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The Role of Modern Technology

Disabilities in Brazilian Periodics

Highlights

Improve Education in Bangladesh

Moral Development for Teacher Practice

Discovering Thoughts, Inventing Future

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Physical Education and Disabilities in Brazilian Periodics (1979 to 2017): A Look at the Non School Context

By Rodrigo Ribeiro Nascimento, Fernando Araújo Crescencio & Neil Franco

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Abstract- This study aimend to identify, undertand and problematize the meanings attributed by the production of knowledge in Physical Education (PE) in relation to the discussions about the issue of disability, between the period from 1979 to 2017. Methodologically, it consists of a bibliographical research and of quantitative-qualitative approach, based on the correlation of bibliographical and documentary sources. The critical and post-critical theories of knowledge guided the translations of the data. The investigation was structured in three stages: one of data collection and two corresponding to the categorization and analysis of the raised material. In the 13 periodics investigated, 237 publications were found, which 156 focused on the non-school context (65.82%) and 81 on the school context (34.17%). For this study the focus of the analysis was the publications that focused on the non-school context, which were divided into 05 categories: Auditory Disability (AD), Physical Disability (PD), Intellectual Disability (ID), Visual Disability (VD) and General Disability (GD).

Keywords: *disabilities; physical education; literature review; athletic performance.*

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Physical Education and Disabilities in Brazilian Periodics (1979 to 2017): A Look at the Non School Context

Educação Física e Deficiências Nos Periódicos Brasileiros (1979 a 2017): Um Olhar Sobre o Contexto Não Escolar

Rodrigo Ribeiro Nascimento [α], Fernando Araújo Crescencio [σ] & Neil Franco [ρ]

Resumo- Este estudo teve como objetivo identificar, compreender e problematizar os significados atribuídos pela produção de conhecimento em Educação Física (EF) em relação as discussões referentes à temática deficiência, entre o período de 1979 a 2017. Metodologicamente, consiste de uma pesquisa de caráter bibliográfico e de abordagem quanti-qualitativa, pautada na correlação da fontes bibliográficas e documentais. As teorias críticas e pós-críticas do conhecimento nortearam as análises dos dados. A investigação se estruturou em três etapas: uma de coleta de dados e duas correspondentes à categorização e análise do material levantado. Nos 13 periódicos investigados foram encontradas 237 publicações, sendo 156 enfocando o contexto não escolar (65,82%) e 81 o contexto escolar (34,17%). Para este estudo o foco de análise foram as publicações que enfocavam o contexto não escolar, que foram divididas em 05 categorias: Deficiência Auditiva (DA), Deficiência Física (DF), Deficiência Intelectual (DI), Deficiência Visual (DV) e Deficiência Geral (DG). Dentre as conclusões mais significativas, destaca-se que o maior número de publicações é referente a categoria EF e DF e, não diferente das demais categorias, evidencia-se que a produção científica nessa área ainda é focada sob a necessidade de "normalizar" o homem e a mulher. As pessoas devem ser conduzidas à conquistarem uma melhor performance física, seja ela no campo do esporte, da ginástica e/ou do exercício físico de forma geral. Pressupõe-se que as pessoas com deficiência devam aumentar o seu rendimento, realizar testes e avaliações para identificar possíveis falhas de desempenho físico e saná-las. Essa visão desconsidera o lado humano e aproxima as pessoas apenas do biológico e do potencial; a prática de um exercício físico e/ou do esporte é considerada na maioria dos artigos sob a ótica da eficiência.

Palavras-chaves: deficiências; educação física; revisão bibliográfica; rendimento.

Abstract- This study aimend to identify, undertand and problematize the meanings attributed by the production of knowledge in Physical Education (PE) in relation to the discussions about the issue of disability, between the period from 1979 to 2017. Methodologically, it consists of a bibliographical research and of quantitative-qualitative approach, based on the correlation of bibliographical and documentary sources. The critical and post-critical theories of knowledge guided the translations of the data. The investigation was structured in three stages: one of data collection and two corresponding to the categorization and analysis of the raised material. In the 13 periodics investigated, 237 publications were found, which 156 focused on the non-school context (65.82%) and 81 on the school context (34.17%). For this study the focus of the analysis was the publications that focused on the non-school context, which were divided into 05 categories: Auditory Disability (AD), Physical Disability (PD), Intellectual Disability (ID), Visual Disability (VD) and General Disability (GD). Among the most significant conclusions, it should be noted that the largest number of publications refers to the PE and PD categories and, not unlike the other categories, it is evident that the scientific production in this area is still focused on the need to "normalize" the man and the woman. People should be led to achieve a better physical performance, be it in the field of sports, gymnastics and / or physical exercise in general. It is assumed that people with disabilities should increase their athletic performance, submit to tests and evaluations to identify possible physical performance failures and remedy them. This view disregards the human side and brings people together only from the biological and the potential; the practice of a physical exercise and/or sport is considered in the most articles from the efficiency point of view.

Keywords: disabilities; physical education; literature review; athletic performance.

I. Introdução

Este estudo teve como objetivo identificar, compreender e problematizar os significados atribuídos pela produção de conhecimento em periódicos brasileiros de referência para a área da Educação Física (EF) em relação às discussões referentes à temática "deficiências" no contexto não escolar, entre o período de 1979 e 2017. Neste sentido, para a lei Lei nº 13.146 (Estatuto da Pessoa com Deficiência)

> Art. 2° Considera-se pessoa com deficiência aquela que tem impedimento de longo prazo de natureza física, mental, intelectual ou sensorial, o qual, em interação com uma ou mais barreiras, pode obstruir sua participação plena e efetiva na sociedade em igualdade de condições com as demais pessoas[1].

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Metodologicamente, consiste de uma pesquisa de caráter bibliográfico e de abordagem quanti-qualitativa, pautada na correlação de fontes bibliográficas e documentais. As teorias críticas e pós-críticas do conhecimento nortearam as análises dos dados.

A história das pessoas com deficiência mostra que esses sujeitos sempre estiveram à margem da sociedade. Estudos de diversas áreas confirmam que foram e ainda são apontadas como incapazes e/ou incompletas por não se assemelharem a imagem do "homem-padrão" e, consequentemente, não atenderem o que se espera ou se exige socialmente do comportamento ideal de uma pessoa[2,3].

A sociedade espera um comportamento ideal das pessoas, ações que seriam consideradas normais, que obedecem à norma de comportamento. Mas, quando alguém se comporta de forma diferente, as expectativas dirigidas a ele/a são quebradas, passando a ser considerado/a como um desvio, como alguém fora do padrão da normalidade. Sobre essas pessoas institui-se um processo de criação de estigma, já que o foco se concentra naquilo que é interpretado social e culturalmente como imperfeição, e não nas possibilidades que esses sujeitos podem ou poderiam desenvolver[4].

Muitos/as pesquisadores/as[5,4,6,3,2] apontam que a sociedade tem uma grande responsabilidade em transformar as visões enraizadas que existem em relação às pessoas com deficiência. É consenso na literatura que, até os dias atuais, na maioria das vezes, essas pessoas ainda são interpretadas como incapazes e/ou incompletas, mesmo que demonstrem o contrário. Em muitas situações, são cotidianamente vítimas do preconceito e da discriminação.

Neste contexto, é importante não desconsiderar as lutas sociais em prol dessas pessoas, as políticas públicas existentes, os direitos conquistados em todo o mundo e os avanços ocorridos no campo científico. A sociedade tem a responsabilidade de transformar a imagem consolidada que existe em relação às pessoas com deficiência e valorizar as conquistas históricas dessa população como um incentivo à mudança[2].

Essas questões apresentadas justificam a importância dessa pesquisa, visto que é relevante manter o assunto em ascensão. Essa pesquisa é um instrumento para instigar a sociedade a conhecer o que existe na literatura em relação às pessoas com deficiência e a Educação Física, e construir no coletivo a possibilidade de analisar, pensar e discutir a temática.

Considerando que nas últimas décadas uma série de investimentos sociais e políticos, no campo da inclusão, têm ocorrido e gerado estudos científicos, as inquietações dessa pesquisa norteiam-se em saber quais aspectos e contextos da deficiência têm gerado interesse investigativo na área da EF e o que têm sido divulgado, em periódicos científicos, que contemplam essa área de conhecimento. Para tanto, este estudo divide-se em 05 seções. Primeiramente, apresenta-se um panorama inicial sobre estudos anunciados como de revisão bibliográfica sobre deficiências e EF, com o intuito de situar a relevância da presente proposta. Nesse momento, questões de pesquisas e hipótese também são evidenciadas. Na sequência, destaca-se a metodologia do estudo, a descrição e análise dos dados levantados e, por último, suscita-se as conclusões e referências utilizadas.

II. Deficiência e Educação Física: Um Panorama Inicial

Na literatura revisada para essa pesquisa foram identificados 12 artigos anunciados como de revisão bibliográfica, entre 2011 até 2018. Dentre esses artigos, 04 discutem as deficiências em uma perspectiva mais ampla e, por isso, foram identificados como pertencentes a uma categoria denominada "Deficiência Geral" (DG). Sobre as demais publicações: 03 enfocam a Deficiência Visual (DV); outras 03 abordam a Deficiência Física (DF); 01 estudo sobre a Deficiência Auditiva (DA) e, por fim, sobre a Deficiência Intelectual (DI), também, foi encontrada apenas uma revisão bibliográfica.

Em DG, Brazuna e Mauerberg-deCastro[7] realizaram uma revisão de literatura na qual objetivaram analisar as exigências, benefícios e o impacto do esporte de alto rendimento na vida do/a atleta com deficiência, desde a iniciação até a aposentadoria. A revisão não explicita qual(ais) os bancos de dados investigados, as palavras chave para as buscas e nem o recorte temporal utilizado para a pesquisa. As autoras concluem que os benefícios do esporte como ferramenta para melhorar a qualidade de vida são inquestionáveis, entretanto existem limitações, que envolvem as lesões esportivas, *doping*, *stress* e aspectos motivacionais negativos. Ressaltam, ainda, que pouco se sabe sobre esses aspectos após a aposentadoria do/a atleta.

Cardoso e Gaya[8] realizaram uma revisão na literatura referente à classificação funcional no esporte paralímpico e de como ela é utilizada nos diferentes tipos de deficiência. Os sistemas de classificação funcional tem por finalidade assegurar que a competição seja justa e eliminar possíveis injustiças. Os bancos de dados utilizados para a pesquisa foram: *Medline*, *Academic Search*, *ScienceDirect* e *SportDiscus* e busca manual em livros sobre a temática. Foram incluídos na revisão textos publicados em inglês e português, entre os anos de 1990 até 2013. Os descritores utilizados foram: classificação funcional, classificação funcional no esporte paralímpico e sistemas de classificação funcional e, ainda, *functional classification*; *functional classification in paralympic*

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sports e *functional classification system*. Não é especificado, na metodologia da pesquisa, quantos trabalhos foram encontrados. Concluiu-se que o aprimoramento dos diferentes sistemas de classificação funcional é constante, sendo essa contínua evolução fundamental para garantir que o nível de treinamento e a habilidade de cada indivíduo sejam os fatores decisivos para o sucesso no esporte paralímpico.

Souza, Silva e Moreira[9] objetivaram explorar o perfil da produção científica *online,* em português, relacionada às modalidades esportivas olímpicas e paralímpicas. Os bancos de dados investigados foram o *Lilacs, Medline*, *Scielo* e Portal de Periódicos da Capes. Utilizou-se palavras de busca como ginástica olímpica, basquetebolista, ciclista, esgrimista e ginasta. Foram encontrados 2.007 artigos, sendo 2.000 sobre modalidades de verão e 07 de inverno. Dentre as modalidades de verão, 1.956 se referem às olímpicas e 52 às paralímpicas. Foram excluídas as produções em outras línguas além do português e não é explicitado qual o recorte temporal. Concluiu-se que o estudo pode auxiliar na ampliação dos conhecimentos na área do esporte paralímpico, assim como estimula que sejam realizados mais estudos seguindo a mesma temática.

Alves et. al[10] objetivaram abordar a construção da Atividade Física Adaptada (AFA) como área de conhecimento no atual cenário da área. Os/as autores/as anunciam uma revisão bibliográfica, contudo não sistematizam uma metodologia que se aproximem do conceito de revisão ou pesquisa bibliográfica. Aproximam-se mais de estudos que refletem sobre uma temática pautada em referenciais teóricos sobe o assunto, ainda assim, concluem que a área da AFA está em expansão como campo de conhecimento e produção científica, por isso, avanços na criação e/ou ampliação de teorias e métodos utilizados atualmente é necessário, através de novos estudos.

Sobre DV, Meereis et al.[11] analisaram a influência do sistema visual no equilíbrio e no desenvolvimento motor. Realizou-se uma busca nas bases de dados *Science Direct* e *Scielo*, com recorte temporal definido entre 1990 e 2010. Os termos utilizados para a pesquisa dos artigos foram: cegueira, equilíbrio postural, desempenho motor, fisioterapia, *postural balance*, *psychomotor performance*, *blindness* e *physical therapy*. Também foi realizada uma busca nas referências dos artigos encontrados para suprir informações relacionadas ao tema. Identificou-se 29 artigos que cumpriam os critérios de inclusão da pesquisa, levando à conclusão de que a percepção visual é uma função complexa e importante para a coordenação motora e o equilíbrio postural, sendo essas qualidades físicas altamente prejudicadas com a DV.

Bredariol e Almeida[12] discutem sobre a acessibilidade de pessoas com DV na prática de natação, em instituições privadas de ensino da modalidade. A pesquisa foi realizada nas principais publicações sobre a temática encontradas na biblioteca da Faculdade de EF da Universidade Estadual de Campinas (UNICAMP), nas bases de dados eletrônicas (Sistema de Bibliotecas da UNICAMP) e revistas eletrônicas referentes à área da EF e esportes (Movimento, Revista Digital e Revista Brasileira de Ciência do Esporte). Pesquisaram-se referências sobre as pessoas com deficiência e a sociedade, sobre o processo de inclusão no esporte, o esporte específico para as pessoas com DV e, por fim, sobre a natação para essa população. Foram incluídos, na pesquisa, trabalhos sobre os aspectos teóricos que permeiam o tema da acessibilidade das pessoas com DV à prática da natação dos últimos anos, contudo, os autores não explicitam o recorte temporal investigado, assim como o número de publicações encontradas. De forma geral, conclui-se que a acessibilidade para a prática da natação por pessoas com DV ainda é muito precária no país.

Scherer e Silva Lopes[13] avaliaram as pesquisas publicadas envolvendo pessoas adultas com DV e a prática de atividade física. A revisão de literatura foi realizada via as bases de dados *Scielo, Pubmed, Scopus*, *SportDiscus* e *ISI*. As publicações deveriam obedecer ao recorte temporal de janeiro de 1995 até outubro de 2010. Alguns descritores utilizados para a pesquisa foram: pessoa com DV, deficiente visual, atividade física/motora. Não foram incluídos resumos, monografias, dissertações e teses em razão da dificuldade de realizar uma revisão sistemática nessas proporções. Foram analisados 07 trabalhos e os resultados evidenciaram que, nos últimos 15 anos, foram publicados poucos estudos envolvendo a prática de atividades físicas para adultos/as com DV e que a maioria dos trabalhos publicados envolvem crianças e idosos/as.

Das pesquisas de revisão bibliográfica sobre DF, Bona e Peyré-Tartaruga[14] realizaram um levantamento bibliográfico sobre a mecânica e a energética da caminhada de pessoas amputadas, abordando a influência do tipo de prótese no consumo de oxigênio e os aspectos biomecânicos da caminhada. Para isso foi efetuado um levantamento bibliográfico nas bases de dados *Pubmed, Scielo, Web of Science* e *Lilacs*. A pesquisa baseou-se em periódicos internacionais e nacionais do ano de 1977 até 2010. Utilizou-se para as buscas, as palavras: *amputee*, *energetic cost*, *gait*, *amputate*, *oxygen consumption*, *electromyography* e *force plate*. O estudo não expõe, em seu método, quantos trabalhos fizeram parte da amostra e concluiu-se que é necessário observar as características globais do/a amputado/a para seguir com resultados mais específicos quanto a mecânica e energética.

Campos et al.[15] pesquisaram sobre o *Rugby* em Cadeira de Rodas (RCR). Essa pesquisa objetivou

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fornecer indicativos para o treinamento de RCR, considerando as alterações fisiológicas, neuromusculares, bioquímicas e as características dos/as atletas com lesão medular. Foi realizada a busca no banco de dados *SCIVERSE*, ferramenta construída para integração dos conteúdos científicos e históricos dos principais bancos de dados utilizados na Educação Física, como *Science Direct*, *Scopus, Pubmed* e *Medline*. A pesquisa limitou-se a terminologias na língua inglesa e foram considerados estudos voltados à modalidade realizados até 2011. Utilizou-se como palavras de busca: *wheelchair athletes*, *wheelchair rugby*, *spinal cord injury* e *physiological demands*, sendo selecionados 31 artigos. Essa pesquisa concluiu que o RCR é um dos principais esportes paralímpicos e é considerado uma das modalidades em cadeira de rodas que mais cresce no mundo, mas as informações acerca dos processos que norteiam o treinamento do RCR ainda encontravam-se em fase inicial no cenário da literatura revisada.

Com o intuito de propor um método de iniciação à prática do voleibol sentado, Carvalho, Araújo e Gorla[16] propuseram uma revisão bibliográfica sobre a temática utilizando dados impressos e eletrônicos da base de dados da UNICAMP (livros, teses e artigos). Contudo, o estudo não descreve o recorte temporal e o número de estudos que foram encontrados. Concluiu-se que, apesar da escassez literária sobre o tema, há semelhanças nos aspectos técnico-táticos entre o voleibol sentado e o convencional, possibilitando uma opção de trabalho aos/às profissionais de Educação Física.

Em relação à DA, Guedes e Neto[17] analisaram por meio de uma revisão sistemática informações acerca das formas de avaliação da coordenação corporal em crianças e adolescentes com DA em estudos brasileiros. A pesquisa foi realizada nas bases de dados Periódicos CAPES, *Scielo, Lilacs* e *Google Scholar*. O recorte temporal abrange os últimos 10 anos anteriores à pesquisa. Foram encontrados poucos artigos referentes à temática e apenas 05 trabalhos compreenderam os critérios de seleção da pesquisa. O estudo ainda aponta a importância de um programa de EF estruturado para aquisição da coordenação motora de criança com DA, tendo um período de intervenção específica para haver melhoras nas habilidades motoras.

Por último, sobre DI, Pestana et al.[18] verificaram quais os efeitos de programas de atividade física para adultos/as com DI. Uma busca eletrônica foi conduzida nas bases de dados *PubMed*, *EBSCOhost*, *Web of Science* e *Scopus*, resultando num recorte temporal entre janeiro de 1960 e agosto de 2014. A estratégia inicial de busca foi para identificar os artigos que investigaram os efeitos de programas de exercício físico para adultos/as com DI, considerando termos relacionados à atividade física, DI e programa de atividade física. Oito manuscritos preencheram os critérios da elegibilidade e foram incluídos no estudo, ou seja, um limitado número de estudos. Essa pesquisa conclui que os programas sistematizados de exercício físico promoveram benefícios consistentes e significantes para pessoas com DI, entretanto, parece não haver um consenso na literatura sobre o tipo de intervenção utilizado para promover a prática de atividade física com essas pessoas.

Diante dos trabalhos descritos, considera-se que há uma ausência de pesquisas de revisão bibliográfica que envolvem o cenário das deficiências na área da EF de forma mais abrangente. Sustenta-se essa afirmativa a partir das buscas realizadas nos 13 periódicos pré-estabelecidos, assim como em outros meios de pesquisa acadêmica, como Google Acadêmico e *Scielo*, que apontaram o estudo de Pestana et al.[18]. Tal ausência justifica a importância desse estudo, tanto pela sua abrangência como pelo seu recorte temporal, 1979-2017, que vai além da maioria dos recortes temporais identificados nos estudos supracitados.

Nesse contexto, a problemática dessa pesquisa norteia-se em compreender os significados atribuídos pela produção de conhecimento em EF em relação às discussões referentes à temática "deficiências" no sentido de identificar: como as deficiências se inserem no universo da Educação Física? Qual dimensão, escolar ou não escolar, tem despertado maior interesse nesse campo investigativo? Para o contexto não escolar, foco deste estudo, como as deficiências (DF, DV, DA, DI e DG) têm sido evidenciadas nos estudos científicos? Na perspectiva teórico-metodológica, quais abordagens ou metodologias investigativas, assim como campo teórico sustentam esses estudos?

Com isso, a hipótese que norteou essa pesquisa dirige-se para o fato de que as publicações envolvendo EF e deficiências, no contexto não escolar, nos periódicos da Educação Física, prevalecem ligadas a uma vertente mais biológica, tecnicista e à valorização da aptidão física, mesmo após o Movimento Renovador da Educação Física, instituído na década de 1980, que propõe uma crítica acirrada sobre essa perspectiva.

III. Materiais e Métodos

Este estudo caracteriza-se como uma pesquisa bibliográfica, procedimento investigativo fundamental para conhecer e analisar as principais contribuições teóricas sobre um determinado tema ou assunto[19,20,21]. Metodologicamente, a investigação estruturou-se em 02 etapas: a primeira referente à coleta de dados e categorização do material e, a segunda, a análise do material levantado.

A primeira etapa consistiu na identificação e seleção de 13 periódicos da área de conhecimento,

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considerando critérios pré-estabelecidos, quais sejam, com ênfase nas dimensões escolar e não escolar, com destaque para os temas da cultura corporal (esportes, jogos e brincadeiras, lutas, ginásticas e danças) e que disponibilizem suas edições em formato eletrônico. O fácil acesso dessas fontes investigativas justifica sua escolha como principal *corpus* da pesquisa.

A proposta foi de investigar os periódicos desde suas primeiras edições, na busca de identificar estudos que priorizem a deficiência. O ano de 1979 como recorte inicial se relaciona ao surgimento do Movimento Renovador da Educação Física, na década de 1980; movimento caracterizado pela proposta de distanciamento da vertente da aptidão física e do alto rendimento e aproximação da EF às ciências humanas e sociais; voltando seu olhar para as diferenças e as individualidades na inter-relação entre os sujeitos sociais[22,23]. Cinco dos periódicos investigados foram criados neste período, Destacando a Revista Brasileira de Ciências do Esporte (RBCE) com sua primeira edição em 1979.

Outro critério de seleção foi que as revistas tivessem, no mínimo, 09 anos de existência, período suficiente para a sua consolidação como espaço de produção de conhecimento e qualificação mediante os critérios da Capes. A busca por periódicos sediados nas 05 regiões do país, com o intuito de ampliar o campo investigativo, também se instaurou como critérios de seleção, entretanto, não foram encontrados na região Norte do país.

Diante disso, organizados em ordem cronológica de criação e instituição em que estão sediados, os 13 periódicos selecionados foram: Revista Brasileira de Ciência do Esporte (UnB, 1979), Revista Brasileira de Educação Física e Esporte (USP, 1986), Revista Brasileira de Ciência e Movimento (UCB, 1987), Motrivivência (UFSC, 1988), Revista de Educação Física (UEM, 1989), Movimento (UFRGS, 1994), Motriz (UNESP, 1995), Pensar a Prática (UFG, 1998), Conexões: Educação Física, Esporte e Saúde (UNICAMP, 1998), Caderno de Educação Física e Esporte (UNIOESTE, 1999), Revista Mackenzie de Educação Física e Esporte (UPM, 2002), Revista Arquivos em Movimento (UFRJ, 2005) e Caderno de Formação RBCE (CBCE, 2009).

Selecionados os periódicos, o passo seguinte foi o levantamento dos dados que aconteceu em 02 momentos. No primeiro, a busca nos sumários de cada edição das revistas por publicações cujo tema fosse relacionado às deficiências, realizando, assim, a leitura do título, resumo e palavras-chave. Tal procedimento justifica-se pelo fato de algumas revistas apresentarem suas primeiras edições em formato de PDF único. No segundo momento, utilizou-se a ferramenta de busca por palavras-chave nos periódicos, através dos seguintes descritores: deficiência, deficiente, portadores de deficiência e inclusão.

Este foi o momento também em que as publicações foram separadas em duas dimensões: contexto escolar e não escolar. Para cada uma dessas dimensões o material foi subdividido nas seguintes categorias: DA, DF, DI, DV e DG.

A categoria DG foi construída pelos pesquisadores para identificar as publicações que retratassem a deficiência de forma generalizada, artigos que impossibilitavam uma classificação específica sobre determinada manifestação de deficiência. Diante disso, nessa categoria, as deficiências (DA, DF, DI e DV) aparecem de forma correlacionada e/ou diluídas a outros focos.

A segunda etapa da investigação teve como foco o fichamento do material levantado com o intuito de elencar o movimento epistemológico de constituição do campo, destacando de forma mais clara quais contextos (escolar e/ou não escolar) versam essas investigações; identificar em que vertentes as deficiências são contextualizadas nos estudos e, com isso, levantar lacunas investigativas para cada campo; destacar os tipos de abordagens investigativas (empíricas e/ou bibliográficas) que sustentam esses estudos; e elencar os campos teóricos que subsidiam essas publicações.

Mediante esse trajeto, o estudo caracteriza-se como de abordagem quanti-qualitativa. Já que identificar os dados numéricos nos periódicos que tematizavam sobre as deficiências, assim como verificar quais dimensões são mais evidenciadas nos estudos, nos aproxima de uma abordagem quantitativa. Por outro lado, entender o trajeto da inserção das deficiências como categoria investigada na construção do conhecimento em Educação Física, e buscar relações com marcadores históricos, sociais, culturais e legais, nos dimensionam numa abordagem qualitativa[24,20,19].

IV. Deficiências, Educação Física e o Contexto Não Escolar

Considerando que as categorias de análise foram criadas tendo como base as definições das deficiências utilizadas por autores/as da área, as publicações foram distribuídas em DG, DF, DI, DV e DA[25].

Um dos objetivos específicos propostos pela pesquisa consistiu-se em separar os artigos considerando o contexto escolar e não escolar, considerando cada categoria de deficiência. O Gráfico 01 apresenta esses dados, dispostos em ordem crescente, do quantitativo de publicações, de cada categoria de deficiência.

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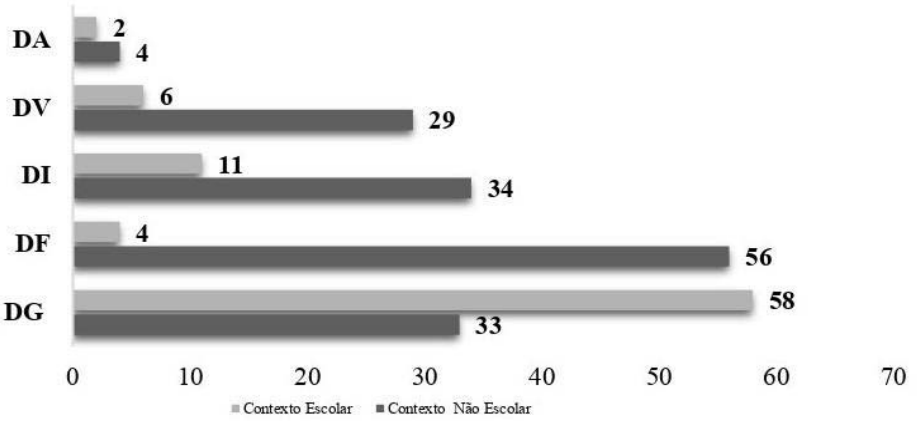
Gráfico 01: Relação Deficiência/Contextos (237 publicações)

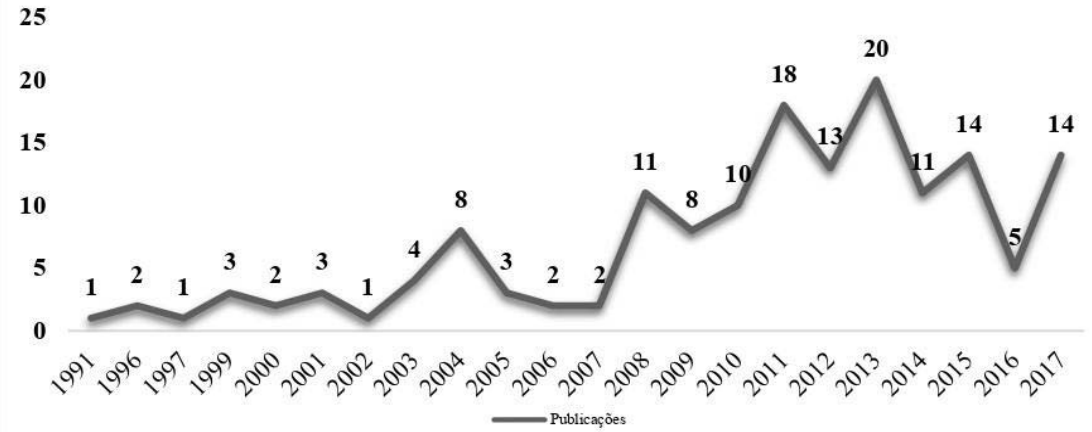


Nos 13 periódicos investigados foram encontradas 237 publicações, sendo 156 enfocando o contexto não escolar (65,82%) e 81 o contexto escolar (34,17%). Tais dados nos permitem evidenciar que enquanto objeto de investigação científica as deficiências tem sido mais exaltadas no contexto não escolar, com exceção para a categoria DG, na qual 58 publicações (63,73%) do montante total de 91 pertencentes a esta categoria, correspondem ao contexto escolar. Com isso, no contexto escolar há predominância de estudos envolvendo inclusão, nos quais as deficiências são tratadas de forma menos específica e mais abrangente na intenção de retratar o cenário da inclusão na escola. Porém, este trabalho detém seu foco ao contexto não escolar, de forma que os dados obtidos no levantamento correspondentes ao contexto escolar serão discutidos em outro momento.

No que se refere ao contexto não escolar, Alves et al.[10] confirmam os achados de nossa pesquisa, ao descreverem a população-alvo dos estudos sobre deficiências e Educação Física, esses/as autores/as destacam que as deficiências mais acionadas são a DF e a DI.

Também, interessou a esse estudo compreender o processo temporal de construção do conhecimento sobre deficiências, mediante os dados do levantamento realizado nos periódicos, o que resultou na construção do Gráfico 02.

Gráfico 02: Relação Publicações/Ano



A Constituição Federal de 1988 mantém-se como o maior demarcador histórico da garantia dos direitos de cidadania e engloba os valores e princípios dos direitos humanos. Além disso, pontua sobre a dignidade da pessoa humana e a luta contra a discriminação e o preconceito, o que inclui as pessoas com deficiência[26].

Em 1989 é idealizada a Lei n° 7.853, que dispõe sobre a Coordenadoria Nacional para Integração da Pessoa Portadora de Deficiência (CORDE) e designa ao Poder Público a responsabilidade de garantir e implementar os direitos básicos das pessoas com deficiência como a educação, saúde, trabalho e lazer[27]. Contudo, foi entre os anos de 2000 e 2015 que as pessoas com deficiência alcançam grande destaque em relação à conquista de seus direitos através de leis e decretos no âmbito nacional.

No ano de 2000 é proposto um Projeto Lei que teve como objetivo modificar o cenário da exclusão e

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inacessibilidade vivenciado, cotidianamente, pelas pessoas com deficiência. Então, a partir desse Projeto Lei, em 2015, é instituída a Lei Brasileira de Inclusão, Lei nº 13.146/15, mais conhecida como Estatuto da Pessoa com Deficiência. Essa lei é considerada como um dos maiores instrumentos que garantem a cidadania para esse segmento social, visto que consolida leis existentes e avança para a garantia de novos direitos. A lei toma como base a Convenção sobre os Direitos das Pessoas com Deficiência e seu Protocolo Facultativo, assinados em Nova Iorque, no ano de 2007, validado pelo Congresso Nacional brasileiro através do Decreto Legislativo nº 186 de 2008 e, publicado oficialmente pelo decreto n° 6.949 de 2009[28].

Do ano de 2012 a 2013 há uma ascensão em relação as publicações sobre Educação Física e deficiências, por isso, acredita-se que a lei n° 12.622, de 8 de maio de 2012, que institui o Dia Nacional do Atleta Paralímpico, contribuiu significativamente para esse crescimento[1,29].

O Gráfico 02, que apresenta o ano das 156 publicações investigadas, aponta que de 2003 até 2017 ocorreu um grande salto nas produções referentes à EF e deficiências. Mesmo com picos de oscilação, o quantitativo geral dos dados é extremamente expressivo. Tal consideração pode ser interpretada como resultado das inúmeras conquistas em relação aos direitos dessas pessoas, citadas no parágrafo anterior, potencializadas a partir dos anos 2000[28].

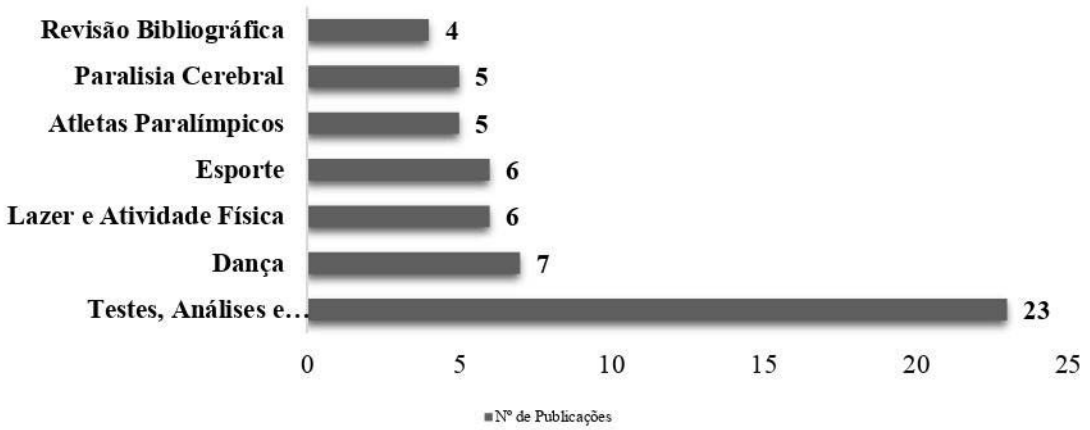
Outra questão importante de se elencar é que a Universidade Estadual de Campinas (UNICAMP) mantém-se como a instituição que mais realizou produções referentes à EF e deficiências no levantamento realizado, 44 publicações (28,4%), em contexto não escolar. Tais evidências podem ser compreendidas pelo fato da instituição deter um Departamento sobre Estudos da Atividade Física Adaptada (DEAFA) e ser referência em Pós-Graduação na área. Da mesma forma, a revista Conexões, sediada nessa instituição, apresentou o maior número de publicações, considerando, também, que sua criação se deu no ano de 1998, período de efervescência das lutas pelo reconhecimento social dos direitos da pessoa com deficiência, em razão da Convenção de Salamanca em 1994.

Partindo das informações disponibilizadas pelo Gráfico 01, destaca-se a seguir à descrição e análise das categorias levantadas.

a) Educação Física e Deficiência Física (DF)

A DF define-se como modificações no corpo humano, advindas de um problema ortopédico, neurológico ou de má formação, que acarretam à pessoa dificuldades e/ou limitações no desenvolvimento de tarefas motoras. A classificação da DF divide-se em ortopédica e neurológica. A ortopédica caracteriza-se por afetar músculos, ossos e articulações e, a neurológica, atinge predominantemente o sistema nervoso central. Quanto à suas causas, a DF pode ser congênita ou adquirida, sendo a congênita manifestada na fase intrauterina ou ao nascer e a adquirida pode ser desenvolvida ao longo da vida, como por exemplo, através de lesões, doenças e acidentes[25]. Partindo desse conceito, as 56 publicações que discutem esse tema foram organizadas em 07 subcategorias, como descrito no gráfico 03.

Gráfico 03: DF (56 Publicações)



Na categoria EF e DF aparecem 04 publicações de Revisão Bibliográfica (7,14%). Dessas publicações, encontram-se: o processo de treinamento do desporto adaptado: o *Rugby* em cadeira de Rodas (01) e o Voleibol sentado (01), a mecânica e a energética da caminhada de amputados (01) e a trajetória do atleta com DF no esporte adaptado de rendimento (01). Esses estudos evidenciam os aspectos biológicos e fisiológicos do homem e da mulher e, também, os aspectos técnicos e táticos do movimento.

A Paralisia Cerebral (PC) afeta o desenvolvimento motor típico e interfere diretamente no controle motor, no equilíbrio e na aptidão física[30].

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Portanto, entende-se, que a PC, na maioria dos casos, é o desenvolvimento motor que está comprometido[31]. Nessa investigação encontrou-se 05 publicações sobre PC (8.92%) e 04 delas envolvem crianças, destacando a biomecânica de sistemas de assentos (01), análise isocinética da articulação do cotovelo (01), atividade aquática e psicomotricidade (01) e desempenho motor (01). Apenas um estudo, sobre o jogo *Polybat* (01), envolve uma mostra com a faixa etária maior (8-20 anos) e traz uma proposta metodológica de atividade recreativa/esportiva inclusiva para alunos/as com PC e ou DF, frequentadores/as de escolas especiais ou regulares[32].

Na subcategoria Atletas Paralímpicos identificam-se 05 publicações com discussões variadas (8.92%), mas todas envolvem o universo dos/as paratletas. Nessa subcategoria encontram-se trabalhos falando sobre a caracterização de atletas de para-badminton (01), orientação esportiva para atletas de remo e natação (01), tendências competitivas de atletas de basquetebol em cadeira de rodas (01), considerações a partir do caso de uma paratleta (01) e a capacidade de adaptação e estima sexual em atletas com deficiência física (01).

Dos 06 artigos que integram a subcategoria DF e Esporte (10,71%), 05 deles têm em comum a prática esportiva sobre cadeiras de rodas. Nessa subcategoria, encontram-se trabalhos tematizando o *Rugby* (02), a iniciação esportiva de crianças (01), os aspectos motivacionais para o basquete (01), a relação entre a prática de futebol por anões e a transformação do estigma (01) e, por último, os fatores que influenciam a prática do desporto sobre cadeira de rodas (01).

Na subcategoria Lazer e Atividade Física aparecem 06 publicações (10,71%), todas com uma abordagem mais qualitativa de investigação. Seus enfoques: a pessoa com DF e o lazer (01), transtorno das habilidades motoras (01), a relação da pessoa com deficiência e sua cadeira de rodas (01) e atividade física e pessoa com deficiência (03).

Quando se considera a subcategoria Dança, na qual há 07 publicações (12,50%), encontram-se pesquisas retratando as emoções da dança esportiva para os/as praticantes (01), a inclusão de pessoas com lesão medular no universo da dança (01), significados da dança para as pessoas com DF (02) e, por último, a ótica dos Testes, Análises e Avaliações relacionada a essa modalidade (03).

Vinte e três artigos (41,07%) integram a subcategoria Testes, Análises e Avalições. Esses artigos, com forte destaque em análises quantitativas, indicam que o perfil de publicações envolvendo EF e DF é muito voltado aos aspectos biológicos de condicionamento e rendimento físico. Além disso, quando considera-se a subcategoria Dança, o caráter humanístico e expressivo da prática divide espaço com questões referentes às medições, a prática e a estética ideal do movimento. Essa evidência põe em xeque a função artística e cultural da Dança dentro da Educação Física.

Esses elementos são importantes de serem elencados, uma vez que o Movimento Renovador da Educação Física, instituído na década de 1980, é um dos critérios para a definição do recorte temporal da investigação. Mesmo tratando-se de um movimento que lança um olhar mais preciso na EF Escolar, esperava-se que houvessem resquícios dos ideais propostos por este Movimento para a EF de forma geral, principalmente no que se refere ao questionamento da prevalência da aptidão física, o que não foi constatado nos artigos encontrados[22].

Os artigos encontrados sobre EF e DF evidenciam que a produção bibliográfica ainda é focada na necessidade de "normalizar" o homem e a mulher[3]. As pessoas devem ser conduzidas a conquistarem uma melhor performance física, seja ela no campo do esporte, da ginástica ou do exercício físico. Diante disso, pressupõe-se que as pessoas com DF devam aumentar o seu rendimento, realizar testes e avaliações para identificar possíveis falhas de desempenho físico e saná-las. Essa visão desconsidera o lado humano e aproxima as pessoas apenas da dimensão biológica e da potencial, a prática de um exercício físico ou do esporte é considerada, na maioria dos artigos, sob a ótica da eficiência.

A EF sempre buscou a eficiência, seja ela biomecânica, fisiológica ou no rendimento esportivo. Falar em eficiência implica em pensar, sobremaneira, no produto final e não no processo como um todo. Portanto, a EF não deve colocar uma técnica eficiente como o seu objetivo, já que tal questão desconsidera as especificidades sociais e culturais de cada grupo, de utilizar e representar o corpo de formas diferentes[33].

b) Educação Física e Deficiência Intelectual (DI)

De acordo com o Manual Diagnóstico e Estatístico de Transtornos Mentais (DSM –V)[34], a DI:

> É um transtorno com início no período do desenvolvimento que inclui déficits funcionais, tanto intelectuais quanto adaptativos, nos domínios conceitual, social e prático. Os três critérios a seguir devem ser preenchidos: A. Déficits em funções intelectuais como raciocínio, solução de problemas, planejamento, pensamento abstrato, juízo, aprendizagem acadêmica e aprendizagem pela experiência confirmados tanto pela avaliação clínica quanto por testes de inteligência padronizados e individualizados. B. Déficits em funções adaptativas que resultam em fracasso para atingir padrões de desenvolvimento e socioculturais em relação a independência pessoal e responsabilidade social. Sem apoio continuado, os déficits de adaptação limitam o funcionamento em uma ou mais atividades diárias, como comunicação, participação social e vida independente, e em múltiplos ambientes, como em casa, na escola, no local de trabalho e na comunidade. C. Início dos déficits intelectuais e adaptativos durante o período do desenvolvimento (p. 33).

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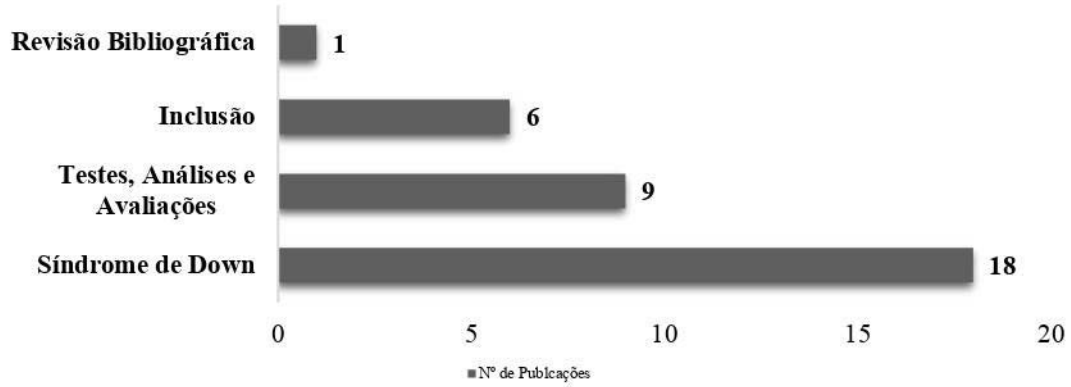
A origem da DI pode ser hereditária, fisiológica, social e cultural. Desta maneira, podem ser divididos em dois fatores determinantes, orgânicos e ambientais. O fator orgânico corresponde a aspectos genéticos, pré-natal, perinatal e pós-natal. Ao descrever o fator ambiental, considera-se a cultura e a família, deixando claro sua relação com variáveis ambientais e genéticas. Dentro da DI são poucos os casos com uma causa claramente definida[25].

A Síndrome de Down é um tipo de DI que está ligada a fatores orgânicos, sendo de origem genética. É definida como um transtorno genético atrelado a uma anomalia genética, no caso, uma falha na distribuição em que as células apresentam 03 cromossomos 21, diferente da normalidade, que seriam 02[25]. A categoria DI é formada por 04 subcategorias, que somadas possuem 34 publicações, sendo 19 pertencentes à subcategoria Síndrome de Down (55,88%), como mostra o Gráfico 04 a seguir

Gráfico 04: DI (34 Publicações)



Como descrito na seção "Deficiência e Educação Física: um panorama inicial", o estudo sobre revisão de literatura e DI (2,94%) refere-se à Pestana et al.[18] e discute os efeitos de programas de atividade física para pessoas adultas com DI.

Seis artigos integram a subcategoria Inclusão (17,65%). As discussões norteiam-se em relação a atividades lúdicas no meio aquático (01), o processo de ensino-aprendizagem de capoeira (01) e proposta metodológica de dança para crianças (01). As outras 03 publicações se referem ao Transtorno do Espectro Autista (TEA) que, de acordo com estudos mais recentes, pode vir ou não associado à DI. Dentre essas publicações, são enfocados um estudo de caso sobre expressão corporal/dança (01), também o jogo em uma sessão de psicomotricidade relacional envolvendo crianças (01) e a representação simbólica e a linguagem de uma criança no ato de brincar (01).

Foram encontradas 09 publicações envolvendo Testes, Análises e Avaliações (26,47%). Os trabalhos tratam de temáticas variadas: o estado nutricional e aptidão física de adultos/as (01), estado de hidratação de nadadores/as (01), atividades aquáticas e coordenação motora (01), antropometria e coordenação motora (01), composição corporal de homens e mulheres (01), habilidades motoras de crianças (01), desempenho psicomotor (01), percepção do espaço durante tarefas de orientação (01) e em ralação Síndrome de Williams (01).

Como já discutido, a subcategoria com maior número de publicações foi a Síndrome de Down, com 18 produções (52,94%). O comprometimento intelectual está relacionado a fatores neurofisiológicos. Normalmente, o cérebro das pessoas com SD é menor, tem menos células nervosas (5% a 10% menos massa cerebral) e algumas funções quimioneurológicas diferentes. Isso ocorre devido à presença do cromossomo extra em todas as células, inclusive as cerebrais. Devido a menores quantidades de células nervosas e a diferenças nos neurotransmissores, aprender é mais difícil para os sujeitos com SD, pois levam mais tempo para formar novas conexões sinápticas[35].

Assim, é importante que pais/mães, educadores/as e demais profissionais compreendam como é o processo de aprendizagem para que se possam desenvolver estratégias adequadas que dinamizem novas aprendizagens. Independente de qualquer comprometimento intelectual, o potencial de inteligência do ser humano não deve ser somente mensurado por coeficientes e escalas. Vários fatores que influenciam na capacidade intelectiva de cada sujeito devem ser considerados respeitando suas particularidades[35].

A maioria das publicações, 13 delas, destacam a SD como a temática central e envolvem o universo dos Testes, Análises e Avaliações. Cinco publicações distanciam-se desse enfoque, problematizando sobre a

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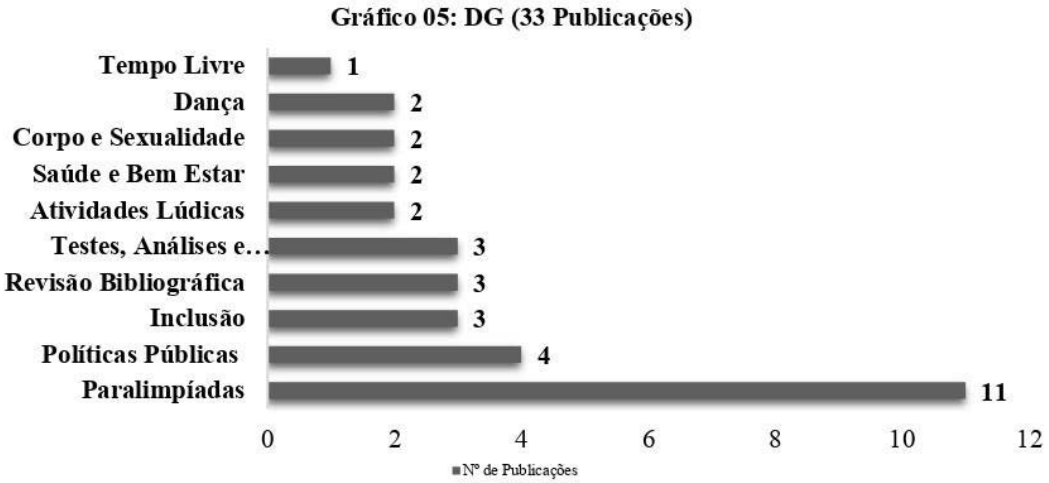
participação do profissional de EF na estimulação essencial de crianças com SD (01), a relação da natação com a interação da pessoa com SD (01), análise do desenvolvimento do esquema corporal em pessoas com SD através da prática da dança (01), entender como crianças com SD manifestam suas emoções em aulas de natação e as situações que provocam estas manifestações (01), a aprendizagem do tênis através de procedimentos adequados e adaptados, respeitando as características individuais das pessoas com SD e contribuir na melhoria do comportamento adaptativo com relação a autonomia, aptidões sociais, participação comunitária, saúde e segurança e o lazer (01).

Não diferente dos estudos já apresentados anteriormente, a categoria DI e, em especial, a subcategoria SD, confirmam que o perfil das publicações com interface entre EF e deficiências, no contexto não escolar, seguem prioritariamente os princípios do desempenho, da eficiência e da "normalização"[33].

c) Educação Física e Deficiência Geral (DG)

A categoria DG define-se por 33 publicações, distribuídas em 10 subcategorias. Justifica-se esse alto número em razão da abrangente característica de suas temáticas (Gráfico 05).



A subcategoria Tempo Livre possui 01 publicação (3,03%), que busca compreender a ideia e a utilização do tempo livre por pessoas com deficiência.

Dança; Corpo e Sexualidade; Saúde e Bem-Estar e Atividades Lúdicas consistem de 04 subcategorias que somam um total de 08 publicações, sendo 02 artigos (6,06%) por cada uma. A primeira integra conteúdos distintos, como a análise do estado da produção científica nacional acerca dos assuntos deficiência e dança (01) e a análise de discurso de pessoas relacionadas à prática da dança por deficientes (01).

Na subcategoria Corpo e Sexualidade, as discussões buscam aprimorar o trabalho direcionado às pessoas com deficiência através do entendimento de ideias de corpo e sexualidade deste público (02). Saúde e Bem-Estar trata em suas publicações da importância da atividade física para a saúde e bem estar da pessoa com deficiência (02). Atividades Lúdicas aborda a importância da atividade física trabalhada através da brincadeira para reabilitação da pessoa com deficiência (01) e para o desenvolvimento infantil da pessoa com deficiência (01).

Três subcategorias foram compostas por 03 publicações (9,09%) cada: Testes, Análises e Avaliações; Revisão Bibliográfica e Inclusão. Na primeira sobressai o alto cunho quantitativo em suas publicações, como a relação entre os estados de humor, a variabilidade da frequência cardíaca e creatina quinase (01), desempenho motor (01) e características biomecânicas (01). Revisão Bibliográfica destaca discussões como: revisão de literatura para visualizar o estado da atividade física adaptada como área de conhecimento (01), o estado da produção científica a respeito das modalidades olímpicas e paralímpicas (01) e revisão de literatura sobre esportes paralímpicos (01).

Por sua vez, a subcategoria Inclusão, nos 03 artigos, abriga temas que discutem a relação entre a prática de atividade física por pessoas com deficiência e a atuação dos/as graduados/as em Educação Física, discussão que toma como base a ideia de inclusão e formas de intervenção profissional.

Na subcategoria DG e Políticas Públicas foram encontradas 04 publicações (12,12%). Com focos muito similares, prevalecendo a análise das políticas públicas voltadas para a prática de atividades físico-esportivas e lazer para pessoas com deficiência no Brasil. Esses estudos identificam essas políticas públicas como superficiais, tanto em relação ao lazer quanto ao esporte. O esporte, por não possuir uma estrutura governamental, compromete qualquer política pública para essa área, o que acontece de forma ainda mais

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visível nas iniciativas direcionadas às pessoas com deficiência, nas quais a influência política é muito inferior à de outros grupos esportivos organizados[37].

Tais discussões dos estudos apontam que, no Brasil, existem políticas públicas que resguardam os direitos das pessoas com deficiência à pratica motora e/ou esportiva, mas ainda existem muitas barreiras, arquitetônicas e sociais, em sua maioria, que impedem que esses sujeitos possam expressar a sua liberdade e gozar dos seus direitos ao desejarem realizar uma prática motora/esportiva. Portanto, nesse aspecto, no contexto mais amplo, as Políticas Públicas funcionam apenas na teoria[4].

Sobre as Paralimpíadas, 11 publicações foram encontradas (33,34%), destacando temas como: a relação da mídia com as paralimpíadas (03), pesquisas sob a ótica das ciências humanas e o esporte paralímpico (03), discussões sobre atletas com deficiência visual e atletas com deficiência motora, em um mesmo estudo, nos quais seus focos foram as relações entre os fatores motivacionais dos/as praticantes de natação e atletismo (01), a percepção da qualidade de sono e de vida (01), o esporte paralímpico e integração (01), legados para o esporte paralímpico (01) e os relatos dos pioneiros/as no esporte adaptado (01).

É importante apontar que publicações que discutiam os temas mídia e ciências humanas receberam mais destaque nesta subcategoria. As discussões embasadas em conhecimentos das ciências humanas relatavam o papel do esporte em seu formato atual (organização, relação com o mercado de consumo e formas de divulgação) em que o tema mídia era tangível, no momento em que realizam comparações entre paralimpíadas e olimpíadas[38]. As discussões acerca da mídia abordam desde a forma como determinados meios de comunicação podem se referir a atletas deficientes de forma pejorativa, ou não, em suas narrativas[39], até a forma como a mídia interage com o esporte paralímpico no que diz respeito à sua comercialização e divulgação[40,41].

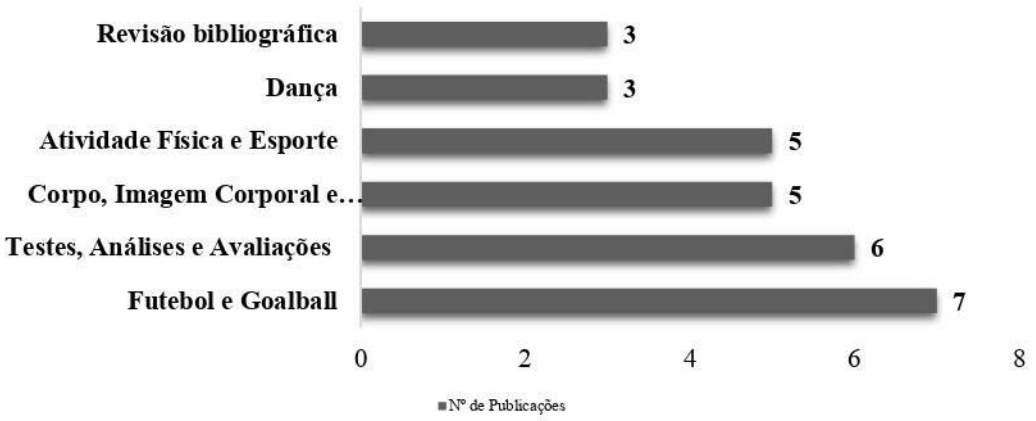
Além de proporcionar um panorama das discussões sobre deficiência em seu conceito mais amplo, a categoria EF e DG se expressa de forma diferente das outras categorias, uma vez que é a única em que as questões referentes aos Testes, Análises e Avaliações não estão em primeiro plano. Essa categoria direciona-se sob uma visão crítica das Políticas Públicas, do Esporte e as Paraolimpíadas, de forma geral. A identidade diferenciada dessa categoria pode ser em razão de sua forte ligação com questões consonantes ao campo da inclusão.

d) Educação Física e Deficiência Visual (DV)

A DV pode ser caracterizada como uma limitação a nível sensorial que pode invalidar ou reduzir a capacidade de ver, abrangendo vários graus de acuidade visual, podendo assim, classificar diferentes tipos de redução da visão. A Organização Mundial da Saúde (OMS) classifica a DV de duas maneiras, baixa visão e cegueira. Baixa visão abrange desde a capacidade de indicar projeção luminosa, até uma acuidade visual reduzida ao ponto de limitar atividades diárias da vida. A cegueira é a ausência completa da visão em ambos os olhos, sendo até a projeção luminosa imperceptível a essas pessoas[25].

Várias podem ser as causas da DV, tanto na infância quanto na fase adulta, desde fatores genéticos e doenças, até traumas[25]. Este conceito serviu como suporte para o direcionamento das 29 publicações para esta categoria, como mostra o Gráfico 06.

Gráfico 06: DV (29 Publicações)



As subcategorias Dança e Revisão Bibliográfica possuem 03 publicações (10,34%) cada. Em Revisão Bibliográficas, as investigações tratam da influência do sistema visual no equilíbrio e no desenvolvimento motor, bem como os métodos de intervenção utilizados diante da DV (01), identificação e avaliação das pesquisas publicadas envolvendo adultos/as com DV e a prática de atividade física (01) e discussão sobre a

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acessibilidade das pessoas deficientes visuais à prática da natação nas instituições privadas de ensino da modalidade (01). Esses estudos encontram-se detalhados na seção "Deficiência e Educação Física: um panorama inicial".

Dança recebeu discussões a respeito das relações entre dança e a pessoa com DV (01), reflexões sobre a prática da dança pelo/a deficiente visual relacionada à construção da autonomia (01) e a compreensão do significado da dança para pessoas com DV, na perspectiva de uma abordagem fenomenológica (01).

Com 05 estudos (17,24%), a subcategoria Atividade Física e Esporte aborda discussões como: análise da prática habitual de atividade física por pessoas com DV (02), percepção de crianças praticantes de judô em relação ao colega com DV (01), um segundo estudo com relação ao judô, porém, numa perspectiva sociocultural, no intuito de comparar as realidades de atletas brasileiras e estrangeiras com DV (01) e avaliação da qualidade de vida em adultos/as com DV (01).

Também com 05 publicações, temos a subcategoria Corpo, Imagem Corporal e Propriocepção (17,24%). As publicações abordaram temas como: investigar e compreender as representações sociais de corpo a partir da concepção de pessoas com cegueira congênita (01), a formação da imagem corporal em pessoas com DV por meio de uma revisão de literatura (01), verificar a aplicabilidade da Escala de Silhuetas Bidimensionais adaptada para deficientes visuais, adultos/as, cegos/as congênitos (01), verificar a insatisfação com a imagem corporal em sujeitos com cegueira, congênita e adquirida (01), verificar se existem diferenças entre nadadores/as deficientes visuais e videntes na percepção de seu próprio nadar (01).

Em seguida a subcategoria destacada foi Testes, Análises e Avaliações, com 06 publicações (20,68%). Possui em seu interior temas como a comparação entre pesquisas sobre atividades para idosos/as com e sem acometimento da DV (01), comparação do equilíbrio dinâmico e estático de pessoas com DV praticantes de *Goalball* e atletismo (01), avaliação do perfil somatotípico e a composição corporal de atletas da seleção brasileira de futebol (01), o desenvolvimento de crianças com DV (02) e submissão do deficiente visual a um programa de orientação e mobilidade (01).

A subcategoria Futebol e *Goalball* possui 07 publicações (24,16%). Dentre elas foram identificados objetivos como: analisar estratégias dos jogadores na leitura de jogo no futebol para cegos (01), discutir sobre o desenvolvimento do futebol para cegos no Brasil (01), avaliar os estados de humor dos atletas paralímpicos brasileiros do futebol de cinco (01), analisar a relação entre a prática do *Goalball* e a orientação e mobilidade das pessoas com deficiência visual (01), analisar a percepção dos atletas praticantes de *Goalball* acerca dos benefícios desta prática (01), interpretar os padrões e processos auto organizacionais do *Goalboll* (01) e, por último, analisar a percepção auditiva e tátil de atletas de *Goalball* em situação de jogo (01).

O futebol e outros esportes relativamente similares (futsal, *Goalboll*, futebol de cinco, dentre outros) possuem destaque como prática esportiva no Brasil, fator que pode estabelecer relação com as características do esporte e suas afinidades relacionadas às preferências esportivas socioculturais do povo brasileiro[42]. Então, a forte prevalência desta prática (por pessoas com DV) evidenciada através do número de publicações sobre esta temática, pode estar atrelada a este fator sociocultural.

e) Educação Física e Deficiência Auditiva (DA)

A DA é definida de acordo com o grau de perda auditiva, verificando-se através da necessidade de intensificação (mensurado em decibéis) do som para que se torne perceptível. A perda auditiva pode ser classificada em: ligeira, leve, moderada, grave e profunda. Quanto à localização da lesão, classifica-se em condutiva ou neurossensorial. O ponto afetado pela condutiva corresponde ao ouvido externo e/ou médio, comprometendo total ou parcialmente a capacidade de condução do som até o ouvido interno. A surdez neurossensorial corresponde ao comprometimento do ouvido interno, afetando assim a capacidade de perceber o som. De acordo com o local da lesão, o aparelho vestibular pode ser afetado, o qual é responsável pelo equilíbrio corporal[25].

As causas da DA podem ser divididas em congênitas e adquiridas. Consanguinidade, incompatibilidade de Rh, rubéola materna durante os três primeiros meses de gestação, dentre outros aspectos, referem-se à causa congênita. Quanto às adquiridas, podem acontecer no período pré-natal, perinatal e pós-natal. O gráfico 07 mostra as 04 publicações que se enquadram nesta categoria.

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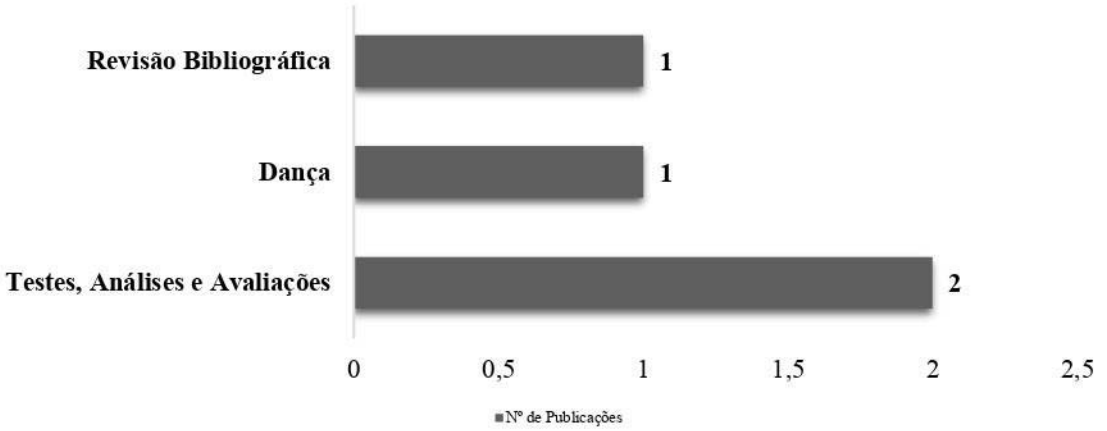
Gráfico 07: DA (04 Publicações)



Na subcategoria Revisão Bibliográfica, 01 publicação (25%), pesquisou-se, por meio de uma revisão sistemática, as formas de avaliação da coordenação corporal em crianças e adolescentes com DA (01). Em Dança, também com 01 publicação (25%), o foco investigativo concentrou-se em uma proposta para o ensino do sapateado para crianças surdas (01). Na última subcategoria, Testes, Análises e Avaliações, 02 pesquisas (50%), nortearam-se sob a perspectiva de avaliações: o controle postural e equilíbrio em crianças (01) e a coordenação motora de crianças (01).

O Clube Esportivo Para Surdos é a primeira instituição esportiva para pessoas com deficiência que há relatos, em 1888[16]. Contudo, mesmo que a DA seja precursora em relação ao esporte para as pessoas com deficiência, atualmente ainda existem poucos investimentos teóricos nessa área de conhecimento, pelo menos, considerando as publicações em periódicos específicos para a EF aqui investigados.

Essa categoria também explicita que o seu foco investigativo norteia-se seguindo uma visão avaliativa, já que 03 das 04 publicações encontradas discutem questões pertinentes à avaliação do comportamento biológico do homem e da mulher. Tal achado mostra que a DA segue a mesma visão identificada nas outras categorias, baseada sob a eficiência esportiva e a aptidão física. Os resultados expressos identificam que as questões biológicas sobrepõem as questões humanas da EF postuladas com o Movimento Renovador da área[33,22].

Sobre a nossa última questão de pesquisa, referente às perspectivas teórico-metodológicas que sustentam os estudos investigados, existem poucos grupos de estudos em relação à EF Adaptada (AFA) e a produção do conhecimento nessa área é restrita[10]. Os grupos de estudos sobre deficiências existentes, em sua maioria, detém o foco das investigações sob a "ciência do exercício". Considera-se a AFA como um campo do conhecimento da Educação Física, manifestando-se de forma interdisciplinar, ou seja, agrega diferentes áreas do conhecimento como a medicina, psicologia e educação, mas, o motor propulsor ainda são as questões biomecânicas, biológicas, fisiológicas e, principalmente, os temas referentes às avaliações e classificações.

Esse aspecto foi constatado nessa pesquisa, em especial, no perfil dos estudos que integram a subcategoria Testes, Análises e Avaliações, mas, também de forma latente nas demais subcategorias elencadas. Poucos estudos abordavam uma perspectiva mais qualitativa de investigação, destacando alguns estudos direcionados às temáticas sobre lazer, dança e paralimpíadas[10], ao se referirem a um provável crescimento de investigações de abordagem qualitativa e de estudos de caso para a grande área da AFA. Com isso, o Positivismo é o campo teórico predominante na mostra analisada, assim como a prevalência de construção de dados via empiria.

V. Conclusão

Diante das evidencias apresentadas sobre a necessidade de compreender a produção do conhecimento em Educação Física, investigando diretamente as deficiências, conclui-se que as pessoas com deficiência sempre estiveram à margem da sociedade e, com isso, distantes da EF e das práticas corporais. A história dessas pessoas indica que é muito recente o olhar social de preocupação sobre suas condições de vida, inclusive as políticas públicas que resguardam os direitos desse segmento social são atuais e, muitas vezes, funcionam apenas na teoria[2].

No campo ideológico, a EF levanta indícios de um olhar mais preciso para as necessidades humanas e sociais das pessoas com deficiências a partir dos anos 1970, com o movimento denominado "Esporte Para Todos". Após esse período, o ano de 1980 é marcado pelo Ano Internacional das Pessoas com Deficiência pela Organização das Nações Unidas (ONU) e, na Educação Física, pelo "Movimento

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Renovador". A partir daí, diversas iniciativas políticas (Convenção de Salamanca, Estatuto das Pessoas com Deficiência, etc.) se tornam mais evidentes a partir dos anos de 1990 e, em especial, nos anos 2000. Esses movimentos fortalecem as políticas públicas e lutam pela garantia de que as pessoas com deficiência possam ser respeitadas quanto aos seus direitos, em âmbito escolar, esportivo, no lazer ou em qualquer prática motora[22,12,10].

Essa pesquisa mostra que a prevalência de publicações em relação à EF e deficiências abrange o contexto não escolar. Nesse contexto, o maior número de publicações é referente à categoria EF e DF, tal fato confirma que as deficiências mais recorrentes, nas publicações sobre essa temática, são os acometimentos físicos e intelectuais[10]. Como discutido, tal realidade pode ser entendida como a necessidade em "normalizar" o ser humano e alcançar o desenvolvimento máximo das suas potencialidades corporais; sendo o corpo um instrumento meramente biológico, uma vez que, na maioria dos estudos, a ênfase está nos testes, análises e avaliações[3,33].

A categoria EF e DI também alcançou um grande número de publicações, importa ressaltar que nessa categoria existe uma forte associação entre DI e SD, aparecendo como a deficiência mais recorrente. A subcategoria Testes, análises e avaliações é muito significativa na subcategoria SD e, novamente, aponta que o direcionamento da EF sustenta-se sob as questões referentes à eficiência mecânica dos corpos[33]. Em EF e DG, a categoria expressa os seus dados de forma diferente, há uma preocupação maior, mas, não predominante, com as questões humanas e sociais do homem e da mulher e, por isso, destoa-se das demais. Cabe investigar se essa questão é decorrente da estreita relação entre DG e a Inclusão.

Na DV percebe-se a questão do esporte de forma mais significativa. É evidente um alto índice de artigos em relação ao *Goalboll* e Futebol. A categoria EF e DA caracteriza-se por abarcar o menor número de publicações, o que é alarmante para o cenário das produções da área. Nas duas categorias, DV e DA, as questões referentes aos Testes, Análises e Avaliações retomam e confirmam que na EF a visão avaliativa da eficiência referente às deficiências ainda podem ser consideradas como uma regra[33].

Ao considerar os estudos investigados, quanto as suas metodologias e abordagens, observa-se que a prevalência das investigações é o empirismo e a abordagem quantitativa. Alves et al.[10] avalia que os estudos em relação à EF e deficiências caminham para o crescimento de abordagens mais qualitativas, mas tal constatação não é evidenciada pelas publicações analisadas nesta pesquisa, pelo menos, tendo o contexto não escolar como foco.

O Coletivo de Autores[43] aponta para uma nova identidade da EF no que se refere à perspectiva teórica; um olhar no campo das teóricas críticas do conhecimento com ênfase nas ciências humanas e sociais, e pelo declínio das perspectivas positivista nesse campo. Contudo, no que se refere às investigações sobre deficiências no contexto não escolar, nos 13 periódicos investigados, essa perspectiva não foi identificada. A EF ainda é conduzida por uma visão concentrada nas capacidades físicas e distanciadas das capacidades humanas e sociais dos homens e mulheres.

Finalizando, como toda investigação científica esse estudo apresenta suas limitações, seja no número de periódicos investigados que, posteriormente poderá ser ampliado, como na dificuldade de oferecer ao leitor e à leitora o acesso aos referenciais das publicações investigadas. Limitações essas que poderão ser solucionadas em encaminhamentos posteriores.

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By Mohamed Ben-Mansour

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Keywords: students' attitudes, teachers' attitudes, platforms, microsoft teams, EFL context, learning needs, training, online courses.

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I. Chapter One: Introduction

Today, distance learning continues to develop at an astounding pace. New technologies are presented constantly, and developed daily. Within Covid 19, school platforms are considered as "fundamental abilities" in the operation of teaching. Awareness of the new platforms has turned to be a part of teachers' professional development. Put in simple terms, school platforms become mandatory for the teaching process. Thanks to teachers' platforms mastery and competence, students are currently integrated to take their online courses, submit their research papers and academic work. Although many presented platforms facilitate the learning process for a lot of students and teachers, the questions hold on with regards to the tangible effect of these academic platforms, these advancements present a lucid obstacle for many teachers to master the use of the new method of teaching and to develop their profession.

Incorporating Microsoft teams in education has many advantages. The students develop new learning hobbits. Teachers become obliged to look for new materials and methods to enable their students the lessons 'objectives. Teams affects how teaching and learning are done and their methods. With the assistance of Mircosoft teams and many academic platforms, students become able to acquire documents, eBooks, interviews, lectures that were not accessible at first. Likewise, students can reach other teachers, fellow peers, and teachers. This advancement has uplifted the accessibility of learning and provides students with new learning chances. Teachers double their abilities to develop their profession and competencies in using those academic platforms.

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a) Statement of the Problem

In the field of ELT, face to face communication is effective when students are able to practice and produce the newly learned language item. Teachers guarantee their instruction and guidance. Yet, within Covid 19, students as well as teachers are pushed for virtual communication. Some of them welcome the initiative; whereas, the others refuse the teaching and learning operations through the utilization of the academic platforms like teams, zoom …etc

b) Research Objectives

The purpose of the study is to provide an evaluation to Microsoft teams and its efficiency in teaching EFL students within COVID 19. This paper also aims at identifying the strengths and the weaknesses in using teams to promote an effective teaching. It describes the strategies that the teachers opt for and apply to satisfy the students needs. The aim includes also analyzing teachers and students' experiences in using Microsoft Teams.

c) Research Questions

To reach these objectives, these questions are designed:

1. Do Moroccan EFL high school students like to study using Microsoft teams?
2. What are the problems that hinder the teaching in using Microsoft teams?
3. What is the best strategy for Moroccan EFL teachers to use to make advantage from Microsoft teams?
4. To come up with some recommendations for enhancing the use of Microsoft teams in teaching.

d) The Rationale of the Study

The revolutionary development of Information and Communication Technology has impacted significantly our globalized world. Within Covid19, the

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call of using ICT in education becomes a must. It helps in transferring large amount of information worldwide. Therefore, many academic platforms play a significant role nowadays in many fields such as; education, business, marketing, and economy. One of the fields that this paper is concerned with is education.

Microsoft teams have provided the realm of education with various virtual teaching tools which are directed towards facilitating both the teaching and learning process. Teaching using this platform requires providing updated and digital materials which are now given through ICT tools. The implementation of Microsoft teams in teaching has shown its effectiveness in enhancing the students' learning processes. However, many students seem to be unable to follow with this kind of learning. Some Teachers tend to welcome the use of this platform .Others are not qualified and trained enough to make a good profit of the platform.

e) Hypotheses

The Moroccan EFL teachers' pedagogical knowledge about distance learning and the use of the "Teams" platform seems to be a big problem to reach the lessons' objectives.

Within Covid 19, the Moroccan EFL students' lack of the platform usage and hinders their performance levels.

The absence and lack of the computer and technological training delays good result about the effectiveness of using academic platforms within epidemics and natural disasters.

II. Chapter 2: Review of the Literature

In this chapter, my aim is to review the various related literature. It is divided into four major parts. In the first part, different definitions are provided to distance learning (DL). The second part is about discussing the main characteristics of DL. Then, historical overview about DL is highlighted. The last part is meant to investigate the effect of DL and "Microsoft Teams" on Language Learning and Teaching.

a) Definition of Professional Development

Professional development means more than upgrading the skills of individual teachers. It is also defined as improvements in the practices of schools. Professional development is about the fundamental changes in the organization and methods of schools. The use of technology and opening up to online teaching and learning more has put teaching under global continuous development.

b) Definition of Distance Learning (DL)

Distance learning, is also named as distance education, e-learning, and online learning. It is not easy to limit the definition of DL to only one or two sentences definition because technology continues to develop in every minute. Phipps & Merisotis (1999) states, "It is important to understand what is meant by 'distance learning.' Because the technology is evolving, the definition of what distance learning is continues to change (p.11)." yet, this part of my research is an attempt to provide some definitions to DL within the period of Covid 19.

It is a new method teaching and exchanging knowledge without physical contact. Newby, Stepich, Lehman and Russell (2000) define distance learning as "an organized instructional program in which teacher and learners are physically separated (p. 210)." In this form of *education*, students and teachers have no real face to face to communication. Teachers resort to many academic platform to enable their students promote the operation of learning. Thanks to the utilization of the various technological instruments, teachers tend to make the tasks and the activities more clear. This new trend of teaching helps millions of people through the world to follow one line courses within disasters and other factors and purposes. Access to DL is increased .people tend to rely more on information technology to learn languages or to do online research. Jione, Fong, & Naidu (2019) provide new information on DL "For instance, recent surveys of student access to information and communications technologies at the University of the South Pacific, which has fourteen campuses on very small island states of the southwest Pacific region, show that around 80% of its students have access to mobile devices such as laptops and smartphones along with reliable access to the Internet (p. 2)".

However, within Covid 19, most governmental and nongovernmental organizations call for distance learning. In other words, all the universities and schools provide distance learning opportunities. It has become an alternative to presence learning. The ministry of education in Morocco encourages teachers and students to follow the program through many platforms and applications. Due to the safety measures to limit the spread of the Corona virus, Thousands of students are obliged to attend their courses on many applications such as "Microsoft teams", "zoom", "google classroom" and "tilmid tice".

c) The Main Characteristics of DL

Much has been said about the characteristics of DL. Distance learning is done within the guidance and the policy of many academic and educational institutions. RURATO, P. (2008) describes DL as "Nowadays, the personal nature of a relationship is independent of the time and space proximity, and it is possible to maintain personal relationships at a distance, using the available means of communication, which involve text, sound and image (static and moving)". Therefore, teachers should provide well-

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designed programs and courses. The purpose is to break the socio-cuultural differences between students.

The Internet and mobile phones have participated to apply distance learning in many institutions. RURATO, P. (2008) says that "Learner access to the tools or technology resources is obvious, but its importance is not always considered and it is even often undervalued. This dimension (14 items) analyses the existence and the requirement of minimum conditions at the level of technology resources, since technologies are increasingly present in the teaching/ learning strategies of this mode". Students and teachers are witnessing a virtual connectedness. The information are everywhere with a simple click of the keyboard. Some online libraries are available for students and researchers. E-books, audio, videos and articles permit learners to have access to millions electronic data basis.

d) Historical Overview of DL

For more than 100 years, distance learning has been delt. It went through four eras. People started this type of education using only print-based instructional. The term distance learning was first appeared under the word of *Correspondence schools.* In other words, people exchange letters to teach each others. In the 19th century, due to geographical isolation from school and institutions, educational policy of USA was the first to initiate this type of learning. It was planned to serve providing valuable teaching for Sunday church workers and other professions; second, the rise of the distance teaching universities was dated to the appearance of analog mass media. With the development of the radio, many voices called for giving courses using this technological tool. The third era was characterized by the widespread integration of distance education elements into many forms of education. Peters (2002) suggests that "the swift, unforeseen, unexpected and unbelievable achievements of information and communication technologies" will require "the design of new formats of learning and teaching and [will cause] powerful and far reaching structural changes of the learning-teaching process". Peters' views are well accepted, but there is also consensus that the most fruitful way of identifying elements of quality. With the spread of the internet, a huge number of universities and schools has seized the opportunity to connect their libraries and classes to the world. A new culture and attitudes has started to appear. on line global conferences and classes start to be held. One line masters and Phds are demanded by millions through the world. The job market has been changed. Some jobs disapeard and new ones are borned. DL has made an epistimoloical break with some sort of old tradition of language learning and language teaching. The move from teacher-centredness to the learner-centredness has been lucidly marked.

e) The effect of DL and "Microsoft Teams" on English Language Learning and Teaching

After defining and clarifying DL, we need to consider its cognitive usefulness in language learning. Before and within Covid19, distance learning has become a pedagogical tool to offer students new virtual and digital forms of learning and education. To reach this goal, DL and "Micosoft teams" have offered students with the opportunity to follow their courses, revise their lessons, do research and even go for on line quizzes and exams. For Karen L. Murphy et al. (1997), "*The present invention relates to the Internet (or similar wide access communication Systems hereinafter generically embraced by the term "Internet") providing facility for communication, including information sharing and dialog, including real-time dialog, amongst widely geographically distant and Separated computer users, being more particularly directed to the enabling of information and dialog or chatter networking amongst Such users as for the purpose of providing user Selected information on various topics from a central file Server to the user Stations and for enabling the users to network with other users also interested in the same topic(s) and with the server-thereby providing for common, and where desired, real time networking of common Internet users and user groups region-wide, nationwide and indeed world-wide".*

Based with internet, millions of researcher, teachers and learners liberate themselves to look for knowledge. It is a window for them to meet scholars and teachers from all over the world to learn or exchange information about theories of language learning and teaching. Besides, students and teachers write and exchange mails about educational issues and lessons. Answers to many questions and fixing times for online conferences and on line courses are sent in an instant. Having free access to "Microsoft Teams" also helps teachers and students to get in touch for lessons completion assignments submission. Thanks to this academic platform, millions of students are having their courses. Learners double their efforts to understand their lessons and do their homework. Autonomous learning is encouraged. Students look for the best on line teacher to find answers to their inquiries and already made questions.

To sum up, distance learning through "Microsoft teams" has a very positive effect on communication within EFL teachers and learners. Thanks to this new technological tool, the quality of communication between teachers and learners has been lucidly increased. Via "Teams" platform, thousands of lessons are given with different teaching methods. Within Covid 19 and according to the statistics given by the ministry of education, a remarkable number of students in Morocco have meet with their teachers for on line lessons, exercises and future orientations.

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III. Chapter 3: Methodology

My research is entitled "Attitudes Towards distance learning in Morocco within Covid 19: Ibnu Elhaytham high school EFL teachers and students as a case study". It aims to answer how Moroccan EFL teachers and learners view distance learning within Covid 19. Also, it seeks to investigate the problems of online interaction between teachers and students while using the platform of "Microsoft Teams". This chapter introduces the operational definition, research design, and instruments. Moreover, it provides a description of the participants and the steps for data collection. In brief, it tells us how the study is carried out.

a) Operational Definition

The operational definition of DL in this study is the reaction(s) of the teacher and the learner's towards on line interaction using the "Microsoft Teams" platform. In simple terms, it is based on the response of the teachers and learners so as to provide suitable teaching method and techniques to benefit a lot from distance learning. In brief, this study will explore Moroccan EFL students' online interaction with their teachers using the academic platforms during the period of Covid 19 in Morocco.

b) Research design

The design of this study will be quantitative in nature (descriptive and inferential). Thus, a questionnaire will be taken as a measuring instrument. The participants will be required to answer the items of the questionnaire, give their own perceptions towards teaching methods using Microsoft Teams and the effectiveness of distance learning to develop their linguistic and communicative competencies. The research will also tackle the emotional and cognitive aspects of attitude of teachers as well as the learners to covid 19 and distance learning. Their demographic profile (gender and age) will be also highlighted.

c) Instrument

Within the epidemic of corona virus, the questionnaire remains the most valid and effective method for data collection. It allows the researcher to collect data in various ways (i.e., via emails, by phone, questionnaire websites and applications. Thanks to the questionnaire, the operation of gathering a large-scale data can be done in a short amount of time. With the application of one line questionnaire, the results can be organized systematically and generalized to many groups of people.

The study's questionnaire will be devoted into two parts. The first part will be about the demographic information of the participants. The second part will measure the affective and cognitive aspects of attitudes of students and teachers towards online learning using "Microsoft Teams" platform. This part will involve two dichotomous questions (yes/no), five multiple choice questions, and one closed question.

d) Participants

The number of students that will contribute to the questionnaire will be 80 ones.35 people (43.8%) will be males, and 45 people (52.3) will be females, from four classes in Ibnu Elhaytham high school in Kenitra. The participants are 2 bac students.

e) Research Procedure

In order to identify the variety of attitudes among teachers and students and see the relationship with the hypotheses, the data will be analyzed with the use of the Statistical Package for Social Sciences (SPSS).

This chapter will provide an account of the methodology used in this study, including the research design, instrument, participants, and procedures. The next chapter will provide the results and analysis of the data collected.

IV. Chapter 4: Data Presentation and Discussion

In this chapter, I will attempt to present, discuss, analyze and interpret the findings of the research questionnaire. In the first part, I will introduce the result of the data collected from Ibnu Elhaytham High school. A detailed description of the data in relation to the research questions and hypotheses will be lucidly provided. Then, the statistical results will be analyzed using IBM SPSS statistics 20. As for the second part, I will discuss and interpret the findings. My purpose will be displaying the results of the research questionnaire and providing arguments and explanations. I will also take into account the research questions and hypotheses so as to either confirm or reject them.

V. Conclusion

This investigation remarkably reveals that high school students are aware of identifying the corrective feedback they receive orally. Besides, they can recall and intersect their classroom learning experience to depict the language area they mostly receive oral feedback in, the strategy that receives the lion's share in oral correction, and their views about corrective feedback.

The main objective of this study is to delve into how teachers' oral corrective feedback is seen by Moroccan EFL learners. Abd Elmalek As Saadi High school students hold a positive attitude towards receiving oral corrective feedback. This study shows also that they are open- eyed to the language area corrective feedback is directed to most that is grammar followed by pronunciation and semantics with a below average percentage. Additionally, they reveal knowledge about the strategies used in order to repair their oral

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production. They point out that repetition followed by an emphatic stress is the dominant oral corrective feedback strategy in the classroom.

Moroccan EFL learners find many difficulties in speaking English because of its status in Morocco as a foreign language; it is not frequently used outside the classroom. That's why EFL teachers need to beware of what, when, how, and for whom, in case they have a student sensitive to correction, to give oral corrective feedback.

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Literature Review: Studies on Spirituality in Moral Development for Teacher Practice

By Lucas Guilherme Tetzlaff de Gerone, Patricia Unger Raphael Bataglia, Alonso Bezerra de Carvalho & Cristiane Paiva Alves

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Abstract- This research aims to review the literature on spirituality, morals and education. It sought studies that related these three fields, and; proposed a reflection on spirituality in moral development, specifically in the teaching practice. The studies found demonstrate an etymological relationship between the researched fields, as well as correlations with the teacher's practice in the search for integral and humanized education, in the understanding of values and human rights and as a resource to find professional and personal meaning and purpose., and religious education is linked to values such as respect, fraternity, solidarity, well-being, and the moral development of the school community. The importance of the contribution of educational psychology to reflections on spirituality, morals and teaching practice was investigated, in the search for knowledge and meaning-purpose of life, as proposed in Multidimensional Consciousness Therapy (MCT). It is necessary to continue new researches that analyze the topic.

Palavras-chaves: *espiritualidade. desenvolvimento moral. docente.*

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Literature Review: Studies on Spirituality in Moral Development for Teacher Practice

Lucas Guilherme Tetzlaff de Gerone [α], Patricia Unger Raphael Bataglia [σ], Alonso Bezerra de Carvalho [ρ] & Cristiane Paiva Alves [ω]

Abstract- This research aims to review the literature on spirituality, morals and education. It sought studies that related these three fields, and; proposed a reflection on spirituality in moral development, specifically in the teaching practice. The studies found demonstrate an etymological relationship between the researched fields, as well as correlations with the teacher's practice in the search for integral and humanized education, in the understanding of values and human rights and as a resource to find professional and personal meaning and purpose. , and religious education is linked to values such as respect, fraternity, solidarity, well-being, and the moral development of the school community. The importance of the contribution of educational psychology to reflections on spirituality, morals and teaching practice was investigated, in the search for knowledge and meaning-purpose of life, as proposed in Multidimensional Consciousness Therapy (MCT). It is necessary to continue new researches that analyze the topic.

Palavras-chaves: espiritualidade. desenvolvimento moral. docente.

I. Introdução

A espiritualidade[1] como parte da condição humana tem grande importância no contexto educacional. Espírito Santo (2008) ressalta a importância do resgate do espiritual na educação em busca da coerência e do Sentido entendido de modo amplo na vida de cada um e da sociedade.

A espiritualidade na prática do docente[2] relaciona-se a ensinar como uma arte da vida, em que o docente é aquele que constrói um diálogo entre as questões morais da sociedade com os valores do aprendiz: seu sentido e propósito, suas necessidades psicoemocionais e espirituais (GERONE, BATAGLIA, 2020).

Neste contexto, este trabalho procura entender a relação entre as questões morais com as espirituais e a influência desta relação na educação, especificamente na prática do docente. Para isso, apresenta-se uma revisão de literatura sobre a espiritualidade, desenvolvimento moral[3], e a educação. Utilizam-se quatro bancos de dados: CAPES, SCIELO, IBICT e Google Acadêmico. Como resultado encontra-se um total de doze estudos para discussão que foram divididos em três classificações que correspondem com a temática aqui abordada. Por fim, é feito algumas considerações, constatações, e lacunas deste estudo.

II. Estudos Sobre o Desenvolvimento Moral, Religioso e a Educação

Como base de banco de dados, pesquisou-se na Coordenação de Aperfeiçoamento de Pessoal de Nível Superior (CAPES), os Periódicos CAPES. Nessa base, estão indexados artigos, livros, dissertações e teses. O levantamento restringe-se ao período de 1987 (data inicial disponível para consulta) até 24 de Novembro de 2019. Outro banco de dados utilizado é o *Scientific Electronic Library Online* (SCIELO), uma biblioteca eletrônica que abrange uma coleção selecionada de periódicos científicos brasileiros. O levantamento restringe-se entre 2000 (data inicial disponível para consulta) até 07 de Abril de 2021. Ainda, utiliza-se o banco de dados da Biblioteca Digital Brasileira de Teses e Dissertações (BDTD), que integra e dissemina textos completos das teses e dissertações defendidas nas instituições brasileiras de ensino e pesquisa. O levantamento restringe-se ao período de 2002 até 07 de Abril de 2021.

Os termos utilizados e os resultados são colocados abaixo.

a) Método utilizado no levantamento dos estudos

i. *Periódicos CAPES*

Em um primeiro momento, realiza-se uma busca com as palavras chaves: *desenvolvimento moral, religiosidade e professor* foram encontrados 67 estudos. Destes, separa-se 1 estudo para discussão deste

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[1] Para Paulo Freire (2005) a prática docente necessariamente precisa contemplar as experiências do ser humano, seus valores e morais, valorizar a amizade e a conexão, a solidariedade, e promover sentido e propósito da vida.

[2] Entende-se como desenvolvimento uma ação de crescer ou progredir, um crescimento dos atributos individuais psicológicos, morais e intelectuais.

[3] A noção de educação integral é uma visão multidimensional que integra fenômenos, cognitivos, emocionais, psicológicos, sociais, culturais e espirituais (CAMARGO, 2019). A educação integral é garantida na Constituição de 1988 – Estatuto da Criança e do Adolescente, Lei nº 8.069/1990 (ECA); Lei de Diretrizes e Bases da Educação Nacional, Lei nº 9.394/1996 (LDB); Plano Nacional de Educação, Lei 10.172/2001 (PNE, 2001-2010).

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trabalho. Os demais estudos (66) foram descartados por abordarem a questão da religiosidade como um "achado", ou seja, não é tônica central da pesquisa, mas a religiosidade aparece associada ao resultado ou na consideração dos estudos, como por exemplos, a questão moral e religiosa na recuperação de dependência química; no cuidado de doenças crônicas; na prática dos profissionais; na influência da história humana.

Em um segundo momento, utilizando as palavras chaves: "*desenvolvimento moral, religiosidade e docente"* foram encontrados 47 estudos. Destes, selecionam-se 2 estudos para a discussão deste trabalho. Os demais (45) estudos descartados tratam da questão moral em políticas públicas na educação; democratização do ensino; sociologia e história da educação, ou seja, não abordam especificamente sobre a espiritualidade e a moral na prática do docente. No intento de verificação, foi substituído à palavra religiosidade por espiritualidade, fez-se uma busca com as palavras-chave *desenvolvimento moral, espiritualidade e educação.* Os estudos com as palavras chaves *espiritual-espiritualidade* se repetem nos estudos com palavras-chave *religioso-religiosidade* devido ao fato de que na discussão e resultados das pesquisas a espiritualidade é associada e considerada um aspecto da religiosidade.

ii. *Scielo*

Nenhum estudo encontrado com as palavras chaves: *desenvolvimento moral, religiosidade e professor.* Utilizando as palavras chaves: *desenvolvimento moral, religiosidade e educação* nenhum estudo foi encontrado. Igualmente na busca com as palavras chaves*: desenvolvimento moral, religiosidade e professor*; *desenvolvimento moral, religiosidade e docente.*

No intento de verificação, foi substituído à palavra religiosidade por espiritualidade, fez-se uma busca com as palavras-chave *desenvolvimento moral, espiritualidade e educação.* Nenhum estudo foi encontrado.

b) Biblioteca Digital Brasileira de Teses e Dissertações (IBICT)

Em um primeiro momento, utilizando as palavras chaves: *desenvolvimento moral, religiosidade e educação* foram encontrados 16 estudos. Destes, separa-se 1 estudo para discussão deste trabalho. Os demais estudos (15) foram descartados por não abordar especificamente a espiritualidade e a moral na prática do docente.

No intento de verificação foi substituído à palavra religiosidade por espiritualidade, fez-se uma busca com as palavras-chave *desenvolvimento moral, espiritualidade e educação* foram encontrados 24 estudos. Destes, separa-se 1 estudo para discussão deste trabalho. Entre Os 23 estudos descartados, 16 eram repetidos de outras bases e igualmente não se adequavam a busca do presente estudo e 7 não abordavam especificamente a área da educação ou a espiritualidade e a moral na prática do docente.

Em um segundo momento, realiza-se uma busca com as palavras chaves*: desenvolvimento moral, religiosidade e professor* foram encontrados 7 estudos que foram descartados por não abordar especificamente a área da educação ou sobre a espiritualidade e a moral na prática do docente.

No intento de verificação, foi substituído à palavra religiosidade por espiritualidade, fez-se uma busca com a palavra chaves: *desenvolvimento moral, espiritualidade e professor* foram encontrados 7 estudos que se repetiram na busca acima.

Em um terceiro momento, realiza-se uma busca com as palavras-chave: *desenvolvimento moral, religiosidade e docente* foram encontrados 3 estudos, descartados por não abordar especificamente a área da educação ou sobre a espiritualidade e a moral na prática do docente.

Na busca com as palavras chaves: *desenvolvimento moral, espiritualidade e docente* foram encontrados 6 estudos. Destes, separa-se 1 estudo para discussão deste trabalho. Entre os 5 estudos descartados, 3 se repetiam e 2 não abordavam especificamente a área da educação ou sobre a espiritualidade e a moral na prática do docente.

1. Dados sobre os estudos

Titulo	Autor	Ano	Tipo De Estudo	Metodologia	Concentração de Pesquisa
Valores humanos na escola: em busca de sensibilidade nas práticas docentes	CASTRO, Lívia Maria Duarte.	2012	Dissertação	pesquisas bibliográfica, exploratória e de campo. Construção de grupo focal.	Educação Valores Humanos e Práticas Docentes
Uma Análise Jurídico-Constitucional Do Ensino Religioso Nas Escolas Públicas.	PECEGO, D	2014	Artigo	Pesquisas bibliográfica	Direito e educação, direito constitucional.

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Religiosidade humana e fazer educativo	SCUSSEL, Marcos André	2007	Dissertação	Memoriais descritivos da vivência religiosa pessoal, de partilhas em aulas e através de uma entrevista aberta.	Educação de professores
Educação em direitos humanos e desenvolvimento moral na formação docente: a influência da religiosidade em tempos de "ideologia de gênero"	SILVA, Matheus Estevão Ferreira da; BRABO, Tânia Suely Antonelli Marcelino; MORAIS, Alessandra.	2017	Artigo	revisão bibliográfica e análise documental.	Educação, desenvolvimento moral e questão de gênero.
Análise do Juízo Moral de Docentes e Discentes Universitários.	SILVA, T	2005	Dissertação	caráter exploratório, método hipotético-dedutivo.	Educação e desenvolvimento moral.
Escolar Batista: as práticas pastorais desenvolvidas pela capelania dos Colégios Batistas	VIEIRA, W	2009	Dissertação	estudo de caso	Ciências da religião, prática religiosa e sociedade.

Fonte: Autor.

III. Discussões

Como resultado das buscas feitas no banco de dados acima, foram selecionados 6 estudos para compor a discussão *sobre a Espiritualidade no Desenvolvimento Moral para Prática do Docente.* Os 6 estudos foram divididos em três categorias: a) A espiritualidade-religiosidade como dimensões morais na formação acadêmica dos educadores. b) A religiosidade-espiritualidade como um aspecto moral na prática de ensino e na vida pessoal dos docentes, c) A espiritualidade-religiosidade e a moral: uma abordagem no ensino religioso.

a) A espiritualidade-religiosidade como uma dimensão moral na formação acadêmica dos educadores

Silva (2005) em uma pesquisa com método hipotético-dedutivo e referencial teórico de Kohlberg avaliou a afiliação religiosa, filosófico-espiritual com o nível de raciocínio moral de docentes e discentes universitários dos cursos de pedagogia e educação física. De acordo com os resultados, Silva (2005) aponta que: os professores universitários não apresentam estágios modais de juízo moral significativamente acima dos estudantes, em proporção, há um número elevado de professores no estágio III que apresentam médias modais de raciocínios morais similares ao dos alunos. No estágio V a ausência de professores, e presença de alunos no estágio IV.

Para o autor, esses resultados demostram que os professores não favorecem significativamente conflitos cognitivo-morais nos estudantes, o que pode prejudicar o desenvolvimento moral. Um dos motivos para isso, é a possível estabilidade pessoal e profissional que pode ser o fator da estagnação do raciocínio moral. Também, existe uma relação significativa entre juízo moral e as diferentes titulações, onde as médias modais de doutores do estágio III e IV foram similares aos dos alunos. Silva (2005) sugere implantar na formação acadêmica disciplinas que abordem a temática do desenvolvimento não só cognitivo, mas ético-moral e biopsicoespiritual na busca da formação integral.

Silva, Brabo e Morais (2017) em um estudo com base na teoria cognitiva do desenvolvimento moral de Kohlberg pesquisam em docentes de pedagogia a formação do desenvolvimento moral e a influência da religiosidade na ideologia de gênero, um aspecto para uma educação em diretos humanos. Para Silva, Brabo e Morais, (2017) a influência da crença religiosa nos professores e na reflexão moral política educacional em inserir (ou não) a ideologia de gênero nas escolas cria um conflito com os direitos humanos. De acordo Silva, Brabo e Morais (2017) o conflito entre as crenças religiosas e as questões dos direitos humana afeta a prática e o desenvolvimento dos professores, que carecem de uma (re) educação em valores da educação em direitos humanos, especificamente nas temáticas de gênero, sexualidade e religiosa. Para os autores, a influência da religiosidade quando processada de forma dogmática e literal, como um aspecto cultural e na formação moral brasileira, interfere na natureza laica e democrática do país.

b) A religiosidade-espiritualidade como um aspecto moral na prática de ensino e vida pessoal dos docentes

Scussel (2007) em um estudo qualitativo pesquisou o desenvolvimento espiritual e moral em docentes e alunas de um Curso Normal em atividades desenvolvidas no componente curricular de Didática do

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Ensino Religioso. Para Scussel (2007) a espiritualidade, a educação, a moral se tecem juntas na vida do educador e constrói uma partilha do ser no fazer educativo. Neste sentido, o autor destaca que o desenvolvimento espiritual está relacionado a educação e ao desenvolvimento moral. O desenvolvimento espiritual ocorre nem sempre por meios religiosos, mas também, em outras realidades e olhares, a partir da física, da psicologia, da filosofia. Como resultado de pesquisa, Scussel (2007) aponta que O pensamento de Paul Tillich de que fé é estar possuído por aquilo que nos toca incondicionalmente e é um ato da pessoa como um todo, proporciona compreender o fenômeno religioso e a manifestação da fé na vida, que se manifesta na dinâmica da fé humana na partilha do ser em seu fazer educativo do educador.

Castro (2012) em um estudo qualitativo exploratório com professores, pesquisou sobre os valores humanos a partir das práticas docentes de uma escola. A partir da proposta de um programa chamado Cinco Minutos em Valores Humanos, Castro (2012) descreve que uma educação em valores humanos se faz com práticas pedagógicas além de questões curriculares. As práticas relacionadas à ética-moral e a espiritualidade possibilitam uma nova maneira de agir mais solidária e respeitosa nas relações sociais, diminui a violência, melhora a convivência com base no diálogo da cultura de paz. Castro (2012) afirma que os docentes em sua maioria percebem a importância dos valores humanos morais e espirituais na prática pedagógica para a contribuição do (re) pensar os aspectos pessoais e profissionais. O autor considera que a formação dos professores em valores humanos tem melhorado a convivência no ambiente escolar, pois, ajuda a diminuir a violência, e constrói um diálogo permanente na cultura de paz.

c) *A espiritualidade, religiosidade e a moral: uma abordagem no ensino religioso*

Vieira (2009), em um estudo de caso, pesquisou em escolas confessionais religiosas a importância da capelania escolar, uma forma de assistência que promove no ambiente escolar a formação emocional, espiritual e moral. Neste contexto, Vieira (2009) destaca o *Projeto Ética e Caráter na Escola* que objetiva ajudar o corpo docente, discente e administrativo na construção e adoção de valores éticos e espirituais no processo educativo da escola e na vida pessoal. Vieira (2009) aponta que existe uma dificuldade em manter uma capelania confessional com os alunos da geração Contemporânea. Sendo o *Projeto Ética e Caráter na Escola* uma forma de incluir os princípios cristãos como valores morais.

Pecego (2014) em estudo qualitativo faz uma análise jurídica Constitucional sobre a relação entre o Estado e a religião, ensino e religião, e ensino religioso. Para Pecego (2014) a Constituição erigiu a educação religiosa como um dos elementos para a formação integral, entre eles a moral e espiritual. Ainda, Pecego menciona que o ECA assegura todas as oportunidades e facilidades a fim de facultar o desenvolvimento moral e espiritual das crianças e adolescentes. De acordo com Pecego, o desenvolvimento moral e religioso pode ocorrer na prática do ensino religioso, que apesar de não ser obrigatório é um recurso para o corpo docente promover uma educação integral[4]. Percego defende um ensino religioso confessional x não-confessional. Para o autor a ideia de religião reque a presença dos elementos de crença seja do aluno como também do professor. Justifica que qualquer tipo de ensino deve ter uma coerência entre aquilo que se expõe e aquilo que se vive sob pena de se perder o sentido de condução formadora que caracteriza o processo educativo.

IV. Estudos Complementares

No intento de enriquecer a discussão deste trabalho, apontam-se alguns estudos que não foram encontrados nos bancos de dados utilizados anteriormente, mas encontrados no google acadêmico. Tratam-se os estudos como completares para a discussão deste trabalho, pois, o google acadêmico não possui um recurso para realizar uma revisão de literatura sistemática como, busca por área específica, por autores etc. O foco geral do google é hospedar e desenvolver uma série de serviços e produtos baseados na internet, ou seja, não é uma ferramenta própria de revisão de literatura.

Como método de seleção, analisa-se os estudos encontrados até a terceira página, o motivo disto é que o google disponibiliza suas informações com maior aproximação da palavra de busca nas primeiras páginas, ou seja, quanto mais páginas, menor compatibilidade temática com as palavras de busca.

Foram selecionados 6 estudos, os demais estudos encontrados nas três primeiras páginas foram descartados por não abordar especificamente a área da educação ou sobre a espiritualidade e a moral na prática do docente.

Os 6 estudos selecionados foram divididos em duas categorias: a) A espiritualidade-religiosidade como dimensões morais na formação acadêmica dos educadores e, b) A religiosidade-espiritualidade como um aspecto moral na prática de ensino e vida pessoal dos docentes.

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2. Dados sobre os estudos complementares

Titulo	Autor	Ano	Tipo de estudo	Metodologia	Área de Concentração
Proposta de uma educação para a espiritualidade	GODOY,H.	2012	Artigo	pesquisa exploratória com questionários.	Educação e psicologia, interdisciplinaridade.
uso da religião como estratégia de educação moral em escolas públicas e privadas de Presidente Prudente	LIMA, A	2008	Dissertação	abordagem qualitativa contou com observações em salas e entrevistas.	Educação moral e valores, ensino religioso.
A Espiritualidade Nas Ações Pedagógicas Dos Professores	MORAES, D	2013	Artigo	entrevista semi-estruturada. e Pesquisas bibliográfica.	Educação e religião. Educação e Psicologia
A influência da educação religiosa no desenvolvimento da moral.	SANTOS, Thaís Araújo.	2013	Mamografia	uma abordagem qualitativa de pesquisa com método descritivo interpretativo.	Pedagogia, desenvolvimento moral, religião, ensino religioso.
O Processo De Desenvolvimento Da Fé E A Formação Docente, A Partir De James W. Fowler.	SILVA, M	2011	Artigo	pesquisa bibliográfica	Educação e religião, a formação do professor.
A Dimensão Da Espiritualidade: Perspectivas Para A Formação De Professores	VIEIRA, M.	2015	Artigo	Entrevistas e análise documenta.	Educação e formação de professores

Fonte: Autor

a) *A espiritualidade-religiosidade como dimensões morais na formação acadêmica dos educadores*

Godoy (2012), em uma pesquisa exploratória com professores, pesquisou sobre a inclusão do conceito de espiritualidade no currículo como uma proposta de educação. Godoy (2012) aponta que os relatos dos professores são contingentes com as produções acadêmicas sobre a educação e espiritualidade, em que os professores buscam um regaste de valores morais, educacionais através da espiritualidade. Como forma de integrar a espiritualidade no ambiente escolar e na prática do docente, Godoy (2012) sugere a Terapia da Consciência Multidimensional (TCM), em que se adquire autonomia; maturidade consciencial; aprendem-se as lições que a vida ensina; expande-se a consciência física e desenvolvem-se qualidades espirituais com base nos princípios universalistas, tais como, fraternismo, solidariedade, amor, compaixão, tolerância, paciência, cooperação, bem-comum, honestidade, humildade, respeito e justiça. Godoy (2012), acrescenta que a espiritualidade é fundamental para atingir a autonomia e maturidade consciencial, pois ajuda suprir as necessidades de sobrevivência, viver feliz consigo, ter autodeterminação, autodisciplina, autoconfiança, e assim, conviver de forma harmoniosa com grupo social, profissional e familiar.

Silva (2011), uma pesquisa bibliográfica analisa a contribuição do processo de desenvolvimento da fé na formação do docente. Segundo Silva (2011), a educação é um processo que contempla o desenvolvimento humano na sua totalidade, biopsicossocioemocional e espiritual. Por isso, para Silva (2011) é necessária uma formação contínua dos educadores, uma disposição para "aprender a conhecer, a fazer, a conviver e a ser", uma integração dos eixos corporal, relacional, sócio-cultural e de fé. Para isso, Silva (2011) fundamenta-se na teoria Fowler, Estágios da fé: psicologia do desenvolvimento humano e busca de sentido, e na proposta de uma educação relacional, ancorada no seguinte na educação como um processo histórico e social, que envolve a pessoa em sua totalidade, dimensões e relações, e em uma escola reflexiva.

b) *A religiosidade-espiritualidade como um aspecto moral na prática de ensino e vida pessoal dos docentes*

Lima (2008), em estudo com abordagem qualitativa com observações em salas de 4ª série do ensino fundamental e entrevistas com professores de três escolas pesquisou sobre o sentido atribuído à religião na educação moral e Ensino Religioso. Para Lima (2008), existe uma procura sobre temas da moralidade e educação devido às crises no ambiente escolar, tais como, a violência à ausência de limites, da autoridade e da disciplina. Neste contexto, a religiosidade como aspecto moral pode oferecer resolutivas como promover a paz, sentidos, disciplina e outros. Para Lima (2008) a abordagem da moral e

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religião possibilita aos alunos e professores um suporte para lidar com adversidades e colabora para o ambiente escolar.

O autor acrescenta que a religião está presente de diferentes modos e fortemente, dentro do ambiente escolar. Por vezes a religião, está associada ao ensino religioso como uma forma de moralização dos alunos. A religião também aparece na forma como os professores e a escola constituem as regras, expectativas, valores, estratégias de resolução de conflitos, e método de ensino aos alunos. Em escolas confessionais a religião configura-se como único caminho ou meio de educar moralmente na escola, enquanto para as escolas não-confessionais existem outros caminhos para uma educação moral, todavia, a religião do mesmo modo aparece como algo influente.

Vieira (2015), em estudo com aplicação de entrevistas e análise documental pesquisou sobre a espiritualidade na dimensão pessoal e profissional do professor. A espiritualidade no contexto pessoal proporciona sentido de vida, que reflete no contexto da prática pedagógica. Em ambos os contextos, a espiritualidade é uma dimensão de formação contínua, em que o professor desenvolve seus valores morais e os valores da escola. Para isso, Vieira (2015) recorre a teoria de Viktor Frankl no que se refere à espiritualidade, e Claude Dubar no que tange às questões que discutem a constituição identitária profissional. O autor concluiu que a espiritualidade revela o sentido de vida, sentido esse que o docente revelará para o seu aluno, por meio de sua prática, por meio de sua fala. É o professor quem interpreta a cultura da escola para o aluno, como as relações sociais, a base dos valores morais, entre eles os religiosos, ou a busca de uma ética como sentido, que remete a espiritualidade.

Santos (2013), em um estudo com abordagem qualitativa pesquisou sobre a contribuição da educação religiosa para o desenvolvimento da moralidade e os fatores que influenciam a construção dos valores morais em crianças. Santos (2013) aponta que a formação e desenvolvimento moral são construídos em conjunto: professores, comunidade religiosa, e especialmente a família. Santos (2013) menciona que esse conjunto tornará a criança um ser que compreenderá o respeito, um fator inerente de uma pessoa moral, bons modos em toda e qualquer circunstância, seja em casa, na escola ou na sociedade. Sobre isso, em um aspecto mais dogmático Santos (2013) aponta que a igreja através da educação religiosa ensina conhecer os mandamentos de Deus, que são mandamentos morais. Esta educação religiosa e moral direciona espiritualmente as crianças para tomar atitudes justas e corretas. Santos (2013) destaca que a escola oferece todos os ensinamentos formais necessários para criança se torne um cidadão que cultive o espírito de consideração, seja responsável e honesto.

Moraes (2013), em uma pesquisa quantitativa e qualitativa avaliou o perfil espiritual do professor no fazer pedagógico. A espiritualidade dos professores entrevistados manifesta na maneira pela qual interagem com seus alunos, trabalham os conteúdos curriculares e no ambiente sócio-afetivo, o que resulta autonomia moral e intelectual. Moraes (2013) constatou que o perfil espiritual dos professores não foi influenciado pelo tipo de escola, tampouco, pela religião que professam. Moraes (2013) considera que para os professores: a espiritualidade é desenvolvida no ambiente escolar independente se a escola é confessional ou não; a espiritualidade (perfil espiritual) é algo que sobrepõem à noção de religiosidade (credo religioso); o desenvolvimento espiritual na escola está associado a construção de um ambiente sócio-afetivo que se caracteriza pelo respeito mútuo, trocas por reciprocidade, tomada de decisão conjunta.

De acordo com Moraes (2013), dentro da psicologia de James Fowler, fundamenta que a espiritualidade é uma dimensão inerente ao psiquismo humano com implicações educacionais em morais. Para o autor, é preciso substituir a dicotomia professor-aluno por uma relação onde ambos são vistos como seres humanos que buscam seus próprios objetivos, e sentido de vida. Por isso, o conteúdo a ser estudado em cada matéria deveria se transformar em um instrumento de crescimento pessoal e não a imposição de um currículo. Este é onde o professor expressa sua espiritualidade por meio de suas reflexões, atitudes, sentimentos, e no relacionamento com o educando, assim, as ações éticas tornaram-se exemplo de humanidade e espiritualidade.

V. Considerações Finais

Sobre a temáticas dos estudos, encontrados na revisão de literatura, a maior parte traz a religiosidade associada a espiritualidade, ou seja, apesar de possuir noções diferentes, se complementam no decorrer dos estudos. O que é comum no meio acadêmico ao pesquisar espiritualidade e religiosidade (GERONE, BATAGLIA, 2020). Em alguns estudos encontrados nesta revisão de literatura, a espiritualidade e religiosidade não são temas centrais, mas aparecem como indicadores ou temas que surgem no decorrer da pesquisa sobre educação e moral. Sobre isso, considera-se que a espiritualidade, religiosidade estão relacionadas com a temática da educação e a moral, pois além de ser temáticas de pesquisa, como os estudos encontrados neste revisão de literatura sobre a espiritualidade na prática pedagógica ou formação do docente, a espiritualidade e a religiosidade também aparecem como achados ou indicadores em estudos, onde reflexões, desenvolvimento e conclusões das levam a espiritualidade e religiosidade, como por exemplo, ao abordar sobre a uma prática educativa

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integral e humanizadora, frequentemente abordam-se as dimensões e valores humanos, tais como: as crenças religiosas, as tradições e dogmas culturais e religioso, e a natureza de espirito, o propósito de ser, existir e fazer. Neste sentido, considera-se que não se pode falar de educação e moral sem vislumbrar todas as dimensões humanas, entre elas, a religiosa e espiritual, pois, compõem a condição e prática humana. Ora, ainda que se possa conhecer o ser, pode ao mesmo tempo se limitar e objetivar e subestimar a realidade humana sem valorizar a sua pluridimensionalidade. Especialmente, é a espiritualidade que diferencia o ser humano dos demais seres vivos, com a capacidade de ser livre, refletir, conhecer, significar e aprender.

Entre os 12 estudos encontrados na revisão de literatura, 50% (6) são artigos, 41% (5) dissertação, e 9% (1) Mamografia. Ou seja, não se encontra teses (doutorado) produzidas nos bancos de dados pesquisados. O que infelizmente demonstra que não há uma continuidade nas pesquisas sobre a temática em questão. Considera-se neste sentido a importância de pesquisas a nível de doutorado. Sobre isso, aponta-se que o GEPPEI (Grupo de Estudos e Pesquisas em Psicologia e Educação Integral) – UNESP Marilia - SP realiza estudo sobre a espiritualidade, religiosidade, educação e a moral, e possui pesquisa a nível de doutorado.

A maioria das produções dos estudos realizaram-se nos anos de 2012 e 2013, tendo duas produções para cada ano. Nos demais, foram produzidos um estudo em 2005, 2007, 2008, 2009, 2011, 2014, 2017. Apesar de seguir uma cronologia, não se encontram produções em 2006, 2010, 2016. O último estudo realizado foi no ano de 2017 (SILVA, BRABO E MORAIS, 2017). Portanto, não existe nenhum estudo nos bancos de dados pesquisados entre 2017 até 2021. Sobre isso, considera-se a importância de novos estudos sobre a temática, visto o crescente interesse acadêmico pela espiritualidade na área acadêmica, como no campo da saúde e educação (GERONE, 2020). Diante deste crescente interesse, mas, nenhuma produção nos últimos quatro anos, considera-se que pode ter uma falta de incentivo dos programas de pesquisas em apoiar estudos sobre a temática em questão. O motivo para isso pode ser por um certo empenho em realizar pesquisas sobre espiritualidade, educação e moral. Pois exige do pesquisador uma visão interdisciplinar entre diversas áreas, tais como, psicologia, filosofia, educação e outras, e infelizmente, Conforme Satolo (2019) algumas instituições de ensino tem dificuldades em desenvolver a interdisciplinaridade nos programas de pesquisas, seja por motivo da forma de avaliação, de demandar maior tempo devido à necessidade de troca e articulação, resistências dos próprios pesquisadores, e pelas dificuldades dialógicas, como uma visão segreda entre supostas áreas opostas. Por exemplo, religião e sociedade, religião e ciência. O que parece (mas não é), é que a temática de temas entorno da religião como a espiritualidade e a religiosidade não pertencem ao campo cientifico, acadêmico, mas somente a esfera daquilo que remete a fé, a crença e aos cursos da área da teologia e ciências da religião. Ao contrário disto, conforme visto na revisão de literatura, a espiritualidade, religiosidade está inteiramente ligada as questões de diversas áreas, psicologia, filosofia e especialmente a educação. Sobre isso, Gerone e Bataglia (2020) destacam que existe uma relação histórica entre a espiritualidade-religião, a moral e a educação. Em que se percebe uma relação entre a espiritualidade, a moral e prática do docente na busca de uma educação integral e humana, onde, as questões morais e espirituais são indispensáveis; na compreensão dos valores e direitos humanos; como um recurso para o docente encontrar sentido e propósito profissional e pessoal; valores humanos com efeitos morais como, o respeito, a fraternidade, a solidariedade, o bem-estar.

Ainda sobre a segregação errônea, parece que a temática sobre a espiritualidade e religiosidade não pertence ao campo cientifico, acadêmico, mas aos cursos da área da teologia e ciências da religião, infelizmente, percebe-se que nesta revisão de literatura, entre as Instituições de Ensino que pesquisam sobre a temática em questão 25% (3) são de Universidades Federais, 17% (2) são de Universidades Estaduais (unicamente a UNESP), e 58% (7) dos estudos foram realizados em instituições com cunho religioso confessional, sendo 85% (6) em Universidades Católicas (PUC's), e 15% (1) protestante (Metodista). Destaca-se a Pontifícia Universidade Católica Do Paraná com maior número 42% (3) de estudos sobre espiritualidade, religiosidade, educação com implicações morais.

Considera-se que uns dos motivos para uma boa parte (58%) dos estudos sobre espiritualidade, religiosidade, educação e moral pertencerem as instituições confessionais é devido ao valor e a manutenção histórica educacional e religiosa encontradas nestas instituições, como por exemplo, a ligação da Pontifícia Universidade Católica com o Vaticano, ou com ordens religiosas e educacionais, tais como, franciscanos, jesuítas, Camilianos etc. Percebe-se também nestas instituições a influência das questões religiosas em cursos que não necessariamente são da área da teologia ou religião. Sobre isso, nota-se que entre os 12 estudos encontrados nesta revisão de literatura são da área da educação concentrados na pedagogia ou sobre temas da prática e formação dos docentes e ambiente escolar, ou em áreas afins, como direito, psicologia e filosofia, ciência da religião, por isso, encontram-se temáticas como: desenvolvimento moral, Direito educacional e constitucional, ciência da religião e a

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sociedade, o ensino religioso, a filosofia moral e educação, e as questões de gênero.

Um outro ponto a considerar, sobre os 12 estudos encontrados na revisão de literatura, é que a maioria dos estudos encontrados na revisão de literatura utilizam métodos qualitativos: observações de salas, pesquisas bibliografias, entrevistas, estudo de campo e caso. Apenas um estudo: Moraes (2013) utiliza método misto, qualitativo e quantitativo. Possivelmente devido ao interesse do autor que atua na área da psicologia, esta já possui uma tradição em pesquisas com métodos quantitativos (GERONE, NOGAS, 2020). Considera-se que a falta de estudos com métodos quantitativos pode ser que o fenômeno deste estudo: espiritualidade/religiosidade e moral não podem ser quantificadas, todavia, salienta-se que podem-se analisar, até mesmo estatisticamente, os padrões de comportamentos morais e crenças religiosas e espirituais nos eventos relativos à educação. Neste contexto, considera-se que o método quantitativo pode: Mensurar e apresentar com mais precisão os resultados, por meio de indicadores e representações gráficas. b) Dar confiabilidade e relevância acadêmica à pesquisa para área da psicologia, educação, teologia, filosofia e ciência da religião, que são algumas das áreas interessadas na temática deste estudo.

Em um segundo momento, diante dos estudos apresentados, considera-se que a religião influencia o contexto educacional. Sobre isto, não significa que a prática do ensino deve ser religiosa, e se caso for, possivelmente encontra-se dificuldades, assim como aponta Vieira (2009) que menciona a dificuldade em manter uma capelania confessional com os alunos em meio uma geração marcada pela contemporaneidade. Ao contrário do confessionalismo, o ensino deve ser pautado em primeiro na ética, em respeitar, assegurar, e garantir a liberdade de crer ou não em alguma religião. Neste sentido, considera-se que disciplina de Ensino Religioso não deve ser um meio de proselitismo religioso, mas, um estudo do fenômeno religioso, da natureza de espírito, da liberdade e diversidade de crença, da história e da cultural religiosa, e da formação cidadã em valores morais universais que comungam com os valores religiosos, tais como, a paz, solidariedade, amor, tolerância, cooperação, honestidade, respeito e justiça (BOEING, 2009).

Considera-se que a prática do docente tem em vista o desenvolvimento humano através do amor, na cooperação, na liberdade, na igualdade com singularidade, na integração dos eixos corporal, relacional, sócio-cultural e de fé (SILVA, 2011). Para isso, Silva (2011) fundamenta-se na teoria Fowler, que com influência de Piaget desenvolveu os Estágios da fé, abordando o desenvolvimento humano, a busca de sentido, e de uma educação relacional, ancorada no processo histórico e social, que envolve a pessoa em sua totalidade. Scussel (2007) também busca um educação em totalidade, dentro do pensamento de Paul Tillich a espiritualidade está no desenvolvimento humano, quando sente-se pleno naquilo que nos toca incondicionalmente, o que proporciona compreender o fenômeno da manifestação da fé na vida, na dinâmica e partilha do ser, o que característica um fazer educativo.

Considera-se que na formação contínua do docente, destaca-se a proposta da psicóloga e educadora Godoy (2012) sobre a Terapia da Consciência Multidimensional (TCM), em que se adquire valores espirituais e morais: autonomia; maturidade consciencial; aprendem-se as lições que a vida ensina; fraternismo, solidariedade, amor, compaixão, tolerância, paciência, cooperação, honestidade, humildade, respeito e justiça. Silva (2005) ressalta a importância da formação contínua do docente, visto que os professores universitários não apresentam estágios modais de juízo moral significativamente acima dos estudantes, em proporção, há um número elevado de professores no estágio III que apresentam médias modais de raciocínios morais similares ao dos alunos. No estágio V a ausência de professores, e presença de alunos no estágio IV. Para Moraes (2013), que também pesquisou sobre a espiritualidade, os estágios do desenvolvimento moral e a prática educativa, é importante que cada matéria se transforme em um instrumento de crescimento pessoal e não a imposição de um currículo. Considera-se que isso pode ajudar os professores alcançarem níveis de estágios morais que expressam suas reflexões, atitudes, sentimentos, e no relacionamento com o educando, assim, as ações éticas tornaram-se exemplo de humanidade e espiritualidade.

Considera-se importante o desenvolvimento de novas pesquisas sobre: a influência da crença religiosa na competência moral dos docentes; métodos de formação contínua dos docentes que contemplam as questões morais e espirituais; estudos sobre os conflitos entre as questões morais e religiosas no contexto educacional, por exemplo, as ideologias de gênero e as crenças religiosas, como apontado por Silva, Brabo e Morais (2017) em que a influência da religiosidade quando processada de forma dogmática e literal, como um aspecto cultural e na formação moral brasileira, interfere na natureza laica e democrática do país. O que impossibilita a busca de uma educação integral.

Por fim, destacam-se algumas dificuldades encontradas na revisão de literatura: a) em determinados horários os bancos de dados ficam indisponíveis, principalmente da CAPES. b) a falta de padrão dos bancos de dados em dispor as informações dos estudos dificulta a escolha e descarte. Por exemplo, em alguns estudos faltam informações como os métodos utilizados e mais resultados da

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pesquisa. c) Na CAPES, com a mesma palavra de busca em dias diferentes encontram quantidades divergentes de estudos. d) Na SCIELO nenhum artigo foi encontrado, o que pode ser uma falha no período da busca.

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Abstract- Existing literature is incomprehensive on the factors influencing the choice of subject specialisation by students at teacher training institutions in Eswatini. Thus, there was a need to investigate factors influencing the choice of subject specialisation by students enrolled for Primary Teachers' Diploma (PTD) in Eswatini. The study was a descriptive survey research triangulating a desk review, modified Delphi technique and a survey questionnaire in data collection. The study was also a census of the 2012/2013 third year PTD students (N= 351) from three teacher training institutions. The instrument was validated by teacher educators involved in the programme who were also used during the Delphi process. It was found to be 83% reliable. The data were analysed using descriptive statistics and non-parametric statistics. The main findings of the study revealed that student interest and attitudes; and impressions were major factors in choosing the subject specialisation.

Keywords: applied sciences; languages, pure sciences, social studies, subject specialisation; and teacher training, institutions.

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Abstract- Existing literature is incomprehensive on the factors influencing the choice of subject specialisation by students at teacher training institutions in Eswatini. Thus, there was a need to investigate factors influencing the choice of subject specialisation by students enrolled for Primary Teachers' Diploma (PTD) in Eswatini. The study was a descriptive survey research triangulating a desk review, modified Delphi technique and a survey questionnaire in data collection. The study was also a census of the 2012/2013 third year PTD students (N= 351) from three teacher training institutions. The instrument was validated by teacher educators involved in the programme who were also used during the Delphi process. It was found to be 83% reliable. The data were analysed using descriptive statistics and non-parametric statistics. The main findings of the study revealed that student interest and attitudes; and impressions were major factors in choosing the subject specialisation. Therefore, the study recommended that the administration at the teacher training institutions should always put student interest first in advising students on choice of specialisation.

Keywords: applied sciences; languages, pure sciences, social studies, subject specialisation; and teacher training, institutions.

I. Introduction

Choosing a college major is one of the most important decisions to be made by a college student (Begs, Bentham & Tyler, 2008; Burchett, 2002). Most institutions provide information to guide them in making correct decisions to an area of specialisation (Begs, Bentham & Tyler, 2008; and Schuster & Costantino, 1986). The Guidelines and Regulations for Colleges Affiliated to the University of Swaziland (2002) indicate that there are three teacher training public institutions offering Primary Teachers' Diploma (PTD) in Eswatini: Ngwane Teacher Training College, William Pitcher Teacher Training College and Nazarene Teacher Training College (currently known as Southern Africa Nazarene University). The choice of a subject specialisation is done either at the end of the second year or just before the commencement of the third year in these teacher training institutions. Student teachers choose from four options: Applied Sciences; Languages; Pure Sciences and Social Studies.

Soria and Stebleton (2013) observed that external / extrinsic motivations for selecting a major tend to be negatively associated with students' satisfaction and sense of belonging while intrinsic / internal extrinsic motivations tend to be positively related. Intrinsic factors were reported as the reasons for pursuing a programme of study and enrolling in tertiary institutions in Swaziland (1993). Similarly, Tsikati (2014) found that student interest, attitude and impression, related exposure, and the nature of subject specialisation were the influential factors for student's choice of a specialisation prior to enrolment into a teacher training institutions in Swaziland.

Wilhelm (2004) reported that subject instructors have significant influence on how students perceive the usefulness of a particular subject. Such instructor's influence is associated with students' subject preference (Curran & Rosen, 2006) and instructional style (Babad & Taybe, 2003). Similarly, Omodi (2013) found that the teachers and schools were the main responsible for students' choice of Science subject in Kenya. On the other hand, in Nigeria students' attitudes influenced the choice of Geography subject (Akintade, 2012). While in Eswatini, attitudes and beliefs were reported having an influence on the success of the Pre-vocational programme (Mndebele & Dlamini, 1999; National Curriculum Centre, 2010).

Different studies reported the following as factors influencing the choice of a specialisation in agriculture or agricultural Education: curriculum (subject combination) offered for a subject specialisation (Dube & Habedi, 1989), job consideration (Wildman & Torres, 2001), student's interest (Cannon & Broyles, 2002), prior student exposure (Donnermeyer & Kreps, 1994), student's grade(Whiteley & Porter, 2000), nature of subject specialisation (Wildman & Torres, 2001), professionals (Jackman & Smith-Attisano, 1992), significant others (Wildman & Torres, 2001), beliefs and attitudes (Sutphin & Newsom-Stewart, 1995), and background information and demographic characteristics (Begs, Bantham & Tylor, 2008; Dlamini, 1993). Rampold (2015) observed that parents/ guardian, professionals and college or departmental factors were influence the students' choice on agriculture academic major.

Bathemi (2010) found that sex was influential on student choice in Home Economics. Similarly, Samela (2010) reported that sex influence the enrolment of students in Physics or Physical Science. Sex was also

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influential in the choice of Accounting major at college (Begs et al., 2008). Dalc, Arasl, Tümer and Baradarani (2013) revealed that financial, employment and referent factors were the determinants of Iranian students' decision to choose accounting major. Student's location, and parental education and occupation status are also considered factors when choosing a subject specialisation (Begs *et al*., 2008; Mokalake, 2005; Whiteley & Porter, 2000).

Tsikati, Dlamini and Masuku (2016) revealed that students' interest, department's image, sex and professionals were predictors for the choice of an Agriculture option offered by the colleges in Swaziland. Owino and Odundo found that in selection of History was determined by personal interests, parental guidance, career guidance and influence of lecturers. Tsikati (2019a conducted a similar study on the "*Factors influencing choice of a subject specialisation by prospective teachers at teacher training college in Eswatini*." Tsikati (2019b) published another study on the "*Factors influencing the changing of subject specialisation by students at teacher training institutions in Eswatini*." However, the existing literature is silent on the factors influencing the choice of subject specialisation by students at teacher training institutions in Eswatini. Thus, there was a need to investigate factors influencing the choice of subject specialisation by students at teacher training institutions in Eswatini.

a) Theoretical and Conceptual framework

The study was framed by the Classification Schema model developed by Hodges and Karpova (2010). Initially, this model was designed for fashion, but fit in this study as caters for the job related factors. It is an extension of the Self-determination Theory which defines intrinsic and varied extrinsic sources of motivation (Deci & Ryan, 1985, 2000). Self-determination theory distinguishes between two different types of motivation—intrinsic and extrinsic (Deci & Ryan, 1985). Thus researchers have used the theory to describe the career decision making of undecided students (Gordon 2007; Guay, Mageau, & Vallerand, 2003). The Classification Schema model opines that the choice of a college major rest of three variables: inter-personal, personal and environmental variables. The personal factors correspond to the intrinsic factors while the inter-personal and environmental factors correspond to the extrinsic factors of the Self-determination theory. The inter-personal factors refer influence from parents/ guardian, friends / peers, high school teachers and college instructors. The personal characteristics factors relate to objective / demographic variable (e.g. sex, age, race and socio-economic status) and subjective / psychographic variables (e.g. interest, aptitude, personality traits and work values). Lastly, the environmental factors entail the influence college related (e.g. class size, quality of instruction and reputation of programme / department) and occupational variables (e.g. employment opportunities, earnings potential, and occupation dynamics. Thus, Figure 1 presents the conceptual framework of the study adapted from the Classification schema model and the self-determination Theory.

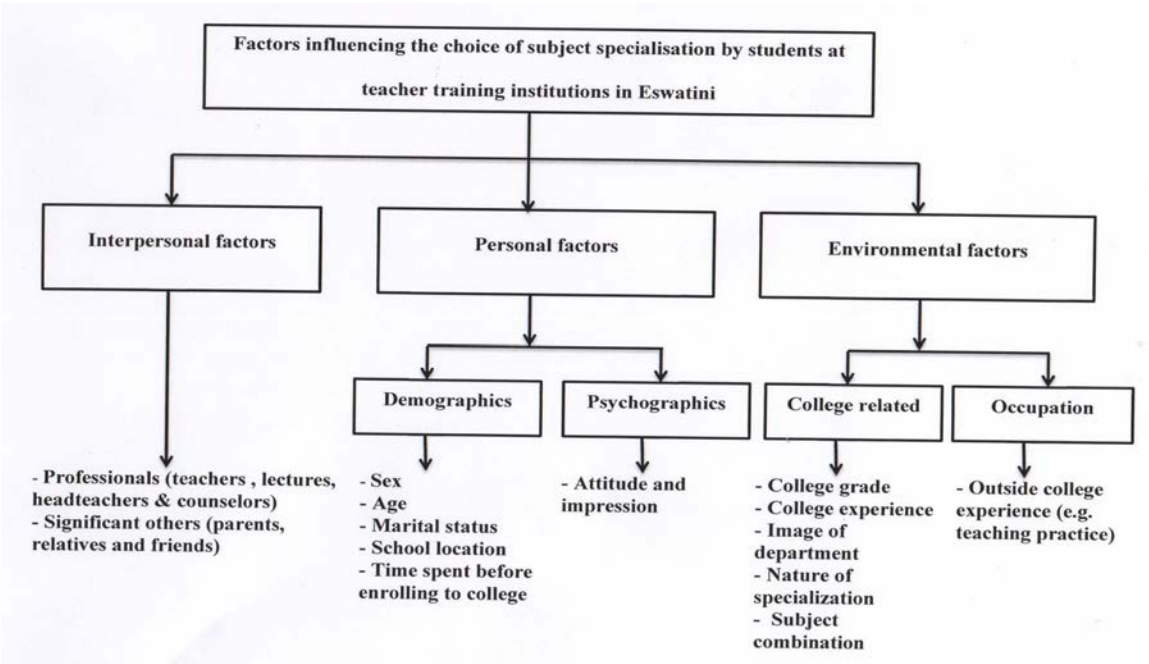

Figure 1: Conceptual framework of the study adapted from the Classification Schema Model and the Self-Determination Theory developed Hodges and Karpova (2010).

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b) Purpose and objectives of the study

The purpose of the study was to identify factors influencing the choice of subject specialisation by students at the teacher training institutions in Eswatini. The specific objectives of the study were to:

1. Describe student teachers enrolled in a Primary Teachers' Diploma programme by subject specialisation.
2. Describe student teachers enrolled in a Primary Teachers' Diploma programme by factors influencing the choice of a subject specialisation.
3. Describe student teachers enrolled in a Primary Teacher Diploma programme by their background and demographic characteristics.
4. Compare the choice of a subject specialisation by selected background and demographic variables.

II. Methodology

The study was a descriptive survey research. A triangulation of desk review, modified Delphi technique and a survey questionnaire were used for data collection. The outcomes from the desk review and modified Delphi technique were used to develop the survey questionnaire. The questionnaire was used for data collection to determine factors for the choice of subject specialisation by PTD student teachers.

The target population was a census of the 2012/2013 final (third) year PTD students (N= 351) from Ngwane Teacher Training College; Southern Africa Nazarene University (previously known as Nazarene Teacher Training College) and William Pitcher Training College. An up-to-date population frame was obtained from the administrative offices of the three teacher training institutions to control frame error. Selection error was controlled by thoroughly checking of the register of students to avoid duplication of names. The instrument was validated by educators involved in the teaching of the PTD who were used during the Delphi process. The overall reliability coefficient of the study was found to be .83 which effectively means the instrument was 83% reliable. Self-administered questionnaires were used to collect data. Non-response error was controlled by comparing the means of early and late respondents (Miller & Smith, 1983). The data were analysed using descriptive statistics (such as means, standard deviations, frequencies and percentages) and non-parametric statistics such as chi-square.

III. Results and Discussion

a) Distribution of respondents by subject specialisation

Table 1 depicts that a majority of the respondents specialized (29.5%) in Social Studies. Almost a quarter of the respondents (24.6%) specialized in Applied Sciences. Then Pure Science and Languages had 23.7% and 22.2% specialists respectively. Similar findings were reported by Tsikati (2014) that Social Studies dominate the other areas of subject specialisation in terms of student teacher enrolment at the teacher training institutions.

Table 1: Distribution of teachers by subject specialisation

Subject Specialisation	NTTC N=149		SANU N=135		WPC N=58		Total N=342	
	f	%	F	%	f	%	f	%
Applied Sciences	36	24.2	48	35.6	17	29.3	101	29.5
Languages	39	26.2	27	20.0	9	15.5	75	21.9
Pure Sciences	39	26.2	36	26.7	16	27.6	91	26.6
Social studies	35	23.5	24	17.8	16	27.6	75	21.9

b) Factors influencing choice of subject specialisation

Table 2 indicates that student interest (μ =4.51, σ =.81) was the major factor for the choice of subject specialisation for final year PTD students at the teacher training institutions. These findings on interest affirmed numerous studies on the choice of subject specialisation. Houser and Yoder (1992) concluded that interest was important in the selection of a specialisation in a college or university. Stokes (2007) studying factors influencing the decisions of university students to choose a specialisation to teach at high school found that interest was the main factor. Most students claimed that interest on a specialisation was aroused by many a factor amongst which was an interesting job. Interest was of course, very personal, and two people may be interested in the same activity for quite different reasons (Sutphin & Newsom-Stewart, 1995). Dlamini (1993) believed that opportunities for further training aroused student interest towards a specialisation. Interest as a factor for the choice of subject specialisation was reported by Tsikati (2019a) and Tsikati et al. (2016) when studying the factors influencing the choice of subject specialisation by prospective teachers for Primary Techers Diploma at teacher training institutions and factors influencing the choice of an Agriculture specialisation by college student teachers in Eswatini.

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Attitudes and impressions (μ= 3.62, σ=1.48) held by the respondents towards lecturers and the specialisation was another variable influential on the choice of a subject specialisation by PTD students at teacher training institutions. Mndebele and Dlamini (1999) reported that parent's attitude could either enhance or discourage the choice of a specialisation in a Pre-vocational programme in Swaziland. The findings on the influence of attitude on the choice of a specialisation was also reported by Akintade (2012) when studying factors the determinants of selecting Geography in Nigeria.

Table 2: Factors influencing the choice of a subject specialisation

Factors	μ	σ
Student interest	4.51	.81
Student grades	3.31	1.28
Outside college experience	3.95	1.19
Nature of specialisation	3.51	0.92
Professionals	2.80	1.26
Significant others	2.31	1.22
Attitude and impressions	4.29	1.27

Note: 1 = No influence; 2 = Low influence; 3 = Slightly low influence; 4 = High influence; 5 = Slightly high influence; 6 = Very high influence.

c) Respondents' background information and demographic characteristics

Table 3 presents the background and demographic variables of the respondents. About two thirds (n=219 or 64.0%) of the respondents were females. Most of the respondents were aged between 20-25 years (n=166, 48.5%). Similarly, a majority of the student teachers (56.1%) spent less than four year before they enrolled into the teacher training institutions. A majority of the respondents (84.5%) were not married and 80.4% were living in rural areas. Few respondents (17.5%) had done short term teaching contract before enrolling into the teacher training institutions. A majority of the student teachers (66.7%) were influenced by the subject combination in choosing a specialisation at the teacher training institution. Similar, findings that a majority of student teachers female, single and had not done teaching practice were reported by Tsikati, Dlamini and Masuku (2016).

Table 3: Description of respondents by background and demographic variables

Variables	Institutions							
	NTTC (N=149)		SANU (N=135)		WPC (N=58)		Total (N=342)	
	f	%	f	%	f	%	f	%
Sex								
Female	93	62.4	92	68.1	34	58.6	219	64.0
Male	56	37.6	43	31.9	24	41.4	123	36.0
Age								
20 – 25	78	52.3	65	48.1	23	29.7	166	48.5
26 – 30	51	34.2	57	42.2	31	53.7	139	40.6
31 -35	17	11.4	12	8.9	3	5.2	32	9.4
36 – 40	3	2.0	1	0.7	1	1.7	5	1.5
Range	17		18		20		20	
Mean	26.0		26.4		26.4		26.2	
SD	3.39		3.30		3.36		3.35	
Marital status								
Single	132	88.6	109	80.7	48	82.8	289	84.5
Married	17	11.4	26	19.3	10	17.2	53	15.5
Home location								
Urban	27	18.1	30	22.2	10	17.2	67	19.6
Rural	122	81.9	105	77.8	48	82.8	275	80.4
Father's highest level of education								
Uneducated	41	27.5	29	21.5	14	24.1	84	24.6
Primary	16	10.7	15	11.1	7	12.1	38	11.1
Secondary	19	12.8	23	17.0	11	19.0	53	15.5
Certificate	25	16.8	25	18.5	8	13.8	58	17.0
Diploma	26	17.4	27	20.0	8	13.8	61	17.8
First Degree	17	11.4	8	5.9	8	13.8	33	9.6

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Variables	Institutions							
	NTTC (N=149)		SANU (N=135)		WPC (N=58)		Total (N=342)	
	f	%	f	%	f	%	f	%
Masters	5	3.4	5	3.7	2	3.4	12	3.5
Doctorate	0	0.0	3	2.2	0	0.0	3	0.9
Mother's highest level of education								
Uneducated	42	28.2	27	20.0	12	20.7	81	23.7
Primary	19	12.8	20	14.8	10	17.2	49	14.3
Secondary	32	21.5	32	23.7	14	24.1	78	22.8
Certificate	23	15.4	21	15.6	9	15.5	53	15.5
Diploma	17	11.4	11	8.1	9	15.5	37	10.8
First Degree	11	7.4	16	11.9	3	5.2	30	8.8
Masters	3	2.0	8	5.9	1	1.7	12	3.5
Doctorate	2	1.3	0	0.0	0	0.0	2	0.6
Father's occupation status								
Unemployed	63	42.3	54	40.0	18	31.0	135	39.5
Self-employed	32	21.5	22	16.3	14	24.1	68	19.9
Part time employed	7	4.7	5	3.7	4	6.9	16	4.7
Full-time employed	47	31.5	54	40.0	22	37.9	123	36.0
Mother's occupation status								
House wife	91	61.1	69	51.1	35	60.3	195	57.0
Self-employed	17	11.4	20	14.8	5	8.6	42	12.3
Part time employed	4	2.7	5	3.7	1	1.7	10	2.9
Full-time employed	37	24.8	41	30.4	17	29.3	95	27.8
Number of years spent between completing high school and college entry								
0 – 4	88	59.1	68	50.4	36	62.1	192	56.1
5 – 9	52	34.9	49	36.3	17	29.3	118	34.5
10 – 14	9	6.0	16	11.9	4	6.9	29	8.5
15 – 19	0	0	2	1.5	1	1.7	3	0.9
Range	14		15		15		15	
Mean	4.11		4.96		4.43		4.50	
SD	2.73		3.36		3.01		3.06	
Short-term teaching contract / temporary teaching								
No	122	81.9	112	83.0	48	82.8	282	82.5
Yes	27	18.8	23	17.0	10	17.2	60	17.5
Influenced by subject combination								
No	56	37.6	37	27.4	21	36.2	114	33.3
Yes	93	62.4	98	72.6	37	63.8	228	66.7

d) Differences between the choice of subject specialisation and selected background and demographic variables

A Chi-square test was conducted to compare the frequencies between the teacher training institution specialisation and selected demographic and background variables (Table 4). A statistical significant difference existed between teacher training institution specialisation and sex (chi-square = 31.03, $p<.01$); and teacher training specialisation and number of years between completing high school (Grade 12) and teacher training (chi-square = 7.64, $p\leq.05$). The same findings were reported by Tsikati (2019a) when studying factors influencing the choice of subject specialisation by prospective teachers for Primary Techers Diploma at the teacher training institution in Eswatini.

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Table 4: Comparison between the choice of subject specialisation with demographic and background variables

Variables	X^2	*df*	*p*
Sex	21.39	3	.00
Age	3.29	9	.95
Marital status	3.65	3	.30
Home location	7.76	6	.25
Institution	2.64	3	.45
Father's education	36.02	21	.02
Mother's education	34.66	21	.03
Father's occupation	14.52	9	.11
Mother's occupation	10.02	9	.35
Subject combination	3.77	3	.29
Short-term teaching contract	4.42	3	.22
Interval between Grade 12 and college	7.67	3	.05

$p \leq .05$

IV. Conclusions and Recommendations

Student teachers' interest and attitudes and impressions were the main factors influencing their choice of subject specialisation at the teacher training institution in Eswatini. Another conclusion drawn was that choice of a subject specialisation differed in terms of student's sex and number of years between completing high school (Grade 12) and teacher training institution. The findings of the study provide support for using the classification schema developed by Hodges and Karpova (2010) to summarize and systematize the various factors influencing the choice of a subject specialisation at teacher training institutions in Eswatini. Therefore, study recommended that administration at the teacher training institutions should always put student interest first in choosing a specialisation. Also, the subject combination making-up a subject specialisation should be reviewed to cate for the interest of the student teachers.

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The Role of Modern Technology to Improve Education in Bangladesh

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The Role of Modern Technology to Improve Education in Bangladesh

Md Tauhiduzzaman [α], Md Sakir Hasan [σ] & Mohammad Yeamin Sheikh [ρ]

Abstract- Modern technology in education is regularly developing day by day. To realize the effects of modern technology is indeed significant for educational institutions. Technology affects all the aspects of education. Technology helps the instructors and learners to be more motivated to learn something very clearly. Study background is discussed to understand the real perspective of modern technology and education. By terms, the points- significant of technology in education, objective of the study, literature review, technological challenges of education, the benefits of technology in education, digital technologies in education, the impact of technology in education, technological transforming in education sector, the impact of technology on the students, traditional teaching versus virtual teaching, challenges in implementing technology in the schools and colleges, the importance of eLearning, the ways to improve education based on technology, limitations of technology in education are delineated in a straight forward way so that everyone can decipher the purpose of this article. Technology has completely changed the entire education system in Bangladesh and it is the blood of modern society. The light of education has been outspread everywhere in the blessing of modern technology.

Keywords: modern technology, education, advantages, improvement, technological transforming, virtual teaching, impacts, challenges.

I. Introduction

The utilization of technology inside education changed altogether somewhat recently. Dominatingly simple advances, like boards, whiteboards, and gifts, have to a great extent been supplanted by modern technologies, for example, PowerPoint introductions, smart boards, and online course stages (Alavi and Leidner 2001). Considering that this innovative shift has been a continuous process, almost certainly, this pattern will go on into significantly further developed technology, for example, expanded or augmented reality. One illustration of this is the Microsoft HoloLens which is Microsoft's most recent expanded reality technology which they foresee can make additional opportunities inside education (Microsoft, 2016). Obviously, technology affects numerous education areas (Kirkwood, 2014; Jamieson, 2003; Brahimi and Sarirete, 2015). Education of today frequently depends on modern technologies to direct education, for example, PowerPoint introductions or circulation records through internet-based education stages. Proper implementation of modern technology affects showing processes as well as growing experiences by expanding student action in manners that simple advances didn't (Kolb and Kolb, 2004; Zandvliet, 2004). Consequently, instructive associations need to give vital assets to empower these changes (Kirkwood, 2014, Jamieson 2003). Reviews of related researches demonstrate an emphasis on Modern technology in connection with the education. Grasping the conceivable outcomes and requirements of Modern advancements in all angles of education is vital to all the more likely figure out the difficulties that Cutting edge technology representing things to come faces assuming that it is to be consolidated in the level of education. Modern technology in light of expanded or virtual truth is at present promoted as a likely jump in how education can be led. This turns out to be progressively significant for instructive foundations to see so they can better assess whether these advancements merit the venture. This article will focus around getting the hang of learning, teaching, challenges, benefits, and impact of eLearning, technological transforming, and the association inside education in the light of technology.

II. Background of the Study

In the previous, study classrooms are decorated with televisions and VCRs. These gadgets act as a showing helper, not as a diversion. Educational recordings allow students an opportunity to observe the utilization of devices and techniques they have been learning at school in a pragmatic setting. A few students don't advance well from teachers, televisions have been known to hold people groups consideration for longer ranges than one individual. Rudimentary matured students are more powerless against televisions than more seasoned students. Related to most guardians being working people and the nuclear family becoming incoherent, numerous instructive projects were made to assist with showing youngsters the essential elements of language, arithmetic, perusing, and composing. This is the most persuasive instructive technology of the past. Close by of the television in a classroom you might find a tape play/recorder. The tape player/recorder has been in schools somewhat longer than the TV. Tape players are essential wellsprings of unknown dialect associates. Tapes of individuals communicating in the language of the decision were recorded and played back to

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students. It's smarter to have an illustration of a language expressed than just to see it in a book. That is the reason in school assuming that you are taking an unknown dialect class the book accompanies a set of language tapes. A wide range of subjects has applied that equivalent idea of utilizing tapes and tape players. Books on tape turned into something famous and are broadly sold around the US. Presently we have further developed advances that are driving us into what's in store.

III. Significant of Technology in Education

A considerable lot of the present popularity occupations were made somewhat recently, as per the International Society for Technology in Education (ISTE). As advances in technology drive globalization and computerized change, teachers can assist students with getting the important abilities to prevail in the vocations representing things to come. How significant is technology in education? The Coronavirus pandemic is rapidly showing why online education ought to be a fundamental piece of educating and learning. By coordinating technology into existing educational plans, rather than utilizing it exclusively as an emergency the board instrument, instructors can outfit web based advancing as a strong instructive device. The powerful utilization of computerized learning devices in classrooms can increment student commitment, and assist teachers with further developing their illustration designs, and work with customized learning. It also assists students with building fundamental 21st-century abilities. Virtual classrooms, video, expanded reality, robots, and other technology devices might not just make at any point class more enthusiastic, they can also establish more comprehensive learning conditions that encourage cooperation and curiosity and empower instructors to gather information on student execution. In any case, it's vital to take note of that technology is a device utilized in education and not an end in itself. The commitment of instructive technology lies in how teachers manage it and the way things are utilized to best help their students' necessities.

IV. Objective of the Study

As every study has some objectives, this article has the following objectives.

- To check the use of technology in education.
- To find out the challenges of implementing technology to increase the level of education.
- To scrutinize the advantages and impact of technology to improve education.
- To search the ways of technologies to develop the standard of education.

V. Literature Review

Education organizations have expanded their interest in Modern technology which prompts a need to ponder what this technology means for instructive cycles (Kirkwood, 2014). There is a ton of exploration in this field that covers different parts of education. This study centers on the various regions in education that are impacted by Modern technology.

Learning is an interaction that can incorporate various methodologies and be accomplished by various strategies. Hendel-Giller, Hollenbach, Marshall, Oughton, Pickthorn, Pushing, and Versiglia (2011) contend that learning is a four-stage cycle that beginnings with the social event of data. The second step is about reflection on the data that has been accumulated. The third move toward the life cycle depicts the making of new information in view of what a singular definitely knows. The last work in the existence cycle is dynamic tests where information is tried by and by. Further developed learning with the assistance of technology lays on distinguishing the sort of discovery that should be improved too as how technology can further develop it (Kirkwood, 2014). The bigger job of Modern technology in gaining have caused a shift from students being beneficiaries of data in a customary talk setting into students being functioning member in the growing experience (Zandvliet, 2004). Technology of today also permits students to be dynamic members in any event, when they go to separate courses (Heigh, 2004). Notwithstanding, even in the event that students have an elevated degree of IT information it is critical to recollect that an elevated degree of technological information doesn't liken to a capacity to advance productively with technology (Kennedy, Judd, Churchward, and Dark, 2008). At the point when students have information about how to utilize an technology it frequently drives instructors to assume a lower priority job, as students are supposed to know how to show themselves (Kirkwood, 2014). The assumption for students to the drive power of mechanical change with the help of learning is also risky since students are likely to evaluate. This frequently drives students to focus on a passing grade on the course as opposed to taking a stab at various learning strategies (Kirkwood, 2014). An illustration of this is the study led by Bringing down, Lam, Kwong, Bringing down, and Chan (2007) that recognized student dithering of utilizing IT, in particular a notice board, on a course site to examine a gathering task. Since the conversations were noticeable to all students in the course there was a hesitance to examine subjects that could end up being useful to different gatherings. The serious culture made by student reviewing ruined the utilization of Modern technology and adversely affected student learning.

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Former researches into the technological impacts on showing in education have zeroed in on new conceivable showing techniques empowered by specialized headways in classrooms. Kirkwood (2014) contends that a point of view zeroed in on what should be possible dismisses the significant part of how education can be ordered with the assistance of technology to further develop learning. In his contention, Kirkwood presumes that mechanical antiques can be utilized in various ways by various teachers and that the primary spotlight should on comprehend the result of technology use in learning. Kirkwoods' contentions consequently intend that albeit the primary effect of Modern technology in HE is on the showing system, the fundamental challenge is to ensure the new showing techniques further develop learning. Imhof, Scheiter and Gerjets (2011) concentrate on represents one occurrence where different utilization of Modern advancements influences learning. They presume that unique representation empowered by Modern technology further develops learning in contrast with static representation that is introduced in a successive request, for example, different pictures displayed in a grouping. Nonetheless, static representation introduced all the while, meaning different pictures showed one next to the other, had something very similar influence on student advancing as unique representation. Their outcome is an illustration of how technology utilized in the showing system will influence learning. A typical peculiarity in the execution of new Modern technology in education is that teachers keep on ordering similar showing techniques as they did before the execution of the new technology (Kirkwood, 2014). Rather than the transformation of the showing system by use of new technology, the technology is rather adjusted to fit with modern educating techniques. An absence of user involvement in new technology and powerlessness to stay aware of mechanical change can deter teachers and make them hesitant to attempt to integrate new functionalities in their classes (Clegg, Konrad and Tan, 2000). Teachers need support and information from the association about how they can integrate and utilize new innovative highlights in the showing system (Jamieson, 2003).

However, this article is an innovative topic based on modern technology to improve the level of education in Bangladesh. There has been no research done appropriately focusing technology to improve the educational standard in Bangladesh. So, new literature is needed to identify some key issues utilizing technology to improve education and to trigger some ways to develop educational strategy in Bangladesh so that the instructors and the learners can increase their ability in teaching and learning. The assessment of this literature articulates a desire for understanding anew of technology supports education in Bangladesh.

VI. Technological Challenges of Education

92% of instructors figure out the effect of technology in education. As per Venture Tomorrow, 59% of center school students say advanced instructive devices have assisted them with their grades. These instruments have become so famous that the instructive technology market is projected to extend upto $342 billion by 2025, as per the World Economic Forum[1]. In any case, instructive technology has its difficulties, especially with regards to execution and use. For instance, notwithstanding developing revenue in the utilization of AR, man-made brainpower, and other arising technology, fewer than 10% of schools report having these apparatuses in their study halls, as per Project Tomorrow. Extra worries incorporate unreasonable screen time, the adequacy of instructors utilizing the technology, and stresses over technology value. Noticeably ascending from the Coronavirus emergency is the issue of content. Teachers should have the option to create and say something regarding on the web instructive substance, particularly to urge students to think about a point according to alternate points of view. The earnest moves made during this emergency didn't give adequate opportunity to this. Access is an additional worry — for instance, only one out of every odd school region has assets to give students a PC, and web network can be temperamental in homes. Furthermore, while certain students flourish in web-based educational settings, others slack for different variables, including support assets. For instance, an student who previously battled in eye to eye conditions might battle much more in the cutting edge circumstance. These students might have depended on assets that they never again have in their homes. In any case, most students normally exhibit trust in utilizing on the web education when they have the assets, as studies have proposed. Be that as it may, online education might present difficulties for teachers, particularly where it has not been the standard. Regardless of the difficulties and concerns, it's essential to take note of the advantages of technology in education, including expanded cooperation and correspondence, worked on nature of education, and drawing in examples that assist with igniting creative mind and a quest for information in students.

VII. The Benefits of Technology in Education

Teachers need to further develop student execution, and technology can assist them with achieving this point. To moderate the difficulties, heads

[1] Data is taken from this source- https://soeonline.american.edu/blog/technology-in-education

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ought to assist teachers with acquiring the capabilities expected to improve learning for students through technology. Moreover, technology in the classroom ought to make teachers' positions simpler without adding the additional opportunity to their day. Technology furnishes students with simple access to data, speeding up learning, and fun chances to rehearse what they realize. It empowers students to investigate new subjects and extend how they might interpret troublesome ideas, especially in STEM. Using technology inside and outside the classroom, students can acquire 21st-century specialized abilities fundamental for future occupations. In any case, kids learn all the more real with a heading. The World Financial Discussion reports that while technology can help youthful students learn and obtain information through play, for instance, proof proposes that gaining is additionally powerful through direction from a grown-up, like a teacher. Pioneers and directors ought to consider where their workforce is concerning how they might interpret online spaces. From illustrations mastered during this troublesome time, they can carry out arrangements now for what's to come. For instance, administrators could allow instructors up to 14 days to consider cautiously how to show courses not already on the web. Notwithstanding an investigation of arrangements, adaptability during these difficult times is of principal significance. Acquainting technology with students in a classroom setting can surely help the instructive climate, yet it also requires equivalent access for all students to guarantee that everybody gets similar open doors to progress. Some important benefits are discussed as follows:

Technology assists kids with remaining persuaded during the educational experience. Most students could do without to go to class assuming that they feel like they are burning through their time. At the point when there is technology permitted in the study hall, then, at that point, instructors have a potential chance to allow children to work at a speed that suits them the best without upsetting others. They can look into extra data about a subject they are finding out about that day, play instructive games that build up the example or work on cutting edge material utilizing a program like Zearn. Since a large number of the present technology choices permit students to perceive how well they are doing contrasted with the normal of all clients, it allows them an opportunity to push harder for them as well as their education. A large number of the projects that support advancing also issue rewards or grant declarations, which assist with making the illustrations fun too.

It empowers more correspondence among instructors and guardians. At the point when there is technology in the study hall, then there are more open doors for guardians and instructors to associate with one another. Involving a blog for the classroom can assist guardians with getting to see what their youngsters are realizing every day. Applications and programming choices permit instructors to in a split second report on a youngster's way of behaving to tell guardians progressively what's going on over the course of the day. There are possibilities for visit boxes, texting, and different types of correspondence also. We should not disregard email here all things considered. Since the 1990s when this technology choice came into the study hall, it made greater unwavering quality in informing among instructors and guardians should there be a need to talk.

Technology choices in the classroom are entirely reasonable. Albeit the expense of having technology in the classroom can be huge assuming you are acquainting new choices with a whole region, the expense of student PCs, tablets, and class fundamentals is negligible. Most student PCs cost under $200 each, and there are a few awards accessible on neighborhood, state, and public levels that assistance to balance these expenses for nearby citizens. "The Web is the main technology since the print machine which could bring down the expense of extraordinary education and, in doing as such, make the money saving advantage examination a lot simpler for most students," said John Katzman. "It could permit American schools to serve two times however many students as they do now, and in manners that are both compelling and savvy."

It makes better approaches to learn for the present student. There are three basic types of knowledge that we find in kids today: profound, imaginative, and educational. The conventional classroom climate, which commonly empowers address based examples, zeros in to a greater degree toward the last choice. State administered tests and comparative positioning apparatuses do also. At the point when children approach technology today, then, at that point, the people who succeed beyond the standard learning arrangement can in any case accomplish their maximum capacity. Technology permits youngsters to embrace their interest in more ways than one. They can attempt new things without shame in light of the fact that their tech access provides them with a degree of secrecy. This interaction permits children to work, through experimentation in the event that they wish, to check whether an alternate procedure assists them with learning all the more successfully.

Technology permits us to give students admittance to information from a solitary area. Do you recall when an exploration project implied a visit to the library so you could pull 4-5 books to peruse, approach a reference book, and even microfilm to see with the goal that you had an adequate number of assets to complete your task? Technology permits a student to get to each thing they need for a task from a focal asset. Rather than investing all of that energy looking for

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something explicit or trusting that your library will arrange it, you can run a couple of inquiries on Google and find what you really want.

It gives us better admittance to social information on students. The different applications, programming decisions, and mechanical stages gather information on students that can show participation designs, learning issues in unambiguous subjects, and how they respond specifically circumstances. This data prompts the making of a profile where instructors, schools, and guardians can cooperate to recognize spots where extra learning might be essential. Technology could assist a school with districting track down their exceptionally able students to continue pushing them toward seriously testing work so they stay drew in with the learning climate.

Technology assists with getting ready students for their future world. Regardless of whether there are admonitions from clinical suppliers about how much screen time that students get in their classroom climate, the truth of the cutting edge education system is that we should have technology openness now to set up our youngsters for the world they will look as grown-ups. This area will keep on advancing. In the event that they are not ready to utilize these things today, then, at that point, tomorrow could be a battle for them.

That implies a few conventional subjects probably won't be as critical to educate for certain schools or instructors. Is it more critical to have an student figure out how to write in cursive or skill to type without utilizing the two-finger chicken-pecking strategy? Is coding all the more a basic expertise rather than figuring out how to cook? Should kids know how to assemble a seat in woodshop or be able to assemble their own PC? These are the inquiries we should present while checking out at the benefits and burdens of technology in the study hall.

The presentation of technology considers the instructing of required professional abilities. In spite of the fact that there are districts of outrageous destitution and disengagement which don't have Web access in the US at this moment, more than 90% of Americans have a home association with online assets. By acquainting technology with students since the beginning, we can show them the basic professional abilities that are fundamental for outcome in a computerized world. To that end composing keeps on being a main concern in the K-4 grades, organizing rules and programming use later, and knowing how to explore proficiently is drawn nearer as a fundamental expertise.

Technology in the study hall supports coordinated effort. Students hold very little of the data they get when an instructor addresses from a reading material. At the point when there are intelligent examples on a blackboard or whiteboard, children can recollect around 20% of what they were instructed. Assuming that an instructor supports a little gathering conversation, that rate can fourfold. Technology gives us a simple method for creating joint effort abilities for students utilizing on the web apparatuses that urge them to cooperate in safe ways. On the off chance that children can then rehearse what they were instructed right away, there is next to no that they will neglect.

It urges students to remain drew in with their learning climate. Kids get exhausted effectively when they feel like they definitely realize what is being shown in their study hall. A few kids will change into coaches or pioneers in this present circumstance to help their kindred students, however there are a lot more who withdraw in light of the fact that they need feeling. By acquainting technology with the classroom, there are less spots where monotonous learning should occur. Instructors can present new subjects, attempt new procedures, or utilize various activities to energize progressing realizing, which makes more generally commitment.

Instructors have greater validity when they use technology in the classroom. Instructors are some of the time reluctant to involve technology in the study hall since they are uncertain of what a student could have at home. Giving schoolwork tasks that require PC admittance to a student without that technology at home would be an exercise in futility. There can also be pushback from guardians who are awkward giving their children extra screen time for learning. At the point when you can acquaint these components with the classroom and have kids realize there, then you can beat the financial obstructions that are some of the time set up for low-pay families.

VIII. Digital Technologies in Education

The utilization of data and correspondence technologys in education can assume a urgent part in giving new and creative types of help to instructors, students, and the growing experience all the more extensively. The World Bank Group is the biggest lender of education in the creating scene, dealing with education programs in excess of 80 nations to give quality education and deep rooted learning open doors for all. The WBG works in association with state run administrations and associations overall to help creative tasks, opportune exploration, and information sharing exercises about the powerful and suitable utilization of data and communication advances in school systems - - "EdTech" - - to fortify learning and add to destitution decrease all over the planet, as a feature of its bigger business related to education.

The World Bank assessed the degrees of "Learning Destitution" across the globe by estimating the quantity of 10-year old youngsters who can't peruse and grasp a straightforward story toward grade school's end. In low-and center pay nations "learning neediness" remains at 53%, while for the most unfortunate nations,

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this is 80% by and large. With the spread of the Covid-19, 180+ nations commanded transitory school terminations, avoiding ~1.6 billion kids and youth with regard to school at its level and influencing roughly 85% of youngsters around the world. While most nations are pursuing re-opening schools, there are as yet irregular terminations and utilization of mixture learning.

Pondering Coronavirus Reaction and Remote Learning has been possible due to technological development in education. Technology played and keeps on assuming a fundamental part to convey education to the students beyond school. Excellently, all nations had the option to convey remote learning technologies utilizing a blend of television, Radio, on the web and Portable Stages. In any case, numerous youngsters in low pay nations didn't partake in that frame of mind with about 33% of low pay nations detailing that half of kids had not been arrived at in a joint UNESCO-UNICEF-World Bank review. The pandemic has additionally prompted huge misfortunes in learning. School terminations and restricted admittance to remote learning implies that Gaining Destitution is probably going to deteriorate from 53% to 63% particularly in low-pay nations assuming no remediation mediations are taken.

The emergency has obviously featured the imbalances in computerized admittance and that 'the same old thing' won't work for conveyance of education to all youngsters. To close the computerized partitions in Education and influence the force of technology to speed up learning, decrease learning neediness, and backing abilities improvement a center should be set in crossing over the holes in:

- Computerized foundation network, gadgets and programming.
- Human framework instructor limit, student abilities and parental help.
- Calculated and managerial frameworks to send and keep up with tech design.

Education systems should adjust. It is against this background that the EdTech group at the World Bank has recognized five critical inquiries to address in the short to medium term. These inquiries address the need to reconsider education, to give a fair, captivating and fun growth opportunity for all kids.

How might nations use EdTech ventures to foster strong mixture learning frameworks? This question requires both pondering the examples from execution of remote getting the hang of during Coronavirus and tending to the new advanced framework access partition. The World Bank is working with nations to distinguish how to resolve issues of reasonable availability, gadget obtainment, cloud arrangements and multi-modular conveyance of education. In addition, the speculations that nations have made in remote learning could be utilized location existing difficulties in education. Numerous nations are modernly contemplating a double job for remote learning: as an insurance contract against future calamites particularly in a world encountering environmental change as well as a method for connecting of younger students and give deep rooted education to all residents.

How could nations recuperate learning misfortune, all the more actually outfit information and customize learning with technology? The World Bank is extending its work on versatile learning frameworks, far off evaluation and how school systems can all the more actually use learning examination to customize education. A significant piece of this work will be fostering another procedure for education. The executives' Data Frameworks help more powerful utilization of information.

What are the changing jobs and new abilities for instructors in half and half learning frameworks and how could extra human associations be utilized through technology? The World Bank is investigating instructor capability systems, instructor organizations, and networks of inventive instructors to help nations to enable instructors. Instructors are as yet the key to learning even, or rather, particularly in a climate rich with technology. Proof is developing that bypassing Instructors is not drawing in them with technology doesn't prompt student learning improvement.

How could nations use open technology environments to grow admittance to quality substance and opportunities for growth? The World Bank will team up with accomplices creating open worldwide public products and procedures to draw in the huge environment of trend-setters in client nations to help the plan and improvement of new instructive substance and educational program. The group will foster networks of education around EdTech technology center points and inventive ability to foster new open instructive libraries. A critical substance area of center will be environmental change.

How could technology uphold the turn of events, estimation and certification of future abilities? The World Bank will uphold nations to characterize 21st century abilities in students and instructors; investigate approaches to all the more actually measure these abilities and certify these abilities as a team with outer accomplices sharing information and involvement with networks of education on difficult to gauge abilities and block chain for education.

Education technology without help from anyone else isn't a panacea. However interest in EdTech has been expanding, learning and results subsequently have not changed extensively in numerous nations. An OECD report viewed that as, with regards to effect of PC use in schools as estimated through PISA, " impact on student performance is mixed, at best", Coronavirus anyway has changed the discussion on EdTech from an issue of if to an issue of how. Numerous instructors with admittance

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to e-content, for example, use it like any one more course book to peruse from in class. A few changes incorporate more limited and more measured content, seriously captivating substance like edutainment, constant input, more modest gathering on-line conversations on additional genuine inquiries. Education at its heart is about human associations and connections. While we can never supplant the enchanted that occurs between extraordinary instructors and students in an in-person climate, we ought to zero in on the social parts of technology to improve associations from a good ways. Significantly more consideration should be coordinated on how technology will upgrade educating and learning in a mixed learning climate arriving at students, both in school and at home.

IX. The Impact of Technology in Education

Technology has affected pretty much every part of life today, and education is no special case. Or on the other hand is it? Here and there, the education appears to be similar to it has been for a long time. A fourteenth-century representation by Laurentius de Voltolina portrays a college address in middle age Italy. The scene is effectively conspicuous due to its equals to the modern. The instructor addresses from a platform at the front of the room while the students sit in lines and tune in. A portion of the students have books open before them and give off the impression of being tracked. A couple of them look exhausted. Some are conversing with their neighbors. One seems, by all accounts, to be dozing. Classrooms today don't look entirely different, however, you could find modern students taking a gander at their PCs, tablets, or PDAs rather than books (however presumably open to Facebook). A pessimist would agree that technology has never really changed education.

However, technology has significantly changed education in numerous ways. As far as one might be concerned, technology has enormously extended admittance to education. In bygone eras, books were uncommon and just a tip top not many approached instructive open doors. People needed to head out to focuses of figuring out how to get education. Today, gigantic measures of data such as books, sound, pictures, and recordings are accessible and readily available through the Web, and amazing open doors for formal learning are accessible internet based overall through the Khan Foundation, MOOCs, digital broadcasts, customary web-based degree projects, and that's just the beginning. Admittance to learning potential open doors today is uncommon in scope on account of technology.

Amazing open doors for correspondence and joint effort have additionally been extended by technology. Customarily, classrooms have been somewhat disconnected, and coordinated effort has been restricted to different students in a similar study hall or building. Today, technology empowers types of correspondence and joint effort undreamt of before. Students in a classroom in the provincial U.S., for instance, can find out about the Cold by following the campaign of a group of researchers in the locale, reading researchers' blog posting, viewing photographs, emailing inquiries to the researchers, and even talking live with the researchers by means of a videoconference. Students can share what they are realizing with students in different study halls in different states who are following a similar campaign. Students can work together on a bunch of projects utilizing technology-based devices, for example, wikis and Google docs. The walls of the classrooms are as of now not a boundary as technology empowers better approaches for getting the hang of, imparting, and working cooperatively.

Technology has additionally started to change the jobs of instructors and students. In the conventional classroom, for example, what we see portrayed in de Voltolina's outline, the instructor is the essential wellspring of data, and the students latently get it. This model of the instructor as the "sage on the stage" has been in education for quite a while, and today is still a lot of proof. Notwithstanding, in view of the admittance to data and instructive open door that technology has empowered, in numerous classrooms today we see the instructor's job moving to the "guide as an afterthought" as students get a sense of ownership with their own picking up utilizing technology to assemble significant data. Schools and colleges the nation over are starting to update learning spaces to empower this new model of education, cultivate more cooperation and little gathering work, and use technology as an empowering agent.

Technology is an amazing asset that can uphold and change education in numerous ways, from making it simpler for instructors to make educational materials to empowering new ways for individuals to learn and cooperate. With the overall reach of the Web and the pervasiveness of brilliant gadgets that can interface with it, another time of whenever anyplace education is unfolding. It will ultimately depend on informative fashioners and instructive advancements to take full advantage of the potential open doors given by technology to change education with the goal that powerful and effective education is accessible to everybody all over.

X. Technological Transforming in Education Sector

Modern technology has totally reshaped the whole education system, with carefully engaged classrooms over the web has made education

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accessible to everybody. Technology enslaved each part of the social request and is modernly the life and blood of present-day culture and will be from now onward, indefinitely. It will re-grow over and over to take care of the new necessities of evolving society. The iGen - those brought into the world in or after 1995, can't envision existence without technology. With the approach of innovative technologies across businesses, the education area ends up being the most affected. As a matter of fact, technology has been assuming an unmistakable part at the bleeding edge of education since learning and improvement appeared, ok from cutting images and figures on walls of caverns to Gurukul education where the students were shown the utilization of the technology winning then, at that point, to utilizing of artificial intelligence (AI) and virtual reality (VR). Modern technology has totally reshaped the whole education system. The carefully enabled study halls over the web have made education accessible to each and every individual who needs to advance across the world, whenever, in any subject, and any place. There is no restriction on the strength of the classroom. Not at all like actual classrooms that are restricted to a limit of sixty students, can quite a few students get to the virtual study halls. With regards to realizing, there is a limitless measure of information accessible at no expense for a financially practical cost. Strangely, as per Wikipedia, YouTube has in excess of seventy lakhs of instructive recordings; what's more, there are a ton of other instructive sites that have different information-sharing pages given by regarded subject specialists in each field.

XI. The Impact of Technology on the Students

In the no-so-distant past, education was related to the perusing of books and paying attention to instructors which really wore out numerous students and was tedious to instructors. A few instructive foundations attempted to present action-based education which obviously persuaded the students and expanded the interest level to certain broaden; however, the impact was not true to form. The education utilizing modern technologies like Increased Reality, Augmented Reality and Man-made brainpower has made learning more cooperative and locking in. An article by Schindler et al., 2017 states that digital application in education connects with the student to include in high-request thinking, foster correspondence and conversation, and consider the substance of the substance. It also improves computerized ability. One more examination laid out that the execution of technology in the classroom has improved the inspiration of the student mto comprehend and achieve the undertakings (Mistler-Jackson and Songer, 2000). Without a doubt, technology expanded the interest in advancing by many folds and modern technology assisted the student with working on their decisive reasoning and scientific abilities which is a lot of important to confront any sort of challenge. It has assisted the students with becoming effective as well as succeeding. This isn't just for schools yet in addition for higher and proficient studies.

XII. Traditional Teaching Versus Virtual Teaching

Marc Prensky (2001) saw that a typical student spends under 5,000 hours perusing in all his years yet in excess of 10,000 hours playing advanced and web-based games. He additionally expressed that the students of the present are at this point, not the ones our conventional school system was intended to instruct.

Different scientists, for example, Pucel and Stertz (2005), Crowe (2004), Lu and Gordon (2009), have perceived that digital education strategy is more required than conventional education. The Public Educational Committee Affiliation [2007] perceived innovative capability as a fundamental learning device of the twenty-first hundred years. A momentous assertion of John Dewey "In the event that we show the present students as we showed the previous we deny them of tomorrow" (Agnello, White, and Fryer, 2006) summarizes the significance of technology in the school system.

XIII. Challenges in Implementing Technology in the Schools and Colleges

Jung brought up the difficulties that conventional classroom instructors need to look at because of the fast shift and utilization of mechanical strategies in the study hall and the extension of the information base accessible. Gressard and Loyd (1985) said that the disposition of instructors towards technology and specialized contraptions is the fundamental figure executing Data technology in the school system. They also pointed out that not all instructors are enthusiastic about innovative techniques.

Another point is that they must be prepared to redesign themselves to be in accordance with forthcoming technology. A large portion of the instructors from GenX feels that it is difficult to gain proficiency with the confounded technology and boards are a lot of straightforward. They accept study hall education includes close to home restricting that aids in being great people. The instructors of twenty to thirty-year-olds however not new to technology are occupied and need time to update themselves. Different boundaries are the absence of assets, restricted or no entrance, low skill, restricted help, and absence of time. Steward and Sellbom (2002) and Chizmar and Williams (2001) stress unwavering quality and equipment

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similarity and web issues. Technology is developing at a dramatically quicker stage which implies a contraption purchased today might turn out to be less helpful or not by any stretch of the imagination in 90 days. Overhauling those needs cash, time, and aptitude. Many accept that technology in the education area would make students more appended to machines and less socially capable. We can see that the offspring of iGen invest more energy in phones and different devices. Indeed, even a child under a year becomes quiet and is more drawn to the cell show. Studies are happening concerning what it would mean for the cerebrum yet, for the time being; misleadingly wise machines are in a significant job.

The great part is kids get effortlessly adjusted to technology. Programming writing computer programs is turning into the most loved subject for youngsters nowadays. They could learn, examine and make a product program even before they transform into youngsters. This demonstrates that the mind is gradually developing from its modern state to a higher condition of grasping machine language. There are also a ton of gatherings online connected with each field where the students cooperate with others with a similar mentality. Bunch conversations and information-sharing online journals are expanding so it isn't completely right to say that society is turning out to be less socially capable. It is just that the mechanism of correspondence has taken an alternate stage. A decent learning mechanical media can be something effectively open in any spot. Utilizing a normal individual with restricted information on computers ought to be simple. It ought to be exceptionally intelligent, tomfoolery, and work on low transfer speed, and shouldn't get some margin to stack, and ought to have the option to update itself now and again.

XIV. The Importance of Elearning

eLearning in the present age has refined the center parts of educating and has caused schools to perform all the more effectively. In the previous, involving technology in education was an extremely questionable subject. Many individuals reprimanded it by saying that modernizing education would prompt many negatives in the public eye. Alongside these negatives, there were likewise a colossal number of up-sides by making education technology supported. With time, instructive organizations started executing different advancements into their talks and understood the expansion in efficiency and collaborations of their students which demonstrates that the always propelling technologies have extraordinarily worked on our school system and our approach to educating. There have been numerous specialists tending to whether the converging of education and modern technology influences a student's accomplishments contrasted with a customary classroom. After broad and exhaustive survey of student records from various schools, they reached a resolution which proposes that the consideration of technology in education can further develop student accomplishments. The degrees of progress rely on both, how technology is imbued into showing strategies and the plan of education. A few instructors don't have any idea how to appropriately utilize the technology, and they ought to zero in on better ways of utilizing the given technology to give a simpler medium to students to learn. Yet, we should have a more critical glance at the manners in which eLearning has made a difference. A few different ways of eLearning that can work on the nature of learning are referenced underneath:

- *Own Pace*
- *Information Access*
- *Physical Presence*
- *Language*

XV. The Ways to Improve Education based on Technology

As technology has established its direction into our everyday presence, education has been changed. A distant memory is the hours of browsing a reference book. With data at the tips of our fingers, learning is presently limitless. Further developing education is a colossal issue for our general public. Test scores, our apparent exhibition against various countries, and various components have driven education to the draining brink of public regulative issues, straightforwardly behind medical services change. Technology can be used to further develop educating and learning and assist our students with finding success. While everybody couldn't imagine anything better than to see more modest schools and class sizes, technology can't do that genuinely. In any case, technology can be a "competitive edge" for the instructor. Using learning the executives' frameworks students can get to online assets to get help on request past the actual reach of their instructor. Technology can also broaden education in another manner. Education doesn't stop close to the completion of the school day. Students can get to instructors, assets, and tasks through the web at whatever point and any place they have a web association. For students who need to invest more energy rehearsing an idea, online activities and educational programs can likewise assist them with working at their own speed yet staying aware of their companions. Parental commitment is another component affecting student achievement that can grow with technology. Most watchmen these days have very clamoring plans. Thusly, they might have the opportunity to help their kid with schoolwork at home or come to class for gatherings. Technology can help. Guardians might have the option to meet with instructors through web conferencing or other internet based joint effort

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apparatuses. Moreover, they can actually look at their kid's participation, tasks, and grades through web-based structures. They can likewise talk with their youngsters from work through email, messaging, texting, and video calling.

Technology based activities can likewise rouse students to think and team up rather than remember, whether they're involving the web for research or to compare with different students or specialists who are not actually present. These activities additionally assist them with mastering technology abilities they'll have to prevail in the advanced labor force. However technology itself can be costly, it can likewise assist schools with setting aside cash. Virtual field trips, electronic reports, email rather than printed updates, virtual labs, electronic course readings, and a great many free internet based assets assist schools with setting aside money despite everything giving students astounding instructive encounters. Instructors can likewise use technology to find assets and go to virtual master improvement courses and meetings (most are free). They can likewise make individual learning organizations with Ning, Twitter, and various assets to find and share contemplations and assets, and get support from their associates.

Technology has impacted various enterprises gigantically, and education is one of them. From schools to universities and colleges, everybody can feel the effect of technology. Aside from the contention that technology has adversely impacted students' learning plans, edTech has ended up being a useful instrument. These days, the time that students put resources into learning can be used in the most ideal way conceivable since their development is influenced quite a bit by completion: possibly they can put forth attempts to stick out or let the potential open doors go vain. Here are a few manners by which technology has improved scholarly business.

a) Computerized Reenactments and Models

In customary learning, it is here and there hard for students to get an idea. Advanced reenactments and models can assist students better with figuring out different disciplines, yet in addition, get to know the marvels of the cutting-edge world. Furthermore, technology has also ended up being some assistance for instructors who once in a while find it hard to make sense of specific things inside the limits of an actual classroom. Educated instructors can set up their examples in a more strategic way by including various sorts of text, action models, and intuitive controls for students.

b) Advanced Communication

Communication is a fundamental piece of any movement. Also, with regard to education, ineffectual correspondence is simply not adequate. Since technology has arisen, correspondence holes have been spanned up and the progression of information has been smoothened. Whether in a conventional or a virtual classroom, with online cooperation devices, everybody can simply frame a local area where instructors dole out ventures to their students continuously. Students might request explanations if any. As a little something extra, friends may effectively interface with one another for their subject-pertinent worries as well.

c) High-level Exploration

Distributed storage has made research significantly more straightforward for students nowadays. Gone are the days when they needed to go through heaps of books to track down a particular reference to work on their tasks and ventures. With technology, research has been a seriously successful instrument. Since a ton of time is saved during research, students can consolidate a great deal of data and information in their ventures. Also, the securing of various arrangements and results all around the world is modernly conceivable, which is probably the clearest benefit a student gets in his day to day existence. All because of the monster web index Google.

d) Practical Evaluations

With the assistance of advanced reenactments and models, instructors are not just ready to plan examples in a proficient way, yet additionally know the advancement of their students. There is programming accessible with which instructors can give or get appraisals of their students continuously. Such programming is made to assist instructors with remaining refreshed with all records, for example, the quantity of learning tasks given, how long students need to tackle an issue, and so on. It is an approach to assisting instructors with realizing how long a specific inquiry expects from certain students, and in the event that they're improving; if not, what further endeavors ought to be made for their improvement.

e) Learning at One's Own Speed

Obviously, self-guided learning is another enormous benefit that students appreciate with the development of technology in the education business. At the point when they select to gain proficiency with a particular idea and stand up to any trouble, there is a compelling reason need to simply skip it off. Despite the fact that there are a few speedy students who are fit for adjusting rapidly, there are some other people who carve out opportunities to ingest a thought. Such students are honored with the possibility of technology being essential for their learning; presently they can undoubtedly pace up with their companions with the total comprehension of created examples and online educational plan that is solely intended for them.

f) Fun Learning

It's obviously true that an student learns more when he rehearses. The utilization of technology has

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made things significantly more fun than at any other time in recent memory. Students are getting took part in so many learning undertakings that work on their maintenance of new ideas. Starting from the presentation of PCs, tablets, and cell phones, there has been an incredible breadth of education applications that permit students to learn different ideas in a fun-loving way. Additionally, they can admittance to live real-time recordings online to all the more likely figure out a thought, subject, or idea.

g) Online Gatherings Joint effort

A bunch of concentration has been made in the digital world. Presently, the students don't have to get together genuinely; online joint effort stages make things done. There, students can examine and visit, yet additionally, share reports and notes. This education ends up being an extraordinary choice in the event that you are relegated to a gathering project.

h) Open Education

In this mechanically reformed world, there are various free choices accessible from various esteemed colleges. Regardless of where you will be, you can basically get to the web through your gadget and search for your choices. Since the universe of the web will undoubtedly furnish you with the best of your indexed lists and help your education needs, your grades don't have to endure any longer.

XVI. Limitations of Technology in Education

However, with the many benefits of instructive technology, the restrictions ought to be considered also. The clearest restriction is that PCs can't tackle our concerns in general. The human cerebrum can think in a wide range of ways and there are sure things that PCs can't do, for example, concoct new and unique thoughts.

One more limit of technology in education is that occasionally the data on the web can be deluding or wrong. The web has numerous ways for individuals to lie about their achievements and misdirect others about what they are familiar something so they can get kudos for something they didn't do or know nothing about. It is vital to continuously check the data you find on the web before you use it. What's more, here and there understudies who are taking courses online are diverted by their telephones or other electronic gadgets when they ought to focus on their work or studies. This can make them lose center and not take care of their responsibilities accurately.

The ultimate limit of technology in education is that certain individuals probably shouldn't accept classes online in light of the fact that it doesn't feel like genuine learning. Certain individuals like to take classes face to face with the goal that they can see the essences of their cohorts and more deeply study them, while likewise having the option to perceive how much every other person is familiar with a subject. Be that as it may, to take classes on the web, you can utilize a wide range of sorts of online courses, for example, distance learning, live virtual classroom, online video conferencing, and so on.

In Fine

Modern technology keeps continuing to be an imperative feature of education. As there is no sign that this development will lose energy, intellectuals have to achieve profound knowledge of how modern technology touches all aspects of education. This article also indicates that the institutions in the level of School and College education have a key role in utilizing modern technology. Further research on this topic can put a greater motivation on educational aspects when specialists inspect the effects of Modern technology in education. As far as the authors anticipates that technology will develop more and contribute in reaching the standard education to the learners and instructors in future. They will be more inspired to learn new things with the help of technology. The instructors and the learners always need to be prepared for new update of the educational technology. The indication is that “Education is for all” can be proved with technology's contribution.

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Certificate, LoR and Momento **2** discounted publishing/year **Gradation** of Research **10** research contacts/day **1 GB** Cloud Storage **GJ** Community Access	**Certificate,** LoR and Momento **Unlimited** discounted publishing/year **Gradation** of Research **Unlimited** research contacts/day **5 GB** Cloud Storage **Online Presense** Assistance **GJ** Community Access	**Certificates,** LoRs and Momentos **Unlimited** free publishing/year **Gradation** of Research **Unlimited** research contacts/day **Unlimited** Cloud Storage **Online Presense** Assistance **GJ** Community Access	**GJ** Community Access

Preferred Author Guidelines

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

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

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

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

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

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

Declaration of Conflicts of Interest

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

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Plagiarism is not acceptable in Global Journals submissions at all.

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

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

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

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2. Drafting the paper and revising it critically regarding important academic content.
3. Final approval of the version of the paper to be published.

Changes in Authorship

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

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

Acknowledgments

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

Declaration of funding sources

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Preparing your Manuscript

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

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

Manuscript Style Instruction (Optional)

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

Structure and Format of Manuscript

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

A research paper must include:

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

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

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

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

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



Format Structure

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

All manuscripts submitted to Global Journals should include:

Title

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

Author details

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

Abstract

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

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

Keywords

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

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

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

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

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

Numerical Methods

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

Abbreviations

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

Formulas and equations

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

Tables, Figures, and Figure Legends

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

Figures

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

Preparation of Eletronic Figures for Publication

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

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

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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.

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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.

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References	Complete and correct format, well organized	Beside the point, Incomplete	Wrong format and structuring

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