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The Role of Alumni Associations

ICTs and New Scenarios for Diversity

Highlights

New Task of Ukrainian Sociology

Mentoring Uncertified Teachers in Guyana

Discovering Thoughts, Inventing Future

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The Place of Practice in Reading Young Metropolis: An Analysis from the Search Results "Reading Pictures in Brazil"

By Andréa Pereira dos Santos & André Roberto Custódio Neves

Abstract- Reading is one of the elements que compose the setting of socio-spatial practices of young people in the metropolis. However, the forms and objects of reading Have Been Transformed throughout history. Thus, we propose to problematizes and discuss the place of the youth in the metropolis and how the dynamics of this space can Contribute to the emergence of reading practices. For this we start with a bibliographical, documentary and exploratory research. In the bibliographic research we seek theoretical foundation on the concept of youth, place and metropolis. In documentary research, based on the results of the study "Portraits of Reading in Brazil" in 2016, we sought to analyze the relationship between the results of the research with the socio-spatial dynamics of the metropolis and how the young man inserts himself in this context. Finally, some assumptions have Been established, for example: the socio-spatial dynamics of the metropolis interferons with the formation of the young reader. However, it is Necessary to mature other questions: what is the place of the young man in the metropolis? What are the practices reading carried Out By him?

Keywords: *metropolis and youth. reading and place. place and youth.*

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The Place of Practice in Reading Young Metropolis: An Analysis from the Search Results "Reading Pictures in Brazil"

Andréa Pereira dos Santos [α] & André Roberto Custódio Neves [σ]

Abstract- Reading is one of the elements que compose the setting of socio-spatial practices of young people in the metropolis. However, the forms and objects of reading Have Been Transformed throughout history. Thus, we propose to problematizes and discuss the place of the youth in the metropolis and how the dynamics of this space can Contribute to the emergence of reading practices. For this we start with a bibliographical, documentary and exploratory research. In the bibliographic research we seek theoretical foundation on the concept of youth, place and metropolis. In documentary research, based on the results of the study "Portraits of Reading in Brazil" in 2016, we sought to analyze the relationship between the results of the research with the socio-spatial dynamics of the metropolis and how the young man inserts himself in this context. Finally, some assumptions have Been established, for example: the socio-spatial dynamics of the metropolis interferons with the formation of the young reader. However, it is Necessary to mature other questions: what is the place of the young man in the metropolis? What are the practices reading carried Out By him?

Keywords: metropolis and youth. reading and place. place and youth.

I. Introduction

Social practices of youth are directly linked to their existence and consequently a socio-spatial relationship in the metropolis. These relationships contribute to the formation of their personal identities and to reflect on his self. It is in the space that is the identification process[1,2]. In this process they are formed by the same ideal groups (with similarities ideas). Thus, they create places. And it's in place there exchanges: of ideas, knowledge, reading.

Our purpose for this article is to discuss the place of youth in the metropolis and how the dynamics of this space can contribute to the emergence of reading practices. When it comes to reading practices, our intention is not to connect the concept of reading only the book, whether printed or electronic, but of any kind of reading writing: newspaper, magazine, internet, the murals, that is, writing whatever support.

Reading is one of the elements that make up the scenario of socio-spatial practices of the youth in the metropolis. However, the forms and reading objects have been transformed throughout history. For reading specialist Chartier[3], can not be considered as reading instrument only the book, because with the spread of so many written media such as the internet for example, opens up the range of possibilities of reading.

However, research as "Retratos da Leitura no Brasil" 2016[4] claim a certain Brazilian deficiency with respect to reading. Hence we question: what concept of reading research speak? What are the reading practices carried out by the youth of the metropolis? What role does the young in these practices? I suppose that the metropolis and all its socio-spatial dynamics contribute to the formation of the young player of the metropolis, influencing the construction of their identities.

For realization of this paper we propose at first discuss what is youth, for this we rely on the definition by the Ministry of Health of Brazil in line with the World Health Organization considers young individual who has between 15 and 24 years old[1].

As our primary concern is to build a discussion about youth and their place in the metropolis, the concept of work place and metropolis. In this discussion, the first step is to understand these concepts: what is the place? Why category place was, from a theoretical point of view, more interesting to discuss this issue? The discussion of the metropolis becomes important because it is here that there is an interaction and the meeting of youth. The metropolis is the space of multiple.

Finally, we discuss the young man and his place in the metropolis. That topic, what we bring are questions and assumptions about lectures practiced by young people taking as reference the claim that the place is built for existence.

If it is the existence that space is constructed socioepacial own dynamics can influence the youth practices, including the reading practices.Thus, this text highlight search results "Reading Pictures in Brazil in 2016"[4] in order to raise some issues about how the socio-spatial dynamics can interfere with the reading practices.

II. What is to be Young

Youth has been transformed over the years. Since the 1950s we observe changes in behavior and

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[1] Available in https://nacoesunidas.org/adolescentes-e-jovens-sao-28-da-populacao-mundial-onu-pede-mais-investimentos/. Accessed on October 4, 2018.

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attitude of young people in the history of Brazil. Carmo[5] considers the following phases of youth in history: during the 1950s one lives the golden years; already in the 1960s experiences are the rebellious years, comes this decade tropicália with the motto to say no to no and the student revolt; because of the major changes in the Brazilian political movement the 1970s is marked by armed struggle, the hangover and the nonconformity; already in late 1980 rock scale Popular Brazilian Music (MPB) and gains strength as a music style more aggressive and engaging; the 1990 brand the struggle of young people and their political attitudes gain more visibility beyond the painted faces during the impeachment of Collor government.

During all these years the young protesters were both from its condition of being young as existing political movements each season. At all times the youth was seen as problematic and rebellious. But this rebellion is part of the process of building your own self. It is during adolescence and youth that is built the personality of each. However, this construction is not easy because often the worldviews of young people in a particular historical period is opposed to the thought of adult then.

Young people are creative characters. And this creativity reflected in their dress, in music, friends and in their day to day. What makes young as creative is precisely his courage in risking and his curiosity. So that the risk of drug traffic are dormant at that age.

The Libâneo[6], say: youth is a social construct that changes at different times. The youth of today shown diverse precisely because of the social context full of changes especially with regard to access to information. Many young people[2] is no longer attached to a given knowledge and generated only by schools and parents. Nowadays with access to Internet, some of these young people seek information and know people through the network. This behavior makes the relationships experienced by youth and to diversify their social identities.

Every time the young man seeks his "place" where their existence has meaning and where it can establish relations of approximation and identification. Thus, most of the time, they form groups or tribes[7], who share a common idea, which gather and live, either in physical space or social networking sites.

So they in different times are in search of his identity, understanding that this is constructed by identifying processes[1]. And in each historical youth of life when the socio-spatial transformations have influence on their behavior.

In a rural context, the youth way of life is not so different from the young man who lives in the metropolis or have access to an apparatus elements result of the globalization process. This is because, in many cases, even the young man who lives in a rural area or in the periphery can have access to a multitude of objects, such as the Internet for example, cable television, which are characteristic elements of globalization and the metropolis. However, especially in our Brazilian context, many young people there isn´t access to all these tecnologies.

Therefore, it is important that we discuss the concept of the place and metropolis in order to become clearer how is the experience and the youth ratio in the metropolis to then discuss the issues surrounding the reading practices and its relationship with the metropolis.

a) Place and Metropolis: Where is the youth?

The geographical area is marked by a multitude of social elements that give particular characteristics to the places. The metropolis as a specific space formed of a gathering places, acquire nuances - both small, for the medium and large - that makes them segregated spaces, with different social and consequently spatial divisions. However, multiple faces are responsible for segregating provide spatialities. Among them, the most significant are the stratification of society into classes, each class or group identity within the urban areas, have access to different urban facilities and public spaces in cities.

The contemporary metropolis brings together a series of events and social relations that transforms it into an "expression of spatial complexity"[8]. All this complexity involves the economic, social, identity and even transformation of the natural environment. This metropolis is a result of globalizing capitalism[8]. This, in turn, transform social relations and opens an extensive range of opportunities identity and coexistence with others.

However, it should be noted that, according to Corrêa[9] there are two points of differentiation with respect to the changes that occurred in the metropolis. For the author, one of which relates to the size of the metropolis. Many changes are conditioned to their demographic size. Second, the singularities linked to metropolitan space, urban and regional history and the metropolis of the insertion process in the territorial division of labor on a national and international scale.

Thus, we understand that the dynamics perceived in the metropolitan space today are actually linked to these two points highlighted by the author quoted above. When the issue of youth looks up, his place and his readings, the research itself "Retratos da Leitura" 2016[4] show differences between regions and Brazilian states linked both with regard to its size and demographics, as well as to their historical singularities and urban.

Carlos[10], say: the "Metropolis is not 'place' because it can be lived only partially." The metropolis, in

[2] We tried to make clear in this text with that statement that access information technologies are not for everyone.

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the view of the author is a circulation space which does not create links characteristic of what we call place.

The metropolis and the metropolitan areas are places where things happen: better hospitals, schools, supermarkets, shopping malls, electronic music, shows, tumultuous traffic, pollution, violence and many other events that characterize their existence.

Mobility possible by means of transport and even the Internet, allows us to be in those thousand places. So, the question remains: how the youth can find their place in a place of thousand seats? Perhaps, this question can not have an objective and direct response, but several answers to no clear answer. It is linked to the concept that we can give the place.

The concept of place is quite approached by geographers in general. We realize that these concepts converge on the understanding that the place is the most intimate space of the individual. The place does not have to be physical to have that sense. It is thus a subjective feeling of belonging. So to Holzer[11] the place is the fundamental basis for human existence. This is where the dynamics of existence is possible.

To Tuan[12] the place is the recognition of space and endowed with value. This value is assigned by the subjects that are part of it by assigning meanings and giving new meaning: place and space are familiar terms that indicate common experiences. We live in space. No place to another building on the lot. Great Plains give the feeling of spaciousness. The place is safe and the space is freedom: we are connected to the first and wish each other. There is no place like home. What is home? It is the old house, the old neighborhood, the old town or the country (...).[12]

Relph already cited Holzer[12] say that the place is the center where they experienced the most significant events of our existence. It is, therefore, of a historic building. The geographer Milton Santos[13] when speaking of the place and the daily comments that: In fact, globalization is also rediscover the corporeality. The world of fluidity, the vertigo of speed, the frequency of the displacements and the banality of the movement and of allusions to places and distant things, reveal by contrast, in the human being, the body as a material sense-certainty, before a difficult universe seize (...).

We can see that these thousand seats, in a way, are covered by these place settings proposed by these authors. The difference is that as the number of seats is large, these become ephemeral, especially for young people who seek, increasingly, other discoveries.

The identity, identities or roles assumed by youth nowadays can be connected to the place of coexistence of these young people. For it is in these places, subjective or objective, which acquire cultural attributes. This statement is possible from the view presented by Castells[14]: With respect to social actors understand why identity the meanings construction process based on a cultural attribute, or a set of cultural attributes interrelated, the (s) which one (s) prevails (m) on other sources. For a given individual or a collective actor, there may be multiple.

What we see from reading the author cited is the presence of a thousand places in the formation of these multiple identities. Thus, the dynamics of the metropolis can be considered as one of the main factors of this identity fragmentation or even identity exchange.

Another factor that has influenced the construction of identities are social media[15]. However we note that social media are a reflection of the metropolis, because the message exchanges always involve the daily lives of the subjects in the metropolis. These social media discussions revolve around the events and the living out of it. There is talk of parties that have happened or will happen, visits to shopping malls, happy hour bars, traffic problems, practiced readings, is commercialized products, religion, politics and finally shares up phrases and figures that express a line thinking about some issue or even jokes.

From these shares, conversations subjects express opinions. These, in turn, are tanned, commented or shared by those who identify with the foregoing promoting an interaction between subjects. This interaction contributes to the formation of identities[1]. This discussion about the interactions promoted by social media leads us to create the assumption that they synthesize the metropolis in every way. In them the young can be in a thousand places of the metropolis.

It has been stated much the readings on post-modernity that the Internet has created new forms of sociability and meetings in squares or face living are declining. Now when we walk by social media see more comments from a dynamic coexistence whether family or groups of friends that take place outside the Internet. The media often serve to make appointments or show that it was somewhere. So that young people identify with the Internet and social media. There they find their place, their belonging space, where even you can read and speak readings.

We have seen that the concept of place is closely linked to the feeling of belonging. Usually belong to something that is intimate subject and you can not close a lot of things to be both. On the contrary, the characteristic of the metropolis is to be much: many places, many identities, lots of information. fluidity of space, no place, as pointed[10].

In the middle, or center, this discussion is youth, that is, a set of subjects in the learning phase and construction of their identities. And all these changes depend on the socio-spatial relationships established by young people. These relations have a very important element: the reading practices. The written culture is one element of this relationship that contributes to the formation of youth, because it is through it that learning is possible.

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So it becomes necessary to discuss the reading practices relating them to the place and the metropolis. For this, we start from the main research on reading in Brazil, since, although a quantitative research, we can from it, raise some qualitative aspects when analyzing the map of your results.

III. Youth, Metropolis and Reading: Reading Pictures Research in Brazil

Reading in our times, it has always been seen as an instrument of access to information, knowledge and learning. It is from the reading practices that subjects become enlightened so that they can even reflect critically on society.

The formation of readers should begin at home, and parents or guardians the first to mediate such practices at home. However, this is not always possible in Brazil because access to reading, especially books is still precarious in the country. Even if we speak of access to written through the Internet, it should be noted always be a charge for this use has not always and not all have access to such technology.

In addition to the related access problems, we also have another hinder actions: Reading practices: the concept of reading and reader present in the discourse of both the teaching staff of schools and universities and the critical reading[16]. For Santos[16] this concept is linked to a supposed "quality" of the object written, and probably will be given as a reader who read the great classics. Already those who read comic books, paperback books, these are not readers[20]. However, authors such as Goulemot[17]; Dumont[18] and Abreu[19] make it clear that to be valid, the reading must produce sense, regardless of the type of reading practiced by the subject. The authors then, as Chartier[20] defend the freedom of the reader, as to leave him free to choose and interpret new reading horizons are then created.

In all this discussion of reading and not reading, a group of subjects are brought to trial: the young. These are immediately denounced by the supposed lack of reading practice even reading other different texts of the book or particular book proposed by the school canon. In this study, we do not judge or create a quantitative scale of the readings taken or not by young people, but demonstrated to be a certain inconsistency in reader conceptualize and reading and show that no practice is more to the issue of the difficulty of access than the taste or not like itself.

Importantly, to discuss youth-themed metropolis and reading the latest survey "Retratos da Leitura no Brasil" published in 2016[4]. Research shows a map that tries to reflect the reality of reading practices by Brazilians.

The data show that there are important points which help us understand the issue of reading practices. Despite the research have the scale Brazil, we can assume that the results reflect the differences between those who live in the interior and in the metropolis. Similarly, the reading practices, as shown in research is also linked to purchasing power and the level of education of the respondents.

The downside of research "Retratos da Leitura no Brasil"[4] we can highlight the first question that defines who is or is not a reader. The research is considered reader who read all or part of a book in the last three months. This definition player was criticized by Chartier[3] in an interview granted in Brazil in 2012[3]. For him, it can not, at present, considered as a reader only one who read the book, especially with the advent of the Internet. When considering the book as unique reading instrument we may incur in Abreu[19] considers reading prejudices. Even more than his own research reveals that respondents cite as reading preferences magazines and newspapers first and other readings such as the Internet.

However, the research we realized that reading practices, in addition to the book object, are cited and important to reflect how these other practices may interfere or not the results presented and to challenge them. One example of reading practices that should be taken into consideration is the own virtual space. In this space, youth create their seats, where the reading practices happen.

Research shows that access to the Internet is higher among young people, since the scale there is a higher percentage of young readers than not readers, differing from other age groups. It is noticed that the higher the level of youth education, the higher the percentage of subjects declared readers.

There are questions around the reading practices carried out on the Internet, seen as fragmented and without reading deepening. However, if we reflect on the dynamics of the metropolis we will realize that the virtual environment is a reflection of the metropolis; too fragmented because of all those elements that characterize it and we have already quoted in the previous topic. As a kind of combustion realities, is itself the metropolis become a place of thousand seats, consisting of a social diversity by which capture social classes of shares, a number of territoriality, fragmented identities of youth, as well as groups that converge in function cult of components, etc[8].

Although this fragmentation in the metropolis, the "Pesquisa Retratos da Leitura no Brasil" Research shows, proportionally, a population of greater readers than readers not for those who live in the capital.

The research not qualitatively analyzes because of this result. However we can assume that is the capital

[3] It is emphasized that he was referring to the time just reading portraits research published in 2011. However, the concept of reading in 2016 remained the same.

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that has more access to bookstores and libraries. It is in the capital that Internet access is more common, especially for public spaces account where you can access them for free.

Another detail that draws attention due to the fact that the more populous municipality there proportionally more readers. This result also assume, is linked to access to libraries and bookstores. Importantly, this analysis of the research "Retratos"[4] made so far, the dynamics of the space has a lot of influence in the formation of readers. As space is regionalised and in it are built places prone to reading practices, more readers are formed.

These places should be spaces of belonging. Which would refer to the discussion of the neighborhood as the immediate space of life the finest daily relations - neighborly relations the go shopping, walking, meeting the known, the ball game, the games, the recognized route of a practice experienced / recognized in small everyday actions and apparently senseless that create deep ties of identity, local, local, local-place[10].

Belonging to the spaces created within a metropolis should be those that are part of everyday life. Our experiences have shown, as well as the cited research itself, which libraries, bookstores, shelves of books, newspapers, magazines and Internet in places such as bus terminals, airports, near the subway station, suburbs, or in formal settings[4]or informal reading has great power to attract the public by just being of their belonging space, their "place". The residence is the place that appears first. And as reading, as the survey revealed, it is associated with income and education level, as the main way of acquiring books is the purchase, which is not possible at all.

Even if the research is only considering the book as a definition for the reader, we realize that access to other readings occur via payment. In the case of the Internet, you need the computer and pay for access. From this perspective, we realize that the construction of the reader or the reading taste is linked to access to the readings. Accuses the young or citizens in general do not like reading, but as like something that has no access?

If we analyze the trends in the reading practices raised by research we will see, with regard to youth, that this age group is responsible for increased access to the Internet today. Thus, it is worth analyzing the readings practiced in this environment and try to understand that other readings are taken out of the virtual space and what is the place in the metropolis of practices and types of reading.

In Diniz[21] the author conducted a survey on the evidence read by university students of the Federal Institute Goiás, Goiás, Brazil practiced in social media. Research has shown that social media influence the readings of the students, but there is still a shy but positive movement. According to him, teachers and other servers of the institution should participate effectively in these environments, combining social media to the academic context, providing thus new perspectives of teaching and learning, or are you, readings.

IV. Final Considerations

The purpose of this text was to carry out a reflection on the reading practices carried out by young people from reading portraits research in Brazil edition of 2016. In this sense, perceive, despite the appearance a bit pessimistic of the research, there is youth interest by reading. Maybe not this reading of the reader concept adopted by research, but in a more plural reading other types of texts other than books.

Therefore, we set out in search of a concept of youth even though we understand it is important to stress the need for youth concept deepening today beyond what is proposed by the World Health Organization. We may even have to refer to established age (between 15 and 24), but we need to know better this young, their daily lives and the way he builds his identity.

Nowadays with the complexity of the metropolis, mainly due to the globalization, they have formed a thousand places as analyzed in the previous topic. This complexity interferes with the formation and the socio-spatial relations of youth.

When we analyze the issue of reading practices, youth and metropolis and resort to search for "Retratos da Leitura no Brasil" we can strengthen some assumptions, especially that the reading practices are closely linked to a socio-spatial dynamics of the metropolis, can this dynamic interfere reading practices in the negative or positive way.

In this sense we could see some issues: we can assume that there reading practices among young people[5]. Finally, not the practices associated with the concept of reading given by survey "Retratos" and much less by the school but readings canons that are practical in areas belonging to the places frequented by youth. These places can be formal or informal spaces.

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[4] We call formal reading spaces: libraries, bookstores, schools. Informal spaces squares, buses, bus stops etc.

[5] The article received financial support from CAPES.

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Mentoring Uncertified Teachers in Guyana

By Keitha-Gail Martin-Kerr

Abstract- In 2022, Guyana's Ministry of Education began a teacher licensing system highlighting the need for continuous development. Teacher quality is a challenge in many developing countries. The research question that guided this study was: how does a customized professional development intensive mentoring program influence the preparation of uncertified teachers in Guyana as it relates to their lack of pedagogical, content knowledge, and classroom management skills? Data were collected and analyzed using the Delphi Technique, a group decision-making method, to reach a consensus that identified what a customized professional development solution for uncertified teachers in two high schools in Guyana entailed, specifically an intensive mentoring intervention. Results from this study showed that a customized professional development intensive mentoring training program could be beneficial for uncertified teachers in Guyana. The findings implied the presence of collaboration, support, and collegially sharing ideas and strategies that address evidence-based teaching practices.

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Mentoring Uncertified Teachers in Guyana

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Abstract- In 2022, Guyana's Ministry of Education began a teacher licensing system highlighting the need for continuous development. Teacher quality is a challenge in many developing countries. The research question that guided this study was: how does a customized professional development intensive mentoring program influence the preparation of uncertified teachers in Guyana as it relates to their lack of pedagogical, content knowledge, and classroom management skills? Data were collected and analyzed using the Delphi Technique, a group decision-making method, to reach a consensus that identified what a customized professional development solution for uncertified teachers in two high schools in Guyana entailed, specifically an intensive mentoring intervention. Results from this study showed that a customized professional development intensive mentoring training program could be beneficial for uncertified teachers in Guyana. The findings implied the presence of collaboration, support, and collegially sharing ideas and strategies that address evidence-based teaching practices.

I. Introduction

The success of the education system of any country depends on its having certified classroom teachers to deliver superior instruction to our students (Burton, 2005). However, some developing countries' circumstances are such that, more often than not, educators are uncertified and do not possess the requisite skills to promote quality education (Brown, 2000; Cook, 2012; Robinson, 2017). When a nation's education system lacks certified teachers who do not possess effective pedagogical, content knowledge, and adequate classroom management capabilities, it impairs the learning power of students (Karhus, 2010). Research has shown that teachers with formal training in instructional delivery and classroom management skills produce higher education benchmarks for students rather than uncertified teachers who lack this training (Gatbonton, 2008). Therefore, this study examined the implications of uncertified teachers in two secondary schools in Guyana and recommended more viable solutions. Some of the implications for student learning associated with having uncertified teachers have included teachers being ill-prepared as they lack training in pedagogical, content knowledge, and classroom management skills (Sterling & Frazier, 2011). Among those problems studied, this research aligns with the international literature where scholars identified some core effects that included slower academic progress in students (Darling-Hammond, Holtzman, Gatlin & Heilig, 2005); higher incidences of disruptive behavior in the classroom (Schussler, 2009; Marzano & Marzano, 2003); uncertified teachers had higher stress levels (Darling-Hammond, et al., 2005), and they lacked preparedness that caused lower test scores on in-house and mandatory examinations (Neild & Farley-Ripple, 2008).

Further, the difficulties associated with uncertified teachers caused rippling effects on other sectors of the country. Many developing nations are facing similar difficulties; the focus of this study was Guyana (Brown, 2000; Cook, 2012, Limbong & Lumbantoruan, 2022; Robinson, 2017). The researchers used the Delphi Technique, a group decision-making method, to develop a customized professional development solution to enhance the uncertified teachers' pedagogical, content knowledge, and classroom management skills. The findings from this research will add to the body of knowledge on one way to mentor uncertified teachers in developing countries.

II. Literature Review

This study seeks to answer the research questions: how does a customized professional development intensive mentoring program influence the preparation of uncertified teachers in Guyana as it relates to their lack of pedagogical, content knowledge, and classroom managementskills? Research has shown that undesirable student's academic performance has been the result of uncertified teachers who lacked pedagogical, content knowledge, and classroom management skills and who were unable to deliver quality instruction (Billingsley, 2004; Darling-Hammond et al., 2005; Henevald & Craig, 1996; Leu, 2005, 2004; O'Dwyer, Carey & Kleiman, 2007). The literature review for this study was brief but very diverse, multifaceted, and extensive. We begin with a short discussion of uncertified teachers in the classrooms, followed by describing the importance of mentoring in the field of education; next, we discussed teacher mentoring programs and teacher mentoring strategies and professional development to intentionally shed light on how a customized professional development intensive mentoring program might influence the preparation of uncertified teachers in Guyana.

a) *Uncertified Teachers in the Classrooms*

According to Abosi (2007), the term uncertified teachers is defined as teachers called into the teaching profession before they have fully developed pedagogical skills, curriculum knowledge of specific subject areas, and classroom management skills needed to address various behavioral issues. After

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researching, Abosi (2007) concluded that uncertified teachers could not manage their classes and proficiently execute a lesson efficiently. In the context of this study, uncertified teachers are synonymous with pre-trained teachers who had not gone through the country's teacher training program. In contrast, certified teachers have completed the country's two-year associate degree program and received a teacher training certification. The results of a qualitativestudy by Darling-Hammond, Holtzman, Gatlin, and Heilig (2005), indicated a positive correlation between certified teachers and students' learning outcomes. In another study, students in classrooms with uncertified teachers showed very little or no academic progress, and uncertified teachers reported a high level of student behavior referral (Schussler, 2009). This suggests the need for more support for uncertified teachers. Schussler (2009) concluded uncertified teachers lacking pedagogical skills, content knowledge, and classroom management skills had monumental damaging consequences on student learning and achievement, as well as the teacher's ability to teach effectively. Therefore, having a cadre of highly qualified and trained teachers was the solution (Leu, 2005). In the 2008 - 2009 school year, 36 % of the total 8,683 classroom teachers in Guyana entered the profession without the necessary teacher education and training (Guyana Ministry of Education, 2012). Based on the Statutory Teaching Service Commission in Guyana, a teacher must complete a trained teacher Diploma or Certificate before an appointment as a teacher is made by this Commission. According to the Minister of Education, only 77% of primary education teachers are trained/certified today (Kaieteur News, 2015). Since many of the teachers in Guyana are uncertified, mentoring might be a viable solution to help them gain the knowledge and skills they need.

b) Importance of Mentoring in the Field of Education

In the field of education, experts have argued that supporting uncertified teachers with various teacher mentoring interventions can enhance teacher quality, job satisfaction, quality delivery of classroom instruction, and students' classroom behavior and academic performance (Achenstein & Athanases, 2006; Smith & Ingersoll, 2004) promoting overall professional, psychological, and personal growth and development of all involved. In the context of this study, mentoring is defined as a support program that provides uncertified classroom teachers with various opportunities for learning which enhance their practical professional knowledge in the classroom. Intervention is defined as a strategy used to teach new skills to uncertified teachers; hence, mentoring is an intervention strategy.

Across the United States of America today, the focus of education policymakers and reformers is to close the achievement gap through the provision of highly qualified teachers and equitable distribution of educational resources (Eckert, 2013; Mestry, 2019). To accomplish thisambitious target, every State Education Department, through the *No Child Left Behind Act of 2001* (NCLB) is mandated to have a certified teacher for every classroom across that state. This federal law pressured states and school systems across America to investigate, identify, and implement strategies and programs to improve teacher quality, student achievement and lower behavioral referrals. Similar standards might be set in place for Guyana (Guyana - Ministry of Education, 2012). Uncertified teachers are expected to execute their teaching and classroom responsibilities similarly to their more experienced counterparts (Sterling & Frazier, 2011) with limited support from school administrators or other school personnel. Researchers (Daresh, 2003; Swaminathan & Reed, 2020) noted that uncertified teachers are expected to perform at thesame skill level as seasoned and experienced teachers. Due to these expectations, uncertified teachers might benefit from specialized or customized intensive mentoring professional development support to move along the continuum from being an uncertified teacher to a fully-fledged certified teacher capable of performing the duties and functions of a certified teacher. To this end, a customized professional development (intensive mentoring) intervention might help the uncertified teacher achieve competent and effective classroom skills that will enhance organization, time management, interpersonal skills, delivery of quality instruction, improve students' academic performance, and lowering behavior incidences (Achenstein & Athanases, 2006). The benefits include capable and competent teachers, improved uncertified teachers' self-esteem, teachers who are highly motivated and less frustrated and disillusioned, and lastly, mentoring can result in higher productivity (Daresh, 2003).

c) Teacher Mentoring Programs

Uncertified classroom teachers bring with them a great sense of enthusiasm when they enter the teaching profession. However, a short time later, the demands for being a competent teacher and a lack of classroom support cause these uncertified teachers to soon experience frustration and isolation (Brennan, Thames, & Roberts, 1999; Brown & Wynn, 2009; Provasnik & Dorfman, 2005). A resource or tool that has been found to be useful in reducing the frustration and isolation experienced by uncertified teachers and aiding in producing competent classroom teachers is teacher mentoring intervention (Shernoff et al., 2011).

With a severe shortage of certified teachers and a growing demand for the employment of certified and highly qualified classroom teachers, a customized professional development teachermentoring intervention is one tool to alleviate this situation (Ingersoll, 2002).

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Teacher mentoring programs provide uncertified classroom teachers with various opportunities for contextualized learning or workplace learning which enhance their practical professional knowledge in the classroom (Shernoff et al., 2011). Mentoring uncertified teachers during their early years in the teaching profession is crucial to their professional development and might yield long-term benefits such as improved instructional, pedagogical, and classroom management skills (Oliver, Conney, & Maor, 2009). Teacher mentoring intervention provides a collegial relationship that is based on providing encouragement, confidence building, constructive comments, openness, trust, respect, and the willingness to learn (Dymock, 1999; Mutchler et al., 2000; Strong, 2005). Additionally, teacher mentoring intervention includes uncertified teachers regularly interacting with mentors, discussing evidence of student learning - by looking at students' work, and developing strategies to strengthen the uncertified teachers' instructions and learning environments in collaboration with the mentor (Shernoff et al., 2011; Sterling & Frazier, 2011). Carefully designed teacher mentoring programs can support uncertified classroom teachers, enhancing their pedagogical content and classroom management skills.

The objective of mentoring programs for uncertified teachers is to have the uncertified classroom teachers and mentors collaborate and develop appropriate, workable pedagogical content knowledge and classroom management skills (Sterling & Frazier, 2010; Sterling & Frazier, 2011). A supportive school environment and climate can significantly impact the mentoring experience of uncertified classroom teachers. Mentors would assess the mentees' teaching skills, and where mentees have strengths, the mentors would build on these strengths. As uncertified teachers acquired new pedagogical, content knowledge, and classroom management skills, their instructional and classroom management skills enhanced (Kane & Fontaine, 2008; Solomon, 2009; Zigo & Derrico, 2009). If uncertified classroom teachers are satisfied with their pedagogical, content knowledge, and classroom management skills, there areseveral positive outcomes, such as a reduction of attrition, enhancement of collegiality, effective communication with colleagues, students, and parents, and improved job performance (Boreen, Johnson, Niday, & Potts, 2009; Faucette & Nugent, 2012; Kane & Fontaine, 2008; Solomon, 2009; Zigo & Derrico, 2009).

During individual coaching sessions, mentors help uncertified teachers set professional goals, create lessons plan for rigorous classroom instruction (aligned with key learning standards), analyze student work, and reflect on student progress (Moir, 2009). In addition, the mentor may also teach or model a lesson while the uncertified high school teacher observes (Darling-Hammond, 2003; Faucette & Nugent, 2012). From these experiences, uncertified classroom teachers would learn to develop their teaching and classroom management skills based on what they observe. They would then utilize the strategies observed by the mentor when they are placed in the classroom, where they will adapt what they have learned and blend those lessons with their teaching and experiences to form their unique classroom management style (Moir, 2009). Additionally, uncertified high school teachers' content knowledge and pedagogy can be strengthened through collaboration and dialogue. Through collaboration, the uncertified classroom teachers utilized the strategies of their colleagues to improve their confidence and teaching skills and solve teaching-relating problems in their respective classrooms (Sterling & Frazier, 2011; Fenzel, Dean, & Darden, 2014). These are a few benefits of teacher mentoring programs and how they might support uncertified teachers.

d) Teacher Mentoring Strategies and Professional Development

Teacher mentoring and professional development strategies for uncertified classroom teachers are centered on a process that involved the introduction, illustration, and application of targeted practice and evaluation of their experiences. Afterward, uncertified teachers and mentors reflect on the mastery of the targeted practice to promote informed understanding and to decide on the next step in the learning process to further develop a deeper understanding, use, and mastery of targeted practice (Trivette, Raab & Dunst, 2012). Teacher mentoring strategies can help uncertified and certified teachers become competent classroom teachers. These strategies might include oral and written summaries of key points made throughout the lesson, the Know/Want-to-Know/Learned (KWL) Chart, teachers setting clear expectations for students, and clearly defined consequences for inappropriate behaviors (Glasgow & Hicks, 2009). These and other teacher mentoring strategies can aid in the enhancement of uncertified teachers' pedagogical, content knowledge, and classroom management skills. Boreen et al., (2009) supported the idea that teacher mentoring strategies can have a positive impact on student learning, behavior, and uncertified teachers' teaching skills and experience.

Regarding the classroom environment, Glasgow and Hicks (2009) identified strategies to help uncertified classroom teachers organize and set up their classrooms. They believed mentors should guide the uncertified teacher in developing their classroom management skills based on the schools' district and management plan. Mentors working with mentees can provide opportunities for mentors and mentees to plan the first day and week of school activities together (Glasgow & Hicks, 2009). To accomplish this task, mentees are invited to visit their mentors' classroom and

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observe how they arrange their classroom; executes lesson while integrating classroom management techniques and appropriate instructional technology (Sterling & Frazier, 2011; Fenzel, Dean, & Darden, 2014). During these inter-visitations, the uncertified teacher getsthe opportunity to observe how mentors are managing their classroom environment, time, and discipline. Mentors are also invited to visit the uncertified teachers' classrooms to observe their planning and execution of lessons (Glasgow & Hicks, 2009). Following these visits, the mentors and uncertified teachers meet to discuss both the positive and negative aspects of the lesson and the mentees' teaching skills (Glasgow & Hicks, 2009; Sterling & Frazier, 2011; Fenzel et al., 2014). During the meetings between the mentors and the uncertified teachers, several issues are addressed, such as best teaching practices and how these best practices can be incorporated into the execution of lessons (Sterling & Frazier, 2011).

Lastly, the mentors might listen to any concerns the uncertified classroom teacher may have and discuss those concerns without being judgmental of the teachers' teaching skills (Glasgow & Hicks, 2009). After the development of classroom management skills, the emphasis can shift to the development of teaching techniques (Richards, 2010). Providing uncertified high school classroom teachers with real-life teaching experiences or opportunities through the utilization of teacher mentoring and professional development strategies can have profound consequences on their classroom teaching skills. Uncertified classroom teachers' instructional practices would be enhanced; students' behavioral referrals would be minimized and allow for a higher degree of classroom teaching and student learning opportunities. Through ongoing teacher mentoring and professional development, mentors are constantly demonstrating the targeted strategy. By so doing, the uncertified teachers would become well-versed in these strategies to enhance their pedagogical, content knowledge, and classroom management skills (Sterling & Frazier, 2011; Fenzel et al., 2014). The results of practicing these strategies are improved students' academic performance and decreased behavioral referrals. After becoming well-versed in the targeted teaching strategies, the uncertified teachers reflect on their mastery of the targetedpractice, such as looking at samples of students' work produced from the lesson taught, discussing and reflecting on students' successes and failures to promote greater informed understanding when another lesson is presented. Following the reflection, mentors and uncertified teachers use the knowledge garnered through teacher mentoring strategies from the targeted classroom practice to make decisions on the next step in the learning process to better their teaching practice and meet the academic needs of the students. Mentoring strategies can help uncertified teachers develop many pedagogical skills they need to succeed in the classroom.

III. Research Site and Method

Guyana is located on the northeastern coast of South America and has a population of 747,884 (Guyana Statistical Bureau, 2014). At the time of this research in 2015, the only public access data available was the 2011-2012 school data. Guyana had 426 secondary or high schools (Guyana Ministry of Education, 2012). The number of public school teachers who were employed by the Ministry of Education during 2011 - 2012 was 15,746. Among those, 12,124 were certified, while 3,622 teachers were uncertified, representing 23% of the teachingpopulation who lacked formal training.

Consequently, Guyana has faced many of the challenges associated with uncertified teachers. As mentioned previously, the term uncertified teacher is defined as a teacher called intothe teaching profession before having fully developed pedagogical skills, curriculum knowledge of specific subject areas, and classroom management skills needed to address various behavioralissues (Abosi, 2007). In the context of this study, uncertified teachers are synonymous with pre-trained teachers who had not gone through the country's teacher training program. In contrast, certified teachers have completed the country's two-year associate degree program and received a teacher training certification. It must be noted that many certified teachers have not fully developed the pedagogical skills, curriculum knowledge of specific subject areas, and classroom management skills needed to address various behavioral issues, as this might come with years of experience in the classroom.

Delphi Technique was used to conduct this research. The Delphi Technique is a qualitative research method using systematic solicitation and collection of judgments on a particular topic through a set of carefully designed sequential questionnaires interspersed with summarized information and feedback of opinions derived from earlier responses (Wiersma & Jurs 2009). The Delphi Technique was used to identify elements and practices for the professional training strategy or intensive mentoring intervention. Intensive mentoring refers to the continuous support of uncertified teachers (Stanulis & Floden, 2009). The decision to use theDelphi Technique was viewed as the most appropriate qualitative data-gathering approach to collect data regarding elements to be included in a customized professional development program. Using Delphi Technique had the promise to convey richness and intensity of detail in a way that quantitative research could not provide for the phenomenon being studied (Mason, Augustyn, & Seakhoa-King, 2010).

The Delphi Technique was selected as the most appropriate research method for this study for five main

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reasons (a) it provided a greater understanding in answering the research question; (b) educational outcomes from research studies could be multifaceted, so Delphi Technique provided more thoughtful explanations; (c) it provided anonymity to respondents; (d) it provided a controlled feedback process; and (e) it provided the suitability of a variety of techniques to interpret the data (Hsu & Sandford, 2007). Using the Delphi Technique, data were captured from a targeted sample of education professionals. Participants served as Delphi members, comprising eight uncertified and four certified high school teachers, two principals, and two senior officers from the Central Ministry of Guyana. The Delphi panel of reviewers had a vested interest in the customized intensive mentoring professional development program. The qualitative data gathered through the use of the Delphi Technique comprised three rounds of questioning and feedback from the Delphi panel members over six weeks. It was the most appropriate method for addressing the purpose of this study, as participants were vested in supporting uncertified teachers to develop the pedagogical and content skills need to be more successful in the classroom.

IV. Findings

The findings for the study were presented after the administration of three rounds or iterations of questionnaires by the researchers using Delphi panel of experts as respondents. The Delphi panel participants' opinions, experiences, and ideas were based on their knowledge, roles, and responsibilities on the issues researched. The researchers used the responses of the 16 Delphi panel members to answer the sample questions from the interview guide protocol and pre-round teaching practices questionnaire (see Appendix A) to develop the pre-round classroom observation questions, leading to the first round questions (see Appendix B). Participants' responses provided an extensive range of data. Data were gathered and analyzed from the opened-ended responses from the Delphi panel members to each question asked during the interviews. The themes that emerged from the data were then associated with the research question: how does a customized professional development intensive mentoring program influence the preparation of uncertified teachers in Guyana as it relates to their lack of pedagogical, content knowledge, and classroom management skills?

a) Themes associated with the interview and pre-round Teaching Practices Questions

Based on the 16 Delphi panel members' responses to the questions for the interview guide protocol and pre-round teaching practice sample questions - five distinct themes emerged:

(a) Instructional strategies improve the quality of uncertified classroom teachers' instruction; (b) Content knowledge provided the mentee teachers with various opportunities to improve their content knowledge teaching skills and the delivery of quality classroom instruction, and (c) Classroom management skills strengthened the mentee's classroom management skills and hence the delivery of quality classroom instruction (d) School administration providing clear and precise teaching expectations for mentees would influence mentees' teaching skills; and (e) Uncertified teachers, mentees, showed confidence in executing classroom activities when supported by individuals who have vital roles and responsibilities in the mentoring process. These emergent themes were directly related to the broad research question: How does a customized professional development intensive mentoring training program influence the preparation of uncertified teachers?

b) Themes associated with the Customized Intensive Mentoring

All eight uncertified classroom teachers (UCT) identified pedagogical content knowledge and classroom management strategies demonstrated during the mentoring sessions as helpful in executing a lesson. All eight UCTs noted that with the training, they experienced no difficulties incorporating these demonstrated strategies during the execution of lessons. Additionally, excerpts from the UCTs further suggested the challenges experienced while working with classroom students stemmed from inadequate reading skills, poor class attendance, incomplete class, and homework. Summarizing the responses, the results indicated that UCTs required extensive classroom support from mentors, principals, and senior education officers to enhance their classroom teaching skills.

c) General Results from the Questionnaire

Questionnaires for round one iteration included four open-ended questions that addressed the research question. Three of the four open-ended questions provided two instructional strategies that aided uncertified teachers' pedagogical, content knowledge, and classroom management skills. Fourteen of the 16 Delphi panel members ranked careful planning and collaboration with mentees during modeling helped build their confidence and enhanced their teaching skills. This emergent theme was directly related to the broad research question: How does a customized professional development intensive mentoring training program influence the preparation of uncertified teachers?

The Delphi panel members explained that constantly practicing the content knowledge strategies and giving immediate feedback helped to develop strong content knowledge. Hence, students' classroom

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behavioral issues were minimized because they actively engaged in challenging classroom activities. In sum, the 16 Delphi panel members' responses to the three demonstrated strategies (pedagogical, content knowledge, and classroom management skills), the results indicated that intensive mentoring could enhance the training and preparation of uncertified teachers. Throughout the mentoring process, UCTs learned classroom practices and felt that none of the demonstrated strategies were difficult to adapt during the execution of lessons.

V. Discussion

The findings of this study support the literature that mentoring uncertified classroom teachers have a proven positive influence on teachers' pedagogical, content knowledge, and classroom management skills (Sterling & Frazier, 2011; Darling-Hammond, Berry & Thoreson, 2001, Fenzel, Dean & Darden, 2014). Literature reflects that many developing countries face challenges with having uncertified teachers as the teacher of register in the classroom (Brown, 2000; Cook, 2012; Robinson, 2017); therefore, the results of this study might apply to other jurisdictions. These results also corroborated the effectiveness of teacher mentoring on lowering students' behavioral referrals, and have helped to categorize specific pedagogical skills, curriculum knowledge, and classroom management skills that were effective and can be a part of a national teacher mentoring program (Rogers et al., 2010; Hudson et al., 2011).

Based upon the evaluation of the results, findings from this study have supported the fact that: (a) Classroom teachers and school administration have identified classroom management as a critical issue affecting classroom teachers' delivery of quality instruction (Ford & Kea, 2009; Protheroe, 2006; Shawer, 2010.); (b) Good quality classroom management techniques can enhance the uncertified classroom teachers' pedagogical skills which would lead to meeting the needs of all students, and lowering students' behavioral referrals (Marzano et al., 2003); and (c) Mentorship helped to overcome the shortcomings of having an uncertified teacher in the classroom, thus reducing the level of teacher turnover in secondary schools in Guyana. As mentioned, uncertified classroom teachers have identified a lack of administrative support (Brown & Wynn, 2009) and poor classroom management skills as integral factors for leaving the teaching profession (Gonzalez, Brown & Slate, 2008).

Lastly, the data collected for this research study supported the current literature in terms of the research question on what it means to be a mentor and the benefits to the mentors in a mentoring relationship. The mentors felt that while they guided and supported the UCTs; they had the opportunity to improve or enhance their teaching skills. Future research needs to be conducted to better understand mentoring of uncertified teachers and the phenomenon of being mentored. For example, what are the lived experiences of uncertified teachers mentored by certified teachers? Research could be done using other methodologies, such as phenomenology or ethnography, to capture the richness and gain further insights into mentoring uncertified teachers.

VI. Conclusion

This study explored the issues facing uncertified classroom teachers in Guyana and developed a structured teacher mentoring program (a customized professional development intensive mentoring training program) to support UCTs. The customized professional development intensive mentoring training program was developed with the uncertified teachers in mind, making it a school-based program. The study examined the classroom mentoring support given to uncertified teachers from the perspectives of mentors (certified classroom teachers), school administration, senior education officers (curriculum specialist and regional education officer), and uncertified teachers.

The customized professional development intensive mentoring training program benefited not only the UCTs but the entire school community. As suggested by six of the eight UCTs, as they got better, the students benefitted from effective and quality classroom instructions that positively impacted their learning outcomes. The current research findings are relevant not only to Guyana but to other jurisdictions with uncertified teachers. Effective classroom teachers have the potential to transform schools, and with customized professional development, an intensive mentoring training program can contribute to the development of skillful and talented educators.

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Appendix A: Interview Guide Protocol and Pre-Round Teaching Practices

The purpose of the interview guide protocol and pre-round teaching practice questions is for theresearcher to gather data on the research participants' perspectives of their experiences during the teaching practice sessions.

To begin the interview, please answer these questions based on your role that is as a Mentee(Uncertified Classroom Teacher), Mentor (Certified Teacher), Principal or Curriculum and Instructional Specialist.

The researcher will then precede with the interview questions.

Q 1: "What instructional strategies or methods" did you find most helpful during the mentoringsessions?

Q 2: "What specific classroom management skills" did you find most helpful during thementoring sessions?

Q 3: Describe whether the pedagogical, content knowledge, and classroom management skills you learned from the professional development - intensive mentoring intervention resulted in increased student achievement.

Q 4: Describe whether the pedagogical, content knowledge, and classroom management skills you learned from the professional development - intensive mentoring intervention resulted in lowered behavioral incidences.

Q 5: Describe how the roles and responsibilities of those involved in the intensive mentoring intervention has influenced your pedagogical, content knowledge, and classroom management skills –resulted in increased student academic achievement and lowered behavior incidences.

Next Course of Action: Within the next week you will receive via email, a questionnaire that must be return within a week from receipt. This questionnaire will be use to develop round 1 questions for the study. Do you have any questions; if not, thank you for accepting to participatein this study.

Appendix B: First-Round Questionnaire

Note: This sample is based on results from hypothetical pre-round questionnaire; the intent is toillustrate what first round of the 3-Round Questionnaires may look like.

Keyterms: To answer questions below use these definitions of key terms to better understand the concept being discussed:

- *Pedagogical/instructional strategies:* Refers to the methodology or process of instruction, which focus on the teaching classroom teachers sound pedagogy skills toenhance their instructional skills and thus improves students' academic performance.
- *Content Knowledge Skills:* Content knowledge refers to the factual knowledge to becommunicated from the teacher to the student as it relates to each subject area.
- *Classroom Management Skills:* Classroom management skill is the term used todescribe practical methods for creating a positive learning environment, which encourages and establishes positive student achievement and behavior.

Directions: The questions for Round One are based on the pre-round data collected during interviews and observations. In the first three columns, you are asked to rank order each question by circling your choice (0 = Least; 1 = somewhat; 2 = VeryHelpful, and 3 = Most Helpful).

- *Difficulty:* How difficult is this task to perform/achieve to reach student success?
- *Importance:* How important is this task to achieve student success?
- *Frequency:* How frequent is this task performed to achieve student success?

Uncertified Teachers ONLY: You are asked to complete the last column by rating the helpfulnessof each item for enhancing your classroom teaching (0 = No Help, 1 = Somewhat Helpful, 2 = Very Helpful, and 3 = Most Helpful)

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At any time, you may use N/A for non-applicable, as appropriate.

1. In the pre-round interview and observations the following pedagogical/instructional strategies were provided by your mentor during the classroom observations. Circle the number that reflects your opinion of the row and column item.

	All Rank	All Rank	All Rank	Uncertified Teachers ONLY Rank
	Teaching Practice FICULTY	intensive mentoring PORTANCE	FREQUENCY	Helpfulness of this strategy to enhance your teaching
Provided oral and written (via overhead projector or chalk board) summaries of key point made throughout the lesson.	0 1 2 3	0 1 2 3	0 1 2	0 1 2 3
First mentor demonstrated, and then students followed with practical exercises.	1 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3

2. In the pre-round interview and observations the following content knowledge strategies were provided by your mentor during the classroom observations. Circle the number that reflects your opinion of the row and column item.

	All Rank	All Rank	All Rank	Uncertified Teachers ONLY Rank
	Teaching Practice FICULTY	intensive mentoring PORTANCE	FREQUENCY	Helpfulness of this strategy to enhance your teaching
Comparison Matrix (Recognizing Similarities and Differences) of the subject matter being taught. By explaining and modeling through out the lesson.	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3
The Know/Want-to Know/Learned (KWL) Chart guides students thinking to Activate Background Knowledge,	0 1 2 3	0 1 2 3	0 1 2 3	1 1 2 3

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Questioning, and Determining Importance of Content Knowledge.				

3. In the pre-round interview and observations the following classroom management strategies were provided by your mentor during the classroom observations. Circle the number that reflects your opinion of the row and column item.

	All Rank	All Rank	All Rank	Uncertified Teachers ONLY Rank
	Teaching Practice FICULTY	Intensive mentoring POR TANCE	FREQUENCY	Helpfulness of this strategy to enhance your teaching
Teacher provides positive classroom environment and demonstrates positive attitude.	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3
Teachers set clear expectations for students, and have clearly defined consequences for inappropriate behaviors.	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3

4. In the pre-round interview and observations the following roles and responsibilities of those involved in the intensive mentoring intervention were demonstrated by your principals, mentees, mentors, and Curriculum/ Instructional Specialist during the classroom observations. Circle the number that reflects your opinion of the row andcolumn item.

Roles and Responsibilities of Principals	All Rank	All Rank	All Rank	Uncertified Teachers ONLY Rank
	Teaching Practice FICULTY	intensive mentoring PORTANCE	FREQUENCY	Helpfulness of this strategy to enhance your teaching
Facilitating the development, Implementation and Evaluation of the School's Educational Programs and Goals.	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3

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Supports and Supervises Faculty and Staff.	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3

Roles and Responsibilities of Mentees	All Rank	All Rank	All Rank	Uncertified Teachers ONLY Rank
	Teaching Practice FICULTY	intensive mentoring PORTANCE	FREQUENCY	Helpfulness of this strategy to enhance your teaching
Classroom teachers being a Social Skills/Behavior Counselor to develop students' abilities related to optimal social skills, behavior and emotional intelligence.	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3
Classroom teachers being an academic coach, mentor, guide and instructor, specific skill development in Reading, Writing and Mathematics.	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3
Roles and Responsibilities of Mentors	**All Rank**	**All Rank**	**All Rank**	**Uncertified Teachers ONLY Rank**
	Teaching Practice FICULTY	intensive mentoring PORTANCE	FREQUENCY	Helpfulness of this strategy to enhance your teaching
Establish a trusting relationship with the uncertified teachers, by introducing and orienting the uncertified teachers to the school community.	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3
Providing support with lesson planning, modeling and feedback.	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3

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Roles and Responsibilities of Behavioraland Curriculum Specialists, and Regional Education Officer.	All Rank	All Rank	All Rank	Uncertified Teachers ONLY Rank
	Teaching Practice FICULTY	intensive mentoring PORTANCE	FREQUENCY	Helpfulness of this strategy to enhance your teaching
Supervises Curriculum Development and Implementation Through Modeling.	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3
Work Collaboratively with the Principals, Mentors, and Teachers to Improve Classroom Instruction.	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3

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Sociology of War as a New Task of Ukrainian Sociology

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Abstract- The events taking place in modern Ukraine actualize military issues. The future of Ukraine as a sovereign state depends on an objective assessment of the situation and the adequacy of its perception. The role of sociology as a science that focuses on understanding social reality, in our case - war, is essential in this aspect. Its consequences are felt not only for Ukraine, but also for the international community.

Direct observation of events taking place in Ukrainian realities forms an invaluable experience of the researcher. One of the features of sociology as a science is its research strategy: systematicity and complexity. With the aim of a comprehensive and systematic analysis of the Russian- Ukrainian war, the article offers a review of military issues through the prism of micro-, meso-, macro- and mega-level approaches.

Keywords: war, sociology of war, micro-, meso-, macro-and mega-level approaches of sociological analysis.

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Sociology of War as a New Task of Ukrainian Sociology

Lapan Tetiana Dmytrivna [α] & Khymovych Oksana Stepanivna [σ]

Abstract- The events taking place in modern Ukraine actualize military issues. The future of Ukraine as a sovereign state depends on an objective assessment of the situation and the adequacy of its perception. The role of sociology as a science that focuses on understanding social reality, in our case - war, is essential in this aspect. Its consequences are felt not only for Ukraine, but also for the international community.

Direct observation of events taking place in Ukrainian realities forms an invaluable experience of the researcher. One of the features of sociology as a science is its research strategy: systematicity and complexity. With the aim of a comprehensive and systematic analysis of the Russian-Ukrainian war, the article offers a review of military issues through the prism of micro-, meso-, macro- and mega-level approaches. The research vector outlined by the authors can be traced in those empirical studies that have been implemented in Ukraine since the beginning of the large-scale invasion of Russia. In particular, we are talking about a number of studies conducted by such research agencies as the sociological group "Rating", Info Sapiens, KIIS, Ukrainian Center for Economic and Political Research named after O. Razumkov, Factum Group Ukraine, etc.

The article concludes that most of the research conducted in Ukraine during the large-scale invasion of russia reveals certain aspects of the problems of the war; mainly aimed at situational and point determination of the situation, rather than at its systematic, comprehensive study. It is noted that there is a lack of qualitative sociological research, which would enable a more thorough analysis of the given problem with the aim of further theoretical generalizations and constructs.

Keywords: war, sociology of war, micro-, meso-, macro- and mega-level approaches of sociological analysis.

I. Introduction

Today, more than ever, the study of military issues is relevant not only among the military, but also among civilian researchers (scientists). Despite the fact that war as a social phenomenon is as old as human society itself, the need for a thorough understanding of it has only recently become relevant for Ukrainian society.

The role and importance of military force in world politics, the political activity of many states and a certain part of non-state actors is not only not decreasing, but has a tendency to increase. At the same time, the nature of wars and armed conflicts undergoes significant changes - both in terms of their social and political circumstances, and in terms of the forms and methods of conducting armed struggle. For some time, after the end of the Second World War, most of the scientific research that dealt with this issue focused on the maintenance of peace, the humanization of the world community, the elimination and deterrence of war as a way of solving armed conflicts. The world's political, intellectual, social and religious leaders have directed their long-term efforts to prevent the recurrence of war on a global scale (in Europe in particular, which became the main theater of two world wars). Despite these efforts, the war on the European continent started again. Thus, wars not only do not lose their relevance, but also acquire new forms of "human" cruelty, evil, violence and aggression. And you should not indulge yourself with illusions that as society develops, its cultural and educational level increases, and people's well-being increases, relations between them will become more harmonious. This means that the sources of militarism are hidden not only in external threats to national security, but also exist in the social institutions themselves. The well-known saying of the ancient Roman historian Cornelius Nepotus is appropriate in this context: "If you want peace, prepare for war."

Throughout the independence of Ukraine, the sociological discourse of military issues was characterized by a certain marginality, due to various reasons[1]. We will mention only a few of them: low social demand for the study of military issues (before the beginning of the large-scale invasion of Russia); the prevalence of social technologies regarding the manipulation of public opinion that "it is possible to overcome any social problems, so long as there is no war in independent Ukraine"; lack of internal consolidation of sociologists regarding research vectors (sociology of war and sociology of the army) (Yakovenko, Grynchuk, 2015; Khobta, 2016; Kalagin, 2012). For the most part, sociological studies of military issues were conducted in Ukraine unsystematically (selectively, ad hoc, often situational and fragmented) and, unfortunately, insufficient. Separate aspects of the mentioned problems can be found in the scientific works

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[1] У незалежній Україні проведені соціологічні дослідження та теоретичні напрацювання стосувалися проблем дідівщини; закритих та інертних соціальних структур армії, які не дуже йшли на контакт із цивільними структурами; аналізувалися гендерні аспекти у війську і т.ін.

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of E. Afonin (formation of the army as a social institution; peculiarities of the social behavior of military personnel, etc.) (1994), O. Mazurika (modern trends in the reproduction of the army as a social institution) (2001), Yu. Kalagina (prerequisites and peculiarities of the institutionalization of the military contract service in Ukraine) (2008), Solnyshkina A. (peculiarities of the functioning of the military organization) (2009) and others.

The scientific tradition of sociological analysis of war and its consequences, as S. Khobta (2016, p. 126) rightly notes, is just beginning to take shape in domestic sociology. In particular, the understanding of the multivariability of war, its essence and characteristics, socio-political content, etc. are reflected in the works of such domestic scientists as I. Rushchenko (features of the Russian-Ukrainian hybrid war) (2015), A. Yakovenko (social consequences of the military conflict) (2014), S. Khobta (history of war research, war as an object of sociology) (2016), M. Trebin (theoretical and methodological aspects of war research; armed struggle in Ukraine in the context of modern trends in military affairs) (2014, 2015) and others.

Therefore, the lack of an established research tradition in the direction of the outlined problems is clearly visible already at the beginning of the large-scale intrusion.

The war that is being waged in Ukraine today, to some extent, expands the subject field for professional analysis in modern sociology. So, the question *arises as to what research vector is relevant for a sociologist in the context of war, what exactly serves as the subject of sociology's analysis.*

The scientific interest of domestic scientists in military issues is conditioned by the events unfolding in Ukraine since 2014 (first the military conflict in Donbas, the annexation of Crimea, and now the full-scale invasion of russia). Thus, the social reality forms an urgent task - to intensify the research of the specified problem from the perspective of sociology, which significantly enables a more thorough understanding of the essence and features of the modern Russian-Ukrainian war and forecasting its impact.

II. Research Results

Sociology as a science involves the understanding and analysis of social factors in various aspects of human activity. War is also the result of human activity, and therefore needs the attention of sociologists. The subject field of the sociology of war focuses on the causes of war, its nature (limited or total), the conditions for its deployment and support, the achievement of peace, consequences (immediate and distant), etc. It should be noted that the consequences of the war are not limited to the chronological framework of its conduct or the immediate results. Its consequences "mean the character of changes in the arrangement of socio-economic, political and spiritual forces between states and within them, resulting from military actions, losses incurred and the degree of realization of the goals of the warring parties. The historical role of this or that war must be evaluated by its consequences only within the framework of one era, since a new era also needs a new solution to the problem of war and peace" (Trebin, 2015, p. 33).

One of the features of sociology as a science is its research strategy: systematicity and complexity. For the purpose of a comprehensive and systematic analysis of the Russian-Ukrainian war, we propose to consider the military issues through the prism of micro-, meso-, macro- and mega-level approaches and to trace the research vector proposed by us in those empirical studies that are currently, since the beginning of the large-scale invasion of Russia, implemented in Ukraine.

As you know, the mega-level refers to the analysis of world society as a single global mega-system, its diversity, in particular, the peculiarities of the formation of international relations and the existence of supranational phenomena. In this "key", the sociology of war could analyze the following military issues: types of wars (hybrid, informational); phases of wars, their scale (short-term (blitzkrieg)/long-term); geopolitical attitudes regarding the issue of peace and war on the world stage; military violence; rules of warfare; the role of international institutions (including NATO and the EU) in deterring and preventing military threats; military and political challenges; issues of risks and international security under conditions of nuclear war; the issue of militarization/demilitarization of the world community; arms trade; international terrorism; aggression etc.

The problems of issues that have been actualized since the beginning of Russia's large-scale invasion of Ukraine, and which illuminate the main aspects of the mega-level of sociological analysis, are chronologically presented in Table 1[2].

[2] Соціологічні дослідження проблеми АТО-ООС були здійснені в Україні у період 2014-2021 рр.

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Table 1: The main aspects of the research issues from the beginning of the large-scale invasion of russia into Ukraine through the prism of the mega-level of sociological analysis

№	Research time frame	The main issues of the research and the companies that implemented it
1	1.03.2022	Assessment of the guilt of the peoples of Russia and Belarus (Sociological Group "Rating")
2	3-4.03.2022; 14-15.03.2022; 28-29.03.2022	Three waves of public opinion research during the war (attitudes towards the Russians, guilt of the russians, maintaining contacts with the Russians, support for putin's actions, evaluation of the government's actions, scenarios for the development of events) (Info Sapiens)
3	8-9.03.2022	Assessment of international support to Ukraine (Sociological Group "Rating")
4	12-13.03.2022	The fourth national survey of Ukrainians in war conditions (assessment of the situation, russia's intentions and reaction of Ukrainians, support for joining NATO) (Sociological Group "Rating")
5	18.03.2022	The fifth national survey: Ukraine in war conditions (assessment of confidence in victory, threats of crisis situations, attitude towards European countries, feasibility of negotiations with russia, creation of military alliances) (Sociological Group "Rating")
6	30-31.03.2022	Seventh nationwide survey: Ukraine in war conditions (assessment of the situation, confidence in victory, foreign policy sympathies) (Sociological Group "Rating")
7	10-18.04.2022	Omnibus (study of the attitude of Ukrainians and russians to each other: the opportunity to write to ordinary russians/Ukrainians, whatever they write, the guilt of the Russians in the invasion of Ukraine, sympathy for the citizens, support/non-support of the invasion of the territory of Ukraine, are ordinary citizens responsible for military operation in Ukraine) (Info Sapiens)
8	18-19.06.2022	Thirteenth national survey: foreign policy orientations (situation assessment, confidence in victory, attitude towards international leaders, foreign policy sympathies) (Sociological Group "Rating")
9	27-28.06. 2022	IRI survey: socio-political views (citizen attitudes (views of the future), international relations, geopolitical directions, assessment of power, negotiations, sources of information, economic issues, internal migration, personal influence (language issue)) (Sociological Group "Rating")
10	8-9.10.2022	Eighteenth nationwide survey: attitude of Ukrainians to foreign countries (assessment of the situation in the country, assessment of the nuclear threat, attitude to the countries of the EU, the USA and the East) (Sociological Group "Rating")
11	20-21.11.2022	Reconstruction of Ukraine and international aid (international aid in reconstruction, prevention of Russian aggression, attitude towards Germany) (Sociological Group "Rating")

Sources: Website Sociological Group "Rating", Site of the company Info Sapiens.[3]

[3] Оцінка провини народів Росії та Білорусі. *Рейтинг.* 03.03.2022. URL: https://ratinggroup.ua/research/ukraine/ocenka viny narodov rossii i belarusi_1_marta_2022.html Перша хвиля дослідження громадської думки під час війни. *Info Sapiens*. 09.03.2022. URL: https://sapiens.com.ua/ua/publication-single-page?id=201; Оцінка міжнародної підтримки України (8-9 березня 2022). Друга хвиля дослідження громадської думки під час війни. *Info Sapiens*. 15.03.2022. URL: https://sapiens.com.ua/publications/socpol-research/ 204/Present _war_15_03.pdf; Третя хвиля дослідження громадської думки під час війни. *Info Sapiens*. 30.03.2022. URL: https://sapiens.com.ua/ua/publica tion-single-page?id=212; Оцінка ситуації в Україні (8-9 березня 2022). *Рейтинг.* 10.03.2022. URL: https://ratinggroup.ua/ research/ ukraine/ ocenka_situacii_v_ukraine_8-9_marta_2022.html; Четверте загальнонаціональне опитування українців в умовах війни (12-13 березня 2022). *Рейтинг.* 15.03.2022. URL: https://ratinggroup.ua/files/ratinggroup/reg_files/rg_ua_1200_032022__v_press.pdf; П'яте загальнонаціональне опитування: Україна в умовах війни (18 березня 2022). *Рейтинг.* 20.03.2022 URL: https://ratinggroup.ua/research/ukraine/pyatyy_obschenacionalnyy_opros_ukraina_v_uslovi yah voyny_18_marta_2022.html; Сьоме загальнонаціональне опитування: Україна в умовах війни (30-31 березня 2022). *Рейтинг.* 05.04.2022. URL: https://ratinggroup.ua/research/ukraine/sedmoy_obschenacionalnyy_opros_ukraina_v_usloviyah_voyny_30-31_marta_2022.html; Омнібус (дослідження ставлення один до одного українців та росіян). *Info Sapiens*. 23.04.2022. URL: https://sapiens. com.ua/ua/publication-single-page?id=222; Тринадцяте загальнонаціональне опитування: зовнішньополітичні орієнтири (18-19 червня 2022 р) Рейтинг. 20.06.2022. URL: https://ratinggroup.ua/research/ukraine/trinadcatyy_obschenacionalnyy_opros_vneshnepoliticheskie_orientacii_18-19_iyunya_2022.html/. Опитування IRI: суспільно-політичні погляди. Рейтинг. 15.05.2022. URL: https://ratinggroup.ua/research/ukraine/opros_iri_ obschestvenno-politicheskie_nastroeniya_v_ukraine_iyun_2022.html

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On the other hand, as we can see, there is a lack of research that would relate to such aspects as we have defined, such as the types and phases of wars, their scale, military-political challenges, risks and international security under conditions of nuclear war, arms trade, international terrorism.

The macro-level of sociological analysis is a broad context of social analysis, represented in the format of the entire society, its culture, and mentality. The subject of research here is general laws of social changes in society, processes of social transformation, social conflict and social mobility of people (for example, migration). Therefore, at the macro-level, it is appropriate to investigate the readiness/unreadiness of society for effective functioning in war conditions, the level of trust in state institutions, the military organization of society, public opinion regarding military campaigns, the military doctrine of the state, forced migration of the population during the war, the issue of refugees, internally displaced persons, filtration camps for the civilian population, etc. Most aspects of the macro level of sociological analysis are reflected in a number of studies (see Table 2).

Table 2: The main aspects of research issues from the beginning of the large-scale invasion of russia into Ukraine through the prism of macro-level sociological analysis

№	Research time frame	The main issues of the research and the companies that implemented it
1	26-27.02.2022	Nationwide survey: Ukraine at war (assessment of the level of trust in the armed forces, the actions of the President) (Sociological Group “Rating”)
2	26.04.2022	Ninth nationwide survey: socio-economic problems during the war (change of residence, return home, availability/absence of work, evaluation of the "Victory Gardens" initiative, questions regarding the availability of a plot of land and the "garden" planting initiative, Easter celebration, international aid, attitude towards international leaders) (Sociological Group “Rating”)
3	27.04.2022	Tenth nationwide survey: Ideological markers of war (perception of the May 9 holiday, historical memory of the Second World War, attitude towards defenders of Ukraine, attitude towards historical figures, dismantling of symbols of totalitarianism, attitude towards nationalities, language issue). (Sociological Group “Rating”)
4	18-19.05.2022	The twelfth national survey: the dynamics of the assessment of the image of the state (the development vector of Ukraine, its assessment, hopes for the future, the generalized image of the Ukrainian state in the minds of the population) (Sociological Group “Rating”)
5	19-24.05.2022	Omnibus (perception of the russian-Ukrainian war) (KIIS)
	September 2022	Small and medium-sized businesses during the war: research for CIPE (assessment of business development and war losses, needs and obstacles to business development due to war, overcoming corruption, effectiveness of institutions) (Info Sapiens)
6	17-18.08. 2022	Seventeenth National Survey: Identity. Patriotism. Values (assessment of the situation (in which direction Ukraine is moving), confidence in victory, general mood, assessment of the country, image of the future, national identity, language issue, rejection of the russian issue, attitude towards nationalities, value orientations) (Sociological Group “Rating”)

Sources: Website Sociological Group “Rating”, Site of the Kyiv International Institute of Sociology.[4]

[4] Загальнонаціональне опитування: Україна в умовах війни. *Рейтинг.* 27.02.2022. URL: https://ratinggroup.ua/research/ukraine/obschenacionalnyy_opros_ukraina_v_usloviyah_voyny_1_marta_2022.html; Дев'яте загальнонаціональне опитування: соціально-економічні проблеми під час війни (26 квітня 20220). *Рейтинг.* 28.04.2022. URL: https://ratinggroup.ua/research/ukraine/devyatyy_obschenacionalnyy_opros_socialno-ekonomicheskie_problemy_vo_vremya_voyny_26_aprelya_2022.html; Десяте загальнонаціональне опитування: Ідеологічні маркери війни. *Рейтинг.* 03.05.2022.URL: https://ratinggroup.ua/research/ukraine/desyatyy_obschenacionalnyy_opros_ideologicheskie_markery_voyny_27_aprelya_2022.html. Дванадцяте загальнонаціональне опитування: динаміка оцінки образу держави (18-19 травня 2022). *Рейтинг.*25.25.2022. URL: https://ratinggroup.ua/research/ukraine/dvenadcatyy obschenacionalnyy opros dinamika ocenki obraza gosudarstva 18-19 maya 2022.html, Омнібус. *Київський міжнародний інститут соціології.* 27.05.2022. URL: https://www.kiis.com.ua/?lang=ukr&cat=reports&id=1113&page=1. Малий і середній бізнес під час війни: дослідження для CIPE. Info Sapiens. 19.10.2022. URL: https://www.sapiens.com.ua/ua/publication-single-page?id=245. Сімнадцяте загальнонаціональне опитування: Ідентичність. Патріотизм. Цінності (17-18 серпня 2022). Рейтинг. 23.08.2022 . URL: https://ratinggroup.ua/research/ukraine/s_mnadcyate_zagalnonac_onalne_opituvannya_dentichn_st_patr_otizm_c_nnost_17-18_serpnya_2022.html.

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In view of the information presented in Table 2, it is appropriate to note that such macro-level aspects of sociological analysis as the military organization of society, public opinion regarding the military doctrine of the state, the issue of filtration camps for the civilian population, certain aspects of the functioning of society in conditions of war, are currently left out research attention of sociologists.

The meso-level of sociological analysis is based on the study of social organizations and social institutions, that is, associations of people that have their own established structure of relations, history of formation and distribution of functional duties within a single social association. Here, relations acquire the character of impersonal, which is determined by the fulfillment of job instructions, social roles of managerial direction, that is, those that involve influence on other people - members of a social organization or institution. This level involves the study of social communities, as well as associations of people, for example, public ones, which go beyond small groups in terms of their quantitative composition, as well as classes, social strata, large collectives. So, at the meso level, the subject of analysis of the sociology of war, in our opinion, is military-civilian relations in the development of civil society, linguistic aspects, features of the provision of humanitarian aid, volunteering, the provision of medical aid, etc., which are reflected in the following studies (see Table 3).

Table 3: The main aspects of research problems from the beginning of the large-scale invasion of Russia into Ukraine through the prism of the meso-level of sociological analysis

№	Research time frame	The main issues of the research and the companies that implemented it
1	19.03.2022	The sixth national survey: the language issue in Ukraine (linguistic self-identification, use of languages in everyday life, status of Ukrainian and Russian languages) (Sociological Group "Rating")
2	15.03–1.04.2022	Ukrainian refugees: attitudes and evaluations (social portrait of the refugee, language issue, receiving aid, evaluation of the actions of the Ukrainian and Russian authorities, evaluation of foreign political aid, chances of victory) (Ukrainian Center for Economic and Political Research named after O. Razumkov)
3	02-05.05.2022	Research on the perception of charity and volunteering during the war (humanitarian situation in the regions, aid from private companies and athletes during the war, aid from charitable organizations during the war, sources of information) (Info Sapiens)
4	23-24.07.2022	Fifteenth national survey. Ukraine during the war. Employment and income (assessment of the situation, assessment of economic opportunities, request for entrepreneurship, adaptation strategies, external migration, recovery of the country, post-war reconstruction) (Sociological Group "Rating")
5	23-24.07.2022	Fifteenth national survey. Ukraine during the war. Attitudes about cynicism (dynamics of cynicism indicators, socio-demographic groups) (Sociological Group "Rating")
6	6-7.08.2022	Sixteenth national survey. Ukraine during the war. Portrait of veterans in Ukrainian society) (Sociological Group "Rating")
7	October-November 2022	Local self-government and territorial organization of power (in the context of the large-scale Russian invasion) (support for reforms and faith in the future, the impact of war and migration, the formation of military administrations, the role of the state and local authorities in the reconstruction of the country, gender equality) (KIIS)

Sources: Website Sociological Group "Rating", Site of the company Info Sapiens, Site of the Ukrainian Center for Economic and Political Research named after O. Razumkov, Site of the Kyiv International Institute of Sociology.[5]

[5] Шосте загальнонаціональне опитування: адаптація Українців до умов війни (19 березня 2022). *Рейтинг.* 23.03.2022. URL: https://ratinggroup.ua/research/ukraine/shestoy_obschenacionalnyy_opros_adaptaciya_ukraincev_k_usloviyam_voyny_19_marta_2022.html; Українські біженці настрої та оцінки (березень 2022). *Разумков центр.* 04.04.2022. URL: https://razumkov.org.ua/napriamky/sotsiologichni-doslidzhennia/ukrainski-bizhentsi-nastroi-ta-otsinky; Дослідження сприйняття благодійності і волонтерства під час війни. *Info Sapiens*. 02.06.2022. URL: https://sapiens.com.ua/ua/publication-single-page?id=231, П'ятнадцяте загальнонаціональне опитування. Україна під час війни. Зайнятість і доходи (23-24 липня 2022). *Рейтинг.* 27.07.2022. URL: https://ratinggroup.ua/research/ukraine/pyatnadcat_obschenaci_opros_ukraina_vo_vremya_voyny_zanyatost_i_dohody_23-24_iyulya_2022_goda.html, П'ятнадцяте загальнонаціональне опитування. Україна під час війни. Установки щодо цинізму (23-24 липня 2022). *Рейтинг.* 01.08. 2022. URL: https://ratinggroup.ua/research/ukraine/pyatnadcatyy_obschenacionalnyy_opros_ukraina_vo_vremya_voyny_ustanovki_po_cinizmu_23-24_iyulya_2022.html. Шістнадцяте загальнонаціональне опитування. Україна під час війни. Образ ветеранів в українському суспільстві (6-7.08.2022). Рейтинг. 17.08.2022 URL: https://ratinggroup.ua/research/ukraine/shestnadca_obschenaci_opros_ukraina_vo_vremya_voyny_obraz_veteranov_v_ukrainskom_obschestve_6-7_avgu.html. Місцеве самоврядування та територіальна організація влади (у контексті широкомасштабного російського вторгнення). КМІС. 19.12.2022. URL: https://kiis.com.ua/?lang=ukr&cat=reports&page=1.

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As we know, the micro-level of sociological analysis involves the analysis of the processes of direct interpersonal interaction in the conditions of people's stay in the social space of their immediate environment - family, circle of friends, group of peers, work team, etc. This level is often associated with the sociology of small groups, or microsociology, which studies group influences, mechanisms of social interaction in direct personal (contact) interactions of individuals. This initial level includes the basic forms of social related to a person's place in the social space of relations: social status, social role, social function, social position, etc. Therefore, at the micro level in the sociology of war, it would be appropriate to analyze such issues as civilian activism, voluntary initiatives and formations, mutual support and interpersonal relations during the daily challenges and threats of war, resources for ensuring the life of the civilian population during war, emotions and fears of civilians population, stress resistance, personal safety, etc. Most of the aspects of the mentioned issues are highlighted in the studies conducted in Ukraine in March-June 2022 (see Table 4).

Table 4: The main aspects of research issues from the beginning of the large-scale invasion of Russia into Ukraine through the prism of the micro-level of sociological analysis

№	Research time frame	The main issues of the research and the companies that implemented it
1	8-9.03.2022	Assessment of the situation in Ukraine (popular opposition, attitude towards the russian Church, relations with russians) (Sociological Group “Rating”)
2	19 .03.2022	Sixth national survey: adaptation of Ukrainians to the conditions of the war (reconstruction of Ukraine after the war, economic situation of the population, adaptation to life during the war, crisis situations during the war, plans for "life after the war", communication during the war) (Sociological Group “Rating”)
3	24-28.03.2022	All-Ukrainian survey "Omnibus" (do Ukrainians plan to return after the end of the war, religious issues, economic situation, political preferences) (Info Sapiens)
4	March 2022	The month of indomitability (index of well-being of Ukrainians in the conditions of war, moving and life changes, ways of encouragement and superheroes of war, relatives from russia: their position in the war and limitations in communication, memes for inspiration) (Factum Group Ukraine)
5	6.04.2022	Eighth nationwide survey: Ukraine in war conditions (general attitudes, national identity, popular resistance, economic situation of the population, functioning of cities, support for initiatives, church issues) (Sociological Group “Rating”)
6	6.04.2022	Eighth nationwide survey: psychological markers of war (adaptation to stressful conditions, level of vitality, level of psychological exhaustion) (Sociological Group “Rating”)
7	9-11.04.2022	Ukrainians and the war (scales of migration, communication with friends and relatives from the russian federation, sources of motivation of Ukrainians, belief in the victory of Ukraine, Ukrainians turn to Ukrainians) (Institute of Sociology, Ukrainian research panel “Власна думка” of the company Research.ua)
8	16.05.2022	The eleventh nationwide survey: personal freedom, security and the issue of weapons (assessment of the situation, rights and freedoms of citizens, assessment of one's own safety, attitude towards the legalization of gun ownership, desire to own a gun, skills in gun ownership) (Sociological Group “Rating”)
9	18-19.06.2022	Fourteenth nationwide survey: psychological markers of war (socio-economic situation of citizens, types of psychological adaptation to war, life during war) (Sociological Group “Rating”)
10	8-9.10.2022	Eighteenth national survey: psychological markers of war, level of vitality, level of psychological exhaustion, consumer behavior strategies (socio-economic situation) (Sociological Group “Rating”)
11	20-21.11.2022	Nineteenth National Survey. Anomie in Ukrainian society (anomie index components and composite index, dynamics of the anomie index, socio-demographic groups) (Sociological Group “Rating”)

Sources: Website Sociological Group “Rating”, Site of the company Info Sapiens, Site of the Ukrainian Center for Economic and Political Research named after O. Razumkov, Site of the Factum Group Ukraine, Site of the Institute of Sociology of the National Academy of Sciences of Ukraine.[6]

[6] Оцінка міжнародної підтримки України (8-9 березня 2022). *Рейтинг.* 09.03.2022. URL: https://ratinggroup.ua/research/ukraine/ocenka_mezhdunarodnoy_podderzhki_ukrainy_8-9_marta_2022.html; Шосте загальнонаціональне опитування: адаптація Українців до умов війни (19 березня 2022). *Рейтинг.* 23.03.2022. URL: https://ratinggroup.ua/research/ukraine/shestoy_obschenacionalnyy_opros_adaptaciya_ukraincev_k_usloviyam_voyny_19_marta_2022.html, Всеукраїнське опитування “Омнібус”. *Info Sapiens*.05.04.2022. URL: https://sapiens.com.ua/ua/publication-single-page?id=214; Місяць незламності. *Factum Group Ukraine.* 01.04.2022. URL: https://youkraina.com.ua/files/Factum%20Group%20YOUkraina_%D0%94%D0%B0%D0%B9%D0%B4%D0%B6%D0%B5%D1%81%D1%82_%D0%A3%D0%BA%D1%80%D0%B0%D1%97%D0%BD%D0

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As can be seen from Table 4, the micro-level of sociological analysis of military issues is the most represented in the research vector.

III. Conclusions

In view of the above, it is appropriate to note that social reality gives us an invaluable opportunity for a thorough analysis of military issues through the prism of sociology (to record the state of society, its transformation in the conditions of war; to study the consequences of military actions, "cultural trauma" experienced by the citizens of Ukraine, first of all, those regions where active hostilities are taking place); outline the social factors that made it possible to resist aggression and move towards victory, etc.).

Having analyzed the modern sociological empirical base on the specified issues related to the war, we come to the conclusion that military issues are covered only partially, and not systematically and comprehensively. That is, most studies conducted during a large-scale war reveal only certain aspects of the problem (mainly related to the study of public opinion regarding certain processes or structures). The significance and considerable number of these studies cannot be denied. At the same time, it is worth noting that the most in demand is a permanent assessment of the situation in Ukraine. The conducted research is aimed at situational and point-by-point determination of the situation rather than a systematic study of military issues. The results of qualitative sociological studies conducted in Ukraine during the large-scale invasion of Russia are lacking. Qualitative research methods would make it possible to analyze the problems of war at the local level in more detail. However, the security issue of conducting such surveys is much more important today. Most of the studies presented in the above tables were conducted by computer-assisted telephone interviewing (CATI) based on a random sample of mobile phone numbers.

Most of the studies conducted in Ukraine relate to the situation of the civilian/peaceful population during the large-scale war in Ukraine. However, wars are fought primarily to paralyze or destroy an enemy's army, as this is the most effective tool of strategic violence available. The war that is being waged in Ukraine today is aimed at non-military (civilian) and carries out stealth strikes on the least protected objects or targets that do not take a direct part in the conduct of the war. Therefore, in our opinion, there is a moment of insufficient analysis of war as a social phenomenon and social problem in sociology both at the empirical and at the theoretical and methodological levels.

It is obvious that researchers will return to this question many times, when Ukraine wins the war, in peacetime. Empirical sociological research should be expanded and continued. After all, issues of getting out of the war ("the burden" imposed on society) are being updated on the agenda; "price" of its consequences (immediate and remote). And here sociology is only at the starting positions of the specified problem. The proposed directions can only be a guideline for further research practice and analysis of sociologists. Summarizing the above, it is appropriate to note that, despite the complexity of the phenomenon of war, its rapid fluidity and variability as a phenomenon, a four-level sociological analysis is appropriate for the purpose of its comprehensive and systematic study.

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The Role of Alumni Associations in Colleges of Education Development

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Abstract- This paper examined alumni as a key to the development of colleges of education in Nigeria. It highlighted the fact that colleges develop in relation to the status of their alumni. This explains why the NCE certificate and teachers' poor working conditions hinder the participation of colleges of education alumni in the development of their alma mater. Most of the country's top officials who attended colleges of education for their NCE do not include them on their list of schools attended. Some professors who rose through the ranks to become vice chancellors of federal universities earned NCEs before enrolling in universities for bachelor's and postgraduate degrees. They choose to be alumni of universities rather than colleges of education, where they began with NCE. This paper concludes that alumni associations have the ability to give back more to their alma mater than they have received and recommends that the government provide teachers with a separate salary structure as well as allowances for teaching, research, and examination supervision, all of which should be included in the separate structure.

Keywords: *alumni, teachers, NCE, development*.

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The Role of Alumni Associations in Colleges of Education Development

Lemchi, Ngozi S. [α] & Ihugba, Okezie A. [σ]

Abstract- This paper examined alumni as a key to the development of colleges of education in Nigeria. It highlighted the fact that colleges develop in relation to the status of their alumni. This explains why the NCE certificate and teachers' poor working conditions hinder the participation of colleges of education alumni in the development of their alma mater. Most of the country's top officials who attended colleges of education for their NCE do not include them on their list of schools attended. Some professors who rose through the ranks to become vice chancellors of federal universities earned NCEs before enrolling in universities for bachelor's and postgraduate degrees. They choose to be alumni of universities rather than colleges of education, where they began with NCE. This paper concludes that alumni associations have the ability to give back more to their alma mater than they have received and recommends that the government provide teachers with a separate salary structure as well as allowances for teaching, research, and examination supervision, all of which should be included in the separate structure. The law that sets up colleges of education should be changed so that they could work as dual-mode or specialized universities and offer NCE programs and degrees up to the doctorate level in certain courses.

Keywords: alumni, teachers, NCE, development.

I. Introduction

The development of colleges of education is an important component of delivering full-time courses in education, technology, applied science, commerce, the arts, social sciences, humanities, and management. It would be impossible to conduct research in these disciplines on the development and adaptation of methodologies without a sound foundation.

In recognition of this important aspect of national development, the Nigerian government established teachers' training colleges at the end of colonialism in the early 1960s and later went a step further to establish a higher level of teacher training colleges, hitherto known as "advanced teachers' colleges." These colleges were intended to be intermediate institutes that would train teachers for primary schools. Since the Grade Two Teachers' Colleges have closed, these schools, now known as Colleges of Education, have taken on the responsibility of preparing teachers for primary and lower secondary schools (Oga & Okpaga, 2022).

In recent years, many considerations have come into play when parents decide which institutions to send their children to. Some parents assess an institution's academic features and ratings, while others consider its closeness, hostel life, and cult activity rate. While these variables are important, parents value college alumni's (those who have attended or graduated from a specific college of education) participation as contributors more than many schools of education do (SCHOOLSOFTWARE, 2019).

Alumni organizations' concept and creativity are "a way of bringing hope and encouragement to present students of similar colleges." Alumni play an important role in the growth and development of higher education institutions for a variety of reasons. They are intended to advocate for the development of their previous colleges in the field of education. Building and fixing up classrooms, hostels, libraries, and science labs; giving labs and libraries tools, computers, and books; giving classrooms water systems, furniture, and energy generators; and helping with school sports should all be part of their contributions (EISAU, 2016). As a result, it is critical for an academic organization to establish and maintain a continuous relationship with alumni. Alumni are expected to do a number of things well, such as promoting the school's brand, mentoring current students, helping outgoing students find internships, career opportunities, and jobs, and so on (Zaff, Ismail & Gilkar, 2022).

Some provosts of colleges of education include alumni association committees to plan college events and activities. They are invited to major events such as the dedication of new buildings or fundraising campaigns for their former colleges. They invest much in hosting an online alumni database for their former students, which is accessible via the college's website. Because the college is what the aluminia have in common, it is critical to keep the aluminia updated about what is going on at their institution and in the aluminia community. An aluminia newsletter is an excellent way to stay in contact and informed throughout the semester or session.

Alvan Ikoku Federal College of Education alumni recently provided a 12 kVA generator to a building at the college that houses their secretariat but

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serves the entire building, organized football matches, health programs, granted scholarships to indigent students, and so on. We also discovered that they intend to build toilets throughout the classrooms to supplement the ones that are already there. These achievements may be found in the majority of colleges of education across the country, in both urban and rural areas. Such contributions are greatly appreciated. However, we underline that much more may be done to assist colleges. When compared to the intervention of the university's alumni association, it is far from equal. University alumni have constructed hostels and an ICT laboratory; drilled a borehole with overhead tanks; and acquired solar street lights, vehicles, generators, and library books, among other things.

This paper is divided into the following sections: Section 2 discusses the Origin, Growth and role of Colleges of Education in national development in Nigeria. Section 3 outlines why alumni are important and why they should give back to their alma mater. The fourth section emphasizes the benefits of alumni association. The fifth section addresses why college of education alumni do not contribute as much as their university peers. Section six brings the paper to a close.

II. Origin and Growth of Colleges of Education in Nigeria

The Ashby Commission's report in 1958, which condemned the quality of teachers in Nigerian schools at the time and emphasized the need for higher-grade or more qualified teachers, gave birth to five institutions that have now evolved into today's colleges of education. The college of education was originally known as "Advanced Teachers College." There were originally four, established in 1962 by the federal and regional governments with the assistance of UNESCO: Lagos, Ibadan, and Zaria; Ibadan was later transferred to Ondo in 1964. Owerri and Kano both established advanced teacher training colleges in 1963 and 1964, respectively. Abraka was later founded in 1968. (Lawal, 2019).

In 1973, Nigeria had 13 advanced teacher training colleges and colleges of education. Until the establishment of the National Commission for Colleges of Education (NCCE) in Nigeria in 1989, all advanced teacher training colleges and colleges of education in Nigeria, which numbered around 43, were affiliates of institutes or faculties of education in Nigerian universities. According to NCCE (2022), there were 152 colleges of education as of October 2022, including 27 federal, 82 private, and 54 state colleges that adhered to the uniform minimum standards set by the National Commission for Colleges of Education (NCCE). The commission's establishment of uniform minimum standards was necessitated, among other things, by universities' discriminatory admission policies in favor of candidates from ATTCs or colleges of education affiliated with them. According to the commission, "the need for harmonization of the various standards becomes even more compelling with the recognition that they are producing for the same market." Since the establishment of the National Commission for Colleges of Education in Nigeria, the academic programs of all Nigerian colleges of education have been accredited on a regular basis, as stipulated in sections 5(c) and (d) of the Commission's founding Decree 3 of 1989. According to the decree, the commission shall: (c) establish minimum standards for all programs of teacher education and accredit their certificates and other academic awards; and (d) approve guidelines outlining criteria for the accreditation of all Nigerian colleges of education. The purpose of the accreditation and re-accreditation process is to make sure that all Nigerian colleges of education continue to meet minimum standards (Oga & Okpaga, 2022).

III. The Role of Colleges of Education in National Development

Colleges of education in Nigeria have been supplying the needed manpower for national development. They have been critical to our national development, particularly in the education sector. According to Afolabi and Loto (2012), a developed or educated society has enough manpower, and each person occupies his or her rightful position to contribute to the society's growth. In Nigeria, for example, the teaching function of colleges of education has made significant contributions to national development, particularly in the development of middle-level manpower for the country's primary and junior secondary schools. Colleges of education teach or train people to be useful to themselves and to the society in which they live. In order to achieve self-actualization, people must be productive, discover their creative abilities, and apply these to specific tasks (Orji & Job, 2013).

Colleges of education have produced a large number of non-graduate professional (NCE) teachers who teach in our primary and junior secondary schools, thereby alleviating the nation's manpower shortages at those levels. These teachers have also laid the groundwork for whatever formal education is received later in life, and they can now be found in a variety of professions such as accountants, teachers, lawyers, economists, engineers, doctors, agriculturalists, architects, and so on. The ideas that these people implemented have aided the nation's development. Nigerian colleges of education intend to enter the task of producing professionally trained teachers for our vocational and technical secondary schools in order to meet the nation's requirements for technological takeoff as outlined in the National Policy on Education (2012).

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Another aspect of colleges of education's role in national development, according to Obasanjo (2012), is that it teaches individuals how to relate to and interact meaningfully with others in society, as well as the value of effective organization for human progress. Here, educational colleges foster this development. The school brings together people from various cultural backgrounds for a common goal. This encourages mutual coexistence among the various students.

Because they are too focused on global academics, cultures, scholarships, research, and international acceptance, Nigerian universities frequently take too long to respond to local needs and demands. Colleges of education, being in the middle, are frequently called upon to mount flexible programs that can be tailored to the urgent needs of primary and junior secondary schools. Another contribution of colleges of education to national development is Nigeria's structural integration. They have raised the level of national unity and consciousness, a sense of oneness, and a sense of common citizenship and purpose among Nigerians through public lectures, seminars, workshops, conferences, inter-collegiate sports competitions, and the implementation of their curriculum, particularly in General Studies courses like Citizenship Education, thereby enhancing the nation's development. In addition, they offer in-service courses, extracurricular classes, and sandwich programs to help members of the communities around them improve their literacy. Another important aspect of their contribution to national development is research. Their findings enable educational planners to develop appropriate education policies for the nation's development. Finally, by providing compulsory and agricultural extension services to the communities around them, they have contributed to national development. Consulting services help the local economy, while agricultural extension services improve agriculture and, in turn, the economy of the whole country (Oga & Okpaga, 2022).

a) Why do Alumni Matter?

The reputation of any educational institution is dependent on good results, extracurricular activities, the environment, and investments. However, there is one factor that only requires encouragement and support and brings strength and expansion to the institution's reputation and progress, and that factor is the alma mater's alumni. Because of the existence of "Alumni associations," students feel obligated and honored to repay favors to their institutions after achieving success in life. It also significantly benefits and expands the Alma Mater in terms of academics and administration at the national and international levels. Alumni reunions are popular events at many colleges and universities. They are typically organized by alumni associations and are often social fundraising events (Shakil & Faizi, 2012).

According to Babatola (2015) an alumnus (masculine, plural alumni) or alumna (feminine, plural alumnae) is thus a body or group of former students or pupils of a school, college, or university. The term usually, but not always, refers to a graduate of the educational institute in question. In addition to being a former student, an alumnus can be a former member, employee, contributor, or inmate.

Alumni raise funds to help their alma mater provide the resources needed to provide students with an unforgettable and inspiring experience (AGN, 2021). Donations of any size are greatly appreciated. Barriers are broken down, classrooms become more diverse, teachers share their wealth of knowledge, and students achieve feats they never imagined possible. Without the generosity of alumni, parents, friends, and relatives, none of this would be possible for many. Alumni have the power to change lives with their donations, which can take the form of money, in-kind contributions, time, scholarships, or college support.

Engagement with alumni, formerly known as "alumni relations," was seen as distinct from fundraising and other advancement activities. In fact, some colleges of education have alumni groups that are completely separate from the schools from which they graduated. Their members communicated among themselves, but not with the school. The aluminia association's contacts are a critical component of promoting an institution today for a variety of reasons, and it is critical to keep track of your former students.

With the Nigerian population growing at an exponential rate and government resources becoming increasingly scarce, it is clear that the resources available to support the 27 federal and 54 state colleges of education may be insufficient (ThePointer, 2021). This, of course, implies that the colleges may suffer from infrastructure lapses, insufficient lecturers, poor supervision, students crammed into classes at a rate of more than 200 per classroom in some departments such as English language, economics education, business education, and health education, an inhabitable and unenabling environment, and a lack of up-to-date learning facilities, for which colleges of education were previously known. Countries compete to train the best scientists and technologists in the world in the twenty-first century. Most colleges teach students science and technology without involving them in hands-on activities.

Keeping in touch with former students is an important part of the development efforts of colleges of education today, and here's why:

1. The Alumni are the most ardent supporters of their previous schools. They effectively carry out a variety of tasks, such as promoting the school's brand, mentoring current students, assisting with job opportunities, and so on. Past students at several

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colleges of education have assisted deserving but financially disadvantaged students. Students from underserved social groups have received financial assistance to cover recurring expenses.

2. Alumni has the potential to bring in money; it can help the government pay for things like the ones listed above. Because colleges' cannot overcome all of the previously mentioned barriers on their own, their actions will demonstrate a significant response to the government's clarion call to support schools. Most importantly, former students should use the support services to give back to the community that helped them so much while also preparing them for success at their alma maters.
3. It has an effect on one's reputation. When evaluating and ranking tertiary institutions, alumni participation is one of the factors considered. Rankings can influence reputation, which in turn can influence enrollment, which in turn can influence school income. Even if participation rates are not used in ranking computations, they can be a source of pride among peers.
4. Alumni who donate money and time benefit the next generation of current and former students.
5. Money donated to alma maters by alumni sometimes, goes toward research, scholarships, and the construction of new facilities, among other things. It raises our alma mater's profile, making it a better place.
6. Students who excel in sporting events in particular and other academic activities in general most times, are awarded certificates, medals, and trophies. The funds required for this purpose may be provided by former students.
7. It inspires others. People want to help a worthwhile cause. High levels of alumni participation can have an impact when wealthy donors, corporations, and organizations consider their own investments. They want to give back to schools that their former students have supported. For example, Philip Ozuah, an alumnus of the University of Ibadan's College of Medicine, donated $1,000,000, which equates to N417 million based on the official exchange rate of N417 to a dollar on August 3, 2022.
8. Alumni offer invaluable word-of-mouth marketing through their social and professional networks. If colleges of education stay in touch with their former students, they can continue to use their skills and knowledge.
9. Aluminia are great role models for current students, and they can often help students as they start their careers.

b) Why You Should Do Something for Your Alma Mater Now

Alumni should want to see their alma maters succeed, and giving back is one way to do so. Unfortunately, not enough past students are giving back to their alma maters these days, and it shows. Giving back to one's alma mater is advantageous to one's reputation. Contributing to the advancement of one's alma maters' reputations can have a second- and third-order impact on our own lives as well as the perceived value of our school degree (Coleman, 2022). We should all want our alma maters to succeed, whether we contribute money or our time. This can only help our personal situation. "We're all looking for ways to improve our country's education." We can do some good and even change lives by assisting a deserving student in getting a good job or obtaining a higher education by donating our time, talent, and money to our previous institutions.

Giving Back Aids Our Development. Education is a never-ending process, we continue to learn even after we graduate. Nothing is more visible than giving back to our alma maters. Returning to your old school keeps you current, relevant, sharp, and challenged. Giving back does not have to be monetary. We frequently forget that our time is valuable and can be just as important to our alma mater as any financial contribution. Human capital, according to Coleman (2022), is just as valuable to a college's long-term viability and can be just as important, if not more, than financial support. We feel good knowing that we're helping the college that did so much to educate us and provide us with a better life when we give back to our alma maters.

Alumni typically make contributions to their schools in proportion to their gratitude and accomplishments (Oyekanmi, 2007). There could be a link between insufficient giving and the knowledge that our college certificate was directly responsible for a portion of our success. But is this always the case? Previous generations of students frequently fail to connect the dots between their accomplishments and their alma mater, which is one reason educational institutions do not have more alma mater giving.

IV. The Advantages of Alumni Associations

1. Alumni associations are rife with opportunities for graduates to broaden their professional networks. Graduates can network with both recent and senior graduates, and these connections can lead to internships, jobs, clients, partnerships, and other valuable career opportunities. Going to the same school and being able to network in person or online at regular events also makes it easier to make and maintain these vital connections.

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2. *Exclusive Online Job Listings:* Many alumni associations maintain job boards on their websites and/or publish job postings in their recurring newsletters or magazines. These jobs could be offered by other alumni, or they could simply be jobs that alumni heard about. In some cases, these chances may not be widely known anywhere else, giving graduates first dibs.
3. *Targeted Career Services:* Alumni associations frequently offer a wealth of career services to assist former students in finding job opportunities and increasing their chances of landing a job offer. Career fairs, for example, bring together employers from the surrounding area and sometimes further afield, allowing graduates to meet company representatives in person. Career counseling, seminars, webinars, and networking events may provide useful job market information. In the same way, an organization may help graduates with their resumes and cover letters so that they can put their best foot forward.
4. *Access to Educational Resources Post-Graduation:* In addition to career services, alumni associations may offer a variety of resources to assist former students after they graduate. Access to library materials, large databases of journals and magazines, and even labs and equipment used for learning on campus may be included.
5. *Contact with Former Classmates:* Another advantage of joining an alumni association is the ability to reconnect with former classmates. Whether it's a chance to reconnect with old friends and acquaintances or a chance to network, graduates will benefit from alumni directories and online social media groups that keep the lines of communication open long after the caps and gowns have been removed.
6. *Current School Event Information:* Alumni associations distribute current school information to former students through newsletters, e-newsletters, and college magazines. From news about a new campus building to updates on the college's athletic teams to the latest research developments, graduates can stay up to date on their alma mater. This includes events, fundraisers, and career opportunities such as certification test dates, new degree programs, and opportunities to continue learning. All of these can provide graduates with an advantage in the job market.
7. Alumni associations can provide a variety of exclusive perks in addition to education and career opportunities. Some associations provide financial services, such as banking or credit union services, credit cards, or reduced rates on various types of insurance, such as home, auto, and travel. Travel perks, such as special alumni travel destination programs or discounts or free admission to places or events in the area or on campus, may also be included. Some associations also provide school-based discounts on continuing education and gym memberships.
8. *Connect with Professors:* While networking with fellow alumni is one way to find career and social opportunities, reconnecting with former professors can provide a wealth of additional opportunities. This is especially true for research, as many professors at colleges and universities conduct academic research. Graduates could talk to professors in their field to learn something new or get help with a research project.
9. *Connect with the Community:* Many associations have partnerships with their local communities so that alumni can help the community while also getting to know people and leaders.
10. *Socializing:* Alumni associations aren't always solely concerned with business. They provide numerous opportunities to attend social events such as mixers, happy hours, and galas, as well as homecoming events, football tailgates, alumni award ceremonies, and class reunions. Graduates can take a break from work and post-college life to reconnect with former classmates and other alumni while also making social connections that may lead to long-term friendships.
11. *Giving Back:* Many graduates want to stay connected to their alma mater and ensure that future generations of alumni have the same opportunities and positive experiences that they did. Gifts, endowments, membership fees, and volunteer opportunities are all available through alumni associations. Giving back to an alumni association is a great way to keep the school's history alive and make sure that future students can get a good college education.

a) Why Colleges of Education Alumni Do Not Contribute As Much As Their University Peers

Since the dawn of the 20th century, colleges of education, the doyens of higher learning in the past, have fallen in the pecking order of tertiary education. Nobody aspires to attend a college of education. It is frequently the last option for any young person. Nigerian students prefer to attend a university or a polytechnic. Nobody remembers to prioritize college education as a first choice. Going to college for post-secondary education is frequently regarded as a last-ditch effort.

Most colleges of education don't have more than one chapter, which is usually domiciled in the capital of the state where the college is situated. All the first-generation universities (Ibadan, Ife, Lagos, ABU, and UNN) have branches of their alumni all over the country, unlike Alvan Ikoku and co., who have fewer than six branches, or chapters. The university alumni branches invite the vice chancellors of their alma mater

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from time to time to brief them about the challenges they are facing, and they make good contributions towards reducing them. Alumnus or alumni of universities have donated or equipped buildings worth up to 10 million naira and above. Some of them use their offices to execute such projects, e.g., Engr. A.A. Kure, a former Governor of Niger State, spent N70 million to provide a 33 KVA PHCN substation at the Main Campus of ABU, Zaria, and former Kano State Executive Governor Mallam Ibrahim Shakarau donated N14 million to the hosting of West African Universities Basketball Games. Former Mallam Isa Yuguda, Governor of Bauchi State, donated two (2) 18-seater buses to Ahmadu Bello University, Zaria. Alhaji Aliyu Shinkafi, the Governor of Zamfara State, is building a professorial sabbatical hostel at Area "A" in Ahmadu Bello University, Zaria; the late President Umaru Musa Yar'adu, equally, built a hostel at the Main Campus that is named after him; Donald Duke, the former Governor of Cross River State, gave the Faculty of Law 30 computers; Alhaji Abdullahi Adamu, the former Governor of Nassarawa State, renovated the Faculty of Arts; etc.

According to the Federal Colleges of Education Act of 1998, colleges of education can only award the National Certificate of Education (NCE), which is a teaching certificate. Because NCE is no longer respected in the market, most students who complete it continue to a university of their choice through the JAMB Direct Entry admissions exercise. This is especially true for those who don't mind becoming teachers or who did not score highly in JAMB, which enables them to get admission to study courses such as law, engineering, medicine, education, architecture, pharmacy, and so on. Those who went on to further their education at another university have a difficult time identifying with the college where they completed their NCE. They would rather join the alumni group of the college or university where they got their advanced degrees. For example, Governor Abdullahi Umar Ganduje of Kano State received the Nigerian Certificate of Education (NCE) from the Advanced Teachers College in Kano between 1969 and 1972 and then proceeded to Ahmadu Bello University (ABU), in Zaria, for a B.Sc. in education degree from 1972 to 1975. I will not be surprised if he is not an active member of the alumni of the Advanced Teachers College in Kano.

The majority of graduates from those colleges of education that run degree programs in collaboration with other universities go into teaching, and the teaching profession is no longer an appealing profession, which can be traced back to the low status accorded the Nigerian teacher by the Nigerian public. As a result, many former NCE students are unwilling to reconnect with their former colleges after graduation. In general, this is due to teachers' poor working conditions. Teachers' pay is insufficient to send them home, let alone donate to their alma mater.

Alumni of colleges of education have little clout in the colleges because they do not speak for all graduates. Most of the country's top officials who attended colleges of education for their NCE do not include them on their list of schools attended. Some professors who advanced through the ranks to become vice chancellors of federal universities earned their NCE before enrolling in university for their bachelor's and postgraduate degrees. They choose to be alumni of universities rather than colleges of education, where they began with NCE.

Primary and junior secondary school teachers' traditional respect and prestige in society have been significantly eroded, and there has been a loss of interest in and attraction to the teaching profession at that level. Because NCE is considered a lesser degree than a bachelor's degree, most of their well-to-do alumni avoid participating in their activities. The law establishing colleges of education should be amended to allow them to operate as dual-mode or specialized universities, offering NCE programs and degrees up to the doctorate level in specific courses. Colleges are degree-granting institutions in the United States that receive billions of dollars from their alumni each year (universities are often considered colleges in the United States).

V. Conclusion

College is where we meet new people, are inspired by lecturers, and discover a world beyond our formative years. Strangers form bonds based on their shared college experience. Alumni associations have the ability to give back more to their alma mater than they have received. People develop a bond with their alma mater throughout their lives. Your tertiary education as a young adult is intertwined with your adult persona. Alumni associations should keep an eye on what's going on at their various alma maters to make sure they don't degrade beyond redemption. Their contributions to their respective alma maters have far-reaching implications. They have a significant impact on the community in which they live as well as on society as a whole.

Colleges of education that are well-maintained produce excellent teachers who go on to train as professionals in a variety of disciplines and eventually serve society in a variety of capacities after graduation. Surprisingly, the situation of alumni of colleges of education differs due to the plight of Nigerian teachers who have a positive relationship with their former schools. It is common to meet an adult who is unhappy with the college he or she went to because of how Nigerians see the certificate from that college. The Nigerian system has turned a large number of college of education alumni into beggars and destitutes, so that the younger generation fears becoming teachers and attending colleges of education in Nigeria in the future. They no longer inspire young people to achieve greater academic success.

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To improve this dreadful situation, the Nigerian government should provide teachers with a separate salary structure as well as allowances for teaching, research, and examination supervision, all of which should be included in the separate structure. Teachers' salaries and allowances should be paid on time, and they should be promoted when they are due, so that they can make room for fraternizing without thinking about what they will gain from being members of their alumni. Employers of teachers in private schools should consider raising teacher salaries and other remuneration to compete with their counterparts in other sectors. As it improves, so will their level of participation in alumni activities.

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Strategies for Improving Educational Resources in Business Education Programme in Colleges of Education in Delta State

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Abstract- This study assessed the Strategies for Improving Business Education Resources in Colleges of Education in Delta State Nigeria. Four research questions and four hypotheses guided the study. Survey research design was used in this study. The population of the study was 122 Business Education lecturers from the three Colleges of Education in Delta State. Stratified sampling technique was used to select 61 Business Education lecturers, which represent 50% of the entire population based on strata (i.e. 50% of Business Education lecturers from State (31) and Federal Colleges of Education (30). The instrument for data collection was a 4-point scale questionnaire titled 'Strategies for Improving Business Education Resources Questionnaire SIBERQ'. 3 lecturers from Dennis Osadebe University, Asaba, validated the questionnaire. To ascertain the reliability of the SIBERQ, 20 copies were administered to Business Education Lecturers from Dennis Osadebe University, Ambrose Ali University, and University of Benin, data collected were analysed using Cronbach Alpha technique, which yielded a reliability coefficient of 0.72, data collected were analysed using mean for research questions and t-test for testing the hypotheses.

Keywords: *educational resources, business education, colleges of education*.

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Strategies for Improving Educational Resources in Business Education Programme in Colleges of Education in Delta State

Dr. Ogudo, P. [α], Mrs. Onyesom, A. E. [σ], Mr. Alabi, S.O. [ρ] & Mr. Okeibunor, A. [ω]

Abstract- This study assessed the Strategies for Improving Business Education Resources in Colleges of Education in Delta State Nigeria. Four research questions and four hypotheses guided the study. Survey research design was used in this study. The population of the study was 122 Business Education lecturers from the three Colleges of Education in Delta State. Stratified sampling technique was used to select 61 Business Education lecturers, which represent 50% of the entire population based on strata (i.e. 50% of Business Education lecturers from State (31) and Federal Colleges of Education (30). The instrument for data collection was a 4-point scale questionnaire titled 'Strategies for Improving Business Education Resources Questionnaire SIBERQ'. 3 lecturers from Dennis Osadebe University, Asaba, validated the questionnaire. To ascertain the reliability of the SIBERQ, 20 copies were administered to Business Education Lecturers from Dennis Osadebe University, Ambrose Ali University, and University of Benin, data collected were analysed using Cronbach Alpha technique, which yielded a reliability coefficient of 0.72, data collected were analysed using mean for research questions and t-test for testing the hypotheses. Based on the findings from the study, it was established that, in the face of economic recession, other alternative such as IGR, partnerships, and loans from banking institutions should be used to fund Business Education programmes, which will help improve human and material resources for the implementation of Business Education Programme in tertiary institutions in Nigeria. Therefore, it was recommended amongst others that government should create the synergy for collaboration between tertiary institutions and stakeholders such as banks, industries, international organizations, and community leaders. As well, school administrators should establish relationship with all stakeholders for the purpose of improving educational resources.

Keywords: educational resources, business education, colleges of education.

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I. Introduction

Business Education is a part of Vocational Education in tertiary institutions, which is aimed at producing proficient vocational education graduates. Business Education is an integral part of Technical Vocational Education (TVE). Business Education is an aspect of Vocational Education, which is designed to equip students with the skills, knowledge and attitude that are vital for gainful employment. According to Okoro (2013), Business Education is that aspect of the total educational process that provides the knowledge, skills, understanding and attitudes necessary to perform in the business world as a producer and/or consumer. Additionally, Business Education includes education for office occupation, distribution and marketing occupation, business, teaching, administration and economic understanding. Business Education as a course is offered in Secondary school as Business Studies, Business Education in Colleges of Education and in the Universities. Subjects such as Book keeping, Commerce, Office practice, Shorthand and Typewriting are taught as Business Studies in the Junior Secondary schools. In Colleges of Education and Universities, Accounting, Management, Marketing and Office Technology and Management are the major options of specialization.

The philosophy of Nigeria Certificate in Education (NCE), Business Education, is to make the Business Educators understand the concept and philosophy of the National Policy on Education as regards Business Education in national development (National Commission for Colleges of Education, NCCE, 2012: 18). The objectives of Business Education in Colleges of Education in Nigeria are to:

- Produce well competent NCE graduates in business subjects who will be able to teach business subjects in our secondary schools and other related educational institutions.
- Produce NCE business teachers who will be able to inculcate the vocational aspects of Business Education into the society.
- Produce NCE Business Teachers who will be involved in the much-desired revolution of vocational development right from the Primary and Secondary schools.

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- ❖ Equip students with necessary skills so as to qualify them for a post-NCE degree programme in Business Education.
- ❖ Equip graduates with the right skills that will enable them to engage in a life of work in the office as well as for self- employment (NCCE, 2012: 18).

In realizing the above objectives of Business Education Programme in Colleges of Education in Nigeria, adequate human and material resources are needed for effective implementation of Business Education curriculum. Human and material resources play significant roles in the implementation of Business Education programme and when these resources are not adequately provided it may lead to the production of unemployable Business Education graduates. As such it is vital that Business Education resources should be adequately provided using various strategies/ approaches to compliment government effort towards improving Educational Resources in Colleges of Education in Delta State.

However, it has been perceived that tertiary institutions such as the Universities and Colleges of Education, which offer Business Education in Nigeria are challenged with shortage of instructional facilities, inadequate skilled teachers, low incentives given to teachers to improve quality of teaching such as sponsoring of conferences, seminars, workshops and field trips (Odesanya, 2012). In support Igberadja (2014) posited that there are numerous challenges facing Technical and Vocational Education and training in Nigeria such as poor provision of human and material resources by government, as well as poor government policy on Technical and Vocational Education. Additionally, Aigbepele (2011) reported that the challenges include inadequate basic infrastructural facilities, inadequate and ill equipped vocational educators, as well as limited resources, inadequate training of vocational teachers. These challenges, technical vocational education have affected negatively the quality of teaching and learning which impedes the achievement of the laudable philosophy of Business Education.

The situation of Colleges of Education in Delta State regards poor and inadequate provision of Business Education resources might not be different, therefore, it is against these backdrops that this study seeks to identify various strategies that will help in improving Business Education Resources in Colleges of Education in Delta State.

The implementation of formal education in Nigeria at all levels is faced with different challenges which have led to the continued decay in the standard of education, this can be observed in the competencies of graduates from Nigerian educational system. The case of Business Education at tertiary education level is not an exception, there are cases where Business Education graduates from Colleges of Education and Universities do not possess employable skills, which is a prerequisite for employment. Many scholars believe that the case of Business Education graduates not having employable skills is as a result of the falling standard of Nigerian educational system that is characterized with insufficient human and material resources for effective implementation of Business Education curriculum. Subsequently, in the face of economic recession in Nigeria and Delta State in particular, where it is very difficult to pay staff salaries in tertiary institutions, not to talk of training and retraining programmes for staff. This situation of government not been able to pay salaries as at when due pose more challenges to provision, maintenance, and upgrading of Business Education resources in tertiary institutions. The question now is how can Business Education resource be improved in the face of economic recession in Nigeria through alternative sources of funding?

a) Statement of the Problem

The efficiency of an organization is seen as the correlation between units of labour input and units of output. Okoro and Dajur (2011) asserted that the success or failure of an organization depends on management and management entails the coordination of both man and material resources. Modern Business Education curriculum is designed to make its graduates to be efficient workers and job creators, as such; Educational Resources are needed for the thorough training. In a bid to ensure adequate material, human and financial resources, government established Tertiary Education Trust Fund (TETFUND) for the provision of educational facilities, yet the funds are not always adequate to install all those equipment and facilities required in most institutions of learning. There is therefore need to come up with strategies to augment and improve on what the institutions and education authorities can afford. It is on this premise that the study sought to determine the strategies for improving the Educational Resources in Business Education Programme in Colleges of Education in Delta State.

b) Purpose of the Study

The purpose of this study is to determine the strategies for improving Educational Resources in Business Education Programme in Colleges of Education in Delta State, Nigeria. Specifically, the study seeks to find out:

i. The strategies for improving Educational Resources in Business Education Programme in Colleges of Education in Delta State.
ii. How Internally Generated Revenue (IGR) can be used to improve Educational Resources in Business Education Programme in Colleges of Education in Delta State.

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iii. How partnerships can be used to improve Educational Resources in Business Education Programme in Colleges of Education in Delta State.
iv. How loans from banking institutions can be used to improve Educational Resources in Business Education Programme of Colleges of Education in Delta State.

c) Research Questions

The following research questions were formulated to guide the study:

i. What are the strategies for improving Educational Resources in Business Education Programme in Colleges of Education in Delta State as perceived by Business Education lecturers?
ii. How can IGR be used to improve Educational Resources in Business Education Programme in Colleges of Education in Delta State as perceived by Business Education lecturers?
iii. How can partnerships be used to improve Educational Resources in Business Education Programme in Colleges of Education in Delta State as perceived by Business Education lecturers?
iv. How can loans from banking institutions be used to improve Educational Resources in Business Education Programme in Colleges of Education in Delta State as perceived by Business Education lecturers?

d) Hypotheses

The following hypotheses were formulated and they were tested at 0.05 level of significance:

i. There is no significant difference in the mean response of Business Education lecturers from Federal and State Own Colleges of Education on the strategies for improving Educational Resources in Business Education Programme in Colleges of Education in Delta State.
ii. There is no significant difference in the mean response of Business Education lecturers from Federal and State Own Colleges of Education on how IGR can be used to improve Educational Resources in Business Education Programme in Colleges of Education in Delta State.
iii. There is no significant difference in the mean response of Business Education lecturers from Federal and State Own Colleges of Education on how partnerships can be used to improve Educational Resources in Business Education Programme in Colleges of Education in Delta State.
iv. There is no significant difference in the mean response of Business Education lecturers from Federal and State Own Colleges of Education on how loans from banking institutions can be used to improve Educational Resources in Business Education Programme in Colleges of Education in Delta State.

II. Method and Procedure

Survey research design was adopted in this study; the researcher considers this design appropriate since no variable was manipulated in the study. Olaitan, Ali, Eyol and Sowande (2000) observed that a survey design is preferable when developing information on opinion, attitudes and behaviours of individuals in population. The population of the study will comprise of 122 Business Education lecturers from the three Colleges of Education in Delta State. Stratified sampling technique was adopted to select 61 Business Education lecturers, which represent 50% of the entire population based on strata (i.e. 50% of Business Education lecturers from State (31) and Federal Colleges of Education (30). The instrument for data collection will be a 4-point scale questionnaire titled 'Strategies for Improving Business Education Resources Questionnaire SIBERQ' The questionnaire had 18 Items Statement and it's on a 4-point rating scale of Strongly Agree (SA), Agree (A), Disagree (D), and Strongly Disagree (SD) which has 4 Sections A, B, C, and D based on the research questions which have 3,5,5, and 5 Items respectively. The questionnaire was validated by 3 lecturers from Dennis Osadebe University, Asaba (2 Business Education lecturers and 1 Measurement and Evaluation lecturer) their suggestions were effected in the final draft of the questionnaire. To ascertain the reliability of the SIBERQ, 20 copies were administered to Business Education Lecturers from Dennis Osadebe University, Ambrose Ali University, and University of Benin, data collection were analysed using Cronbach Alpha technique. The researchers and 2 research assistants collected data from Business Education lecturers from the three Colleges of Education through the administration of questionnaire through the help of HOD's. Data collected were analysed using mean for research questions and t-test for testing the hypotheses. The decision rule in concluding will be that any mean rating of 2.50 and above will be judged to be 'Agree' and below 2.50 will be judged to be 'Disagree'. As well when t-calculated is less than t-critical, the hypothesis will be accepted and if t-calculate is greater than t-critical the hypothesis will be rejected

III. Results and Discussion

The results will be presented sequentially based on research questions and hypotheses that guided the study.

Research Question 1: What are the strategies for improving Business Education resources in Colleges of Education in Delta State Nigeria as perceived by Business Education lecturers.

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Table 1: Mean Response of Business Education Lecturers on the strategies for improving Business Education resources in Colleges of Education in Delta State Nigeria.

S/N	Questionnaire Items	Federal (N=30)		State (N=31)	
		Mean	Remark	Mean	Remark
1	Internally Generated Revenue	3.11	Agreed	3.31	Agreed
2	Partnerships	3.23	Agreed	3.43	Agreed
3	Loans from Banking Institutions	3.41	Agreed	3.26	Agreed
	Grand Mean	3.28		3.35	

Table 1 revealed that Internally Generated Revenue (IGR), Partnerships, and Loans from Banking Institutions are strategies for improving Business Education resources in Colleges of Education in Delta State Nigeria. These findings are in line with former researches such as that of Igberadja (2014) in his study on the Challenges of Implementing Technical Vocational Education and Training Curriculum in Delta State Colleges of Education, reported that, the challenges to TVE can be address through improve funding of TVE programmes, employment of qualified TVE lecturers, adequate provision of facilities, and establishment of partnerships between TVE institutions and industries. Similarly, Ayonmike and Okeke (2017) conducted a study on Improving Technical Vocational Education for Producing Competent Graduates in the 21st Century, the researchers reported that government, school administrators, industries, and TVE professionals have greater role to play in improving TVE programmes which can be achieve through adequate provision of human and material resources, and resource sharing between industries and TVE institutions. In same vein, Okwori (2012) conducted a study on Mechanisms for Improving the Provision of Facilities for Wood Workshops in Colleges of Education in North Central Zone of Nigeria; the findings revealed that facilities could be improved in Colleges of Education through Internally Generate Revenue (IGR) and parent involvement in the donation of teaching resources.

Research Question 2: How can IGR be use to improve Business Education resources in Colleges of Education in Delta State Nigeria as perceived by Business Education lecturers?

Table 2: Mean Response of Business Education Lecturers on how IGR can be used to improve Business Education resources in Colleges of Education in Delta State, Nigeria.

S/N	Questionnaire Items	Federal (N=30)		State (N=31)	
		Mean	Remark	Mean	Remark
1	IGR should be use to procure material resources such as computers, projectors, textbooks, and typewriters for Business Education programme	3.13	Agreed	3.25	Agreed
2	IGR should be used to build lecture theatre for Business Education programme	3.21	Agreed	3.32	Agreed
3	IGR should be used to train and retrain Business Education lecturers and instructors	3.13	Agreed	2.73	Agreed
4	IGR should be use to sponsor Business Education research	2.81	Agreed	3.07	Agreed
5	IGR should be use to give research grants to Business Education lecturers and instructors.	2.66	Agreed	2.86	Agreed
	Grand Mean	2.91		3.09	

Table 2 revealed that IGR should be use to acquire material resources, build lecture theatres, train and retrain Business Education lecturers and instructors; sponsor Business Education research; and give research grants to Business Education lecturers and instructors. These findings are in agreement with previous studies. Okwori (2012) conducted a study on Mechanisms for Improving the Provision of Facilities for Wood Workshops in Colleges of Education in North Central Zone of Nigeria; the findings revealed that facilities could be improved in Colleges of Education through Internally Generate Revenue (IGR). In support, Amiaya (2014) conducted a study on Strategies for Improving the Provision of ICT Resources in Office Technology and Management Programme in the Polytechnics in Delta State, Nigeria. The findings revealed the following as improvement strategies; Internally Generated Revenue from levies and consultancy services. According to Adegbenjo (2007) and Amesi (2011), the following are areas in which funds

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can be generated for effective running of business education. The department can embark on projects that can bring additional funds, which may be used to improve the quality of business education programmes, such projects as Consultancy Services, Agricultural Projects, and Rental Services.

Research Question 3: How can partnerships be use to improve Business Education resources in Colleges of Education in Delta State Nigeria as perceived by Business Education lecturers?

Table 3: Mean Response of Business Education Lecturers on how Partnerships can be used to improve Business Education resources in Colleges of Education in Delta State Nigeria

S/N	Questionnaire Items	Federal (N=30)		State (N=31)	
		Mean	Remark	Mean	Remark
1	Through partnership Business Education lecturers and instructors can be retrained by industries on the current development in the field of Business Education.	3.55	Agreed	3.44	Agreed
2	Through partnerships, scholarships and research grants can be given to Business Education lecturers and instructors.	3.35	Agreed	3.43	Agreed
3	Through partnerships, business Education laboratories can be build and equip by stakeholders.	3.59	Agreed	3.67	Agreed
4	Through partnership, stakeholders can donate material resources such as textbooks, laptops, and printers.	3.32	Agreed	3.38	Agreed
5	Through partnerships, training and retraining of Business Education lecturers and instructors can be sponsored by stakeholders	3.07	Agreed	3.16	Agreed
	Grand Mean	3.88		3.55	

Table 3 revealed that through partnerships Business Education lecturers and instructors can be retrained by industries on the recent development in the field of Business Education; scholarships and research grants can be given to Business Education lecturers and instructors; business Education laboratories can be built and equipped by stakeholders; stakeholders can donate material resources such as textbooks, laptops, and printers; and training and retraining of Business Education lecturers and instructors can be sponsored by stakeholders. These findings are in line with Ayonmike, Igberadja, Igberaharha, and Okeke (2015) in their study on Status of Partnerships Between TVET Institutions and Industries in Delta State, Nigeria, reported that government alone cannot resuscitate the TVET sector; therefore there is need for government to partner with public sector and industries through Public Private Partnerships (PPPs). According to Ayonmike et al (2015) this type of partnerships is beneficial to TVE institutions, TVE personnel, TVE students, partner communities, industries, and the general public. As well, in this type of partnerships, the industries can use TVE institutions and personnel for training and retraining of their staff, also the industries can provide training facilities for TVE institutions. In support, Amiaya (2014) conducted a study on Strategies for Improving the Provision of ICT Resources in Office Technology and Management Programme in the Polytechnics in Delta State, Nigeria. The findings revealed that partnerships such as appealing to corporate organization and philanthropists to donate facilities; and resource sharing with other nearby institutions and industries. Igberadja (2014) in his study on the Challenges of Implementing Technical Vocational Education and Training Curriculum in Delta State Colleges of Education reported that, the challenges to TVE could be address through establishment of partnerships between TVE institutions and industries. Similarly, Ayonmike and Okeke (2017) conducted a study on Improving Technical Vocational Education for Producing Competent Graduates in the 21st Century, the researchers reported that government, school administrators, industries, and TVE professionals have greater role to play in improving TVE programmes which can be achieve through adequate provision of human and material resources, and resource sharing between industries and TVE institutions.

Research Question 4: How can loans from banking institutions be use to improve Business Education resources in Colleges of Education in Delta State Nigeria as perceived by Business Education lecturers?

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Table 4: Mean Response of Business Education Lecturers on how loans from banking institutions can be used to improve Business Education resources in Colleges of Education in Delta State Nigeria.

S/N	Questionnaire Items	Federal (N=30)		State (N=31)	
		Mean	Remark	Mean	Remark
1	Loans from World Bank can be used to improve Business Education facilities such as library, laboratories, and lecture halls	3.33	Agreed	3.54	Agreed
2	Loans from African Development Bank can be used to improve human resources in Business Education departments through scholarships, and retraining programmes	3.18	Agreed	3.81	Agreed
3	Loans from Bank of Industries can be used to upgrade facilities in Business Education departments.	3.15	Agreed	3.33	Agreed
4	Loans from local banks can be used to improve Business Education resources	3.33	Agreed	3.36	Agreed
5	Loans from cooperative society can be used to improve Business Education resources	3.30	Agreed	3.22	Agreed
	Grand Mean	3.54		3.41	

Table 4 revealed that Business Education resources can be improved through loans from World Bank can be used to improve Business Education facilities such as library, laboratories, and lecture halls; African Development Bank can be used to improve human resources in Business Education department through scholarships, and retraining programmes; Bank of Industries can be used to upgrade facilities in Business Education department; local banks can be used to improve Business Education resources; and cooperative society can be used to improve Business Education resources. This is in agreement with the findings of the Federal Ministry of Education (FME, 2010) noted that the funding of TVE must be a shared responsibility to the maximum extent possible among government, industries, community, and businessmen. Buttressing this assertion, Danjuma (2015) opined that stakeholders, particularly industries and community must be involved in funding TVE. As well, Ayonmike, Igberadja, Igberaharha, and Okeke (2015) in their study on Status of Partnerships Between TVET Institutions and Industries in Delta State Nigeria, reported that government alone cannot revive the TVET sector, therefore there is need for government to partner with public sector and industries through Public Private Partnerships (PPPs). According to Ayonmike et al (2015) this type of partnerships is beneficial to TVE institutions, TVE personnel, TVE students, partner communities, industries, and the general public. As well, in this type of partnerships, the industries can use TVE institutions and personnel for training and retraining of their staff; also the industries can provide training facilities for TVE institutions.

Hypothesis 1: There is no significant difference in the mean response of Business Education lecturers from Federal and State Own Colleges of Education on the strategies for improving Business Education resources in Colleges of Education in Delta State Nigeria.

Table 5: t-test analysis of significant difference in the mean response of Business Education lecturers from Federal and State Own Colleges of Education on the strategies for improving Business Education resources in Colleges of Education in Delta State Nigeria

Group	N	Mean	S.D	t-cal	Decision
Federal	3	3.36	0.17	0.378	Accept
State	3	3.33	0.12		

Df=4,t-cri=2.132

Table 5 revealed that t-cal (0.378) is less than t-cri (2.132) at df(4), this implies that there is no significant difference in the mean response of Business Education lecturers from Federal and State own Colleges of Education on the strategies for improving Business Education resources in Colleges of Education in Delta State Nigeria. Hence, hypothesis 1 was accepted.

Hypothesis 2: There is no significant difference in the mean response of Business Education lecturers from Federal and State Own Colleges of Education on how IGR can be used to improve Business Education resources in Colleges of Education in Delta State Nigeria.

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Table 6: t-test analysis of significant difference in the mean response of Business Education lecturers from Federal and State Own Colleges of Education on how IGR can be used to improve Business Education resources in Colleges of Education in Delta State Nigeria.

Group	N	Mean	S.D	t-cal	Decision
Federal	5	2.88	0.33	0.365	Accept
State	5	3.28	0.14		

Df=8,t-cri=1.860

Table 6 revealed that t-cal (0.365) is less than t-cri (1.860) at df(8), this implies that there no significant difference in the mean response of Business Education lecturers from Federal and State own Colleges of Education on how IGR can be used to improve Business Education resources in Colleges of Education in Delta State Nigeria. Hence, hypothesis 2 was accepted.

Hypothesis 3: There is no significant difference in the mean response of Business Education lecturers from Federal and State Own Colleges of Education on how partnerships can be used to improve Business Education resources in Colleges of Education in Delta State Nigeria.

Table 7: t-test analysis of significant difference in the mean response of Business Education lecturers from Federal and State Own Colleges of Education on how partnerships can be used to improve Business Education resources in Colleges of Education in Delta State Nigeria.

Group	N	Mean	S.D	t-cal	Decision
Federal	5	3.48	0.23	0.172	Accept
State	5	3.35	0.21		

Df=8,t-cri=1.860

Table 7 revealed that t-cal (0.172) is less than t-cri (1.860) at df(8), this implies that there no significant difference in the mean response of Business Education lecturers from Federal and State own Colleges of Education on how partnerships can be used to improve Business Education resources in Colleges of Education in Delta State Nigeria. Hence, hypothesis 3 was accepted.

Hypothesis 4: There is no significant difference in the mean response of Business Education lecturers from Federal and State Own Colleges of Education on how loans from banking institutions can be used to improve Business Education resources in Colleges of Education in Delta State Nigeria.

Table 8: t-test analysis of significant difference in the mean response of Business Education lecturers from Federal and State Own Colleges of Education on how loans from banking institutions can be used to improve Business Education resources in Colleges of Education in Delta State Nigeria.

Group	N	Mean	S.D	t-cal	Decision
Federal	5	3.25	0.26	0.134	Accept
State	5	3.27	0.18		

Df=8,t-cri=1.860

Table 8 revealed that t-cal (0.134) is less than t-cri (1.860) at df(8), this implies that there no difference in the mean response of Business Education lecturers from Federal and State own Colleges of Education on how loans from banking institutions can be used to improve Business Education resources in Colleges of Education in Delta State Nigeria. Hence, hypothesis 4 was accepted.

IV. Conclusion

Based on the findings from the study, it was concluded that, in the face of economic recession, other alternatives such as IGR, partnerships, and loans from banking institutions should be used to fund Business Education programmes which will help improve human and material resources for the implementation of Business Education Programme in tertiary institutions in Nigeria.

V. Recommendations

The following recommendations were made based on the findings;

1. Government should create the synergy for collaboration between tertiary institutions and stakeholders such as banks, industries, international organizations, and community leaders.
2. School administrators should establish relationship with all stakeholders for the purpose of improving educational resources.

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3. School administrators should always communicate to stakeholders on the state of resources in their institutions.
4. School administrators should always make use of opportunities whenever they come in contact with stakeholders to press their demand for state of the heart facilities.
5. School administrators should develop innovative approaches to generate funds internally.
6. School administrators should partner with development agencies to build facilities such as workshops/laboratories, operate and handover after some years.

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ICTs and New Scenarios for Diversity

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Abstract- Research is a process aimed at seeking new knowledge, in this case, it will be to find alternative paths in the field of new technologies that serve to support special educational needs. Society demands these technological contributions to solve problems that contribute to inclusion, which led man to work with greater ergonomics; The school, a social institution, also needs these resources so that all students can build a teaching process of functional and meaningful learning for each and every student. The educational system outlines an education that attends to the educational needs of all students; and from these pages the intention is that new technologies are a path of support that assists diversity and inclusion.

Keywords: *ICTs, diversity, inclusion*.

GJHSS-G Classification: *LCC Code: 401-498*

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Abstract- Research is a process aimed at seeking new knowledge, in this case, it will be to find alternative paths in the field of new technologies that serve to support special educational needs. Society demands these technological contributions to solve problems that contribute to inclusion, which led man to work with greater ergonomics; The school, a social institution, also needs these resources so that all students can build a teaching process of functional and meaningful learning for each and every student. The educational system outlines an education that attends to the educational needs of all students; and from these pages the intention is that new technologies are a path of support that assists diversity and inclusion.

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Introduction

Society advances at a dizzying pace, the future is immediately present, the institutions that make up the different spheres provide efficiency, quality, drive and validity in a minimum time; and education cannot be withdrawn, it must be in accordance with the world in which we live. And a key part of most social systems are new technologies, they support current and future projects in all areas, and we stop here, since it is also educational.

ICTs as an educational instrument will have to create immediate responses in order to attend to diversity; will have to solve pending questions in the education regarding the subjects with deficiency, handicap and/or disability; new challenges will have to be faced in the face of equal opportunities for all subjects with the right to a decent education; It will create material resources so that students, whether or not they have special educational needs, can learn without distinction; In short, research must be at the service of the educational process, in this case, innovating and creating technological resources that can be incorporated into the inclusive classroom.

We can observe that when speaking of the media and new technologies applied to attention to diversity, it is to focus on two important points:

to. Keep in mind that these materials are intended to integrate students; Teachers must include these means as a resource capable of adapting to a wide range of educational needs of students; otherwise, we would be segregating subjects for having some learning difficulty.

Research must be at the service of education to design and produce specific means that can be of help and benefit to people with special educational needs.

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Educational institutions, throughout their history, have used different technological resources to support their activities. Traditionally, the educational resources used only allowed to carry out information transmission processes in a unidirectional and passive way for students through standard formats, while On the contrary, the new ICTs incorporated in the last decades have made it possible to guarantee two-way communication, higher levels of interaction between teachers and students, and the use of new multimedia formats. In the case of Chile, in recent years the use of ICT in education has increased considerably, responding to the changes brought about by the introduction of new technologies to the teaching and learning processes, which has opened up the possibility that education Reach a larger number of students, also allowing to generate a greater personalization of the teaching and learning processes, a necessary condition to achieve significant learning and finally, it has provided the possibility of providing students with the technological and pedagogical resources that eventually allow them to be agents in the production and distribution of knowledge.

This introduction of ICT to education has been the result of a process fundamentally planned, implemented and promoted by the Enlace Program, an initiative that dates back to the early 1990s. This program began in 1992 as a pilot initiative and aimed to introduce infrastructure and connectivity in schools, implement digital resources, develop teacher training and carry out methodological support, promoting educational equity and quality. In 1998, this program became a national-level initiative under the Ministry of Education, and in 2006 92% of public schools already had appropriate infrastructure. According to Sánchez and Salinas, the implementation of Links considerably improved the access and use of ICT. Even the report of the World Economic Forum, which aims to compare the use of technology among 143 countries in different social areas such as work, daily life and education, places Chile as the best positioned Latin American country in the region. However, the measurements made in 2011 by the Chilean Ministry of Education, through the SIMCE ICT for New Ideas in Educational Computing TISE 2015, 222 school students, show some limitations.

The assessed skills, which go beyond a purely technical domain, assume the ability to solve real-life problems in digital environments. The results obtained reveal that three quarters of the students can be

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considered functional manipulators of technologies, that is, that they have the ability to search for information, organize and manage digital information. Notwithstanding the foregoing, only a third of students are capable of developing higher-order cognitive processes, which involve the development of their own ideas in digital environments. In summary, although there has been an intention to promote the use of ICT, particularly in education, a large part of users is still not able to build and/or distribute agent knowledge and information. Considering the above, it is necessary to know what is effectively investigated when empirically studying the relationship between ICT and education. With this objective, this review seeks to account for the current state of research in this area, through an updated and systematic review of the literature that allows assessing the state of research regarding the use of technology and its relationship with processes. of learning in which it is involved, seeking to answer the following questions: What are the real uses of technology for educational purposes? What is the effect of its uses on the teaching and learning processes?

I. The Concept of ICTs and Education

As a previous step to the description of the findings of this review, it is necessary to clarify the terminology related to the topic that gives rise to this work. In more concrete terms, address concepts and definitions related to ICT and education in Chile. The concepts that arise from this thematic area are related, for the most part, to the use or employment of technology to the teaching and learning process. When talking about the use or application of technology in educational contexts, we commonly refer to digital technologies in general, which can include software, television, smartphones and the internet. More specifically and for the purposes of this review, the ICT concept will include all those digital technologies or resources, mentioned above, used for the purpose of communicating, creating, disseminating, storing and managing information in teaching and learning situations.

One of the main and most recurring concepts in the literature reviewed is that of information and communication technologies or ICT. For this same reason, this concept also has multiple meanings, something similar occurs with the term e-learning or online learning/education, Distance Learning and Computer Supported Collaborative Learning (CSCL). Similarly, the term e-learning or online learning/ education refers to the teaching and learning processes facilitated through ICT, specifically the internet.

Distance learning/education, meanwhile, defines all those teaching and learning situations where teachers and students do not share the same space and time. The foregoing is also related to the concept of blended learning or b-learning, which refers to those instances that combine teaching and learning processes in face-to-face and non-face-to-face contexts. For Allen & Seaman blearning (also called hybrid learning) consists of instructional processes where much of the content (30% to 80%) is provided online.

A line of research that manages to group together these commonly used generic concepts when we refer to technology and learning is Computer Supported Collaborative Learning (CSCL). CSCL is a multidisciplinary research line based on collaborative learning and information and communication technologies. In simple terms, this area of research studies how people learn in conjunction with the support of computers, emphasizing the construction of knowledge that occurs in teaching and learning situations.

This area of research has different approaches, but fundamentally focuses on the idea that the construction of knowledge and subsequently, learning are processes that occur through the mediation of technology. This concept of mediation has its origin in the sociocultural perspective of teaching and learning that arises in agreement with the ideas of Vygotsky and his followers. As Coll, Mauri and Onrubia maintain, the development of higher psychological processes that operate in learning are characterized by the use of instruments of symbolic origin acquired socially such as language and other systems of representation that mediate between the subject and that which is the object of your learning (content).

Similarly, ICT is a means of representation that can introduce favorable changes in learning since it implies that students develop new skills through these new forms of transmission, processing and use of information. According to what Rassmussen & Ludvigsen has stated, this mediation process is based on the hypothesis that individual agency and, therefore, the construction of knowledge, occurs through the relationship and interaction with other individuals in diverse social contexts. Similarly, the relationship between the learning process and technology is located at the intersection between the individual and what surrounds him, that is, this relationship occurs through the mediation of cultural tools, which can be mental and/or materials. Another dimension of the relationship between ICT and education relates to the abilities or skills that students have to use these tools, called computer literacy, media literacy or ICT skills in English. This area is related to the development, measurement and comparison of skills and/or abilities in the use of ICT in teachers and students.

In the field of teaching, much of the research carried out corresponds to teacher training, which in turn is divided into initial teacher training and university

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teaching training. In this area, a previous review carried out by Claro (2015), which summarizes research related to the impact of ICT on the learning of Chilean students, indicates that the improvements reported in learning are fundamentally related to the development of specific skills in the use of ICT in also specific areas of knowledge, reporting greater impacts on the uses and skills of ICT in the areas of language, mathematics and science.

There are also minor impacts on 'other' learning, such as motivation, digital literacy, and development of transversal skills and abilities. In short, considering the background set out above, it is widely known that ICTs can contribute to considerably improve in the processes of New Ideas in Educational Computing (TISE 2015), teaching and learning, in some occasions, an adequate use of these Technologies can generate a significant impact within the classroom, specifically when they mediate the relationship of the users of these technologies with information and with other users.

In this sense, there is also an agreement that the use of ICT contributes considerably to facilitating processes related to learning, such as the transfer of information, the exchange and development of ideas, the exploration of shared resources and collaboration in the construction of knowledge. However, the aforementioned, this relationship is somewhat more complex, considering that the introduction of technology to teaching processes does not by itself modify or improve learning processes.

Returning to the approaches held by the sociocultural perspective mentioned above, the acquisition or development of skills in the use of ICT refers to the meaning given to information through the use of socially and culturally available resources and the way they are used said resources in communication through different formats and media. Thus, technology is conceived as an available cultural tool that also changes over time. In this same sense, the acquisition of competences and/or skills in the use of technology for educational purposes overcomes the simple "literacy" that is related to basic communication skills with the support of technology and is closer to higher-order cognitive skills than They are linked to the creation of content and the construction of knowledge through or through the mediation of technological tools or supports.

Sefton-Green, Nixon & Erstad , point out that these ICT skills and competences can be summarized as: basic skills (general use of a computer that includes aspects such as the use of text editing software and other basic programs), skills related to information access and management (searching the internet, downloading information, classifying and reorganizing it critically) and skills related to content creation (communicating information through different media and formats and interacting or collaborating with others to create new content).

II. What do We Understand by New Educational Technologies?

We can say that technological development defines social change, and that consequently technology has a direct and significant influence on society, which also has an impact on the educational field. But what is understood by “New Technologies”, according to Martínez (1999) states that in recent years this term has been coined to name a series of machines that have the common denominator of having been created from the material development of microelectronics and that they are being applied in various communication systems; and the idea of "progress" has been associated with new technologies; in short, they are electronic tools in continuous development.

These new technologies are made up of a formal aspect, since they are "means" that consume, store, use and provide data; and a material aspect, they have storage capacity and complementation, and speed.

The new educational technologies that are being progressively incorporated in the Educational Centers are innovative means that will allow members of the educational community to develop more complete and effective training due to the characteristics offered by these resources, among which we can highlight: great ability to adjust and adapt to the different characteristics of individuals, group work, the sender and the receiver can be found in different places and times, training in technological content, among others.

In the educational process, technological resources must be incorporated that are truly useful for all students because, given a diversity of individual characteristics, the teacher must resort to mechanisms that offer adequate performance. Many are the social institutions, worldwide, that obtain a beneficial result from these technologies, and at the educational level, the compensation that working with them should also be used.

III. How to Attend to Diversity with Technological Tools

Educational development is based on an understanding between the teacher and the students, for this, good communication is necessary; This does not occur in a vacuum, in this case, its context is the classroom, and according to Schramm (1973; cit. In Cabero, 1999: 39) "to communicate you have to want to do it." Communication is a process of data transmission and acquisition, it is an explicit and implicit manifesto of information that the issuer intends to

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manifest to the receiver; In an inclusive classroom, individual differences are quite a lot, so attention must be paid to ensure that there is fluid communication between members.

We must say that the new technologies as an educational resource will help us so that the teaching-learning process enjoys good communication since there are hardware and software adapted to the educational needs of the students and thus, the teacher can impart their work without difficulty of understanding.

Educational technological resources have a high capacity to adapt to the handicaps, deficiencies and/or disabilities that may arise in the classroom; An example of this may be the different hardware and software that we can resort to so that students work with multimedia equipment and can access it without causing segregation between subjects with special educational needs and the rest of the individuals. Regarding these hardware and software mentioned, we can present a series of examples depending on the type of disability (Toledo, 2001):

1. *Motor disabled:* Keyboards adapted to subjects with psychomotricity problems where the repetition rate of the keys and the sequence of keystrokes, switches or pointers are modified to access computers, telephones, etc. for students who cannot move their fingers and type (hardware); speech recognition programs for subjects who cannot use the keyboard due to their limitations (software).
2. *Visually impaired:* Screen amplifiers for people with low vision, and they would become like a kind of magnifying glasses (hardware); The "DILE" program is an encyclopedic dictionary in Spanish designed to be used by blind people or people with severe visual problems (software).
3. *Brain injuries and cognitive delay:* The "Millie's House of Mathematics" program that consists of six activities where students can explore mathematical knowledge (software); "Trudy's House of Time and Space" also includes five activities, but related to geography and time (software).

Equal opportunities can be a reality today with the help of these technological advances. All subjects enrolled in Educational Centers who receive formal education must receive adequate support according to their specific characteristics (Arnáiz, 1996); education must be tailored to everyone, otherwise we would be segregating and discriminating against students (García Pastor, 2000); From these pages we propose how necessary is a legal framework that responds to diversity, as well as functional, human and material resources to bring the theory to an educational practice accessible to all. We previously said Fuentes 4 Magazine, Pere Marquès Pilar Casals (2003), that educational research is an essential tool for teaching to develop and adjust to all learners; New technologies can provide this service as material capable of adapting to special educational needs, and the teachers trained in these resources will be the appropriate personnel to instruct.

The use of new technologies for educational purposes must open new doors in the teaching-learning processes for those who use them and may obtain important benefits in education. Although we do not intend to cut traditional material such as textbooks, blackboards, worksheets, we must say that these are characterized by the unidirectional relationship between them and the receiver; and in favor of new technologies, we must say that a good use and knowledge of these promote bidirectional communication processes, for which we say that for this, both students and teachers must be trained in handling, language and ideological criticism.

In this educational context, and Fuentes 4 Magazine, Pere Marquès Pilar Casals (2003), Muntaner (2000: 775) exposes: "... interactivity with computer and audiovisual technologies should mean the construction of new knowledge that can be represented in a way different from what we are used to."

Now, since the presence of personal computers began to expand in the 1980s, a career of advances began that had a boost in 1990 with the penetration of the Internet and that in recent years with the possibilities that our cell phones have. society has changed. A change that should be reflected in education. There are many looks to be made in which, perhaps, the educational use of these tools is a very important topic, but it is not the only one.

Let's start with initial education, where everything begins. The digital world is approaching these levels. Is it appropriate? Should the construction of all the competencies be different? Families play an important role in these ages. Are you aware of the harm/benefits of parking your child with technological devices?

Something similar occurs in primary education. The media is full of news, some not so true, that in a reference country handwriting is eliminated, the fact that a public school in Madrid forces 6-year-olds to equip themselves with a 650-euro iPad, and many similar ones. Faced with these situations, what attitude should education take? At this level, the relationship with two aspects of life such as nature and art. Are they used? Are they taught? What role should we give to technologies in the education of a 10-year-old boy or girl?

When we face secondary education and high school we must begin to bear in mind the end of that stage. Are the same knowledge that we should give to students in the digital society as in the industrial one? A subject that may require major reforms so that our students upon arrival at the university have the required

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knowledge, attitudes, aptitudes and content. An example is the ability to work as a team. Another example is digital citizenship. Our students pass secondary school spend a large part of their social life in the digital environment. Do we educate them for it? Do they know how to protect their privacy? Do they know how to react to digital harassment? At these levels, technologies take a more present role in education. Education cannot be neutral against commercial interests and must defend technological independence so as not to create tied consumers for tomorrow.

An important point for the new economy is the ability of education to train professionals suited to the new labor markets and in this point professional technical education plays an important role. It must stop being the second option, it must offer attractive studies for its connection to the new society and for its employability.

Our public inclusion policies have several constant slogans. One of them, perhaps the main one, is to promote an inclusive education, in which everyone feels welcomed, in which young people have the opportunity to be in classrooms and in which their right to be educated is not expropriated. Can the digital environment help us in this regard? Could it be a means to help us dramatically decrease school failure? How?

Two instruments are mainly affected by the digital environment. On the one hand, literacy and on the other, mathematics. They are two curricular spaces that are present from early childhood education. Their good learning is transferred to other subjects and therefore they have great relevance. How do we approach literacy in the digital society? Mathematics has found a great resource in GeoGebra and other free tools that can be used from primary to university and behind which there are a huge number of developers who improve and extend them.

On these reflections we have two pending issues. The first is that of teacher training, both initial and continuing. It is necessary to give a relevant role to the digital environment. Teachers must know the tools that they will have and be able to keep up to date, and collaborative work is essential for this.

The other pending issue, and perhaps always pending, is that of evaluation. We must move from words to deeds. Fifty years ago there was talk of ratings, numbers, and increasingly stronger now there is talk of evaluations, that is, appreciations not always transferable to numbers. Many teachers find themselves with an elaborate assessment work that they cannot later transfer to the data collection tools that are not allow you to enter anything other than a number. We must break the numerical inertia and go to the qualitative. Are new possibilities opened up thanks to the digital environment?

IV. The Chilean Experience

In recent years, Chile has considerably increased the use of ICT in educational contexts. Despite this progress, there is little information to report the research that has been carried out in this area. With the purpose of knowing the state of the arts in education that uses information technologies, a systematic search of the literature was carried out, which resulted in 90 works, of which 45 were selected, corresponding to studies published since 2005 in forward and obey previously defined criteria to ensure the rigor and quality of the review. The findings refer to three main areas: research related to the development of skills and use of ICT, development of ICT skills in teacher training and use of technological supports in educational contexts. The findings of this review allow us to have a clearer picture regarding the work of education and ICT in Chile, showing that most of the research carried out in the area refers to the measurement of ICT use or skills in teachers and students or technological devices and very little to the impact of technology on learning. Categories and Subject Descriptors [Computers and Education]: Computer Uses in Education. General Terms Documentation, Human Factors. Keywords Systematic literature review, ICT in Chile, Empirical studies.

Virtual education with e-learning and b-learning modality for teacher updating is an initiative with coverage throughout the Chilean territory and is funded by the Chilean Ministry of Education through the Center for Improvement, Experimentation and Pedagogical Research (CPEIP). It has been developed by the Center for the development of innovations in education. The training is inserted within the framework of the curricular reform, and incorporates ICT resources in learning activities and teacher training.

This modality was born in the context of a line of teacher training with the support of a virtual component implemented by the CPEIP. On the other hand, a recent study carried out under the Links project shows that 92% of establishments have technological infrastructure and 76% of teachers have been trained in the use of ICT, the foregoing as a result of project implementation. Links. On the other hand, the penetration of ICT use in teachers is increasing, 80% of teachers with equipment in the home, 51% with Internet, 58% with broadband (Collect and Links 2004).

The development and implementation of the experience included: a) the selection and training of tutors, b) the pedagogical design of the course, c) the design and implementation of the course on the Moodle platform; d) development of various content support resources, e) application of Pre and Post Test and summative and formative evaluations. The course trained 786 teachers nationwide, divided into 29 courses, with an average of 27 students per course. For tutorial support during the implementation of the course,

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a community of tutors was created to support them in their tasks of tutoring the course in the areas: administrative, technical, social and pedagogical. The work methodology placed the teacher at the center of learning, as an apprentice who autonomously defines her learning path. In this context, the participant builds knowledge through interaction with: the materials, the tutor and the classmates in a diverse educational environment.

The development and implementation of the experience included: the selection and training of tutors, for which the Salmon e- modetaring model was used, creating activities as learning objects. A profile was designed to select the tutors and they were trained through an e-learning course that ended with a face-to-face meeting. Regarding the pedagogical design of the course, which has been conceived under an interactive model for the teaching of mathematics whose conception is very close to the expression of the Madison Project, which is synthesized in: "guess - try, put the idea to the test - watch what happens and ... learn how to continue.

OTHERWISE The design and implementation of the course on the Moodle platform; contemplated the organization of content into units, which have three areas: Activities and Assessment: it meets the set of activities organized weekly, within the week by day and within the day, specific activities with a brief description and time development estimate, considers a weekly formative evaluation and a unit grade; Interactions: includes a discussion forum, a space for consultations and a wall newspaper; Library: groups the different resources such as readings, guides, Applets, reference material.

Guides, reference material, applets (component of an application that runs in the context of another program, for example, in a web browser), readings, references to sites were IMPLEMENTED for the development of the various content support resources., among other resources. Likewise, a Pre and Post Test was applied at the beginning of the course, a pre-test and a post-test at the end. IN THE OBTAINING AND ANALYSIS OF THE INFORMATION, statistical data were taken on in-person participation, evaluations with qualifications on the platform and registration of participations in interactive spaces on the platform.

V. Results and Discussion

In this section the main results of the course are presented, they have been obtained through the different information registration systems such as: the application of the Pre and Post Test, the attendance to the face-to-face, the results of the summative evaluations on the platform and the data obtained from the platform regarding participation in interactive spaces.

a) Participation in the course

During all the weeks, a monitoring of the active students in the course was carried out, a weekly report was issued which accounts for the number of active and inactive students in the week, in addition to counting those without any connection in the course.

In this section the main results of the course are presented, they have been obtained through the different information registration systems such as: the application of the Pre and Post Test, the attendance to the face-to-face, the results of the summative evaluations on the platform and the data obtained from the platform regarding participation in interactive spaces.

Participation in the course: During all weeks, a monitoring of the active students in the course was carried out, issuing a weekly report which accounts for the number of active and inactive students in the week, in addition to counting those without any connection in the course.

i. *Participation In-person Sessions*

The course includes three classroom sessions, at the beginning, end of the course and after the first unit of content. For the development of these face-to-face, the tutor was given a plan to continue with the activities to be developed and digital resources as a presentation for their support.

ii. *Participation In-person Sessions*

The course includes three classroom sessions, at the beginning, end of the course and after the first unit of content. For the development of these presentials, the tutor was given a plan to follow with the activities to be developed and digital resources as a presentation for their support.

iii. *Participation in exchange spaces*

This section will analyze the participation of the participants in the various asynchronous spaces contemplated for communication between the tutor with the students and between the participants themselves.

iv. *Participation in permanent spaces*

Permanent spaces are a set of tools mainly forums that are available for use by participants throughout the course.

165 technical questions are presented, an average of 5.5 per course. These doubts are related to the use of the platform and the configuration of computers to run certain applications such as Applets. In the social forum there are 765 topics open by the participants, within them there are various levels of interaction difficult to quantify, the average is 26.3 topics open per course, remember that these topics are initiated and encouraged by the participants themselves, there being no or little participation of the tutor, except in the welcome forum that the tutor starts in

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this space. The social forum becomes a kind of "virtual teachers ' room".

In news items restricted to tutor-only publications that cannot be debated by the participants, 624 interventions were registered with an average of 21.5 interventions. These correspond to information and guidelines that the tutors make available to their students regarding the development of the activities, rendering of evaluations and evaluation criteria, among others.

v. *Participation in interactive spaces*

The participation in the interactive spaces, although it is variable in each unit, follows similar trends that are later reflected in the global of the three units. In this sense, the discussion forum concentrates most of the interventions, followed by the daily mural forum and queries.

As you can see, the course presented an effort to provide teachers of the second cycle of primary education with a quality improvement process that allows building the knowledge, both disciplinary and didactic, necessary for the participant to improve their practices. pedagogical. The above in a distance modality that favors interaction with peers and the tutor within a learning community. The main conclusions are:

High interest in participating in the course: The interest shown by teachers to improve in Geometry has been reflected in the high numbers of enrolled and enrolled, which confirms the perceived need to train in this area. A total of 1,004 registered participants are registered.

Active students: The number of students who have remained active in the course is highly positive of the original 1,004 enrolled 786 gave summative evaluation 1, 78% effective participation, and between these and those who take the final evaluation there is a retention level of 83 % of the participants. Additionally, an average of 670 participants connect to the course weekly, 85% of the active participants.

Assessment of content and resources: The course content and the various resources it provides have been valued by the participants, due to their quality, contextualization and the feasibility that they can use and transfer to work in the classroom. Applets applications have been the most innovative in this set, since they simulate geometric constructions.

The face-to-face meetings The positive aspects of the face-to-face meetings focused mainly on the possibility of collaborative work, sharing experiences, increasing the sense of belonging and solving doubts associated with the methodology and the use of technology. The first face-to-face presented problems in its development due to the call and problems with the platform, the second developed normally. The participants have suggested for future versions to incorporate work related directly to the contents and some, despite being a distance course, suggest more face-to-face.

The platform: The platform has shown great stability, it only encountered problems at certain specific moments in the development of the course, mainly related to online questionnaires, in general terms it has been in a high operational and accessible percentage. The way in which the interactive spaces have been arranged are positively evaluated by the participants. They highlight its ease of use, find it "friendly", spaces you use frequently and find useful. In this sense, providing differentiated spaces for discussion, sharing resources, clarifying doubts and interacting on free topics such as the "social forum", we believe is an element that contributes to increasing interaction and organizing it. When participants are asked about the platform, they usually end up talking about the course, and that is a sign that was made “invisible” to them, merged into one great element: the course.

The Interactions: An interesting use was made by the participants of the interactive spaces. Concentrating the interventions in the discussion forums 66%, the “ Diario mural” and “ Consultas ” recorded 28% and 6% respectively of the interventions. There was also a permanent space in which the social forum that monopolized the greatest participation based on topics raised by the participants, transforming itself into a kind of "virtual teachers ' room". In this sense, we believe that the key to participation was to have established differentiated spaces for the types of interventions, which could channel the type of interventions that the participants normally carry out in these courses, in addition to the animation of the tutor, especially in the discussion forum.

Community of tutors: The community of tutors has been a space that has allowed the coordination of the pedagogical and tutorial team that coordinates the project with the tutors, through it it has been possible to guide and support the tutors in the development of their work, The main spaces used have been: orientations, consultations, request for information and reports, as can be seen in the first two devoted to pedagogy and the remaining two to administrative ones. An active role of tutors is observed in this community, especially those who achieve better results in their courses.

The tutors: The tutors are relevant agents in the development of the course, they have developed various tasks in the areas: pedagogical, social, technical and administrative. The role played by them especially at the beginning of the course to "enchant" those who did not attend the classroom and at the time of the evaluations.

Formation of the groups: In large regions such as the Metropolitan Region where the country's capital is

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located, forming the groups according to the teacher's home, we believe that it is not the most optimal, since it transfers to the virtual environment the divisions we carry out in the labor sphere. Teachers from poor commune establishments with their peers and those from more affluent establishments with theirs. This from the perspective of the social construction of knowledge and the concept of Vigostky's Proximal Development Zone is not very adequate. In this sense, we believe that the participation of teachers from private schools can become a contribution to the rest of the learning community, especially when they join groups from more popular sectors.

The Evaluations: Important progress in learning is observed at the general and unit level, reflected in the pre and post test differences. Additionally, online summative assessments also reflect these advances. An element in our relevant judgment is that the difference obtained in relation to the online summative tests and the pre and post test reflect that these are significantly closer to the post test, which is why they account for the learning acquired, overcoming mistrust Initial in terms that these do not reflect individual learning since the teacher is presumed guilty of doing it with additional support to their own knowledge.

The process followed by the participating teachers has been largely successful, undoubtedly perfectible in various aspects. It has meant the development of a virtual experience of teacher training that has provided participants with a new way of accessing content, quality materials and interaction with peers, tutor and specialists, on a theme that is a priority in the mathematical training of Chilean children like geometry. The experience of this course shows a way forward in these new forms of teacher updating that integrate the use of ICT as a channel of communication and training during professional life, giving access to a training experience that many of the participating teachers do not they would have. had access in the traditional face-to-face training formats.

VI. Conclusion

To finish, I would like to point out a series of factors that can favor the incorporation of ICT in Inclusive Education, and among them we can indicate the following:

- Establishing clear public policies for the use and incorporation of ICT in the classroom.
- Clear support from the management teams of educational institutions for their incorporation.
- The presence of ICT in classrooms, in a way that favors the "invisibility" of ICT. And the existence of teams that favor their adaptation to the characteristics of the students.
- Clear training and support policies for teachers for the incorporation of ICT for schools.
- The organization of good practice transfer policies and collaborative work between teachers.
- The incorporation of subjects in the initial training plans of teachers that favor the incorporation of ICT for Inclusive Education.
- And the empowerment of research to search for new proposals for media design and search for teaching strategies and methodologies for subjects with certain characteristics.

In any case, their incorporation goes through teacher training (teachers must be sensitive to social reality and the historical moment that serves to promote the reflection of students and take responsible and prosocial positions as future citizens), transforming the organizational structures of schools and adopting measures to enhance the visibility of ICT in educational centers. Along these lines, we must not forget that one of the great challenges of education today is to guarantee the quality of education for all students. For this, it is necessary to establish didactic approaches that recognize the diversity of the students and promote strategies in the teaching-learning process that allow for difference and promote flexible responses in diverse educational contexts.

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

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

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

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

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

Numerical Methods

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

Abbreviations

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

Formulas and equations

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

Tables, Figures, and Figure Legends

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

Figures

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

Preparation of Eletronic Figures for Publication

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

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

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

Tips for writing a good quality Social Science Research Paper

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

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

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

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

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

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



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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

.

Informal Guidelines of Research Paper Writing

Key points to remember:

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

Final points:

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

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

The discussion section:

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

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

General style:

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

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



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Mistakes to avoid:

- Insertion of a title at the foot of a page with subsequent text on the next page.
- Separating a table, chart, or figure—confine each to a single page.
- Submitting a manuscript with pages out of sequence.
- In every section of your document, use standard writing style, including articles ("a" and "the").
- Keep paying attention to the topic of the paper.
- Use paragraphs to split each significant point (excluding the abstract).
- Align the primary line of each section.
- Present your points in sound order.
- Use present tense to report well-accepted matters.
- Use past tense to describe specific results.
- Do not use familiar wording; don't address the reviewer directly. Don't use slang or superlatives.
- Avoid use of extra pictures—include only those figures essential to presenting results.

Title page:

Choose a revealing title. It should be short and include the name(s) and address(es) of all authors. It should not have acronyms or abbreviations or exceed two printed lines.

Abstract: This summary should be two hundred words or less. It should clearly and briefly explain the key findings reported in the manuscript and must have precise statistics. It should not have acronyms or abbreviations. It should be logical in itself. Do not cite references at this point.

An abstract is a brief, distinct paragraph summary of finished work or work in development. In a minute or less, a reviewer can be taught the foundation behind the study, common approaches to the problem, relevant results, and significant conclusions or new questions.

Write your summary when your paper is completed because how can you write the summary of anything which is not yet written? Wealth of terminology is very essential in abstract. Use comprehensive sentences, and do not sacrifice readability for brevity; you can maintain it succinctly by phrasing sentences so that they provide more than a lone rationale. The author can at this moment go straight to shortening the outcome. Sum up the study with the subsequent elements in any summary. Try to limit the initial two items to no more than one line each.

Reason for writing the article—theory, overall issue, purpose.

- Fundamental goal.
- To-the-point depiction of the research.
- Consequences, including definite statistics—if the consequences are quantitative in nature, account for this; results of any numerical analysis should be reported. Significant conclusions or questions that emerge from the research.

Approach:

- Single section and succinct.
- An outline of the job done is always written in past tense.
- Concentrate on shortening results—limit background information to a verdict or two.
- Exact spelling, clarity of sentences and phrases, and appropriate reporting of quantities (proper units, important statistics) are just as significant in an abstract as they are anywhere else.

Introduction:

The introduction should "introduce" the manuscript. The reviewer should be presented with sufficient background information to be capable of comprehending and calculating the purpose of your study without having to refer to other works. The basis for the study should be offered. Give the most important references, but avoid making a comprehensive appraisal of the topic. Describe the problem visibly. If the problem is not acknowledged in a logical, reasonable way, the reviewer will give no attention to your results. Speak in common terms about techniques used to explain the problem, if needed, but do not present any particulars about the protocols here.

The following approach can create a valuable beginning:

- Explain the value (significance) of the study.
- Defend the model—why did you employ this particular system or method? What is its compensation? Remark upon its appropriateness from an abstract point of view as well as pointing out sensible reasons for using it.
- Present a justification. State your particular theory(-ies) or aim(s), and describe the logic that led you to choose them.
- Briefly explain the study's tentative purpose and how it meets the declared objectives.

Approach:

Use past tense except for when referring to recognized facts. After all, the manuscript will be submitted after the entire job is done. Sort out your thoughts; manufacture one key point for every section. If you make the four points listed above, you will need at least four paragraphs. Present surrounding information only when it is necessary to support a situation. The reviewer does not desire to read everything you know about a topic. Shape the theory specifically—do not take a broad view.

As always, give awareness to spelling, simplicity, and correctness of sentences and phrases.

Procedures (methods and materials):

This part is supposed to be the easiest to carve if you have good skills. A soundly written procedures segment allows a capable scientist to replicate your results. Present precise information about your supplies. The suppliers and clarity of reagents can be helpful bits of information. Present methods in sequential order, but linked methodologies can be grouped as a segment. Be concise when relating the protocols. Attempt to give the least amount of information that would permit another capable scientist to replicate your outcome, but be cautious that vital information is integrated. The use of subheadings is suggested and ought to be synchronized with the results section.

When a technique is used that has been well-described in another section, mention the specific item describing the way, but draw the basic principle while stating the situation. The purpose is to show all particular resources and broad procedures so that another person may use some or all of the methods in one more study or referee the scientific value of your work. It is not to be a step-by-step report of the whole thing you did, nor is a methods section a set of orders.

Materials:

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

Methods:

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

Approach:

It is embarrassing to use vigorous voice when documenting methods without using first person, which would focus the reviewer's interest on the researcher rather than the job. As a result, when writing up the methods, most authors use third person passive voice.

Use standard style in this and every other part of the paper—avoid familiar lists, and use full sentences.

What to keep away from:

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



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Results:

The principle of a results segment is to present and demonstrate your conclusion. Create this part as entirely objective details of the outcome, and save all understanding for the discussion.

The page length of this segment is set by the sum and types of data to be reported. Use statistics and tables, if suitable, to present consequences most efficiently.

You must clearly differentiate material which would usually be incorporated in a study editorial from any unprocessed data or additional appendix matter that would not be available. In fact, such matters should not be submitted at all except if requested by the instructor.

Content:

- Sum up your conclusions in text and demonstrate them, if suitable, with figures and tables.
- In the manuscript, explain each of your consequences, and point the reader to remarks that are most appropriate.
- Present a background, such as by describing the question that was addressed by creation of an exacting study.
- Explain results of control experiments and give remarks that are not accessible in a prescribed figure or table, if appropriate.
- Examine your data, then prepare the analyzed (transformed) data in the form of a figure (graph), table, or manuscript.

What to stay away from:

- Do not discuss or infer your outcome, report surrounding information, or try to explain anything.
- Do not include raw data or intermediate calculations in a research manuscript.
- Do not present similar data more than once.
- A manuscript should complement any figures or tables, not duplicate information.
- Never confuse figures with tables—there is a difference.

Approach:

As always, use past tense when you submit your results, and put the whole thing in a reasonable order.

Put figures and tables, appropriately numbered, in order at the end of the report.

If you desire, you may place your figures and tables properly within the text of your results section.

Figures and tables:

If you put figures and tables at the end of some details, make certain that they are visibly distinguished from any attached appendix materials, such as raw facts. Whatever the position, each table must be titled, numbered one after the other, and include a heading. All figures and tables must be divided from the text.

Discussion:

The discussion is expected to be the trickiest segment to write. A lot of papers submitted to the journal are discarded based on problems with the discussion. There is no rule for how long an argument should be.

Position your understanding of the outcome visibly to lead the reviewer through your conclusions, and then finish the paper with a summing up of the implications of the study. The purpose here is to offer an understanding of your results and support all of your conclusions, using facts from your research and generally accepted information, if suitable. The implication of results should be fully described.

Infer your data in the conversation in suitable depth. This means that when you clarify an observable fact, you must explain mechanisms that may account for the observation. If your results vary from your prospect, make clear why that may have happened. If your results agree, then explain the theory that the proof supported. It is never suitable to just state that the data approved the prospect, and let it drop at that. Make a decision as to whether each premise is supported or discarded or if you cannot make a conclusion with assurance. Do not just dismiss a study or part of a study as "uncertain."



Research papers are not acknowledged if the work is imperfect. Draw what conclusions you can based upon the results that you have, and take care of the study as a finished work.

- You may propose future guidelines, such as how an experiment might be personalized to accomplish a new idea.
- Give details of all of your remarks as much as possible, focusing on mechanisms.
- Make a decision as to whether the tentative design sufficiently addressed the theory and whether or not it was correctly restricted. Try to present substitute explanations if they are sensible alternatives.
- One piece of research will not counter an overall question, so maintain the large picture in mind. Where do you go next? The best studies unlock new avenues of study. What questions remain?
- Recommendations for detailed papers will offer supplementary suggestions.

Approach:

When you refer to information, differentiate data generated by your own studies from other available information. Present work done by specific persons (including you) in past tense.

Describe generally acknowledged facts and main beliefs in present tense.

The Administration Rules

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

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

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

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

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

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

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

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