumah using the welding technique. The study revealed an infallible truth that, provided there is an outmost resemblance in the clay model of the proposed figure, it is possible to transfer that resemblance unto the metal. Following the mould of the clay model and the reference images as well, made the final metal figure less ineffective. Therefore, the resemblance of the clay model was paramount to the successful execution of the metal portrait of Osagyefo Dr. Kwame Nkrumah. Another aim of the project was to experiment and explore the Aluminium welding technique into forming the realistic portraiture. The

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Aluminium welding technique was experimented with pieces of Aluminium sheets. Continues practice of this technique alleviates the difficulty of this technique since Aluminium is a very light metal and if critical care is not taken in the welding process, the design might be distorted. Finally, the study was also aimed at assessing other portrait-making techniques such as modelling and casting in comparison to welding. Clay and other refractory materials in modelling as well as casting are the major mediums through which artists express their three dimensional portrait making. The clay modelling technique was however explored and the researchers discovered that it is easier to produce a portrait figure in clay having the needed skillset unlike the metal which is also malleable but cannot be altered after rigorous subjection to hammering and annealing.



Fig. 37: The final metal bust of Osagyefo Dr. Kwame Nkrumah

b) Appreciation

Osagyefo Dr. Kwame Nkrumah was the main centre of focus in this project since he was the first leader of Independent Ghana and even before the time former Ghana which was known as the Gold Coast. On March 6, 1957, at 12 am, Nkrumah declared Ghana to be an independent nation. In celebration and in respect he was given the title of Osagyefo by the people, which translates as "redeemer" or "the victorious one" in the Akan tongue. Today, Nkrumah is still one of the most respected leaders in African history. His legacy lives on today in the continued existence of Convention People's Party. He has been honoured throughout the nation. A typical example is the Kwame Nkrumah Mausoleum and the Kwame Nkrumah University of Science and Technology.

The facial characteristics of the metal figure is what defines it as a portrait of Osagyefo Dr. Kwame Nkrumah. These characteristics includes the eyes, ears, nose and the overall structure of the face. These characteristics are not dissimilar from that of the clay model which was imprinted in the mould. The whole metal figure was successfully executed based on the dependency on the elements and principles of design. Without these principles and elements, the metal figure would not have resembled the clay model. The outfit of the figure which is the jumper represents the uniqueness and diversity of the African culture. The African jumper that complements the kente and other types of cloths and fabrics are worn by Ghanaians. The chasing and repousse technique employed in fabricating the vital features of the head was very essential in the success of the project. Without these techniques, there wouldn't have been a more detailed representation of the eyes, nose, lips and eyes in the sheet medium. Chasing helped entirely in building a replica of the vital features based on the clay reference models. The repousse technique also brought out the sunken and raised details of the vital features in the effort of creating a replica.

The Aluminium welding technique was also suitable given the thickness of the Aluminium sheets

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and was able to fuse beautifully in a clean line. All assembled sections of the metals originating from the mould 'A' and 'B' were successfully fused together using the Aluminium welding technique. Shapes formed using the chasing and repousse technique as well as those formed using the embossing and hammering techniques were all harmoniously combined into the single unit through the Aluminium welding technique. The Aluminium metal was suitable for this project. Aluminium is a light metal and can be manipulated into different shapes.

IV. Conclusion

The successful execution of this project has revealed that portraits are not limited to clay and other refractory materials and also metal cast, but there can be an amalgamation of the chasing and repousse technique as well as embossing and the Aluminium welding technique. The research has proven that a metal sculpture can be produced without the casting technique which is usually less accurate given the size and the results can hardly be controlled based on the works that are produced in Ghana. The clay however is a suitable material due to its malleable nature. It can be altered continuously until the desired shape is acquired. Clay can be added or subtracted to get the desired form. The clay however has to be cast or fired in order to make it more durable but the whole process consumes a lot of time and money before the final work is done. Aluminium is a metal that doesn't tarnish, corrode or rust. It can maintain its appearance and lustre for a long period of time. The study has also introduced a new approach into portraiture. This will add to the existing knowledge in the making of photorealistic portraiture. The project would give room for metal artists to explore their creative prowess in this field of study.

Based on the successful execution of the project, it has established the fact that the Aluminium welding technique can be used in producing a photorealistic representation of a figure aside the usual refractory materials such as clay and cement practice by local artist. Having achieved a realistic portrait figure of Osagyefo Dr. Kwame Nkrumah, the researchers can boldly recommend this process as an alternative for metal artists in this field and other fields alike. Moreover, the researchers would like to recommend that metal artists should experiment with different techniques other than the usual which are mostly clay modelling, cement modelling, cement casting, metal casting etc. Metal artists in Ghana should explore other methods of making portraits in other to pave way for diverse techniques and materials which will be much better and less expensive and also achievable if not better, the same results as the old methods of photorealistic portraiture. Aluminium is a less expensive metal and malleable. It does not corrode and therefore it is the best metal for making photorealistic portraits. The researchers will therefore recommend Aluminium as the right metal for making busts and other related artefacts.

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Rethinking Probability of Eclectic Approach in the Post-Method Era: *A Study for Making English Teaching-Learning Effective in Bangladesh*

By Md. Khairul Bashar

Abstract- For effective English teaching and learning in Bangladesh probability of Eclecticism can be rethought. To do so, the concept of the post-method era is to be implemented. Both Eclecticism and post-method pedagogy put much emphasis on the effectiveness of pedagogy. For a context like Bangladesh, it is very important to formulate culture and context-sensitive need-based pedagogy as there is a lack of effective pedagogy. As the earlier pedagogy failed to produce competent English language users in Bangladesh, it is time to formulate need-based appropriate pedagogy. The present study has been undertaken to consider the existing teaching-learning realities of Bangladesh in the post-method era and suggest effective pedagogy based on the concept of Eclectic Approach.

Definitions of the Key Terms:

Eclecticism: The practice of deriving ideas or styles from a diverse range of sources.

Post method Era: The time after the period of the method.

Pedagogy: The method and practice of teaching. Approach: A particular way of dealing with a problem.

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Approach: A particular way of dealing with a problem.

I. Introduction

Eclecticism, which combines more than one method in language teaching is expected to fulfill the gap of appropriate pedagogy in Bangladesh. Linguists, educationalists, and scholars now suggest culture and context-sensitive pedagogy as borrowed pedagogy has failed to produce the desired outcome. After many years of teaching-learning, English learners lack the basic skills of English. As a result teaching-learning process become a complete failure. To come out from these shortcomings, language practitioners can follow Eclectic Approach for teaching-learning English in Bangladesh.

a) Statement of the Problem

For a period, various teaching-learning borrowed pedagogy has been used in Bangladesh. But no one has been able to produce competent English language users. Earlier Grammar Translation Method has been used for a period. Later on, CLT was introduced. After that, a somewhat combination of CLT and GMT is in practice, but after many years of teaching-learning English, learners remain incompetent. Now it is necessary to rethink the matter of appropriate pedagogy. One single method cannot make language learners communicatively competent in various situations. Learners' needs and purposes for the Bangladeshi context have not been considered while selecting methods.

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b) Research Questions

The paper covers the following research questions:

i. Is the present English teaching-learning pedagogy effective?
ii. How can the concepts of Eclecticism be used for a context like Bangladesh?
iii. How can we amalgamate post-method pedagogy and Eclectic Approach for formulating effective pedagogy?
iv. On what basis will Eclectic Approach be conducted?

c) The Objective of the Study

The main objective of the study is to utilize the concepts of the Eclectic Approach based on the concepts of post-method pedagogy. Pedagogy needs to be formulated based on the present needs of the learners as well as Bangladesh. For that reason, it is important to consider the effectiveness of the existing pedagogy. This paper discusses some important aspects of the eclectic approach, post-method pedagogy, and some well-known language teaching-learning methods and approaches. In the end, it advocates the probability of applying the Eclectic Approach for the context of Bangladesh in the post-method era.

II. Basic Concepts of Eclecticism

To explain Eclecticism, language experts and educationalists have defined it in several ways.

According to Rivers (2018), an Eclectic Approach brings opportunities for the teachers to absorb the best techniques of all the well-known language teaching methods into their classroom procedures. The teachers use them for the purposes for which they are most appropriate. It is derived from the concept of combining several theories, styles, and ideas. Similarly, Al-Hamash (1985) says that eclecticism

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chooses different language learning methodologies instead of sticking to standard one. To Larsen- Freeman (2000), "when teachers who subscribe to the pluralistic view of methods pick and choose from among methods to create their blend, their practice is said to be eclectic" (p.183).

In a word, Eclecticism is a pluralistic approach of combining all good ideas, principles, and practices considering the abilities of the learners and the aims of the lesson. It is considered as a methodology of choice where the teachers can select their best culture and context-sensitive procedures for the benefits of their learners. Eclecticism is nothing but a blending of knowledge from all different sources. However, in language education, the eclectic approach is for overcoming the shortcomings of methods.

III. Literature Review

The concept of the Eclectic Approach for one's teaching purposes and teaching situations is an earlier one. Language teachers, experts, and educationalists consider this approach as a solution to the ELT problem.

A good method is to be comprehensive and eclectic (Rivers, 1986). Palmer (1964) suggests multiple lines of approach that embody the Eclectic principles allowing teachers the opportunity to choose judiciously. Stern (1983) considers it as a compromise method and a solution to the language teaching method debate. Again Wali (2009) finds that an ELT method cannot meet all the teaching and learning needs. That is why teachers need to adopt a set of techniques as their teaching procedures to fulfill all language goals and program objectives. Furthermore, to implement teaching techniques, a teacher needs to have his teaching style that grabs the students' attention.

Indeed "The successful teacher usually organizes and makes a blend of methods he/ she thinks are appropriate. Each method has its value and uniqueness on one side and its difficulties and an experience of Implementing disadvantages on the other side" (Bell, 2007, p.140-141). Hence, for a variety of language learning activities, Eclecticism is suitable for all types of learners (Kumar, 2013, p.1).

Regarding the post-method era, Bell (2007) argues that methods have limitations that must be overcome. And 'post-method' does not necessarily denote the end of methods rather a desire to go beyond these limitations by allowing more flexibility from teachers.

As a reaction to the ineffectiveness of language teaching methods the eclectic approach of learning was proposed at the beginning of the 1990s and became one of the fashionably popular means for learning English (Kumar, 2013, p.1). Like other approaches and methods, the Eclecticism possesses some principles. Perhaps, the main aspect of this approach is the opportunity of language teacher to choose suitable methods or techniques befitting the learners' needs and learning situation.

From the literature review, it is very much clear that in an EFL or ESL context like Bangladesh, there is much probability of applying the Eclectic Approach. That is why, there is a scope of research in this sector.

IV. Post-Method Pedagogy

Key proponents of post-method pedagogy suggest some broad guidelines for designing pedagogy in the post-method era. In his parameter of particularity, Kumaravadivelu (2001, p. 538) proposes that language teaching practices must be sensitive to "a particular group of teachers teaching a particular group of learners pursuing a particular set of goals within a particular institutional context embedded in a particular socio-cultural milieu" (p. 538). For successful teaching and learning parameter of particularity is very much significant. Kumavadivelu (1994) also considers 'post-method condition' as an alternative to a method. Post-method pedagogy evaluates teaching as a process of creating and utilizing learning opportunities. In his macro strategy of social relevance, Kumaravadivelu (1994) furthermore highlights the need for teachers to be sensitive to the societal political, economic, and educational environment in which language teaching-learning takes place.

Post-method pedagogy welcomes any attempt from the teachers to modify and adjust an established method to the existing realities of local contexts (Richards and Rodgers 2001, p. 251). In this regard, Cattell (2009, p. 59) says, "One way to overcome the limitations of the methods paradigm would be to simply allow teachers to choose from a variety of methods."

In the post-method pedagogy, teachers are to shoulder the responsibilities of formulating their own methods or theories of practice based on local contexts and their experiences.

V. Existing English Teaching-Learning Condition of Bangladesh

The history of the ELT pedagogy of Bangladesh is the borrowed one and centered on the GMT method. For a period arena of English language teaching was dominated by the Grammar Translation Method. It was taken as a standard for learning English in Bangladesh. Communication Language Teaching was introduced in 2001 from class six to grade twelve to help the learners to develop their English communicative competence. Because of the enormous class size, lack of inadequacy of logistic supports, teachers' preference of traditional teaching methods, the mismatch between curriculum and assessment, cultural differences, lack of skilled

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teachers, CLT proved as a complete failure. Students cannot communicate in English properly in real-life situations, even after completing twelve years of education. According to the report of the English in Action (EIA) project in 2008-09, students cannot acquire progress beyond the initial level of competence in spoken English even after many years of schooling. Although in recent years, grammar has been reintroduced in school and college curriculum, pedagogy cannot produce competent language users. Thus, one sort of chaotic situation is prevailing in the arena of English language teaching and learning.

VI. Chief Characteristics of Different Methods and Approaches

Only Grammar translation and Communication Language Teaching were in practice in Bangladesh, still there are many other methods with own distinctive characteristics for language teaching, which are no less important for the Bangladeshi context.

Grammar Translation Method (GTM):

With the goal of reading and translating literature GTM was introduced. It:

- applies grammatical rules to translate sentences and texts into and out of the target language.
- focuses on reading and writing.
- encourages deductive grammar (Richards and Rodgers, 2001).
- emphasizes little on spoken language.
- considers accuracy to be essential.
- teaches vocabulary of the target language to reach the goal (Larsen-Freeman, 2004).
- suggests the authoritative rules of teachers in the classroom.
- allows error correction immediately.

Communicative Language Teaching (CLT):

CLT is considered as an approach. It:

- ✓ encourages learning to communicate in the target language for real purposes.
- ✓ also focuses on speaking and listening skills.
- ✓ involves "little grammar instruction" (Sato and Kleinsasser, 1999, p. 502-504).
- ✓ uses authentic materials.
- ✓ promotes the teacher's role as an advisor to establish a situation for communication.
- ✓ suggests pair work and group work.

The Direct Method:

It:

- does not allow translation.
- allows speaking in the target language and communicating in real situations.
- encourages using new words and practising vocabulary in full sentences.
- emphasizes oral communication.
- encourages self-correction.

The Audiolingual Method:

This method:

- advocates a system of reinforcement.
- suggests new words and grammar without using the students' native language.
- does not focus on vocabulary.
- focuses on grammar through drill and practice.
- considers language as verbal behavior and system of habit formation.

The Structural-Situational Approach:

This approach:

- encourages teachers to teach language through a careful selection, gradation, and presentation of vocabulary items and structure through situation-based activities.
- considers speech as the basis of language.
- views structure as the heart of speaking ability.
- considers accuracy as crucial.

Suggestopedia:

It:

- emphasizes learners' mental aspects for removing psychological barriers (fear, nervousness, tension, frustration, etc.)
- offers a cheerful, bright, colorful, and non-threatening classroom environment.

The Bilingual Method:

It:

- ✓ means a method of two languages.
- ✓ encourages teaching the language by giving mother tongue equivalents of the words or sentences.

The Total-Physical Response:

It:

- bases on the theory that memory is enhanced through association with a physical response.
- takes structural views of language.

The Silent Way:

It:

- encourages teachers to use a combination of silence and gesture to focus students' attention.
- supports an innovative way of classroom organization.

VII. Incorporating the Concepts of Post-Method Pedagogy and Eclecticism

There are similarities between Eclecticism and post-method pedagogy. Both Eclecticism and post-method pedagogy advocate the effectiveness of pedagogy.

On the one hand, post-method pedagogy suggests ELT pedagogy by the local ELT practitioners or teachers. It is thought to be an alternative to the method. It proposes that in a particular socio-cultural

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context, teaching-learning pedagogy will be particular as teaching-learning goals, teachers, and learners are different. It is an opportunity to create and utilize learning opportunities. It allows teachers to modify and adjust a method. Thus, it is the proper utilization of existing teaching-learning realities.

In the same way, Eclecticism proposes to select materials by the teachers combining all good ideas, principles, and practices. For that, teachers need to consider learners' ability, and the aims of the syllabus and curriculum. It creates the opportunity for language teachers to use the techniques and activities drawn from various language teaching approaches and methods. The teachers decide what to use depending on the teaching-learning culture. Teaching styles, ideas, and practices need to be reconsidered to meet the demands and benefits of the learners. So, in the post-method era, local teachers can take the opportunity of selecting materials from several methods based on the contextual realities.

VIII. General Recommendations for Making Teaching-Learning Effective

Modified concepts of both Post-method pedagogy and Eclecticism can be useful for the Bangladeshi context. Chaudhury and Karim (2014) properly remark, "Possibly the implementation of more eclectic approaches or combinations of methods may be appropriate in Bangladeshi context." For blending different approaches and methods the following steps can be taken.

a. Taking the whole country as a particular context, a group of nationally selected teachers will select necessary elements from all methods and approaches. In our context, all teachers are not equally skilled. So it will be wise to hand over the responsibilities to a group of teachers.
b. For designing pedagogy, selected teachers will consider the needs of the learners and existing contextual realities of Bangladesh. According to Popova (2001), a teacher has to adopt such a method that will work for most of the learners (p.4). Therefore, a teacher has to focus on the students' necessity while selecting pedagogical items.
c. Following the Grammar Translation Method teaching new words and translation can be reintroduced for our context. At a lower level, grammatical rules can be taught. Furthermore, influential role of teachers will be helpful for our context as the psychological buildup of the learners suggests dependency on seniors.
d. Following Communicative Language Teaching overall classroom discussion or activities under teachers' control instead of group work and pair work can be effective. In the higher classes, teachers' role as an advisor and authentic materials should be practised. In the syllabus, tasks of listening and speaking skills in a limited scale are to be included for higher classes. Besides following the Audiolingual method, drill can be practiced to a limited scale.
e. Following the Direct Method practising new words in full sentences will develop communicative ability. Principles of teaching everyday vocabulary can be taught through demonstration, concrete objects, and pantomime.
f. Following the concepts of the Bilingual Method, both the target language and mother tongue can be allowed. For the initial level, mother tongue can be permitted, but at the advanced level, teachers should encourage students to use the target language more and more.
g. Following the principles of Suggestopedia, the selected group of teachers need to put much emphasis on learners' mental aspects and removing psychological barriers as fear, nervousness, tension, frustration, etc. Learners can be offered a cheerful, bright, colorful, and non-threatening classroom environment that will be much helpful in Bangladesh.
h. Following the Structural Situational Approach, a careful selection, gradation and presentation of vocabulary items, and structure through situation-based activities can be fruitful.
i. Following the Silent Way concept of gesture and physical response can grab students' attention at a lower level in some cases. Again, an innovative way of classroom organization may be welcomed.
j. The selected teachers should modify and adjust any practices from any methods for the Bangladeshi context if necessary. In some cases, they will innovate some new procedures.

IX. Conclusion

Thus taking aspects from several methods and giving priority to the learners' needs, the selected group of teachers can construct appropriate pedagogy for Bangladesh. Tasks and content-based items can be given priority. To make the teaching-learning effective in the Bangladeshi context, language practitioners can follow this process as no single method or approach is sufficient for our context. The socio-cultural realities of Bangladesh are different. So, it is best to construct pedagogy by the local ELT practitioners considering practical aspects. Therefore, the concepts of Eclecticism can strongly be advocated, which combines the best features of each approach.

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Classroom Management: A Strategy to Curbing Disruptive Behaviours among 5th Grade Learners in Ghanaian Pre-Tertiary Schools (Evidence from Ridge Experimental School, Akyem- Oda, Birim Central Municipality in the Eastern Region of Ghana)

By Edmond Agyeman Amoako, Samuel Nyamekye Otchere, Rosina Opoku & Gifty Segu-Essel

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Keywords: *disruptive behaviours, grade five, learners, pre-tertiary schools, classroom management.*

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Edmond Agyeman Amoako [α], Samuel Nyamekye Otchere [σ], Rosina Opoku [ρ] & Gifty Segu-Essel [ω]

Abstract- This is a collaborative action research design which focused on using classroom management as a strategy to curbing disruptive behaviours among 5th Grader learners at Ridge Experimental School in Akim-Oda in the Birim Central Municipality of the Eastern region of Ghana. Though the study appeared experimental and descriptive in nature, the concurrent mixed method research approach informed its direction. Questionnaires, interviews tests and observation were the primary data collection tools. Descriptive, interpretive and interaction process analyses were used to analyse all data gathered. Accidental and simple random sampling techniques were involved in the selection process. The study revealed personality disorder, economic and social factors, lack of interests in classroom lessons among others result in disruptiveness in school whereas creating a positive and engaging classroom atmosphere, ensuring appropriate seating arrangement, development of class routine chart and good choice of methodologies can help curb disruptiveness in the classroom and beyond. The study advocates for the collaborative effort of state institutions and stakeholders of education to assist needy learners who are from low-income earning families.

Keywords: disruptive behaviours, grade five, learners, pre-tertiary schools, classroom management.

I. Background to the Study

Arguably, learners' ability to perform academically well in the school setting largely depends on several factors both known and unknown. This is to say that the presence or absence of these determinants may either positively affect the state of learners' performance or otherwise. Factors such as teachers' pedagogy, content knowledge and pedagogical content knowledge have been identified as possible elements that could drive or shape learners' behavior particularly in the area of performance in the school system (NaCCA, 2019). In a similar attempt to explain factors that influence learners' behavior in the classroom, Antwi-Danso (2012) envisaged that some resulting causes are learner-bound rather than facilitator-bound.

According to Bonney (2012), there are certain amount of behavioral problems that learners exhibit in the classroom environment which many a time threaten effective teaching and learning. These unapproved behaviours or behavior problems in the colosseum of education, the classroom setting are termed as disruptive behaviours. Disruptive behaviour basically constitutes engaging in disorderly conduct on school compounds or at school-bound activities which interferes with the activities of others, including studying, teaching, research and school administration (CCBC Code of Conduct, 2020). This implies also that disruptive behaviors in the classroom may refer to all problematic attitudes that make it difficult for learners to focus and pay attention in the teaching and learning process.

Disruptive behaviour is usually associated with distractible behaviours of learners in class. This generally sometimes eventually influences learners' ability to function academically in and out of the classroom setting. Nemenzo (2016) cited in Bonney (2017) described disruptiveness as a behaviour disorder which includes talking excessively, fidgeting, anxiety, conflict, anger, or other mood changes. Arguably, the classroom has always been a place where attention tends to have a greater value. In every single academic activity that goes on in the classroom, both learners' and teacher's attention or focus is highly required. Sadly, due to disruptiveness, learners often struggle to pay attention to academic activities; their attention deficit is relatively high that instructional purposes get blown away in thin air without materializing. Lack of attention jeopardises effective teaching and learning as Bonney (2017) rightly puts it. Due to attention deficit, learners begin to perceive assigned tasks as difficult and challenging. In some cases, they are even more likely to give up before truly trying. Studies have shown that disruptiveness emanating from learners' behavior in teaching and learning situations can only be curtailed through a well-established behavior interventions.

The resulting factors of learners' disruptive behaviours are enormous. However, common among these causes relate to genes and the immediate environment of learners. Highlighting learners' genes or heredity as a potential contributor of disruptiveness among learners, points to the claim that learners possess some form of innate behavior disorder called Attention Deficit Hyperactivity Disorder (ADHD).

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Attention Deficit and Hyperactivity Disorder (ADHD) is a neuro-behavioural disorder manifested by chronic level of hyperactivity, impulsivity and attention (American Psychiatric Association, 2018). Consequently, learners tend to exhibit unwelcomed behaviours in and out of classroom settings as a result of this disorder. In other words, the presence of this genetic or hereditary disorder yields series of unapproved behaviours shown by learners in the process of instruction. Moore and Crutsinger (2000) postulate that hyperactive learners dash around touching or playing with whatever is in sight, or talk incessantly. Sitting still during a school lesson becomes difficult for them. They squirm and fidget in their seats or roam around the room. Alternatively, they may wiggle their feet, touch everything, or noisily tap their writing materials.

Witzel and Mercer (2003) point out that classroom management is one of the most common problems facing teachers because disruptive learners take up valuable learning time. Learners with disruptive, defiant, and disrespectful behaviours often make it difficult for teachers to teach and learners to learn. Educators who have learners with problematic behaviours in their classrooms become extremely frustrated. These individuals often come to feel that they are ineffective at working with learners which is one cause of teacher attrition (Witzel & Mercer, 2003).

Attention Deficit and Hyperactivity Disorder (ADHD) is a neuro-behavioural disorder manifested by chronic level of hyperactivity, impulsivity and attention. It is one of the most common childhood behavioural disorder affecting 3 to 7 percent of school age pupils (American Psychiatric Association [APA], 2000). Attention Deficit and Hyperactivity Disorder (ADHD) is one of the most common disorders in early children. It can be identified by its main characteristics that include: impulsivity, hyperactivity, cognitive, behavioural, emotional deficits, and inattention. The symptoms of nearly half of ADHD children are shown when children are 5 years old (Dreyer, 2006).

Prayitno and Amti (2013) argued that disruptive behaviour such as fighting with playmates can happen because of several things; for example, lack of self-control, selfishness, hyperactive, the unstable condition at home or the contrary incident, permissive among others. Moreover, Slavin (2009) investigated that disruptive behaviour during the class may be the result due to the urge to get more attention from the teachers and classmates. In addition, it is also performed as the purpose to release the uncomfortable feeling. Based on the characteristics that previously discussed about intellectual disability children, it can be concluded the major cause of disruptive behaviour is from internal factor. Intellectual disability has social, emotion and behaviour problems that lead to the disruptive behaviours.

Managing inappropriate behaviours in schools help reduce the stress teachers and other learners go through and improve academic performance of learners. The study seeks to use classroom management strategies to reduce disruptive behaviours among learners. Learners whose behaviours are regarded as inattentive, disruptive or maladjusted have been shown to be at risk of poor educational progress. In addition to the consequences for an individual, such behaviour problems in the classroom diminish educational opportunities for other learners and contribute to teacher stress (Hinshaw, 1992a). This phenomenon is not different from what is being experienced in pre-tertiary schools in Ghana hence the study.

a) Statement of the Problem

During an off-campus teaching and supervision programme at Oda Ridge Experimental School, it was observed that some of the learners paid less attention during lessons. Some learners during lessons pinched their peers, slept, chat with the friends, and frequently moved out to urinate. This reflected in their performance. This was confirmed from learners' exercise books and continuous assessment record book that the inattentiveness and other disruptive behaviours made them score low marks. The study therefore sought to use classroom management strategies to help reduce disruptiveness among learners in Ridge Experimental School.

b) Purpose of the Study

The purpose of the study is to use classroom management strategies to help reduce disruptiveness among learners in Ridge Experimental School.

c) Objectives of the Study

The objectives of the study was to:

1. Investigate the causes of disruptive behaviours among learners in Oda Ridge Experimental School.
2. Examine classroom management strategies that could be used to address learners' disruptive behaviours in Oda Ridge Experimental School.

d) Research Questions

This study was guided by the following questions:

1. What factors account for learners' disruptive behaviours in Oda Ridge Experimental School?
2. In what ways could classroom management strategies be used to address disruptive behaviours in Oda Ridge Experimental School?

e) Scope of the Study

This study was conducted at Ridge Experimental School in the Akim Oda Township in the Birim Central Municipality in the Eastern region of Ghana with the focus on learners' disruptive behaviours in class, its causes and the use of classroom management as interventional strategies to address the problem.

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II. Review of Related Literature

The review of literature delves into the theoretical, conceptual frameworks and empirical review of the study. The section dwells on the key issues raised in the research questions which are the causes of disruptive behaviours in schools and the use of classroom management strategies to address disruptive problems in class.

a) Causes of Disruptive Behaviours in Schools

It is quite obvious that whatever happens in the classroom has its triggers or inciters of which learners' disruptiveness in the class is not an exception. Therefore learners behave disruptively as a result of the following causes;

i. *Social causes:* Absenteeism, lateness, roaming in class, assignment incompletion and fidgeting are the hallmark of learners' disruptiveness which does not encourage classroom learning. Again, the nature of the lesson instructions presented to a class is also one of the causes. Learners decide not to pay attention when the lesson presented is either too difficult, not understandable or not challenging enough. Teachers' methodology and TLMs choice for a lesson can either make learners more active or boring when the lesson is ongoing. Also, teachers who refuse to set rules and regulations with learners for a class refuse to also control the class. Learners turn to dash around touching or playing with whatever is in sight, or talk incessantly.

ii. *Emotional causes:* Broken homes, single parenting, and indifferent treatment of parents towards their children affect their active focus and participation in class. However if a learner is treated badly at home, it reflect in his/her classroom concentration and performance as well. These children lose focus when a teacher is teaching as their mind will be at home (Kumthekar, et al., 2016). According to Merrell and Boelter (2001) inattention is a hallmark feature of attention deficit-hyperactivity disorder (ADHD), which can affect adults as well as children and teens. He added that learners with these disorder never pay attention in class no matter what the teacher may try unless clinical treatment is given.

iii. *Economic causes:* Poor nutrition, learners' tasks to family's daily living, inability of parents or guardians to afford their children's learning materials affect their classroom behaviours and cause them not to pay attention fully in class (Nye, 1957). This is because studies had indicated that socio-economic background of parents' have a great influence on the pupils' educational aspirations (Nye, 1957).

b) Using Classroom Management Strategies to Address Learners' Disruptive Behaviours in Class

In attempt of reducing disruptive behaviours among learners, it is important for teachers to establish a classroom environment where all learners feel safe, comfortable, and welcome. According to Conroy et al (2014), "Creating a positive and engaging classroom atmosphere is one of the most powerful tools teachers can use to encourage children's learning and prevent problem behaviours from occurring" (p. 18). This tone can be established by teachers' reactions to learners' behaviours in these regards:

i. *Behaviour Management:* Behaviour management is also an essential factor to be considered when disruptiveness is being addressed. For learners to progress significantly depends on their classroom behaviours. Therefore setting clear and observable rules with learners for the classroom routines guides the learners to comport themselves to the classroom norms. There is the need to keep consistent, explicit classroom rules visible to all and the possible consequences. The classroom rules should be developed by teachers and learners to bring about commitment on part of both parties.

ii. *Appropriate seating and sitting arrangement:* Appropriate seating arrangement is a very important interventional strategy for dealing with disruptive behaviours in the classroom. When the physical environment in the classroom, especially seating arrangement, is taken into consideration, the learner with disruptive problems could be accommodated (Cwalina, 2005 cited in Bonney, 2017). To minimize distractions, seat the distractible learner away from both the hallway and the windows. Preferential seating thus next to the teacher, close to the blackboard, away from high traffic areas such as doors, pencil sharpeners, areas in which teachers give individualized instruction, or windows.

iii. *Development of classroom routine chat:* Another way inappropriate behaviours could be reduce in classrooms is through the development of class routine chart that will structure the learner's day and provide predictability. This could be in the form of timetable that spell out the turn of event in each day. This helps to reduce the frustrations learners would go through when activities seem to be new to them. In case of any changes in the routine activities of the class, learners should be communicated to long before its execution (School Psychologists and Social Workers, 2004 cited in Antwi-Danso, 2012).

iv. *Choice of instruction methodology:* The choice of methodologies and its teaching resources, lesson presentations and its transitions, breaking of

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task into bits and lesson timing are instructional modifications which are carefully done to help learners with inappropriate learning behaviours. Again, making sure you have the learners' attention before giving instructions by maintaining eye contact, a close physical proximity and stating the desired behaviours in positive terms are very relevant to solve learners' disruptive behaviours.

v. *Reinforcement:* Alberto, Troutman and Anne (2008) recommended the first step of solution that can be conducted by the teacher to reduce unexpected behaviour is using differential reinforcement. Martin & Pear (2010) explained there are 5 steps of differential reinforcement application. These points should be done in a coherent, following: choose an appropriate behaviour to strengthen that is incompatible with the behaviour to be eliminated; take baseline data of the appropriate behaviour over several sessions or more to determine how frequently the appropriate behaviour should be reinforced to raise it to a level at which it will replace the inappropriate behaviour; select a suitable schedule of reinforcement for increasing the appropriate behaviour; while strengthening the incompatible behaviour, apply the guidelines for the extinction of the problem behaviour; gradually increase the schedule requirement for the appropriate behaviour in such a manner that it continues to replace the inappropriate behaviour as the reinforcement frequency decreases.

In a nut a shell, educators can use the following multi-step process outlined by Mather, Goldstein and Eklund (2001) to manage their learners' behaviours using consequences. The first step is to define the problem by count or description. The second step is to change the behaviour by developing a behaviour management plan. The third step is to identify an effective reinforcer, and the last step is to apply the reinforcer on a consistent basis in order to change the behaviour.

III. Methodology

The study is a collaborative action research. It is experimental and descriptive in nature. It sought to use classroom management strategies to help reduce disruptiveness among learners in Ridge Experimental School. Basically, an action research design tends to investigate perceived instructional and classroom and bound challenges (Owu-Ewie, 2011) whiles its preferred form being collaborative involves a group of people researching a specific topic (VanBarren, 2019). Accidental sampling was involved in selecting the participating school; nonetheless, simple random sampling procedure specifically the lottery method was employed in choosing fifty-five (55) participants from a pool of one hundred and twenty-five (125) potential participants. This consisted of thirty-five (45) learners and ten (10) teachers respectively.

An unstructured interview guide, a structured questionnaire and observation were the primary instruments used for the data collection. The 15-item questionnaire was administered to teachers only and was designed based on the key themes raised in the research question. The researchers, read out the question items to the participants and explained them accordingly. Participants were to indicate their responses using a five-point Likert Scale (strongly agree, agree, indifferent, disagree, strongly disagreement).

Similarly, the interview guide was used for some selected teachers. These tools were structured with the list of key issues to look out for areas such as; inappropriate behaviours put up in class, frequency of those behaviours, how those behaviours affect the student and others as well as performance of students with inappropriate behaviours in school. Interview responses were recorded in all formats (audio, video format and audio-visual). Detailed notes were taken in the course of the interview session. Repeated playbacks of recorded responses were done afterwards for voice clarity and transcription purposes. Codes were generated and assigned to data gathered from the interview.

Also, an Interaction Process Analysis was employed to analyse all observational data. Regarding this, the classroom behaviours of learners were coded for four weeks over a two-month period. In addition, quantitative data were descriptively analysed using simple percentages; however, qualitative data like interview responses were subjected to thematic analyses. In ensuring trustworthiness of the instruments, experts, supervisors, teachers, colleagues and students (participants) were consulted for suggestions, before they were carried out as proposed by Anderson and Morgan (2008).

IV. Results

Findings from the study were presented in accordance with the data type. Tables were used to discuss quantitative results from survey whereas qualitative results from in-depth interviews and observations were also interpreted thematically. The table below presents the results on the causes of disruptive behaviours among learners in schools.

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Table 1: Causes of disruptiveness in school (Teachers' views)

Reason (Cause)	Response	Frequency	Percentage (%)
Personality disorder, economic factors such as poor nutrition, and social factors such as broken homes	S.A	8	80
	A	2	20
	I	0	0
	D	0	0
	S.D	0	0
Lack of audio-visual aids in teaching at the pre-tertiary particularly at the lower primary	S.A	4	40
	A	3	30
	I	1	10
	D	1	10
	S.D	1	10
Poor classroom control Mechanisms	S.A	7	70
	A	2	20
	I	1	10
	D	0	0
	S.D	0	0
Lack of interest in Classroom lessons, The subject itself and Mode of presentation	S.A	5	50
	A	1	10
	I	1	10
	D	2	20
	S.D	1	10
Total		n = 10	n= 100%

Source: Field Survey (2020)

Table 1 shows participants' responses to causes of disruptiveness in schools. The responses captured in the table represent the views of teachers in relation to most dominating factors accounting for disruptiveness in schools. From the table, participants were presented with listed possible reasons/causes of disruptiveness in schools; personality disorder, economic factors (e.g., poor nutrition), social factors (e.g., broken homes), lack of audio-visual aids for instruction, poor classroom control mechanisms and lack of interest in classroom lessons, subjects taught and mode of presentation. The responses gathered show that all ten (10) participants representing 100% were found in the domain of agree. They pointed to personality disorder, economic factors such as poor nutrition and social factors such as broken homes as the main causes of disruptiveness in school. These responses comprised eight (8) participants forming 80% strongly agreeing and another two (2) participants representing 20% also agreeing to the statement that personality disorder, economic factors such as poor nutrition and social factors such as broken homes are the primary causes of disruptiveness in schools. Seven (7) respondents constituting 70% were identified in the boundaries of agree claiming that lack of audio-visual aids in teaching at the pre-tertiary level particularly at the lower primary is the reason behind disruptiveness in school. This was made up of four (4) respondents making 40% strongly agreeing and three (3) respondents constituting 30% also agreeing to the statement. However, two (2) respondents forming 20% were spotted in the categories of disagree in relation to the aforementioned cause as captured in the statement. One (1) representing 10% was on the other hand found to be indifferent. Poor classroom control mechanisms was also identified as a potential cause of disruptiveness in school. Nine (9) respondents representing 90% attributed disruptiveness in school to poor classroom control mechanisms. This was made seven (7) respondents forming 70% strongly siding and another two (2) respondents making 20% supporting that poor classroom control mechanisms result in disruptiveness in school. Meanwhile, one (1) respondent forming 10% neither agreed nor disagreed that poor classroom control mechanism could lead to disruptiveness in school. Lack of interest in classroom lessons, nature of subject and mode of presentation was also measured. It was noticed from the table that six (6) respondents representing 60% were found in the categories of agree. This was composed of five (5) respondents forming 50% strongly agreeing and one (1) respondent comprising 10% also agreeing that disruptiveness in school is the outcome of lack of interest in classroom lessons, nature of subject and mode of presentation. Three (3) respondents representing 30% were however found in the domains of disagree with two (2) representing 20% disagreeing and another one (1) forming 10% disagreeing that lack of interest in classroom lessons, nature of subject and mode of presentation is the primary cause of disruptiveness in school. One (1) respondent comprising 10% was found out to be indifferent in

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relation to the statement pointing lack of interest in classroom lessons, nature of subject and mode of presentation as primary causes of disruptiveness in school.

The responses given by this section of participants are indication that disruptiveness in school have resulting factors. Nonetheless, from the gathered responses, it has been revealed that personality disorder, economic factors such as poor nutrition and social factors such as broken homes turn out to be the primary factors of disruptiveness in schools. Equally, other factors such as poor classroom control mechanisms, lack of audio-visual aids in teaching at the pre-tertiary level particularly at the lower primary and lack of interest in classroom lessons, nature of subject and mode of presentation have also been found out respectively to be highly sensitive to disruptiveness in school. Considering the responses obtained, one can therefore deduce that personality disorder, economic and social factors, poor classroom control mechanisms, lack of instructional audio-visual aids and declined interest in classroom lessons, subject nature and presentation styles are among the resulting factors of disruptiveness in schools. These responses confirm the positions of Nye (1957) and Kumthekar et al (2016) posit that poor nutrition, single parenting and broken homes affect young learners' stability in the classroom.

The pictorial representation of the use of classroom management strategies to reduce disruptiveness in classroom among learners can be seen below:

A bar graph showing the use of classroom management strategies to reduce disruptiveness among learners in the classroom:

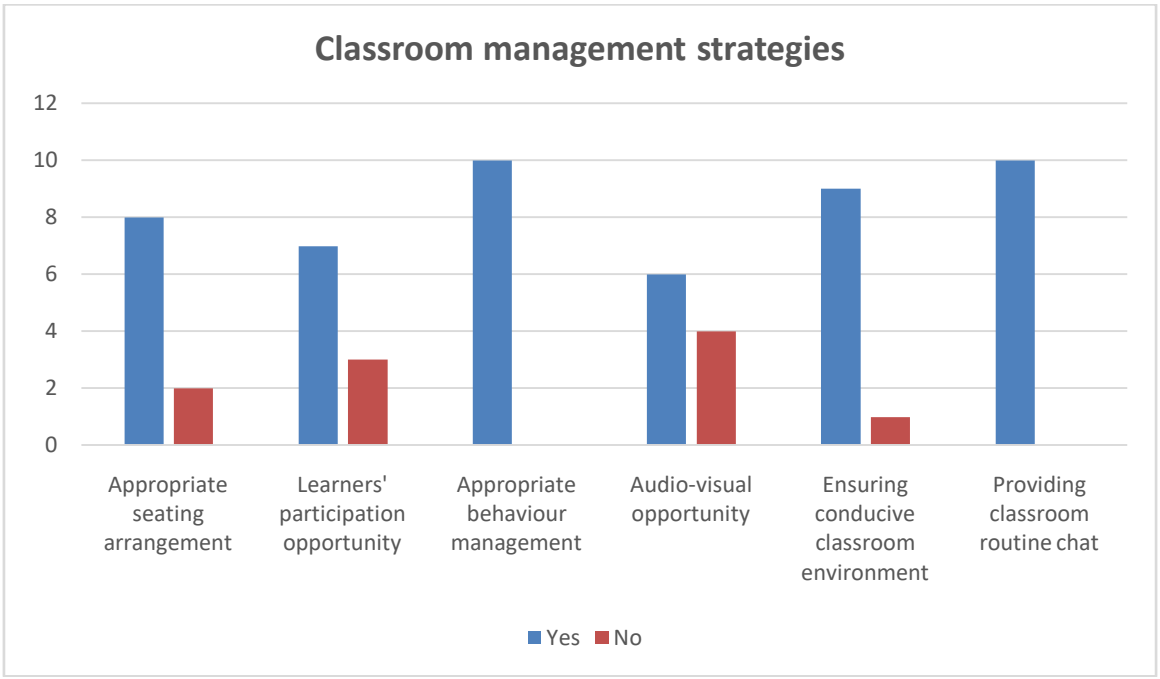

Figure 1

Regarding the use of classroom management strategies, eight (8) responses comprising 80% were recorded to have answered 'yes' indicating that they are of the view that there should be appropriate seating arrangement. The remaining two (2) respondents forming 20% however did not succumb to this view. Seven (7) respondents constituting 70% of the respondents said giving learners the opportunity to respond and participate in classroom activities could help. This view was not same with the remaining three (3) respondents who formed 30% of the respondent base. Again, all ten (10) respondents forming 100% agreed that providing appropriate behaviour management and providing classroom routine chart could prove helpful in reducing disruptiveness in the classroom. Six (6) respondents making 60% were of the view that teachers should provide adequate audio visual aids whilst the remaining three (3) representing 30% did not share this view. Nine (9) respondents constituting 90% claimed that teachers must ensure conducive classroom environment. One (1) respondent representing 10% on the other hand did not agree to this position.

Based on the responses gathered, it can deduced that classroom disruptiveness can be managed or reduce when teachers focus on providing and using appropriate behaviour management strategies and classroom routine charts.

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a) Analysis of Pre-test results

Table 2: The performance of Learners

Performance of pupils	Number of Pupils	Percentage (%)
Below average performance	30	66.7
Average performance	10	22.2
Above average performance	5	11.1
Total	45	100

Field data, 2020

The above table shows the pre-test results as a result of inattentiveness. From the table, thirty (30) learners representing 66.7% performed below average. Ten (10) learners forming 22.2% put up average performance whereas 11.1% of learners representing five (5) learners exhibited above average performance.

b) Interview Data Analysis

Confirming the findings from learners on the factors accounting for disruptive behaviours, few of the learners were interviewed in focus groups of two. The groups were labelled **A** and **B** representing the respondents with five pupils representing the group.

Responding to the causes of learners' disruptiveness, Respondents **A** had this to say;

> *Conditions such as disorders, broken homes, illness and poor nutrition are of the challenges they face at home which reflect in their classroom behaviours.*
>
> *Lack of audio-visual aids in teaching especially in primary, poor classroom control mechanisms, disinterest in classroom lessons, the subject itself and their presentations are said to be some of the main factors that contribute to learners' disruptive behaviours.* (Respondents **B**).

The interview results revealed that learners' disruptive behaviours are caused by multiple of factors which include; ways by which teachers teach learners, disorders such as poor nutrition, broken homes which make students to be disruptive during teaching and learning. This confirms the assertion of Kumthekar et al (2016) that broken home, single parenting and indifferent treatment of parents towards their children affect their active focus and participation in class.

c) Intervention Stage

After all these pre-intervention activities had been done, the researchers implemented the interventions.

i. *Intervention implementation*

The researchers implemented the interventions for the whole of January and February, 2020 but used each strategy concurrently. It was revealed that some learners pinch their peers, sleep, chat with the friends, and frequently move out to urinate during lessons. Since disruptiveness is an off-task behaviour, the researchers modified the instructional strategy of teaching to involve activity method to offer the learners the opportunity to practice and interact with learning resources to retain what is learnt. This strategy lasted for half of the month precisely from 1st January, 2020 to 15th January, 2020.

The learning activities were made for learners to practice and use adequate teaching and learning resources. This intervention was implemented alongside the setting of clear and observable classroom rules. The observation provided the researchers with a frequent count that they had to prompt the learners to obey the rules and participate fully in the lesson. The rules were pasted on walls and learners were frequently taken through. Those who went contrary were corrected with the stated outcomes. These activities were implemented from 16th to 31st of January, 2020; thus the rest of the month.

Cwalina (2005) emphasized that appropriate seating arrangement is a very important interventional strategy for dealing with disruptive behaviours in the classroom. To minimize distractions, the researchers seated the distractible learners away from the windows but close to the blackboard and next to the teachers for the first week (from 1st to 9th of February, 2020). Here, learners appeared less distracted and exhibited various activities than they had been doing in the previous seating arrangements. Learners with disruptive behaviours were paired with learners with positive behaviours to serve as role models. Peer tutoring and cooperative learning were encouraged. This was done alongside with motivational incentives where stickers, prizes, and food items or privileges were given to learners who are hardworking, obedient and very attentive in class. These activities lasted for only the second week; thus from 12th to 16th of February, 2020. Also, learners with undesirable behaviours were delayed for two to three minutes before going for break as their punishment. Some of the learners suffered the withdrawal of privileges as a way to reduce inappropriate behaviours. This activity was put in place in the third week; thus from 19th to 23rd of February, 2020 alongside the seating arrangement strategy.

Finally, individual assessments were also conducted for the rest of the month (26th to 28th) intermittently to monitor the progress of the interventions and deviations were corrected. This brought a healthy competition among the groups and individuals in the class. The analysis of the data is reported in graph and

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tables. The provision of prompt feedback on behaviours and assessment were provided as an intervention to reducing disruptive behaviours among learners. These were the last strategies conducted in the month of February, 2020.

After the interventions had been implemented for a whole term, an assessment was conducted to find out whether the interventions had worked out. The assessment was conducted using class test, class exercises and observations. It was observed that there was a dramatic improvement in learners' performance. When compared learners' performance during pre-intervention with post-intervention performance, the results showed that there had been improvement in their performance.

d) Post-test Analysis

Table 3: The performance of Learners

Performance of pupils	Number of learners	Percentage (%)
Below average performance		15.6
Average performance	13	28.9
Above average performance	25	55.6
Total	45	100

Field data, 2020

The above table shows the post-test results after the interventions. Seven (7) learners representing 15.6% performed below average. Thirteen (13) learners forming 28.9% had average performance and twenty-five (25) learners constituting 55.6% performed above average. Comparing the pre-test and the post-test results, it is evident that the number of learners who performed below average in the pre-test decreased from 66.7% to 15.6% in the post-test which shows a real improvement in the performance of the learners. Also there was an increase in the number of learners who scored within the average group. While 22.2% was obtained in the pre-test, 28.9% was obtained in the post-test which signifies an improvement in the lesson. Again, the number of learners who scored above average in the pre-test increased from 11.1% to 55.5%. This in all shows improvement.

V. Summary of Findings

The study presents the following as the summary of findings. Regarding the causes of students' disruptiveness, the results revealed that the nature of lesson instructions presented to a class, broken homes and other overt factors such as assignment incompletion, refusal to set rules and regulations in class indifferent treatment of parents towards their children, attention deficit-hyperactivity disorder, lack of motivation during teaching and learning, and inability of parents or guardians to afford their children's learning materials are said to be some of the main factors that affect their classroom behaviours and contribute to learners' disruptive behaviours.

Concerning the use of classroom modification strategies to address disruptive behaviours among the learners, creating a positive and engaging classroom atmosphere, ensuring appropriate seating arrangement, development of class routine chart, the choice of methodologies and its teaching resources, the use of classroom rewards and incentives, setting expectations for positive interactions, breaking of task into bits and lesson timing, using reinforcement and punishment strategies to increase desirable behaviours, giving learners' opportunity to respond and participate in classroom activities, providing appropriate behaviour management and ensuring conducive classroom environment were mentioned as techniques to address learners' disruptive behaviours.

VI. Conclusion

The following conclusions were drawn based on the findings of the study: Learners' disruptiveness are as result of the factors such as absenteeism, lateness, assignment incompletion, refusal to set rules and regulations in class, broken homes, indifferent treatment of parents towards their children, attention deficit-hyperactivity disorder, lack of motivation during teaching and learning, inability of parents or guardians to afford their children's learning materials among others. However, classroom modification strategies were the interventions implemented to address the problem.

VII. Recommendations

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

The Ghana Government, philanthropists, NGOs and other stakeholders in education should help provide appropriate teaching and learning resources to schools in support of learners from broken homes, neglected and the needy ones. There should be flexible, clear and observable rules to accommodate learners with disruptive behaviours to enable them have a permanent positive change in behaviour. The provision of child-centered approaches to teaching and learning which will give the learners opportunity to participate in lesson activities should be encouraged and monitored by education boards, heads in schools and supervisors

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among others. Since these phenomena are emotionally and psychologically bound, it will be prudent that the Guidance and Counselling Coordinating departments of the Ghana Education Service be intensified and fortified through frequent in-service training to equip them for tasks like this. Parents ought to also give their wards the needed attention as effectively as possible.

VIII. Suggestions for Further Research

According to the researcher, the use of rewards and visual aids are the suggested interventional strategies that could be used for this same study as far as learners' disruptiveness is concerned. Consequently, future research should aim exploring this angle.

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Cultism and Islamism as Impediment to the Growth of Christianity in Nigeria

By Dr. Nenty J. Nenty
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Abstract- The paper "Cultism and Islamism as impediment to growth of Christianity" a look at how the continued effect of cultism and Islamism has impeded and is still impeding the growth of Christianity. Cultism has been treated under causes and effects on the youths, society and Christianity while Islamism is treated as the radical arm of Islam and its strategies of impeding Christianity. Suggestions have been made to encourage unity and peaceful existence of Nigerians.

Keywords: *cultism, islamism and christianity.*

GJHSS-A Classification: *FOR Code: 220499*



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Cultism and Islamism as Impediment to the Growth of Christianity in Nigeria

Dr. Nenty J. Nenty

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Keywords: cultism, islamism and christianity.

I. Introduction

There is revealing truth in the statement that cultism and Islamism impede the growth of Christianity. The two human generated cultural impediments have been politically manipulated in Nigeria to create disunity, conflicts, violence and deaths. Birthed into a politically ill-conceived contraption called a country with ethno-trado-cult groups and Islam strongly entrenched, Christianity as an addition has become an unwanted stubborn thud. It therefore merits resistance by all means.

a) Cultism

Cultism to the common man is the devotion to the doctrine or practices of a cult group or secret cult or a religious zeal or willingness to serve God. It borders on fanaticism. Its concept implies any activities of secret cults when only participants know about methods and members of such organizations. Cultists declare their allegiance and follow all the orders that seniors give them.

Cultism can be defined as the practice or activities of a group of people who have extreme religious beliefs that are considered severe. It is a social crime which is rampant within the school system and in the larger society. At the very heart of cultism lies a violent repudiation of constituted authority and peace. Cultism always carries the experience' of rituals. Cultists have common ideological ideas.

b) Islamism

Islam is a religion (a way of worship and belief) founded by Mohammed, the prophet in the 7th century. Believers of Islam (Muslims) form 23% of the world population of 1.57 billion. Muslims consider the Quran as their holy book. Islam, the religion is not dangerous. Islamism, the political ideology (radical Islam) as opposed to the simple belief in Islam is the arm of trouble. Islamism is the political ideology that holds deeply or highly that wherever Islam is it must dominate. The parochial implementation of Islam is the reason for the world wide Islamic insurgency.

c) Christianity

This is Abrahamic monotheistic religion based on the life and teachings of Jesus of Nazareth and its practices. Its adherents known as Christians, believed that Jesus is the Christ, who's coming as the Messiah was prophesised in the Hebrew Bible, called the Old Testament in Christianity and Chronicled in the New Testament. Nigeria's south is predominantly Christians of various denominations and doctrines.

II. Reasons for Cultism

a) Causal patronage of cultism

In Nigeria, many reasons ranging from the political, poor leadership, insecurity, poverty and weak parenting amongst others treated below have forced youths into cults.

i. The use of cultists by politicians to campaign during pre-voting period, during voting to snatch ballot boxes and materials and their wicked assignments to intimidate opponent and for their personal* security.
ii. Young people searching for protection (physical and spiritual) often run to cultists, cult-groups and cultic altars for security and assumed invincibility.
iii. In the quest for social identity and relevance young people run to cult- groups. This a times exposes them to unnecessary notoriety and danger.
iv. Poor parental training: Youths that have been solidly socialized at home would scarcely betray their home training. They would not only respect their parents but would also fear God. The reverse could be the case.
v. Peer Group Influence: Where parental socialization was weak, peer group influence would have the upper hand in winning the youth into cult group.
vi. Revenge: A good number of youths join cult groups 'to revenge the treatment or death of a loved one in the hand of cultist (but in most cases, they too are taken in as well (killed).
vii. Emotional Instability: Parents have to properly bring up their wards to become emotionally stable

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personalities. Abnormal behaviour is acceptable to cult groups. e.g. Bullies like cult alignment.

viii. Drug Abuse: Especially the use of weeds, codeine, cocaine, etc, encourage youths into heroic adventures that cult groups give opening for display.

ix. Poverty and financial hardship: Inability to pay fees, buy text books, meal vouchers, attend parties, etc, can force innocent and inexperienced youths in schools into the hands/groups of cultists that register them as members.

x. Loneliness: Lack of friends expose youths to whoever comes up.

b) Effects of Cultism on Nigeria/Youths

In the late 90[s], when the Akwa Ibom State, Nigeria was serious about curbing the spread of cultism, it set up a panel on it that toured local governments, tertiary institutions and important occasions to speak against cultism. This quotation was made at Ikot Ekpene town hall by a member of the team, Sir Amos Etim;

> "Secret Cult is a monster that breeds anarchy and threat to life. It promotes proliferation of arms and destroys physical and spiritual lives. It promotes laziness, erodes manpower base, decreases manpower production. It frustrates and receives frustrated people to protect and finish them off. It is raised by a rotten society and holds freedom in trust for its members. One's background and socialization contribute greatly to people's vulnerability to joining cult".
>
> The Exam Ethics Project lobby group has estimated that one hundred and fifteen students and teachers had been killed in cult related clashes between 1993 and 2003. and in 2002, more than 250 people were reported killed in campus cult related murders in the previous ten years.

The Supreme Vikings Confraternity, Rivers State had warned in Now Video on November 12, 2018 that twelve (12) members of the Rivers State House of Assembly were cult members. This revelation is the same in almost all Houses of Assembly in Nigeria.

In a listed form, we have the following negative impacts on our youths.

i. *Untimely death:* Very few cult foot soldiers live normal lives and many of them (the hitmen) die young.

ii. *Loss of moral values:* Low sense of right or wrong, good or bad, societal approval or societal un-approval.

iii. *Incomplete Education:* Many drop out of school because of one crime or the other committed during membership in their groups.

iv. *Drug/substance Abuse and addiction:* Most of the criminal acts engaged in by cults are boosted by drugs and with time the danger of addiction manifests and takes complete control of the person's life. Drug addicts are pathetic individuals.

v. *Behaviour Disorder:* Many cultists prefer to be on their own (business men). At the highest level of commitment, the only serious things on their mind is maintaining their membership, rank, avoiding being killed or being arrested. They cannot perform jobs and therefore cannot be kept without disastrous effect on their jobs and on their organizations.

Some cult men do not value human life. On September 5, 2018, a little village in Essien Udim Local Government of Akwa Ibom State woke up to a ritual horror. One of her youths manifested an unusual behaviour disorder-ritualism. He turned his ancestral home into ritual abattoir, laboratory and mortuary where innocent lives were terminated, bloodshed and body parts harvested for sale. Till today he has not been arrested.

vi. *Unrealized Life Ambition:* Very promising young men truncate their professional aspirations and end up as deranged intellectuals unfit for hiring or destitute because of their life and activities e.g. mad students, Newsmen, academics, etc.

vii. *Mental illness:* Drug addiction a times result in mental illnesses. Imagine a promising young man coming back mad to a family that had a lot of hope on him.

viii. *Spiritual Problem:* Cult group initiation is fetish; their means of protection also is. The use of blood in oath taking, tarry night at cemetery, use of charms, marks (tattoos) on the body; usher youths into satanic covenants they cannot easily get out off. Some because of the number of lives they have destroyed live in continuous trauma. Some have even killed their wives, girlfriends, family members or cause them to be killed, arrested tried in law courts and imprisoned. The guilt of these rests with them.

ix. *Possible loss of family members:* During revenge attacks on homes of cult hitmen, innocent neighbours and family members lose their lives while guilty cultists escape.

c) Islamism

There are two distinct Schools of Thought on Nigeria's politico-religious altercations. One believes that Nigeria's problem is simply Islamism versus Christianity while the other maintains that it is Jihadism and conquest to the sea which of course goes with the land the Jihadists pass through. Gundu (2018) has openly observed that the Fulani want land by force. Since 1840, Muhammed had established the Guinea Caliphate that covered the whole of West Africa. This was even in pre-colonial time. In Guinea, the Fulani are not allowed to rule. They have no serious political root.

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In Nigeria, we have yet got three Fulani rulers in quick succession (Ibrahim Babangida, Musa Y'Ardua, and Muhammadu Buhari who have gradually through secret scheming encouraged Fulani migration in great numbers into Nigeria from Niger and Chad with all amount of excuses. They come in to fight for land having been displaced from their original home land. The British Amalgamation gave the Fulani privileges over the other groups, even the Hausas have been swallowed up by the more audacious Fulani. (Channel TV, 26 June 2018).

During the Constitutional Conference before Independence in 1960, ONE vital issue for discussion was a National Ideology. This should specify the character of the nation and its system of governance. An all-inclusive ideology would be the best as it would guarantee Justice, Equity and Fairness for all Nigerians since it is multi-religious, multi-ethnic and multi-cultural in nature. Liberal Democracy was thought the best National Ideology. BUT the Muslim north wanted a system of governance with Islamic law as essential ingredient. SINCE then, the Muslim north has been busy scheming, covertly subverting Liberal Democracy, so that Sharia can become National Ideology.

In 1960, at Independence, the Sardauna of Sokoto, late Sir Ahmadu Bello was quoted (Parrot Newspaper October 12, 1960) as saying:

> The new nation called Nigeria should be an estate of our great grandfather, Othman Dan Fodio.
>
> We must ruthlessly prevent a change of power.
>
> We must use the minorities in the north as willing tools and the south as a conquered territory and never allow them to rule over us and never allow them to have control over their future.

In 2012, Abubakar Shekau, the leader of Boko Haram in one of his audio releases said:

> This war is not political. It is religious.
>
> It is between Muslims and unbelievers (arna)
>
> It will stop when Islamic religion is the determinant in governance in Nigeria or in the alternative when all fighters are annihilated and no one is left to continue the fight.

Look at the semblance between this speech by Abubakar Shekau in 2012 and the one Sir Ahmadu Bello made in 1960, 52 years back. The mission statement is the same. The heat has increased. The Islamists are religiously following their blue print to subdue Christians and Christianity.

In Turkey, Christianity had existed for about 1023 years and had taken roots. The seven churches Jesus referred to in Rev. 2 & 3 (Ephesus, Smyrna, Pergamum, Thyatira, Sardis, Philadelphia and Laodicea) existed in Turkey. It was in Turkey (Antioch) that the disciples were first called Christians.

But the country was founded in 1923. Before; the entities lived as Turkish seen many populations exchanges due to many wars fought and different states established.

i. From the Byzan tine Empire - Christian.
ii. Ottoman Empire - multinational state where Muslims enjoyed privileges of life over non-Muslims.
iii. After Turkish war of Independence, non-Muslims in Turkey were exchanged with Muslims from Greece. With population exchange in a large scale a Muslim dominated Turkey was achieved. (Dec. 3, 2017 Tigit Koseoglu,)

Today Islam is deeply rooted in Turkey making it a Muslim state. Any lesson?

Legal systems worldwide are classified into four main jurisdictions, namely: - Civil law practiced by 88 nations Common law practiced by 88 nations.

Civil law and sharia jurisdiction, practiced by 14 nations.

Common law and Sharia practiced by 5 nations.

Nigeria used to belong to common law jurisdiction.

i. *Strategies of Islamism*

Military heads of state in Nigeria, most of whom were strategized to be Muslims from the north worked surreptitiously to turn Nigeria into an Islamic state.

In 1986, General Ibrahim Babangida smuggled Nigeria into the Organization of Islamic countries (OIC). In 1996, Sultan Dasuki accepted before Pope John Paul II that Nigeria was a full member of OIC. In 1999, General Abdulsalam Abubakar smuggled Sharia Ideology into the country's constitution thereby creating A DUAL CONFLICTING IDEOLOGY in the constitution.

The constitution of Nigeria is supreme. It guarantees freedom of worship. The same constitution stipulate death if you convert from Islam. This is the dual ideology. The past three Fulani rulers have, using their Hausa cohorts in the Nigeria Army carpentered a constitution that has been partially written to favour Muslims when Nigeria is a secular state.

Apart from Nigeria's secrete registration in OIC, the rulers of Nigeria have since then been vigorously pursuing steps to turn Africa into an Islamic continent. The OIC Conference at Abuja in November 1989 empowered the Islam in Africa Organization (IAO) to:

a. Eradicate in all its forms and ramifications all non-Muslim religions in member nations, such religions shall include Christianity.
b. Ensure that only Muslims are elected to all political posts of member nations.
c. Ensure the appointment of ONLY Muslims into strategic national and international post of members nations.
d. Ensure the ultimate replacement of all western forms of legal and judicial systems with the Sharia.

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In 1990, February 5, the Islam in Africa Organization (IAO) thanked Nigeria for donating $21 billion to the Organization of Islamic Countries (OIC) to facilitate the spread of Islam in Nigeria and Africa. Question is yet to be asked whether such donation was also made to any Christian body in Nigeria or Africa {NCEF, 2018).

ii. *The Ethnic Nationalities of Nigeria*

Nigeria is occupied by two races that are composed of 389 ethnic nationalities:

a. The Negro race (native or indigenous African ethnic nationalities), are the Bachanas, Birams, Ebira, Efik, Gbagis, Ibibios, Ibos, Igala, Jukuns, Kalabari, Okrika, Nupe, Ogoni, Yoruba.etc.
b. The Negroid (Fulani's, Hausa and Kanuri's) are of the Arab descent and different from indigenous African ethnic nationalities. They have tried and are still trying in every possible way to impose Arabian culture, lifestyle and religion on the remaining 386 indigenous African ethnic nationalities. Islam and Islamism are being used as a machinery to drive the process.

Nigeria's numerous challenges can be traced to Islamism (political Islam or radical/activist Islam). This is practiced everywhere; there is no exclusivity.

i. The doctrine of hate taught in the various Mosques,
ii. Islamic madrasas in Northern Nigeria and
iii. the Fulani supremacist ideology are continuous exercises. Moreover, Islamism demands that,

a. Any existing structure must be reconstructed in line with the religious principles and ideals of Islam.
b. The modern secular state must be replaced by Islamic state where religious principles and authority have super intendency of political principles and authority.
c. The West and Western values are corrupt and corrupting, justifying the deployment of a Jihad against them.

All the global Islamic Terrorists Organizations (Taliban, ISIS, Al Qaeda, Al Shabab, Boko Haram, Al Sahwarni, Fulani herdsmen) are foot soldiers of Islamism. The problem of Christians (ity) is Islamism.

Conventional Jihad (Boko Haram, Fulani herdsmen, the compromised security units, conversion of Christian leaders through political offices and financial inducements) are agents for sustaining the 1804 Jihad. National Intelligence, Law Enforcement and Security leadership in Nigeria have all been taken over by the Islamists as part of the Jihad. The Islamists are in control of the Presidency, Legislature, Judiciary, Education and for emphasis, all security units.

Stealth Jihadism (indirect manipulation of situation) is also employed and this include: -

i. Whittling down of the chapter in Nigerian constitution on Human Rights by excessive provisions to bring it to conformity with Sharia which gives all rights to Allah not human beings.
ii. Creation of states and local government areas skewed in favour of the Muslim North and Muslim Local government areas.
iii. The numerous provisions in the constitution for Sharia and Sharia related issues without corresponding provision for Christianity and Christian issues.

The 1999 constitution of the Federal Republic of Nigeria has these glaring intrusions which are against the Liberal Democracy ideology Nigeria settled for at independence.

Sharia appears in the constitution 73 times

Islam appears in the constitution 28 times

Grand Khadi appears in the constitution 54 times.

Muslim appears in the constitution 10 times.

Christ --no single mention.

Christianity no single mention.

Christian no single mention.

These intrusions in the constitution makes it Islamic yet Christian delegates were present at the presentation and adoption of this document during the first democratic era.

Section 162 (2) of the Constitution on Public Revenue is skewed in favour of Muslim north - in the consideration of land mass (an asset that is even used to fetch the owners more revenue).

d) Illogicality of military decrees becoming the constitution.

Most recently employed strategies of Jihadism is revealed in this alert by Bishop Olaniyon Oyedepo, Founder of Living Faith Church in mid-2016 from God to warn Christians about modern Jihadism:

> Christianity in Nigeria is under siege, spiritually and physically. From revelation I had, local military groups have been formed and trained for forceful spread of fundamentalism in Nigeria. There is an army already recruited, trained armed and in position right now in different parts of Nigeria. This plan is not co-ordinated by Nigerians alone but by others outside. The plan is not just being carried out physically but so much spiritual (demonic sacrifices are involved and ongoing in many government seats. The aim of the spiritual angle is to keep flooding the minds of the people and leaders with evil clouds of worldliness in all its forms, prayerlessness, disunity, immorality and distractions through politics.

In the past three years of President Muhammadu Buhari's regime, every key and sensitive position in National security is held by Muslims from the North (in trust for Islamist to use in championing their cause) in violation of Section 14(3) of the 1999 Constitution.

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See some list of appointment below:

1.	The Chief of Staff (Nigerian Army)	Gen. T. Y. Buratai
2.	The Inspector General of Police	Mr. Ibrahim Idris
3.	The Chief of Air Force	Commodore Sadiq Abubakar
4.	Minister of Defence	Mansur Dan Ali
5.	Minister of Interior	Lt. Gen. Abdulrahman Bello Dambazau
6.	Chief of Defence Intelligence	AM Mohammed Saliu Usman
7.	Controller General of Prisons	Alhaji Ja'afaru Ahmed
8.	Head of Customs Col.	Hameed Ali (Rtd)
9.	The D.G. SSS	Yusuf Magaji Bichi
10.	The comptroller General of Immigration	Mohammed Babandede
11.	Head of Nigeria Ports Authority	Hadiza Bala Usman
12.	The Head. Economic and Financial Crime Commission (EFCC)	Mr. Muhammed Umar
13.	The Civil Defence Head	Mr. Abdullahi Muhammadu
14.	The D G. National Intelligence Agency	Mr. Rafiu Abubakar
15.	Chief of Staff to President	Alhaji Umaru Gambari
16.	National Security Adviser	Maj Gen. Babagana Mungumo
17.	Minister for Justice	Mr. Abubakar Malami

Uwem Bernard @ ConoisseurCom.ng made this observation on what the Nigerian government is planning against Christians, Christian states, Christian local governments and institutions.

The National Security architecture has been firmly and deceitfully put in the hands of Northern Muslims (Hausa-Fulani) alone to the exclusion of all other ethnic blocks in Nigeria. This is a time bomb waiting to consume Christians. It means any security meeting on the fate of Nigeria means a gathering of Fulani deciding over the fate of other Nigerians as it pleases them.

i. *The Nigerian Ports Authority scenario:*

South West:	Eniola Williams (Lagos) Corporate & Strategic Planning.
South South;	Usoro Elisha Benedict (AKS). Public Private Partnership
	Authority Ikoye (Delta) Chief Fire Officer
South East:	Obumneme Onuenyenwa (Anambra) Information Comm.
	Ugo Madubuike (Abia) Regulatory Technologist Services Akpa Christiana (Ebonyi) Medical
North West:	Musa Shehu Yaro (Kaduna) Procurement
	Isa Savaid (Kano) GM Superannuation
	Alhmed Yusuf (Kano) Land & Asset Administration
	Umar Abubakar Garba (Zamfara) Billing
	(Zamfara) Security
	Abbas Rafindadi (Katsina) Seaview Properties
North Eastern:	Umar Gambane (Taraba) Legal Services
	Chinwe Abama (Taraba) MD's Office
	Kabir Edward Dauda (Adamawa) Abuja Liaison Officer Hariratu Mohammed (Adamawa) Servicom
	Kolo Muhammed Kabin (Borno) Audit
	Bukar Yahaya Gona (Yobe) Human Resources
	Jerome Angyunue (Taraba) Marine & Operations
	Umar Ahmed Mohammed (Taraba) Accounts
North Central:	Adama Jatto (Kogi) Corporate & Strategic Comm
	Muhammed Ahmend Rugai (Niger) Engineering
	Josephine Moltox (Plateau) AGM, Head NPA's Over sea's Office

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ii. *Executive Management Team:*

Hadiza Bala Usman (Katsina) Managing Director
Mohammed Bello Koko (Kebbi) Executive Director Finance and Administration.
Abubakar Idris (Bauchi) Executive Director, Engineering and Technology.
Onaxi Brown (Rivers) Executive Director, Marine Operation

Summary:

	Zone	Number
North (20)	North central	04
	North East	08
	North West	08
		20
South (7)	South East	03
	South West	01
	South South	03
		07

The Fulani north has no single sea shore nor harbour but controls all Yoruba south-west ports, The Apapa Wharf, Tri Can Island, and the South-South Seaports. The above analysed Nigerian Ports Authority, while the Nigerian Customs Services are all Fulani controlled and the southern revenue is used to colonize the South.

Another nauseating multitrillion establishment of the south firmly used for Islamisation by the Fulani's is the Nigerian National Petroleum Company (NNPC) also renamed Northern Nigerian Petroleum Company is dominated by the Hausa- Fulani's as follows:

1. Mele Kyari — Group Managing Director
2. Umar Ajuja — Chief Operating Officer
3. Yusuf Usman — Chief Operating Officer
4. Farouk Garba Said- — Chief Operating Officer, Corporate Services
5. Mustapha Yakubu — COO, Refineries & Petrochemicals
6. Hadiza Coomassie — Corporate Secretary/Legal Services
7. Omar Ibrahim — GGM, International Energy Relations
8. Kalanu Abdullahi — GGM, Renewable Energy
9. Ibrahim Birma — GGM, Governance Risk & Compliance
10. Bala Wunti — GGM, NAPIMS
11. Inuwa Waya — MD, NNPC Shipping
12. Musa Lawan — MD, Pipelines & Product marketing
13. Mansur Sambo — MD, Nig. Pet. Dev. Company
14. Lawal Sade — MD, Duke Oil/NNPC Trading Company
15. Malami Shehu — MD, Port Harcourt Refining Company
16. Mohammed Abbah — MD, Warri Refining Company
17. Abdulkadir Ahmed — MD, Nigeria Gas Marketing Company
18. Salihu Jamari — MD, Nig. Gas & Power Investment Company Ltd.
19. Mohammed Zango — MD, NNPC Medical Services
20. Sarbi Anwalu — Dir. Dept of Petroleum Resources (NNPC website)

If this is not domination and enslavement, I need to be told what it is.

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The Southern and Middle Belt Leaders Forum (SMBLF) on September 2, 2018, in a statement it issued, warned of the clannishness, sectional proclivity and exclusive handling of the security architecture of the country by President Muhammadu Buhari in the last three years. The list above confirms that all the Service Chiefs in his government were from his corner of the country. His reason is to protect himself and his policies in government. The underlying and most important reason is to continue the Fulani project of winning Nigeria for Islam.

Col Nyiam (a retiree from the Army) in a reaction to what Gen. Dajuma said about the Chief of Army Staff connivance with terrorist herdsmen (Daily Post, April 11, 2018) said:

> Danjuma was indicting the Commander in-Chief of the Armed forces because it seemed the Armed Forces was being used to promote and defend the interest of the President and his kinsfolk's interests. The whole 80% of his appointees that has to do with National Security Service Chiefs and Directors General are his tribesmen.

Between 1991 - 2013, there were a minimum of six commissions of Inquiries set up by both the Federal and Plateau State governments on crises in the state. (Crises created by President Ibrahim Babangida during the separation of Benue Plateau into Benue and Plateau States and the realignment of local governments and headquarters). Not one has been implemented. Both the Federal and State governments have kept playing politics with them while their selfish decisions continue to claim lives and disrupt peace.

As recent as March 17, 2014 in Abuja, President Goodluck Jonathan inaugurated the National Conference with 492 delegates from all over the country with Rtd. Chief Justice Idris Kutigi as chairman. He did not move fast enough with the Confab report because he thought of using his second term. With President Muhammadu Buhari sworn in, northern delegates led by Alhaji Ibrahim Coamaise had a golden chance to complain that the north with a wide landmass and larger population was given only 189 delegates while the south had 303 delegates. Because they were disadvantaged in terms of voting representation and voting on issues that affected the north, promised to block the implementation of the report. President Muhammadu Buhari has not done anything about the Confab Report and had not touch it in his second term in office.

And lastly, not the least impactful is the purposeful and forceful retirement in the Armed Forces and Police Service Commission to create space for northern Muslims in leadership positions (See table below): -

Military officers retired from the Armed Forces by President Muhammadu Buhari between 2015 - mid 2017.

Rank	Geopolitical zones						Total retired
	SE	SS	NC	SW	NW	NE	
Major General	4	3	2	1			10
Brigadier General	3	6	4	2			15
Colonels	4	-	4	1			09
Lt. Colonels	3	2	4	2			11
Total	**14**	**11**	**14**	**6**			**45**

The table above speaks volumes. There was no officer fit for retirement in the core North East and North West. President Muhammadu Buhari and his clan of advisers are not stupid. They are good foot soldiers.

III. Effect of Islamism on Christians and Christianity

Persecution of Christians is no more secretly done. Fulani terrorist herdsmen are daily persecuting Christian farmers, students, Christian worshipers and even civil servants all over the north and even in the south. The states of Benue and Plateau have had no peace because Muslim activists want to take over these and other states that were predominantly Christians. Here are few examples:

> On 4th February 2017, the United States Congress affirmed that the most dangerous nation on earth for anyone to be a Christian is Nigeria.
>
> The meaning is that Nigerian Christians have become an endangered species in a country where they constitute over 56% of the population.

In a 154-page research project conducted by Anne Mulder in 2015, the researcher affirms that over 13,000 Christian places of worship (churches) had been destroyed in northern Nigeria as at December 2014. This number must have substantially increased by this year (2020) with the current upsurge in Fulani Herdsmen raids. It is only under Jihad that Muslim insurgents and terrorists' herdsmen destroy churches. Jihad is ongoing.

The Daily Sun of April 9, 2012 page 16 carried a pathetic story by Seye Ojo of how a 12-year-old JS2 student slaughtered his teacher (a mother), Mrs Christiana Oluwatosin Oluwasesin, of Government Day Secondary School, Gundu, Gombe State and had her burnt with the spare tyre of her car. Funny enough, the principal, teachers and a team of policemen drafted to

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the school by the woman's husband, could not save her life. Only her ten-month-old son, Emmanuel was hid by a woman in her flowing hijab and smuggled to safety. Why? Christiana, a teacher sent to supervise SS One examination in Islamic Religions Knowledge, caught a female student, Fatsuma, copying answers from a book, carefully concealed in a newspaper. The teacher got the book and threw it outside, not knowing it was slips of the Hadith and Koran. Chants of Alahu Ahkbar filled the air and a student revolution had started.

On July 2, 2018, Amnesty International (Nigeria) issued a statement warning that between January and June 27, 2018 (6 months of the year) 378 (Benue), 340 (Plateau), and Zamfara (217) people have been killed by marauding herdsmen of no fixed addresses.

Leah Sheribu, a student of Government Girls Science and Technical College in Dapchi, Yobe State, was abducted on February 19, 2018 along with 112 others. A few weeks (March 21, 2018) after, 107 of the originally abducted 113 were released and taken back in a convoy to Dapchi. 5 students were said to have died of stress and heart attack. Leah Sheribu was kept back because she refused to denounce her Christian faith and convert to the Muslim faith. Muslim fundamentalists refused her freedom because she stuck to Christianity. There was a threat warning to kill her in September 2018. At its expiration in October 2018, Leah Sheribu was announced by the Islamic State West Africa Province (ISWAP) to become their slave for life. The United Nations earlier last summer released a report alleging that the Nigerian government paid a ransom for the release of the school girls but not for Leah Sheribu because she is not a Muslim.

Christians also experience horror murder of their members without any action taken by government (State/Federal). Marshall Okwong on 9 November, 2018 posted a warning on his face book page for Christians who have mistaken the uneasy calm in the state to mean that all is well with the following happenings. Eunice Olawale Elisha, a 42-year-old mother of seven and an assistant pastor with the Redeemed Christian Church of God, Divine Torch Parish, Old Nepa Road, Phase 4, Kubwa, Abuja, was beheaded around Gbazango-West Area of Kubwa in Bwan Area Council of the FCT, by Muslim youths. The female pastor was on morning trumpeting when she was surrounded and killed. Police labelled the killers "some boys who were mainly non-Nigerians who settled in the area building batchers as their hamlets". The attack was an act of hatred and religious sentiments.

Ifua, (2016) reported on a Redeemed female pastor murdered in Abuja, Mrs. Bridget Agbaline in Kano was killed by radical Muslim herdsmen for alleged blasphemy against Mohammed in mid-2017 and nobody was brought to book.

Eze Oruru (13) was on 12th August, 2015, abducted from her mother's shop in Yenagoa, Bayelsa State and smuggled to the palace of the deposed Emir of Kano, Sanusi Lamido, renamed Aisha and forcefully married to a Fulani guard, Yunusa Dahiru, her abductor. Her parents (Charles and Rose Oruru) fought persistently to take back their daughter despite police delayance. The police, on February 28, 2016, after seven good months succeeded in freeing a pregnant Eze Oruru from the palace and on March 8, 2016, Yunusa Daline was finally arraigned in court in Yenogoa.

Ebun Adegboruwa (SAN), a human right lawyer called the abduction case child trafficking. On May 21, 2020, Yunusa Dahiru was sentenced to 26 years in prison.

In November 2018, Hauwa Dadi, a Christian girl was abducted, detained and forcefully converted to Islam in the palace of the Emir of Gashua. These ones are known because they were reported and protests organised. There are many unreported cases happening around that may not be known.

The strategies employed by Islamists to control the government of the country, ministries, states n and local governments have been so perfected in the years of President Muhammadu Buhari's regime that it seems that Christians have accepted defeat and inferiority.

Multidenominational interests, greed and avarice politics at Christian Association of Nigeria, political interest and selfish political alignment for money and or juicy political offices, disunity, lack of a radical Christian platform to react to Islamic attacks, persecution and brutal repression of rights and privileges, and a lot more, have made Christians vulnerable, divided and unable to react speedily to events happening around Christians, Christian families, Christian local governments, and Christian states. We have the facts from history, we know the strategies the Islamists use; we are suffering the effects of their Jihadist project-individually and collectively. It is time for action. CAN must wake up, and initiate actions.

IV. How Cultism and Islamic Work against the Growth of Christianity

Cultism and Islam really worked against the growth of Christianity in the following ways:

i. *Protection of self-interest:* The practice of the Buhari administration since 2015 has been that of nepotism self-preservation. We have proven cases of lopsided appointment to ensure that all top security, economic and policy development and execution posts are occupied and controlled by Islamic patriots to enhance the cultivation and execution of secret and nefarious programmes meant to dominate and protect Islamic interests. In the same vein, cultists work hard to enshrine and protect members in government offices, political parties, traditional institutions for self and societal

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preservation. They religiously ensure that their members are installed, protected and supported to survive irrespective of their deficiencies and excesses.

ii. *Recruitment:* Cult groups strategies, to forcefully enlist new members through organized fake parties, carnivals, abduction, kidnappings, conditional gifts, favours, employment and political posts while fundamentalists would abduct forcefully, many minors and keep them as sex slaves, use them as explosive carriers or spies on/for target assignments if females while the males serve as child fighters to boost rebel groups.

iii. *Persecution:* Many families have been persecuted; their businesses vandalized, their freedom breached and they have to live in fear of harassment because their wards have refused forced enlistment. Their movements are monitored and interrupted, handsets seized at will, businesses levied weekly to operate or registered for protections. Ministers of the gospel who criticise activities of cult groups are targets of attack. Church could be destroyed or vandalized by local groups but Muslim fundamentalists would simply bomb them and worshippers where they can and attack schools and learners. The company Allied Matters Act (CAMA) 2020 bill just signed into law by President Muhammadu Buhari, August, 2020 is a subtle way of curtailing the growth of Christianity. The controversial section of the law interpreted the establishment of churches as business generating revenues that must be taxed.

The Kaduna State governor, El-Rufai in August 2020, ejected a retired staff sergeant of the Nigerian Army, Mr Paul Ojo, from an accommodation he partially paid for and was residing in at Block L[12] KAPNA Quarters, Kabala Costain, Kaduna to relocate it to a Muslim kinsman, Mr Musa Mohammed Ango, without following due process. The sergeant filed a litigation for wrongful ejection, asking for a public apology from the ejection officers, repair and settlement of the ejected sergeant, and fifty million (N50M) general damages for psychological trauma.

iv. *Prohibition of religious activities*: Cultists or cult groups/Ekpo, Obon, Ekpe and others enforce cultural lockdown on communities to stop Christian worshippers from gathering on their outing days. Where their injunctions are breached, they destroy church buildings and facilities. (The Wooden Gong by N. U. Akpan).

v. *Islamist ideologues* are against everything about western education. They do not only destroy educational facilities disrupt academic calendars but also discourage the acquisition of western values. Cultists on the other hand during their group clashes and protest against administration of institutions disrupt learning calendars, vandalize facilities and make schools notorious for their activities. These encourage academic dropout rates and truncate youths' brilliant careers.

V. Recommendation/Suggested Solutions

i. Nationwide campaign by Christian Association of Nigeria (CAN) and other churches against inclusion of Islamic terms in the constitution. Nigeria needs a new constitution.
ii. Instant mobilization of Christians against cases of ill treatment, forced conversion and marriages of Christian ladies and killing of Christians for preaching/trumpeting.
iii. Equal distribution of political post amongst Christians and Muslims as per all the zones in the country.,
iv. Thorough and complete enforcement of freedom of worship
v. Equitable distribution of federal government funds and resources (whenever it is done) between Christians and Muslims.
vi. Immediate stoppage of the usage of Boko Haram and terrorist Fulani herdsmen to intimidate, persecute, kill and destroy Christians and their properties,
vii. Equitable distribution of all Federal establishments (political, financial, military, cultural, educational etc.) to all the geo-political zones of the country.
viii. Immediate and complete equitable settlement of the frequent ethnoreligious attacks and killings in Southern Kaduna, Kaduna State.

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

All manuscripts submitted to Global Journals should include:

Title

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

Author details

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

Abstract

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

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

Keywords

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

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

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

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

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

Numerical Methods

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

Abbreviations

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

Formulas and equations

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

Tables, Figures, and Figure Legends

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

Figures

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

Preparation of Eletronic Figures for Publication

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

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

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

Tips for writing a good quality Social Science Research Paper

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

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

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

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

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

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



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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

.

Informal Guidelines of Research Paper Writing

Key points to remember:

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

Final points:

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

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

The discussion section:

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

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

General style:

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

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



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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.

The Administration Rules

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

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

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

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

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

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

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

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