Online ISSN : 2249-460X
Print ISSN : 0975-587X

Global Journal

of Human-Social Sciences: G

Linguistics & Education

The Case of Lanfuro Woreda

Actors Contributing to Educational

Highlights

The Case of Maraka and Damot

Students Time Utilization Practices

Discovering Thoughts, Inventing Future

VOLUME 15 ISSUE 6 VERSION 1.0

Global Journal of Human-Social Science: G
Linguistics & Education

Global Journal of Human-Social Science: G
Linguistics & Education

Volume 15 Issue 6 (Ver. 1.0)

Open Association of Research Society

Incorporation No.: 0423089
License No.: 42125/022010/1186
Registration No.: 430374
Import-Export Code: 1109007027
Employer Identification Number (EIN):
USA Tax ID: 98-0673427

Global Journals Inc.

*(A Delaware USA Incorporation with "Good Standing"; **Reg. Number: 0423089**)*

Sponsors: Open Association of Research Society
Open Scientific Standards

Publisher's Headquarters office

Global Journals Headquarters
301st Edgewater Place Suite, 100 Edgewater Dr.-Pl,
Wakefield MASSACHUSETTS, Pin: 01880,
United States of America
USA Toll Free: +001-888-839-7392
USA Toll Free Fax: +001-888-839-7392

Offset Typesetting

Global Journals Incorporated
2nd, Lansdowne, Lansdowne Rd., Croydon-Surrey,
Pin: CR9 2ER, United Kingdom

Packaging & Continental Dispatching

Global Journals
E-3130 Sudama Nagar, Near Gopur Square,
Indore, M.P., Pin:452009, India

Find a correspondence nodal officer near you

To find nodal officer of your country, please email us at *local@globaljournals.org*

eContacts

Press Inquiries: *press@globaljournals.org*
Investor Inquiries: *investors@globaljournals.org*
Technical Support: *technology@globaljournals.org*
Media & Releases: *media@globaljournals.org*

Pricing (Including by Air Parcel Charges):

For Authors:
22 USD (B/W) & 50 USD (Color)
Yearly Subscription (Personal & Institutional):
200 USD (B/W) & 250 USD (Color)

Integrated Editorial Board
(Computer Science, Engineering, Medical, Management, Natural Science, Social Science)

Dr. Bart Lambrecht
Director of Research in Accounting and FinanceProfessor of Finance
Lancaster University Management School
BA (Antwerp); MPhil, MA, PhD (Cambridge)

Dr. Carlos García Pont
Associate Professor of Marketing
IESE Business School, University of Navarra
Doctor of Philosophy (Management), Massachusetts Institute of Technology (MIT)
Master in Business Administration, IESE, University of Navarra
Degree in Industrial Engineering, Universitat Politècnica de Catalunya

Dr. Fotini Labropulu
Mathematics - Luther College
University of ReginaPh.D., M.Sc. in Mathematics
B.A. (Honors) in Mathematics
University of Windso

Dr. Lynn Lim
Reader in Business and Marketing
Roehampton University, London
BCom, PGDip, MBA (Distinction), PhD, FHEA

Dr. Mihaly Mezei
ASSOCIATE PROFESSOR
Department of Structural and Chemical Biology, Mount Sinai School of Medical Center
Ph.D., Etvs Lornd University
Postdoctoral Training,
New York University

Dr. Söhnke M. Bartram
Department of Accounting and FinanceLancaster University Management SchoolPh.D. (WHU Koblenz)
MBA/BBA (University of Saarbrücken)

Dr. Miguel Angel Ariño
Professor of Decision Sciences
IESE Business School
Barcelona, Spain (Universidad de Navarra)
CEIBS (China Europe International Business School).
Beijing, Shanghai and Shenzhen
Ph.D. in Mathematics
University of Barcelona
BA in Mathematics (Licenciatura)
University of Barcelona

Philip G. Moscoso
Technology and Operations Management
IESE Business School, University of Navarra
Ph.D in Industrial Engineering and Management, ETH Zurich
M.Sc. in Chemical Engineering, ETH Zurich

Dr. Sanjay Dixit, M.D.
Director, EP Laboratories, Philadelphia VA Medical Center
Cardiovascular Medicine - Cardiac Arrhythmia
Univ of Penn School of Medicine

Dr. Han-Xiang Deng
MD., Ph.D
Associate Professor and Research
Department Division of Neuromuscular Medicine
Davee Department of Neurology and Clinical NeuroscienceNorthwestern University
Feinberg School of Medicine

Dr. Pina C. Sanelli
Associate Professor of Public Health
Weill Cornell Medical College
Associate Attending Radiologist
NewYork-Presbyterian Hospital
MRI, MRA, CT, and CTA
Neuroradiology and Diagnostic Radiology
M.D., State University of New York at Buffalo,School of Medicine and Biomedical Sciences

Dr. Roberto Sanchez
Associate Professor
Department of Structural and Chemical Biology
Mount Sinai School of Medicine
Ph.D., The Rockefeller University

Dr. Wen-Yih Sun
Professor of Earth and Atmospheric SciencesPurdue University Director
National Center for Typhoon and Flooding Research, Taiwan
University Chair Professor
Department of Atmospheric Sciences, National Central University, Chung-Li, TaiwanUniversity Chair Professor
Institute of Environmental Engineering, National Chiao Tung University, Hsin-chu, Taiwan.Ph.D., MS The University of Chicago, Geophysical Sciences
BS National Taiwan University, Atmospheric Sciences
Associate Professor of Radiology

Dr. Michael R. Rudnick
M.D., FACP
Associate Professor of Medicine
Chief, Renal Electrolyte and Hypertension Division (PMC)
Penn Medicine, University of Pennsylvania
Presbyterian Medical Center, Philadelphia
Nephrology and Internal Medicine
Certified by the American Board of Internal Medicine

Dr. Bassey Benjamin Esu
B.Sc. Marketing; MBA Marketing; Ph.D Marketing
Lecturer, Department of Marketing, University of Calabar
Tourism Consultant, Cross River State Tourism Development Department
Co-ordinator , Sustainable Tourism Initiative, Calabar, Nigeria

Dr. Aziz M. Barbar, Ph.D.
IEEE Senior Member
Chairperson, Department of Computer Science
AUST - American University of Science & Technology
Alfred Naccash Avenue – Ashrafieh

Contents of the Issue

Global Journal of human-social science: G
Linguistics & Education
Volume 15 Issue 6 Version 1.0 Year 2015
Type: Double Blind Peer Reviewed International Research Journal
Publisher: Global Journals Inc. (USA)
Online ISSN: 2249-460X & Print ISSN: 0975-587X

An Analysis of the Status of Marginalization of School Age Children in Wolaita and Dawro Zones:The Case of Maraka and Damot Pulasa Weredas of the two Zones, South Ethiopia

By Tafano Ouke Labiso, Endale Berhanu Demissie & Deribe Debela Kebede

Wolaita Sodo University, Ethiopia

Abstract- The purpose of this study was to analyze the major causes of marginalization and illiteracy of "Menas", "Menjas", and "Hilanchas" social classes in Dawro and Wolaita zones. In order to attain this objective descriptive survey method was employed. The study was carried out in four kebeles of Wolaita zone and 6 kebeles of Dawro zones. Purposive sampling technique for the selection of the weredas and availability sampling technique for the selection of the kebeles and subjects were used. Hence, the wereda education office authorities, parents and the children of 'Menjas', 'Menas', and 'Hilanchas'(in Wolaita case) were involved, and the questionnaire was distributed among officials, filled out and in addition, the wereda education office authorities, parents and children of those social classes were interviewed in group.

Keywords: marginalization, social classes, potters, firewood carriers.

GJHSS-G Classification : FOR Code: 139999

An Analysis of the Status of Marginalization of School Age Children in Wolaita and Dawro Zones:The Case of Maraka and Damot Pulasa Weredas of the two Zones, South Ethiopia

Tafano Ouke Labiso [α], Endale Berhanu Demissie [σ] & Deribe Debella Kebede [ρ]

Abstract- The purpose of this study was to analyze the major causes of marginalization and illiteracy of "Menas", "Menjas", and "Hilanchas" social classes in Dawro and Wolaita zones. In order to attain this objective descriptive survey method was employed. The study was carried out in four kebeles of Wolaita zone and 6 kebeles of Dawro zones. Purposive sampling technique for the selection of the weredas and availability sampling technique for the selection of the kebeles and subjects were used. Hence, the wereda education office authorities, parents and the children of 'Menjas', 'Menas', and 'Hilanchas'(in Wolaita case) were involved, and the questionnaire was distributed among officials, filled out and in addition, the wereda education office authorities, parents and children of those social classes were interviewed in group. The data gathered through questionnaire were analyzed using percentages and average mean. Based on the analysis, the study disclosed that the inferiority complex, the economic problem, the non-'Menjas',non-'Menas', and non-'Hilanchas'(including authorities) implicit and explicit violence, lack of awareness creation on the part of wereda officials, lack of support to capacitate the subjects economically, discouraging children in class rooms by even the school directors, lack of evening class, orphanage, the still negative attitudes of the society towards these subjects were found to be the major challenges. Accordingly, it was concluded that the challenges were multifaceted. Hence, it is recommended that all the concerned bodies(including the government, large society, and NGOs) of the zones should take measures to send these school age children to schools taking into consideration that they are part of the society and citizens.

Keywords: marginalization, social classes, potters, firewood carriers.

I. Introduction

Many young people in developing countries have weakened or severed family ties, are subject to social stigmatization, and are not connected to institutions such as schools, youth clubs, or the formal workplace. These youth—whom we refer to as "socially marginalized"—are vulnerable to sexual exploitation and are at disproportionately high risk of unintended pregnancies and sexually transmit ted infect ions (STIs), information, counseling, legal protection, and health and other services, so reaching them requires special planning, advocacy efforts, and supplemental resources. Socially marginalized youth often have weakened or severed family and social ties. Some have been abandoned by their families, lured or abducted from their families, or sold into bonded labor or brothels. War and the AIDS epidemic have turned many into orphans. Psychological and physical abuse at home may have led many to prefer life on the street. Living or spending most of their time on the streets, they may beg, hustle, steal, or sell sex to survive. Others, especially the girls, are domestic workers who live at their place of employment. Cut off from families and the larger society in which they live, these youth have little or no system of social protection. The social support they receive is usually from peers living in similar circumstances.

Lack of family and social ties can be worsened by social stigmas. Whether they are members of ethnic, national or religious minorities; migrants or young people in "floating populations;" street children viewed as nuisances or criminals; or homosexual youth facing discrimination or repression; the indifference or hostility with which society treats these youth may further traumatize them. They may be subject to harsh discrimination at mainstream health service delivery points and in the marketplace, and they may internalize society's negative views of them, damaging their self-esteem and their ability to have healthy relationships with others.

Poverty may require these youth to work long hours to support themselves or their families, but they often are not recognized officially as workers. They may be forced to work under exploitative and hazardous conditions that endanger their physical, mental, and social development.* Lacking job skills, they tend to work in informal sectors of the economy.

Many of these youth are victims of violence and physical abuse, including sexual abuse. Domestic workers may be forced to provide sex to their employers, street youth may be abused by other street youth or by adults, and refugees and youth in areas of

Author α σ ρ: Wolaita Sodo University, South Ethiopia.
e-mails: ouketaf@yahoo.com, endaleberhanu45@yahoo.com
deribedebella@yahoo.com

armed conflict may be obligated to grant "sexual favors" in return for documentation, relief goods, or both. Young girls are trafficked into slave-like conditions in brothels. This abuse can result in STIs, unwanted pregnancy, and physical injury, as well as psychological trauma that increase vulnerability to future abuse.

Some of these youth, especially those who live on the street, use drugs to diminish hunger, cold, and emotional pain or to help them sleep or stay awake. Repeated use of these drugs can cause physical and psychological problems, including hallucinations, pulmonary edema, kidney failure, and brain damage. When intravenous drugs are used, the additional risk of contracting HIV, hepatitis, and other diseases exists.

Collectively, all of these characteristics make these youth more vulnerable to unintended pregnancy and STI/HIV infection. Poverty and lack of education and job skills make them more vulnerable to all kinds of exploitation. Social stigma and lack of a stable, supportive environment diminish the self-efficacy needed to undertake self-protective behavior. Sexual abuse stunts the skills needed to prevent unintended pregnancy and STIs. Drugs diminish inhibitions and impair judgment, making it less likely that youth will use information and skills to protect themselves from risk.

Although it is difficult to quantify the extent of the problem, according to the United Nations estimation, 404 million youth under the age of 18 do not attend school; 190 million youth between the ages of 10 and 14 work; three quarters of these youth work six days a week or more, and one half of them work that approximately 100 million youth work on the streets in activities such as picking garbage, hawking small goods, parking and washing cars, shining shoes, and begging. It is estimated that 10% of these youth actually live in the streets, with no connection to their family or a permanent home.

United Nations agencies and non-governmental organizations (NGOs) estimate that at least one million young people under the age of 14 are lured or forced into commercial sexual exploitation each year. While the vast majority of these are young women, young men are also exploited. Hence, Ethiopia in general and Wolaita and Dawro zones in particular are no exceptions .Thus, the study aims to answer the following basic questions.

- What are the causes for marginalization of school age children?
- Who are the marginalized elements?
- Which problem is the most serious one?
- What attempts were made to tackle this problem?
- How is the status of illiteracy?

II. Objectives of the Study

The study has the following general and specific objectives

a) General Objective

The general objective of the study is to investigate the causes of marginalization of school age children and to come with solutions for those who are concerned about them so that to increase the participation of children and contribute to illiteracy reduction.

b) Specific Objectives

- This study has the following specific objectives: To investigate the root causes of marginalization;
- To identify different marginalized groups;
- To identify the most serious problems;
- To examine the attempts made by different stake holders in the society;
- To investigate the status of illiteracy to provide training and pave the way to reduce illiteracy

III. Significance of the Study

a) The study will have the following significances

1) The findings may be the reliable sources for the policy makers at different administrative echelons;
2) It may add to the corpus of literature in the area of marginalization;
3) The study may create awareness on the part of government officials about the importance and the problems of the subjects'
4) The study may reduce the level of illiteracy in the country and in the zones as well through implementation;
5) The findings may contribute to changing the negative attitude of the the large society and the government officials as well through its dissemination.

IV. Delimitation of the Study

The study was conceptually delimited to investigating the status of marginalization and geographically to the two weredas of Wolaita and Dawro zones and 6 kebeles of Dawro zone and four kebeles of Wolaita zone:

V. Limitations of the Study

The researchers have faced the following problems while conducting the research

- Topography where the subjects were living.
- Availability of the subjects/ business of the experts.
- Lack of transportation or its expensive cost.

VI. Research Design and Methodology

a) Research Method

Descriptive survey and both qualitative and quantitative techniques for data collection were employed.

b) Sample Size and Sampling Technique

Sample Size

The marginalized school age children of the Maraka and Damot Pulasa weredas of Wolaita and Dawro zones were the target population of the study and the sample were as per the availability of the marginalized.

s.no.	Name of the Kebele	Name of the wereda	Name of the zone	Technique of Sampling	Name of social classes	Their work/known for	Size of the family
1	Shanto ketema	Damot Pulas	Wolaita	availability	Chinasha	pottery	large
2	Golo Shanto	"	"	"	Chinasha	pottery	large
3	Zamine Wulisho	"	"	"	Chinasha	pottery	medium
4	Warbira Golo	"	"	"	Chinasha	pottery	small
5	Koysha	Maraka	Dawro	"	Men & Menja	Pottery +selling coal &fire wood	large
6	Mada Gendo	"	"	"	Mena	pottery	medium
7	Gendo Shama	"	"	"	Mena	pottery	large
8	Maila	"	"	"	Menja	Selling fire wood &coal	small
9	Ocha	"	"	"	Menja	Selling fire wood &coal	small
10	Semu	"	"	"	Mena	pottery	small

Key: large= >18 heads of household medium=between 7&18 heads of house hold;small=<7 heads of house hol

c) Sampling Technique

The sampling techniques used were availability sampling for the selection of the subjects, and purposive for the selection of the weredas.

d) Data Administration

Tools for were prepared and checked by experts tool was prepared and used. After thorough discussion with the subjects the time was arranged and tools were distributed and the data were gathered.

e) Data Collection Tools

Close ended questionnaire with 5 scale likert, group interview of 6-12, non- participatory observation and documents were used.

f) Data Analysis Tools

The quantitative data collected were analyzed using frequency count, percentage, and average mean, and the qualitative data was categorized and used as supportive for the quantitative.

VII. Discussions and Findings

a) Discussions

This part of the research deals with the characteristics of the respondents, and the presentation, analysis and interpretation of the data gathered through the research tools—questionnaire and interview from the 2 weredas of two zones. Hence, the wereda education office experts and heads and parents and children of menjas, menas and" chinashs" were involved.

Eight wereda education officials and fifty parents and children of menjas, menas, and chinashas were involved in the study. Eight copies of questionnaire were distributed among the wereda education office experts and returned back. Again focus group discussion was made with the parents and children of menjas, menas, and chinashas.

i. *Characteristics of the Respondents*

Table III : Description of the Respondents by age, sex, qualification, marital status, specialization and work experience.

No.	Characteristics	Respondents			
		Wereda Education officials N=8		Parents and children N=50	
		No.	%	No.	%
1	Sex Male	8	100	30	60
	Female	-	-	20	40

2	Age below 20			36	72
	20-25			10	20
	26-30	8	100	4	8
	31-35				
	36-40				
	41-45				
	Above 45				
3	Marital status single	-	-	40	80
	Married	8	100	10	20
	divorced	-	-	-	-
4	Qualification diploma	-	-	-	-
	Bed/BA/BSc	8	100	50	100
	Above			-	-

With regard to the personal information of the subjects, 8 officials from the wereda education office, all are male and 30 male and 20 female parents and their children were involved in the study.

With regard to the age, all wereda education office authorities were aged between 26 and 30; whereas, 36(72%), 10(20%), and 4(8%) parents and children were found to be aged below 20, between 20

Regarding the marital status, whereas all the wereda education office officials were married, however, 40 subjects were children and the rest 10 were married. As far as the educational qualification is concerned, while all wereda education officials were first degree holders, parents and children of the subjects were all found to be illiterates.

Table : Research questions that require orderi

S.NO.	ITEMS	RANK OF DEGREE OF SERIOUSNESS	REMARK
1	Harmful traditional practices	6th	
2	Institutional Barriers	3rd	
3	Self image and self- efficacy	1st	
4	Economic Barriers	2nd	
5	Socio-cultural Barriers	4th	
6	Political-Ideological Barriers	7th	
7	Geographical – Environmental factors	5th	

With regard to the above table, it could be learnt that self-image and self efficacy related problems took the first position, economic barriers took the second place, institutional problem took third place, socio-cultural problem took fourth place, topography and distance related problem took fifth position, harmful traditions and practice related problems took sixth place, and finally, the political ideological problems took the last position according to the data obtained both qualitatively and quantitatively from the subjects.

Table 3 a : Harmful Traditions, Institutional, self-Image and Self-efficacy Related Problems

S.No.	Items		5	4	3	2	1
1.	Harmful Traditions	Abduction					
		Rape					x
		Abortion					x
		Pregnancy					x
		Early marriage					x
		Battery					x
		child trafficking					x
		Seducing				x	
		Inducing				x	
		Procuring					x
		Enticing				x	
		Labor exploitation		x			
		FGM		x			
		Average				x	
2	Institutional Factors	Lack of facilities for children of these classes			x		
		Non-attractive school compound			x		
		Discouraging children while asking questions			x		
		Lack of affirmative action				x	
		Harassment				x	
		Covert influence by leaders in schools			x		
		Lack of model subjects teachers		x			
		Overt violence		x			
		Average			x		
3	Socio-cultural Factors	Negative or low attitude the society has towards the education of these social classes			x		
		Reluctance of the society to send school age children		x			
		Overload by house chores		x			
		Religion related factors				x	
		Public versus private concept		x			
		Average			x		

Key : 5=very high;4=high;3=medium;2=low;1=very low

It could be learnt from the above table, that institutional and socio-cultural factors are still the main challenges for the children of the subjects either not to join schools or not to retain in the schools. There are still social classes. Because of the socialization of this negative attitude, menas, menjas, and chinashas as well

are not willing to send their school age children to schools. And also the family make their children overloaded by house chore and exploit the labor of their children. They make them fetch construction soil for pots of different sizes and types. They make them to carry the pot to distant market places. The menjas on the other, hand make their children carry and sell coals and fire woods to distant market places and local towns. Furthermore, the subjects themselves and the society still consider these social classes as if they are not fit for the public according to the data obtained both qualitatively and quantitatively. Hence, institutional and socio-cultural factors were found to be still significant problems.

Table 3 b : political-Legal, Economic, self image and self-efficacy and geographical-environmental factors

1	Political _legal Factors	Legal literacy					x
		supportive rules and regulations					x
		support on the part of law enforcement bodies for the children of the subjects					x
		justice and respect of human right					x
		effectiveness on the part of law enforcers					x
		Average					x
2	Economic Factors	Lack of basic needs		x			
		Lack of educational materials and facilities		x			
		Lack of transportation		x			
		Lack of roads		x			
		Migration to urban areas in search of work		x			
		Lack of pocket money	x				
		Poor health condition			x		
		Average		x			
3	Self Image and Self efficacy	Lack of confidence	x				
		Inferiority complex	x				
		Reluctance to benefit from their rights	x				
		Fear to others	x				
		Average	x				
4	Geographical environmental factors	Un conducive school topography	x				
		Non-attractive school compound	x				
		Lack of bridges and roads		x			
		Average		x			

Key : 5=very high;4=high;3=medium;2=low;1=very low

According to the above table, self-image, economic, and topography and school distance related factors were found to be the significant problems. Accordingly, the subjects were found to develop inferiority complex, fear to others, lack of confidence on the mselves, and also found to reluctant to benefit from.

And also it is learnt from the data that lack of basic needs, transport access to schools, lack of pocket money, migration to the nearby towns(though insignificant), lack of standard roads, bad topographies, lack of bridges, non-attractive school compounds , poor health conditions were some of the significant problems. And also it was learnt and observed that law enforcing bodies and the authorities themselves were found to be negative towards these social classes(though there were positive rules and regulations on the paper). And also the subjects were observed that they were not aware about the existence of supportive law regarding human and democratic laws.

Furthermore, information could be obtained from the experts of wereda education offices,parents and children of manas and menjas(marak)and hilanchas(Wolaita)through focus group discussion. Hence, accordingly, the following data were obtained

The focus groups in both Damot Pulasa and Maraka weredas raised the following issues as the major problems for their marginalization and absence from the school

- The school leaders were said to have discouraged and insulted the children of hilanchas in case of Wolaita zone;
- There were no awareness creation on the part of the wereda administrative councils and wereda education offices for the children of these social classes;
- There were no evening class to make these children continue their formal education;
- Children were said to have participated highly in house chore to solve the economic problem(carrying and selling fire wood and charckol, clay soil,pots and ovens,grinding clay soil);
- There was high child labor exploitation –parents were reluctant to send their school age children so that to make them help in labor and help themselves economically;
- There was no attempt made to support their activity by organizing them together to store what they did and seeking market for their products on the part of government authorities;
- Though there were some models from such social classes, they made no support for others by such models;
- There was both implicit and explicit violence on the part of the authority;
- It was observed that in both weredas and zones the authorities were found to defame these social classes;
- There was a psychological violence by non menjas, non menas,and non-hilanchas on the children of such social classes.

VIII. Major Findings

The general objective of the study was to investigate the causes of marginalization of school age children and to come up with solutions for those who are concerned about them so that to increase the participation of children and contribute to illiteracy reduction.

Accordingly, the assessment of the major factors—socio-cultural, political- legal, economic, self-related, institutional, and geographical and environmental factors were carried out.

In order to achieve the purpose of the study, the following basic questions were stated and dealt with

- What are the causes for marginalization of school age children?
- Who are the marginalized elements?
- Which problem is the most serious one?
- What attempts were made to tackle this problem?

Accordingly, the major findings of the analysis made were as follows

1) School age children of menjas, menas, and chinashas were marginalized.
2) The self image related, economic, and institutional factors hold the places of high marginalization ranking from first to third respectively;
3) The children of the subjects were overloaded by house chores and highly labor exploited as well;
4) There was both explicit and implicit violence observed on the children of these social classes by the leaders of the schools and the authorities as well;
5) Self related, economic, institutional, socio-cultural, topography, traditional practices, and political-ideological-legal were the causes for marginalization.
6) Low/or no attempt was made to enable the parents of these children to send their school age children by the local government; and to capacitate the economically;
7) There was no alternative education like evening class;
8) There was discouraging actions observed on the part of school leaders and authorities that contributed the dropout of children immediately after their enrolment;
9) Though there were some model teachers from the 'chinasha' family(in case of Wolaita zone), however, they failed to convince and bring their families to school;
10) No attempt was made to economically settle and capacitate the family and children of these classes.
11) The subjects were found to be reluctant to benefit from the human and democratic laws stipulated in constitution, and also found to be illiterate of laws;

12) There was an explicit violence of classmates on the children of these classes—the classmate children of non-menjas, non-menas, and non-chinashas insult them saying 'chinasha' or 'goromotia' in Wolaita case and 'manio' or 'manjio' in Dawro case.
13) It was observed that they still (in both Wolaita and Dawro zones) the children of these classes fear other people both to talk to and to listen to.

IX. Conclusions

Based on the findings, the following conclusions were drawn

1) The children of "menas" and " menjas"(in case of Dawro) and "chinashas"(in case of Wolaita) were found to be marginalized because of mainly their self image and self-efficacy problems, economic problems, institutional problems, negative socio-cultural attitudes, bad environmental and geographic conditions(topography), and bad practices and traditions.
2) It could be concluded that the effort made to improve the education of the children of the subjects by the government officials was weak may be due to the negative attitude developed towards these social classes.
3) The self-image and inferiority related complex are still the significant problems which are may be due to the socialization of the subjects into negative societal attitude.
4) Lack of the evening classes was found to be one of the causes for the illiteracies of these children.
5) It could be concluded that the wereda education offices and the wereda administrations could not organize these subjects economically just by constructing a store for what they are making and selling.
6) High level of illiteracy is still prevalent in the two weredas of the two zones—Wolaita and Dawro zones.
7) It could be concluded that no/ or low attempt was made to mitigate such long lived marginalization problem in both zones.
8) It was learnt that the subjects were interested to discuss and tell their problems to the researchers and did not hesitate to provide the researchers with information. This indicates that the concerned local authorities did not do on them as required regarding their education though they were volunteers.

References Références Referencias

1. Anti-Slavery International (1998). <http://www. chari tynet. org/~asi> (online, cited October 29,2013).
2. Barker,G. (1993). Research on AIDS: knowledge, attit-udes and practices among street youth. Children Worldwide 20 (2 3).
3. Black, B. and A. P. Farrington (1997).Promoting life for Indonesia's street children.
4. Bond, L.S. (1993). The sad reality of street children. Bol-etin de la Oficina Sanitaria Panamericana 114 (2).
5. Connolly, M. and C.N. Franchet (1993). Manila street children face many sexual risks. Network 14 (2).
6. Family Health International. (1998). The Health of Adole-scent Refugees Project. (Unpublished program description.)
7. Martins, S.B. and G.J. Ebrahim (1995). The Female street children of Rio de Janeiro: a qualitative study of their backgrounds. Journal of Tropical Pediatrics 41 (1).
8. Ringers, P. (1999). Formerly of Mkombozi Center for Street Children (Moshi, Tanzania). Personal commun-ication. February 3.
9. Ruiz, J. (1994). Street youth in Colombia: lifestyle, attitu-des and knowledge. AIDS Health Promotion Exhange .
10. Shanler, S. (1998). Sexual Abuse & Young Adult Reproductive Health. Washington, DC: FOCUS on Young Adults.
11. UNICEF.(1997). "Children at risk: Ending hazardous and exploitative child labor." The State of the World's Children 1997. Oxford and New York: Oxford University Press.

Global Journal of human-social science: G
Linguistics & Education
Volume 15 Issue 6 Version 1.0 Year 2015
Type: Double Blind Peer Reviewed International Research Journal
Publisher: Global Journals Inc. (USA)
Online ISSN: 2249-460X & Print ISSN: 0975-587X

Factors Contributing to Educational Wastage at Primary Level: The Case of Lanfuro Woreda, Southern Ethiopia

By Deribe Debella Kebede, Endale Berhanu Demissie & Ashebir Bezabih Estifanos

Wolaita Sodo University, Ethiopia

Abstract- The purpose of this study was to investigation the magnitude of educational wastage of primary schools in Lanfuro woreda . Attempts are also made to identify the major factors that contribute to educational wastage and suggest possible strategies to alleviate them. To this end, descriptive survey method was employed to reveal the current situation of high rate of grade repetition and drop-out (educational wastage). The data regarding enrolment, repetition and drop-outs were obtained from Lanfuro woreda educational department and sample school's document. The study included five schools, 280 students, 46 teachers, and 5 principals of sample schools. Sample schools were selected using stratified sampling technique to give focus both rural and urban schools. random sampling technique was applied to select teachers and students (drop-outs and repeaters). Principals were selected using purposive sampling technique. The data gathered through questionnaire, was analyzed using mean, median, and percentage.

Keywords: *education, wastage, primary school.*

GJHSS-G Classification : *FOR Code: 339999p*

Strictly as per the compliance and regulations of:

Factors Contributing to Educational Wastage at Primary Level: The Case of Lanfuro Woreda, Southern Ethiopia

Deribe Debella Kebede [α], Endale Berhanu Demissie [σ] & Ashebir Bezabih Estifanos [ρ]

Abstract - The purpose of this study was to investigation the magnitude of educational wastage of primary schools in Lanfuro woreda. Attempts are also made to identify the major factors that contribute to educational wastage and suggest possible strategies to alleviate them. To this end, descriptive survey method was employed to reveal the current situation of high rate of grade repetition and drop-out (educational wastage). The data regarding enrolment, repetition and drop-outs were obtained from Lanfuro woreda educational department and sample school's document. The study included five schools, 280 students, 46 teachers, and 5 principals of sample schools. Sample schools were selected using stratified sampling technique to give focus both rural and urban schools. random sampling technique was applied to select teachers and students (drop-outs and repeaters). Principals were selected using purposive sampling technique. The data gathered through questionnaire, was analyzed using mean, median, and percentage. To determine the magnitude of educational wastage and to identify the gender and grade level that was severely affected by wastage, five consecutive years' students' document (enrolment, repetition and drop-out) was used. Wastage rate was calculated and indicated for each grade level according to the past five years data. The findings have indicated that high repetition rate was registered at grade eight, high drop-out rate was registered at grade one and high over-all wastage rate was registered at grade eight. It was also identified that rate of wastage of primary education was higher in second cycle (Grade5-8) and among boys than girls. Finally the weighted mean scores, over-all wastage average results revealed that students related, school related and socio-economic background variables were found significant factors behind low internal efficiency of primary schools in Lanfuro woreda. The findings therefore suggest that improving these variables may take a considerable change in alleviating wastage of primary education. Based on these findings and conclusion drawn, it was recommended that the measures regarding creating awareness for parents, nearby school building, motivating teachers, creating conducive school environment and improving school facilities and services should be taken to minimize the educational wastage of primary schools in the study area.

Keywords: education, wastage, primary school.

I. Background of the Study

Education is the most important factor that significantly affects the life of an individual and empowers him/her to contribute to national development. As a form of investment made on people. Education plays a pivotal role in human resource development. Investment in education is made with intent for better returns in the future. "An investment in education is an investment in the productivity of the population."Investment in formal education is considered as precondition to economic growth (Bishop (1989:21).

Since the interaction education, economic and social development has been broadly recognized (Levy,1991:31), the education system of any country is meant to serve its development objectives. Economic analysis has consistently shown that investment in education brings higher rate of return than investment in physical capital (Dension, 1964 in Woube, 2003).

Changes in the education system of any country have to give due attention to the efficiency and effectiveness of primary education. "The progression of students from admission" in the beginning year of their study "Until their successful completion" of the cycle of education (primary or secondary) reflects the degree of efficiency in that level of education (UNESCO, 1983a:57).The efficiency of a particular level of education can be expressed by the input/output ratio, the reciprocal of which is known as "Coefficient of efficiency" (Brimer and Pauli 1991:47).

In the ideal situation, all students admitted in the beginning grade of the education level will reach the second grades in the following academic year and continue until they complete that level of education. But in reality "an alarming phenomenon in education", wastage (drop-out and repetition) obstructs this "ideal scheme" (UNESCO, 1983a:57).

Repetition and drop-out rates are then commonly used parameters to measure educational wastage of the educational system. Repeating a grade means utilizing more resources than allocated to a student and hindering the intake capacity of schools. Similarly, leaving a school (dropping) before completing a particular cycle/level of education is wastage in resources, number of graduates and student years. In both cases, the meager resources allocated for education will be wasted or underutilized (UNESCO, 1998:12).

Author: e-mail: deribedebella@yahoo.com

UNESCO's report 2003. Different writers have suggested the reason for this failure. Habtamu (2002), and UNESCO (2003) confirmed that wastage in the form of drop-out and grade repetition is a major hindrance.

II. Statement of the Problem

UNESCO (2003) indicated that children around the world, especially Sub-Saharan Africa countries, fail to gain access to primary schooling. Even large numbers among those who do enroll leave prematurely, dropping-out before the skills of numeracy and literacy have been properly gained. This initiates for a close investigation of the degree of educational wastage of primary schools.

Like other developing countries, primary schools in Ethiopia have shown a rapid expansion since 1974. With this rate of development, however, the percentage of Children who reach the final grade of the primary education cycle is low, as it has been conducted by (Dereje 2003; Habtamu 2001; Tadesse 2001) and Adane (1993). Most of them have their own area of study as well as geographic boundary. None of them has dealt with educational wastage of primary school in the Lanfuro Woreda . This Woreda foud in Silite Zone in SNNPR. The area shares boundaries with siliti woreda in the east and north, Sankura Woreda to the south, Oramiya in the west. The peoples' livelihood is dependent on subsistence agriculture largely based on farming crops, such as maize, wheat, tef, peas and beans. In Lanfuro Woreda, drop-out and grade repetition are rampant. The basic problem that has initiated the researchers to conduct this study is high rate of educational wastage i.e. high rate of drop out and repetition in the woreda. Hence, the study aims to answer the following basic research questions.

1) What is the magnitude of wastage in primary schools of Lanfro Woreda?
2) In which grade of the primary level does the highest wastage rate (repetition and drop-out) occur?
3) What are the major causes of wastage (repetition and dropping-out)?

III. Objectives of the Study

The study is aimed at to examine those factors that contributing to educational wastage in Lanfuro Woreda.

IV. Research Design and Methodology

a) Research Design

For this study a descriptive survey research design was employed because it could help to reveal the current situation of educational wastage in selected primary schools in Lanfuro Woreda.

b) Source of data

The necessary data for this study were collected from both primary and secondary source.The primary data was obtained from teacher's students and principals The secondary data was obtained from Lanfro Woreda education departments

c) Sample size and Sampling Technique

Lanfuro Woreda constitutes 17 primary schools. Since it is difficult to include all primary schools in the study, the researchers preferred to focus on sample schools. Accordingly, five out of 17 schools were selected using stratified sampling technique.

Out of total population, 30 percent were randomly selected from grades: 5, 6, 7 and 8 to participate in the survey study. Students from grade 1-4 weren't made to fill the survey questionnaire since they are too young to provide the required information. On the other hand, in order to select teacher respondents from the sample schools, random sampling technique was used to categorize them regarding gender. As result, equal chance that is 50% was given for both genders to participate more female teachers in the study, because their number is less than that of male teachers at primary level, especially in second cycle. Then, from the total teachers 30% were selected from each gender through purposive sampling technique. Principals of all sample school were taken as a sample through purposive sampling technique because such posts were only reserved for them.

d) Data collection tools

The following tools were employed to collect data for the study. The study employed both quantitative and qualitative data and the data were gathered by the help of instruments namely, questionnaires, interview and document review. Moreover, the questionnaire was pre tested.

e) Methods of Data Analysis

Percentage and frequency also used to analyze various characteristics of respondents. The weighted mean was used to identify which of the Item was rated above average mean score to be considered as one of the significant factors for high educational wastage of primary schools. The independent mean and percentage were employed to test the respondents (teachers and students) degree of agreement regarding the important reasons for educational wastage. Data collected through different instruments was coded and tabulated. The quantitative data was analyzed using SPSS version 20. The t-test of significance of respondent's opinion difference was measured at alpha level 0.05. Also Chi-square (χ^2) test was employed to test the significance level of students' response with regard to reason for going to school and self-concept of students.

V. Results and Discussion

This chapter deals with the presentation and analysis of data obtained from rosters of sample primary schools and primary data obtained through questionnaires distributed for students and teachers and interviews conducted with five sample school principals

a) Characteristics of Respondents

As stated earlier (in chapter 1), the subjects of this study were general primary school students, teachers and principals. Under this topic background information of the subjects is present

Table 1 : Family Background of Respondents (n=280)

No.	Characteristics		Response	
			No.	%
1.	Parents education level (Family education)	Illiterate	159	56.8
		Primary education(1-8)	86	30.7
		Secondary education(9-12)	22	7.9
		T.T.I(teacher training institute)	8	2.9
		College/University	5	1.8
2	With whom students live :	With both parents	198	70.7
		With one of the parents	37	13.2
		With my gardeners	33	11.8
		Alone	12	4.3
3	Do your parents help you school materials	no	174	62.1
		yes	106	37.9
4	Reason for student repetition	frequent absenteeism from class	195	69.6
		lack of parental encouragement	75	26.8
		lack of suitable place for study	10	3.6
5	Reason for student dropout	lack of finance and material for schooling	47	16.8
		parental disunity due to death or divorce	75	26.8
		pupils involvement in domestic work	138	49
		Early marriage	20	7.1

i. *Parental Education*

High academic attainment of family significantly repetition for both girls and boys in rural and urban areas. Students supported by different educational material less chance to dropout and repetition.

ii. *Reason for repetition*

195(69.6%) of respondent reason for repetition frequent absenteeism from class. 75(26.8%) ,10(3.6%) lack of parental encouragement and lack of suitable place for study respectively. there for frequent absenteeism highly affect student pass the next grade.

iii. *Reason for student dropout*

138(49%) of students reason for dropout doing other work and 75(26.8%), 47(16.8%), 20(7.1%) is parental disunity, lack of financial and material support, early marriage respectively.

Table 11 indicates that the over whelming majority of the students 56.8% (n=159) family were illiterate while only 30.7% (n= 86) of family were attended primary education. The remaining 7.9% (n= 22), 2.9% (n=8) and 1.8% (n=5) of the students family had secondary education, TTI, and College/University education respectively. Thus, the low level of family education may have a crucial effect on the survival of the students in the education system.

iv. *The Home Environment*

Furthermore, 70.7% (n=198) of student respondents said that, they are living with both parents.13.2 %(n=37) of them live with only one of the parents and 11.8% (n=33) of them live with their gardeners and only 4.3 % (n=12) of them live alone. So it is possible to deduce that most of student respondents were living with their parents. So the psychological atmosphere in a home of student respondents was good. This showed that parents' educational level was more important in determining repetition and drop-out of students than with whom the students living.

v. *Educational Materials*

In addition, Item number 3 in the Table 11 reveals that educational material costs and other educational expenses covered by out of parent i.e.62.1% (n=174). Only 37.9% (n=106) of student respondents' educational material costs were covered by their parents. This showed that most parents didn't give necessary support for their children in schooling. So, this could be mentioned as one of the potential factors for early leaving of school and grade repetition (wastage) at primary schools of Lanfuro Woreda .

Table 2 : Students Attitude towards Learning and themselves Characteristics (n=280)

No		Characteristics	Response	
			No.	%
1	Reason for going to school:	I like learning	182	65.0
		I see my friends	50	17.9
		my teachers	18	6.4
		My parents ordered me	30	10.7
2	Self concepts of students:	I am excellent student	26	9.3
		I am medium achiever	65	23.2
		I am low achiever	189	67.5

In Table 2 Item number 1 depicts that large number of respondents 65% (n=182) reported that they like school learning. But, as the remaining respondents 17.9% (n=50), 6.4% (n=18) and 10.7% (n=30) responded they see their friends, they like their teachers and their parents ordered them respectively to go to school. Assured that significant number of students perceived learning when they are going to school. This can be interpreted that most of the students had positive attitude towards school learning. But their success in school was not satisfactory, which might be caused by another variable rather than student's attitude towards learning at primary level of the study area.

In addition, Item 2 in Table 2 reveals that student respondents 67.5 %(n=189) thought that they are low achievers inherently. Only few 9.3 %(n=26) of them believed that they are high achievers. Whatever it is, it can be concluded that the attitudes that students attached to their performance hampered their survival in the system.

b) Major Factors of Educational Wastages of Primary Schools in the Study Area

This study was aimed to identify the magnitude of educational wastage of primary education in Lanfuro woreda . An attempt was also made to identify some students, teachers, school related and administration /institution, socio-economic and socio-cultural constraints that may have significant effect on high educational wastage of primary education in the Woreda. In computing students and teacher respondents' response, the researcher used different scales that represent the extent of influence of each factor. These scales were

1=Very low 2=Low 3=Moderate 4=High 5=Very high

There is no one single factor that influence for wastage of education system. The combination of number of factors contributed to students' grade repetition and school leaving. But it is important to mention that all stated factors are not equally significant for low internal efficiency. For this purpose, the researcher interested to present and discuss the findings in their order on the questionnaires.

i. *Students Related Factors*

As students are direct beneficiary of education; various factors those contributed to educational wastage could be attached with students. Among these variables, failure in study hard, lack of interest in education, low future success expectation, frequent absenteeism, students' health problem and low self conception due to previous failure in exam are presented in Table 4 below

Table 4 : Students Related Factors of Educational Wastage of Primary Schools of Lanfro Woreda

No.	Factors	Respondents	Mean of repetition	Mean of drop –out	Weighed Mean of Wastage	Over-all wastae average
1	Failure to study hard	S	4.43	3.42	3.93	3.84
		T	3.54	3.52	3.54	
2	Lack of interest in education	S	3.83	3.18	3.50	3.67
		T	4.39	4.06	4.23	
3	Low future success expectation	S	3.63	3.9	3.7	3.84
		T	3.94	4.21	4.08	
4	Frequent absenteeism	S	3.76	3.65	3.71	3.84
		T	4.29	4.33	4.31	
5	Pupils health problem	S	2.62	2.89	2.76	2.89
		T	3.54	3.12	3.33	
6	Low self conception due to previous failure in exam.	S	3.62	3.59	3.6	3.58
		T	3.67	3.33	3.5	

Note : S=Student T=Teacher

Table 4 presents students and teacher's ratings of students' related factors that linked with educational wastage of primary schools in Lanfuro woreda . To begin with, respondents were asked to rate the contribution of students' failure to study hard for repetition and dropping out of students in primary schools of the study area. The computed wastage mean scores of students (Mean=3.93, teachers (Mean=3.54 and over-all wastage average (Mean=3.84, above the average rating (3.0). This shows that students pin-pointed failure to study hard as the major cause for grade repetition and drop-out and they also described

the highest contribution of these two variables (repetition and drop-out) for educational wastage. In similar manner, the wastage mean score of teachers as listed above indicated that the mentioned Item as a potential factor for educational wastage at primary level in this study area. Generally, the overall wastage average assured the high contribution of this Item for educational wastage of primary education in the study area. However, depending on the overall wastage mean score, it is possible to conclude that failure to study hard is one of the major causes for educational wastage of primary schools in the study area.

Similarly, in the Table 4 the impact of students' lack of interest in education on wastage of sample primary schools was indicated in the computation. In Table 14 Item number two, the calculated wastage professionally disappointed teachers were identified as (Mean=4.23, and over-all wastage average (Mean=3.67), rated above average (3.0). As students' response, it is possible to judge that lack of interest in education as crucial factor for grade repetition and drop-out (wastage). Likewise, teachers identified the same Item with great emphasis to show its high contribution of educational wastage. Besides this, the over-all wastage average depict that all respondents perceive students' lack of interest in education as one of the significant factors for educational wastage of primary schools of this study area. On the base of mean scores, it is possible to conclude that students' lack of interest in education could be included among the major causes for inefficiency/wastage/ of primary schools in this study area. Lack of interest in education may result from the way students see their future success in school work and future achievement.

The effect of low future success expectation of students on education of primary schools in this study area was checked (see Table 4). The computed wastage mean scores of students (Mean=3.77), teachers (Mean=4.08,), and over-all wastage average (Mean=3.84,) depicted in the Table are above the median rate (3.0). The reflected view of respondent students revealed that low future success expectation caused educational wastage in Lanfuro woreda at primary level. Furthermore, teachers strongly admitted this Item as highly contributing factor for educational wastage in this study area. The response value of teachers manifested for wastage is higher than that of students. This difference can be the results of degree of believe that the respondents have, to judge how much the mentioned variable could contribute to educational wastage in their locality. Moreover, the over-all wastage average also strengthened the contribution of this Item for the issue under discussion. However, the possible conclusion for this finding can be low future success expectation of students is one of the major causes of educational wastage of primary schools in this study area.

As shown in the Table above (see Table 4), the respondents were asked to rate to what extent the frequent absenteeism of students could contribute to grade repetition and dropping-out of school educational wastage/in primary schools in this study area. As a result, wastage mean values of students (Mean=3.71,), teachers (Mean=4.31,) and over_all wastage average (Mean=3.84,) rated above the median rate (3.0). In strictly speaking, students categorized this Item among potentially affecting factors of internal efficiency of primary education. Furthermore, teachers have given high weight rather than students for its seriousness. In addition, depending on over-all wastage average, it is possible to include frequent absenteeism of students under basic causes of educational wastage of primary schools of the study area. Thus, according to over-all wastage average, the possible conclusion could be frequent absenteeism is one of the major factors of educational wastage in Lanfro woreda primary schools. It is possible to see this finding with conformity of another research finding which was stated as the schools with lower rate of absenteeism were efficient than those with higher absenteeism (Chantavanich and Fry, 1990).

Item number 5 presented in the Table 4, is the students' heath problem. Mean scores of students (Mean=2.76,), teachers (Mean=3.33,) and over-all wastage (Mean=2.89,) indicated in the Table. As one can see from the data, the mean responses of students rated blow the moderate rating (3.0) in contrast to teachers' response. This shows the opinion variation between teachers and students regarding this variable. Teachers admitted this item as a constraint that has a contribution to educational wastage; but students were not. Furthermore, the over-all wastage average reveals that student's health problem as not major reason of educational wastage in the study area. Even though, teachers identified students' health problem as important factor for wastage, regarding over-all wastage average, this variable is not included in major cause of educational wastage in the study area at primary level.

Even though, this finding is not in the same direction with previous research findings, it is impossible to expect good academic achievement from students without good health. Colclogh and Lewin (1993) stated that the learning achievement of students depends largely on the characteristics of learners themselves whether they are well-nourished, having physical and mental health. As reported by many other findings, fever, malaria, recurring headaches, stomach pains, liver problems are serious in most rural and remote areas of developing countries. Such problems usually lead students to discontinue their schooling and/or performing low in the classes (Carl-Hill, 2002 and Bishop, 1994).

The last but not least student related variable incorporated in Table 4 was the students' low self-

conception due to the previous failure in exam. The contribution of this variable to grade repetition and dropping-out of school in the sample primary schools was computed. The calculated wastage mean scores of students (Mean=3.61,), teachers (Mean=3.5,) and the over-all wastage average (Mean=3.58,) found to be above the average rate (3.0). This reveals that both groups of respondents (teachers and students) perceived students' low self-conception due to the previous failure in examination as one of the significant factors for educational wastage (combined effect of grade repetition and drop-out). It is thus safe to conclude that the students' low conception due to the previous failure in examination could be embraced among the main causes for inefficiency of primary schools in this study area.

Similar finding has been recorded by previous studies. For example,

Graham (1991) stated that early failure in school would make children to be failure oriented. These children tend to lose the interest towards learning and do not expect themselves to be successful. The failure oriented individuals do not only tend to fail in examination, but also tend to decide to discontinue their education.

ii. *Teacher Related Factors*

It could be difficult to expect good performance and progress of students in schooling having teaching force with low or no interest and satisfaction in teaching profession. The provision

Table 5: Teacher Related Factors Educational Wastage of Primary Schools in Lanfuro woreda (n=280)

Table 5 : Teachers Related Factors of Educational Wastage of Primary Schools of Lanfro Woreda

No	Factors	Respondents	Mean of repetition	Mean of drop-out	Weighed Mean of Wastage	Over-all Wastage Average
1	Lack encouragement to students from teachers	S	3.54	3.41	3.48	3.37
		T	2.75	3.29	3.02	
2	Assignment of less experienced teachers	S	2.52	2.51	2.51	2.42
		T	2.08	2.09	2.09	
3	Professionally disappointed teachers	S	3.69	3.69	3.69	3.52
		T	2.58	3.31	2.95	
4	Assignment of less qualified teachers	S	3.09	3.04	3.o7	2.96
		T	2.64	2.57	2.61	

Note : S=Student T=Teacher

In Table 5 for Item number 1, the calculated wastage mean value of students (Mean=3.48,), teachers (Mean=3.02,) and over-all wastage average (Mean=3.37,) observed. Regarding students wastage mean score, lack of encouragement to students from teachers can be put among the major causes of grade repetition and drop-out (Educational wastage). In similar fashion, teachers wastage mean value rated above the average score (3.0) that revealed the high contribution of the same variable to educational wastage. In addition,

over-all wastage average was rated above the median, which was observed for Item number one. Thus, all respondents valued above median rating (3.0), as both respondents have mean value above the average, we can say that they agreed that lack of encouragement to students from teachers could be categorized as one of the major cause for educational wastage of primary education in the study area. This means in other words, the primary school students need encouragement from teachers to stay in school and to perform well.

Table 5 also indicates the assignment of less experienced teachers in resulting educational wastage at primary education. It is evident that, the calculated wastage mean scores of students (Mean=2.51,), teachers (2.09,) and over-all wastage average (Mean=2.42,) rated below the median on the Likert scale. In strictly speaking, the observed mean value of students showed the contribution of assignment of less experienced teachers to educational wastage is relatively low compared with teachers mean value. Furthermore, the over-all wastage average is still less than the moderate rating (3.0). Even though statistically significant difference was observed between teachers and students, the mean value for both groups is much below the average. Thus, it is not possible to include assignment of less experienced teachers as major causes for educational wastage of primary schools in Lanfuro woreda.

Teachers' disappointment in their profession is another variable treated in Table 5. For this variable wastage mean scores of students (Mean=3.69,), teachers (Mean=2.95,) and over-all wastage average (Mean=3.52,) were observed. As it is possible to see, students' mean score is above the median rate (3.0) which shows students believe that there is high contribution of teachers' disappointment in their profession for educational wastage where as teachers mean score is below the average scale (3.0) that indicates this factor as having less significant role on the problem under discussion. However, depending on over-all wastage average, even though the teachers mean for the Item is lower, it is safe to conclude that the belief of students about disappointment of teachers in their profession could be among major causes for educational wastage of primary schools in Lanfuro woreda. The last teacher related factor treated in the Table 15 was assignment of less qualified teachers. The computed wastage mean scores of student (Mean=3.07,); teachers (Mean=2.61,) and over-all wastage average (Mean=2.96,), of which only students mean is rated above median rate (3.0). This illustrates that students perceived assignment of less qualified teachers in resulting grade repetition and drop-out (wastage) as moderate problem in their school. In contrast, teachers didn't value the impact of this variable as not significant. Although both group of respondents responded dissimilarly, the Item was averagely rated around the moderate rating in over-all wastage. it is possible to use over-all wastage average (2.96). This score is around the median rate (3.0). Thus, assignment of less qualified teachers was not among the major causes for educational wastage of primary schools in this study area.

To sum up, among the four related factors lack of encouragement to students from teachers and professionally disappointed teachers were identified as major causes for high educational wastage of primary schools in the study area.

iii. *School Related Factors*

Table 6 : School Related Factors of Educational Wastage of Primary Schools of Lanfuro woreda (n=280)

No.	Factors	Respondents	Mean of repetition SD	Mean of drop-out SD	Weighed Mean of Wastage SD	Overall Wastage Average SD
1	Distance from home to school	S T	3.82 3.69	3.63 3.73	3.73 3.71	3.72
2	Lack of school Facility	S T	3.58 3.76	3.56 3.67	3.57 3.71	3.60
3	Learning in overcrowded classroom	S T	3.68 3.86	3.52 3.46	3.60 3.66	3.61

Note : S=Student T=Teacher

In Table 6 above, school related factors behind educational wastage of primary schools in Lanfuro woreda are treated. Pertaining to Item number one the contribution of distance from home to school to grade repetition and dropping-out of students in primary schools, the calculated wastage mean scores of

students (Mean=3.73), teachers (Mean=3.71,) and over-all wastage average (Mean=3.72,) observed. As seen from the data, students indicated distance from home to school as a serious contributive factor to educational wastage. In most similar manner, teachers also agreed on wickedness of the same Item in resulting educational wastage in Lanfuro woreda. In general, both groups of respondents valued the impact of this variable on primary schools' greater than moderate rating (3.0). and also the over-all wastage average is above median rate. Therefore, it is possible to conclude that distance from home to school was among major causes for high educational wastage of primary schools in the study area.

Similarly, findings (MOE, 2003 and Habtamu, has a considerable impact on students survival in school and restricts performance due to fatigue. Lock heed and Verspoor (1991) also explained that it is a significant factor in determining school attendance. The World Bank (1980) report also indicated that the influence of distance particularly for low income families is serious. In rural areas of most developing countries, children have to walk long distance to school and tend to dropping-out of school sooner if they are suffering from starvation.

Respondents were also asked to rate the impact of lack school facilities on educational wastage of primary schools in their local context. As indicated in student (Mean=3.57,), teachers (Mean=3.71,) and over-all wastage average (Mean=3.60,) illustrated that students rated above median point (3.0) The extent to which lack of school facilities contributed to educational wastage in the primary schools of Lanfuro woreda. Additionally, teachers ratings are above the moderate point (3.0).Moreover, depending on the over-all wastage average (as listed above), it is easy to conclude that lack of school facilities could be one of the major constraints of internal efficiency in this study area at primary level .Regarding respondents degree of opinion difference in their response about this variable

Furthermore, the response of interviewee of sample school principals (5 in number) with regard to the sufficiency of educational materials and facility in their school, most of principals (three of them) pointed out that there is scarcity of educational materials; but few of them (2) said the educational materials are sufficient for the teaching purpose as well as available for learners. In addition those who said there is shortage of educational materials, as their report the reason for shortage was mismatch of text books, teacher guides and other materials that are printed and distributed by the Regional Education Bureau with number of students.

Thus, lack of school facilities could be mentioned as one of the major causes for primary schools educational wastage in Lanfuro Woreda. This finding is in conformity with the work of Kainja and Mkandawire (1989). He documented that material inputs and its adequate service may significantly affect students' performance and progress. As stated by another researchers (Carl-Hill, 2002 and Habtamu, 2002) schools with better facilities and service are possibly more efficient than without.

Another school related variable treated in the Table 6 was learning in overcrowded classroom. As shown in the Table 6, the calculated wastage mean score of students (Mean=3.60) teachers (Mean=3.66) and overall wastage average (Mean=3.61) indicated that this Item was rated above the moderate score (3.0). As clearly we can see from the observed data, both groups of respondents (teachers and students) expressed their strong agreement in identifying learning in overcrowded classroom as a potential cause for educational wastage in primary schools of Lanfuro woreda.

Therefore, it is possible to conclude that overcrowded classroom was taken as crucial cause for high educational wastage of sample primary schools. On other hand, this finding implies that through minimizing the number of students in the class, the rate of educational wastage in primary education can be reduced.

This finding is confirmed by Kapakas'(1992) report which showed large class size as one of the causes for wastage. In addition overcrowded class is one of the major causes for the decline of educational quality.

VI. Findings

The data obtained were analyzed using different statistical tools like percentage, mean, median. The analysis resulted in the following findings.

1) The results of the study also indicated that the phenomenon of drop-out has made higher contribution to the over-all wastage rate relatively compared with grade repetition.
2) Among the personal characteristics of students considered sex, age, marital status had no influence on students' performance. Because most student respondents were in the age interval of 13-15 years which is normal age for general primary school attendants. In addition, the overwhelming majority of them were (80.4%) single.
3) Among students' family background characteristics (parents' education level, provision of educational materials, activities at home and parents' occupation) seem to have significant association with students' academic status. In spite of this general picture, large number of parents (56 %) was illiterate. Similarly, most parents didn't give necessary support for students. As a result 62.1% (n=174) of students' educational material costs and other educational expenses covered by respondents themselves. So, this could be

mentioned as one of the factors for dropping out and grade repetition (wastage) of students in sample primary schools.

4) Under the variable students' attitude toward learning, reason for going to school, the students response indicated that the majority of them 65% (n=182) like learning. This means most of students have positive attitude towards school learning, but their unsatisfactory success may be due to another factor. Students also expressed their self-concept about their capacity. As observed from their response, most of them 76.9% (n=189) believed themselves as low achiever. Therefore, the attitude students attach to their performance can hamper their survival in the education system.
5) Of the teachers' characteristic variables, 54.9% were males and 45.1% were females. Most of teachers (68%) also categorized in the age interval of 25 years and below, where as few number of teachers (0.14%) aged above 35 years. Majority of teaching force in study area were TTC graduates (i.e. 81%). This can have an impact on internal efficiency of education system. Among sample teachers, although almost above 50% of them reflected their satisfaction in being teacher, it is clear that, number of dissatisfied teachers is not few so that this could have great contribution for educational wastage.
6) Respondents rated student related variables in general as major factors for inefficiency (wastage) of primary education in the woreda. Specifically, failure in study hard, lack of interest in education, low future success expectation, frequent absenteeism and low self concept due to previous failure in exam were more emphatic to contributing grade repetition and drop-out.
7) Among teacher related factors, lack of encouragement to students from teachers and professionally disappointed teachers have identified as major causes for educational wastage of primary schools in Lanfuro Woreda. But assignment of less experienced teachers and less qualified teachers failed to have significant contribution to educational wastage in primary schools of the study area.

VII. Conclusion

The wastage was severe among boys than among girls. It has also been found that second cycle primary level was more affected by the observed high rate of wastage. The study further disclosed that students related, school related, and socio-economic constraints were found out significant in their high contribution to educational wastage of primary education in Lanfuro Woreda. From all these, it seems true that the primary education in Lanfuro Woreda functioning with low efficiency.

VIII. Recommendations

On the basis of findings and conclusion drawn, the following recommendations were forwarded.

1) As the finding of the study indicated one of the major causes for low internal efficiency (wastage) of primary education in the study area is socio-economic constraints like lack of material support. These shortages lead students to involve in income generating activities to fill educational requirements and other needs because most of parents failed to provide the necessary financial and material assistance for their children. Therefore, it would be advisable if:

Primary school leaders in collaboration with Woreda Education Offices and Zonal Education Department to work on awareness creation among parents to consider the effects of lack of educational material support on their children's learning and making them responsible to offer the necessary support is the prime solution to minimize wastage.

2) Students drop-out increases with increase in distance a student moves to school. Students traveling long distances to school are more likely to drop-out of school. It is generally significant in rural area.

Although the government made attempt to expand the access of primary education for all school-aged children, still this study show that school distance as one of the major causes of educational wastage. Therefore, the regional and Zonal governments and Lanfuro Woreda Education Department need to work closely to address the problems by building primary schools in locality that are more affected by the problem.

3) It should be noted that of all the components that are needed to make an education system viable, functional, and productive is the availability of qualified and satisfied teaching force.

The study revealed that almost half of the teaching force in the sample schools is dissatisfied with their profession. This dissatisfaction in being teacher is not due to disliking the profession itself, but it is due to the nominal salary and poor residential condition (especially rural teachers). Therefore, it is recommendable that:

a) Regional Education Bureau and Zonal Department of Education arrange a kind of remote area incentives; it could be in the form of housing allowance, free heath care and so forth.
b) Regional Education Bureau and Zonal Education Department should prepare refreshment courses such as seminars, workshops and conferences by initiating NGO's or development association's to help teachers to update and upgrade their professional competence. This possibly may

increase teacher's satisfaction so that student's grade repetition and drop-out could be minimized.

4) The finding indicated that, non conducive school environment is embraced under major causes contributing to educational wastage in Lanfuro Woreda at primary level. To be successful school, there should be health and comfortable school environment. School climate should be one in which every student and teacher feel safe. If students and teachers are comfortable, then teaching and learning become much easier. Being comfortable is also a combination of several different factors such as adequate usable space, noise control, sanitation, water supply, effective communication and so forth. Thus, health environment is the state of complete physical, mental, and social well being.

It is apparent that conducive and attractive school environment is determinant factor in attracting students to come to school and perform well. Indeed, it is possible to make school environment conducive and attractive by the effort of school leaders, local administrators and other stakeholder's commitment with the support of government. So, these concerned bodies take responsibility to minimize wastage (grade repetition and drop-out) in the study area.

5) Overcrowding can have negative effect on students and teachers. Students who are seated one another in the classroom might have differently focusing on the lesson. The invasion of personal space and feelings of being crowded both contribute to the lack of focus. In addition, students can be distracted by noises that are in close proximity to them in an overcrowded classroom. Teaching in overcrowded classroom is stressful for the teacher who has to adapt lesson plan to focus more on work that students can complete at their desks in instead of group work and other student centered teaching method. These lead to less learning and low test scores which causes educational wastage. To eliminate this overcrowded classroom problem as the finding indicated more schools will be need to be built, or more sections should be created with sufficient number of teachers and facilities.

6) The finding of this study indicated that all of student related variables except students' health problem such as failure to study hard, lack of interest in education, low future success expectation, frequent absenteeism, and low self concept due to previous failure in exam were identified as major causes of educational wastage. It is apparent that most of these variables are strongly associated with the student's personal behavior. These behaviors might be emanated from lack deep rooted interest in education from the very beginning. Uninterested student in education has no vision for tomorrows success as a result he/she fails to study hard and frequently absent from the class. The final result of this phenomenon can be repeating a grade or dropping-out of school. Therefore, to minimize those problems and to make students visionary, schools should have the meaningful and continuous guidance and counseling service to reshape the students' behavior.

7) Since this study is not an end to area factors contributing to educational wastage, further studies that participates relatively larger numbers of respondents should be carried out focusing the same area.

References Références Referencias

1. Action Aid (2003). **Global Education Review**. London: Action Aid.
2. Adane Tesera (1993). Wastage in primary schools of Bahir Dar Awraja. Unpublished Thesis. AAU.
3. Alemtsehay Zeleke (1985). "A Critical Analysis of the Problem of Women's Education in Ethiopia." IDR. AAU (un published).
4. Almaze Eshetu (1991). "Women in Ethiopia. Problems and Prospects."A Paper Presented at the Seminar on Gender Issues in Ethiopia. Addis Ababa: IDR.
5. Ayalew shibeshi (1989). "Some Trends in Regional in Primary School Participation in Ethiopia."The Ethiopia Journal of Education. Vol. II, No.1 Addis Ababa.
6. Bekele Atto (2004). Factors Associated with Wastage in Secondary Education in Kefa and Shaka zones: Un published Masters' Thesis.
7. Bishop, G. (1989). Alternative Strategies for Education. London: Macmillan publishers.
8. Bishop, G. (1994). Alternative strategies for Education. London: Macmillan Education Ltd.
9. Brimer, M. and pauli, L. (1991) wastage in Education: A world problem. Paris: UNESCO.
10. Carl-Hill, R. (2002). State of the Art Review of Relevant Literature, Draft Document prepare with in Frame Work of the Joint II CBA/UNESCO and UNICEF, Study on "Education for Nomads in East Africa." East Africa Paris UNESCO/IIEP.
11. Chantavanich, A.S Chantavanich and G. Fry (1990) Evaluating primary Education Qualitative and Quantitative policy studies in Thailand. Ottwa, IDRC.
12. Colclogh, C. and Lewin, K.M.(1993), Educating All the Children: Strategies for Primary Schooling in the South, Oxford: Clarendon Press.
13. Davison, J. (1993). School Attainment and Gender: Attitudes of Kenya and Malawian Parents Towards Educating Girls; International Journal of Educational Development, 13(4): 331-338
14. Graham Brown, S. (1991). **Education in Developing world: Conflict and Crisis**. London Longman INC.

15. Habtamu Wondimu (2002). A study Drop-out in selected primary schools of to regions in Ethiopia. The Ethiopia journal of Education. Vol.22, No. 2, Addis Ababa: MOE Public relation service.
16. Hussen Eshetu (2000)" Is Grade Repetition Desirable?" Educational Journal, Vol.4, No.10, MoE.
17. IIZ/DVV (2002). Focus on Adult and Non Formal Education in Ethiopia. No, 11. Addis Ababa: un published.
18. Kainja. K and Mkandawire F(1989), National Case Study on the Role of Female Teachers in the Emolument and Persistence of Girls Primary Schools. UNESCO. Malawi:
19. Kapakas A.M., (1992). Determination of Girls Participation and Persistence in Schools in Malawi: World Bank Population and Human Resource Division South Africa Department.
20. Levy, M.B. (1991) "Determinants of Primary School drop-outs in Developing Countries,"Comparative Educational Review, Vol.15, No1.

Global Journal of human-social science: G
Linguistics & Education
Volume 15 Issue 6 Version 1.0 Year 2015
Type: Double Blind Peer Reviewed International Research Journal
Publisher: Global Journals Inc. (USA)
Online ISSN: 2249-460X & Print ISSN: 0975-587X

Students' Time Utilization Practices in School and Home Environments in the Primary Schools of Boloso Sore Woreda, Wolaita Zone Southern Ethiopia

By Demissie Dalelo Hankebo, Endale Berhanu Demissie, Deribe Debella Kebede & Mengistu Amare G/Egziabiher

Wolaita Sodo University, Ethiopia

Abstract- Students on the task time and off task behavior can affect student academic achievement in quality of education in school. Thus, the major purpose of this study was to examine the students' time utilization practices in schools and at home in the primary schools of Boloso Soro woreda, wolaita zone. To this effect, descriptive survey method was employed. The study was conducted in 3 target public primary schools. In this study 3 schools and 65 students were selected by randomization. Whereas 3 principals, 3 vice principals, 10 teachers and 10 Parent-Teacher-Association members were selected on the bases of availability sampling technique. Questionnaire, interview and document analysis were used to collect data. Descriptive statistics such as frequency and percentage were used for data analysis.

Keywords: time utilization, home environment, primary school

GJHSS-G Classification : FOR Code: 330199p

Strictly as per the compliance and regulations of:

Students' Time Utilization Practices in School and Home Environments in the Primary Schools of Boloso Sore Woreda, Wolaita Zone Southern Ethiopia

Demissie Dalelo Hankebo [α], Endale Berhanu Demissie [σ], Deribe Debella Kebede [ρ] & Mengistu Amare G/Egziabiher [ω]

Abstract- Students on the task time and off task behavior can affect student academic achievement in quality of education in school. Thus, the major purpose of this study was to examine the students' time utilization practices in schools and at home in the primary schools of Boloso Soro woreda, wolaita zone. To this effect, descriptive survey method was employed. The study was conducted in 3 target public primary schools. In this study 3 schools and 65 students were selected by randomization. Whereas 3 principals, 3 vice principals, 10 teachers and 10 Parent-Teacher-Association members were selected on the bases of availability sampling technique. Questionnaire, interview and document analysis were used to collect data. Descriptive statistics such as frequency and percentage were used for data analysis. The results of the study revealed that doing different house hold tasks, playing with peers and studying lessons were dominant activities that take much of students' time out off their schools, at home and in their villages. Providing a quit work place, reducing length of assignment and scheduling challenging tasks to catch attention and selecting activities that demand active students' response were among recommendations.

Keywords: time utilization, home environment, primary school

I. Background of the Study

This part of the research presents theoretical frameworks on time utilization practices in the classrooms, in the school compounds and home environments which can either positively or negatively affect students' academic achievement and the quality of education provisions in schools. The introductory review of literature enables readers to have some conceptual understandings regarding time management by students and other respective stakeholders in school tasks and out off school tasks.

Author α: Lecturer, Coordinator for Academic Program Office with school of Education and Behavioral Science, WSU. e-mail: demissiedalelo@gmail.com
Author σ: Lecturer, Coordinator for the research and community service with the School of Education and Behavioral Sciences, WSU. e-mail: endaleberhanu45@yahoo.com
Author ρ: Lecturer, Head, department of Educational Planning and Management, School of Education and Behavioral Sciences, WSU. e-mail: deribedebella@yahoo.com
Author ω: Lecturer with School of Education and Behavioral Science, WSU. e-mail: amengistu23@yahoo.com

a) Time Utilization and Students' On-Task Behaviors

Time-on-task of effective teaching has been one of the most widely discussed concepts among researchers, administrators, and educators since the 1970's. This discussion actually began with John Carroll's 1963 paper, "A Model of School Learning", which directly linked learning to time. He proposed that true learning depends on the amount of time a student spends actively engaged in the learning process compared to the amount of time the student needs in order to learn.

Later research studies amplified this concept. These studies explored how time can be more efficiently used in classrooms and the instructional practices that lead to active student learning. The California Beginning Teacher Evaluation Study (BTES) of grades 2 through 5 in a large number of elementary schools identified teaching activities and classroom conditions that advanced student learning. BTES findings highlighted three important time concepts: allocated time, engaged time and academic learning time.

Allocated time is the total amount of time available for learning; e.g. the length of the school day or a class period. It is the "opportunity to learn". According to the BTES and many subsequent studies, teachers who allocate more time to a specific content area have students who achieve at higher levels than teachers who allocate less time to the same content. The Florida Department of Education (FLDOE) embraced this research concept when it developed the policy that mandated an uninterrupted 90 minute reading block for all public elementary schools. This standardized reading time allocation guarantees that all elementary students have an equal opportunity to learn to read.

The BTES study also noted factors that limit learning or cause students to lose interest during the allocated timeframe, such as: (1)unscheduled interruptions, public announcements, fire drills, visitors and other school management practices, (2)uneven transitions between activities and inefficient classroom management procedures that disrupt the learning flow,

such as disorderly material distribution or disorganized assignment collection; and (3) over-reliance on seatwork, uninteresting and overly demanding lessons and other non-engaging instructional practices.

The BTES findings on engaged time or time on task demonstrate that the more engaged time students have, the higher they achieve. Highly interactive instructional styles led to greater amounts of student engaged time, and, consequently, increased student learning.

Highly effective teachers use interactive presentations with modeling, questions and answers, guided practice, and constructive feedback before students work independently. It is also interesting to note that high student engagement during teacher-led instruction and group work yielded high engagement during independent seatwork.

Academic learning time has to do with quality; it is the amount of time students spend actively working on tasks of an appropriate difficulty. Success breeds success. When a teacher targets the instruction of a new concept or skill so students can succeed at least 75% of the time, students are more engaged and achieve at higher levels.

To deliver lessons designed to maximize academic learning time, teachers must: (a) accurately diagnose each student's knowledge and skill level, (b) prescribe learning tasks appropriate to a student's levels, (c)structure engaging lessons around the learning tasks and give clear, concise task directions, (d)have substantive teacher-student interaction during the lesson, such as: modeling, guiding students as they practice, asking probing questions, giving corrective feedback, (e)how does the time-on task research play out in the day-to-day classroom experience?

Along with school management practices that ensure quality classroom time, time on task depends on good classroom management processes and highly interactive teaching styles. Four significant classroom management processes promote time-on-task

1) Room arrangement – Well-organized room arrangements provide easy student movement and good teacher-student eye contact. Trouble-free traffic patterns reduce distractions and disruptions. In addition, educators whose rooms are arranged so they have a clear view of all their students can easily monitor student engagement and attend to student activities.
2) Rules and procedures – Effective rules and procedures reduce the time spent on disruptions and disciplinary situations
3) Transitions – Efficient practiced transitions help students move in and out of the room smoothly and get to work quickly at the beginning of class or on the next learning activity.
4) Preparation and pacing – Doing the hard work of pre-planning and preparing ample activities and materials allows educators to focus on the lesson momentum. Good pacing reduces dead time and keeps students involved and on task.

Keeping students on task is the primary challenge for any teacher. If students are doing what they should be doing, then there would not be any management problems. Classroom procedures and routines are essential for getting students on task. Once students enter the classroom, they should follow a routine up until they are dismissed from class. Routines are created by procedures. Students should work on a warm-up right when the starting bell rings. Work at the beginning of the class goes by many names: do now, starters, bell ringers, etc. This is a good routine for getting students on task in class. Having lessons that students actually want to learn will be main tool for keeping students on task. Every student is different. Writing lessons that every student will want to learn is difficult.

i. *School Available Time :* The total number of hours that potentially can be devoted to instruction. This measure is dictated by state regulations and school board policy. Increasing the available time' does not correlate with increases in student learning.

ii. *Allocated Time :* The sum of time that a teacher schedules for instruction in a particular subject area (e.g., reading). Research shows that increasing the instruction) is a good start but when viewed in isolation does not predict student success

iii. *Instructional Time :* The time during which instruction is actually delivered. (Interruptions such as student disruption, lengthy transitions from one activity to another, and fire drills whittle down instructional time.)

iv. *On-Task Time :* Time when the student is observed to be passively or actively focused on instruction (e.g., attending to the teacher). This measure is a fair predictor of student learning progress, but an observer cannot always verify whether an 'on-task' student is really attending to instruction.

v. *Active Student Response :* Time when the student can be seen to demonstrate some kind of active writing a composition, a group answering a teacher's question). This measure is the best predictor of student learning success.

b) Time Utilization and Students' Off-Task Behavior

One of the most common reasons for referral to school support personnel is "off-task" behavior. Often, efforts to change such behaviors focus on consequences — rewards, loss of privileges, etc. However, such efforts frequently have limited success. Off-task behavior might serve the purpose of gaining adult or peer attention or access to more preferred

activities, such as talking with peers or playing with materials; escaping or avoiding desirable activities such as writing or reading.

i. *Connecting Academic Difficulty to Off-Task Behavior*

Many educators believe that there is a collateral relationship between the difficulty level of academic tasks and off-task classroom behavior. Recent research suggests that Curriculum- Based Assessment (CBA) procedures could be incorporated into a functional behavioral assessment (FBA) to identify precipitating (antecedent) events that lead to off-task classroom behaviors of students. CBA is a direct measurement process that uses the student's curriculum to determine current and ongoing performances.

These performance levels represent the functional relationship between a student's academic skills and the curriculum materials: If the curriculum is too difficult relative to the student's academic skill level, excessive performance demands are created, which in turn may result in higher rates of off-task classroom behaviors to escape from difficult academic activities.

A recent study at Arizona State University examined how CBA procedures can be used to identify the antecedent conditions that prompt off-task behaviors in general education classrooms. When given curriculum materials that were too difficult relative to the students' skill level, the percentage of off-task classroom behaviors increased. Conversely, fewer off-task classroom behaviors were observed when students were working on instructional level academic activities.

II. Statement of the Problem

Having the above background information in to account the group of researchers strived to oversee how students' in the primary schools of Boloso Sore Woreda have been using their time in the school compounds and in home environment so that to improve the academic performance and learn better in their educational level. To make a comprehensive survey the following research basic questions are used as spring board

a) Basic research questions

1) What are the major in- school activities that consume students' time in the schools under the study?
2) What are the major out off- school activities that consume students' time in the schools under the study?
3) What is the influence of stakeholders on students' time utilization in the schools under the study?

III. Objectives of the Study

a) General Objective

The main objective of this study is to uncover students' time utilization practices in classrooms, school compounds and home environments in Boloso Sore Woreda targeted primary schools.

b) Specific Objectives of the study

Some of the specific objectives are;

1) To identify the major in-school activities that consumes much of students' time in the schools under the study.
2) To specify the principal activities that consumes students' time at home and in their villages where they live.
3) To identify the contributions of stakeholders in students' time utilization in the schools under the study.

IV. Research Design and Methodology

This section encompasses research method, sources of data, sample populations and sampling technique, data gathering tools, and method of data analysis.

a) Research Methods

The researchers employed descriptive survey method to explore and reveal the current status of Students' On and Off School Utilization Practices in the Primary Schools of Boloso Sore Woreda. In relation to this, Best (2005:114) stated that a descriptive study describes and interprets what is. It is concerned with conditions or relationships that exist, opinions that are held, processes that are going on, effects that are evident, or trends that are developing. It is primarily concerned with the present.

b) Sources of Data

The research targeted four main groups: School principals, teachers, students, and parents, to provide first hand information on Students' On and Off School Time Management Practices in the Primary Schools of Boloso Sore Woreda. In the study, Primary and secondary data were used. Primary sources in this study were school principals, teachers, students, and PTA. The selection of the sample respondents as source of data is based on the expectation that they will have better information and experience in relation to the study. Moreover, they were chosen because of their position hold and assigned responsibilities at different levels of the education hierarchies. Secondary sources such as documents, and attendance reports were used.

c) Sample Population and Sampling Technique

The researchers took a sample of 91 respondents as samples for the study from three selected primary schools. Of the samples, six of them were principals and vice principals, 10 of them were PTA, 10 of them were teachers and 65 of the respondents were students. Students were selected on the basis of simple random sampling technique to give equal chances to be selected where as principals, vice-

principals, PTA, teachers were selected on the basis of availability sampling technique.

d) Instruments of Data Gathering

The researchers used questionnaires, interview and document analysis to collect relevant information from sample populations. Two types of questionnaire i.e., some open and many close-ended were employed for students to obtain information concerning students' time utilization practices in classrooms, school compounds and home environments in Boloso Sore Woreda targeted primary schools. The reason for the selection of questionnaire as a data gathering tool is because it is the appropriate instrument to obtain variety of opinions with in a short period of time from a large population and also helps respondents to express their opinion and views freely. Thus questionnaires were used to collect data from students whereas interviews were held with principals, teachers and some PTA.

Moreover, both structured and unstructured interview were prepared for respondents to collect in-depth information for the study. As Creswell (2009:179) described, interview is useful when participants cannot be directly observed. The interview was prepared principals, teachers and parents.

e) Methods of Data Analysis

Based on the nature of the study and the data obtained, various statistical tools were employed in the study. Both qualitative and quantitative approaches were used. A quantitative approach was used to analyze statistics and numerical data. Besides, qualitative approaches were used to analyze the respondents view. Tables and graphs were also used to show how results were interpreted. For data analysis and interpretation various statistical tools such as frequency count and percentages were used to analyze the data and to make the interpretation valid and reliable. The answers to open-ended questions and interviews were summarized manually and discussions were made in line with the quantitative results.

V. Discussions and Interpretations of Data

This section of the study focuses on the analysis of data gathered via questionnaires, interview and observation. The discussion is made by summarizing that data in sort of percentage so as to examine the dominant responses given by the majority of the respondents. Further it was compared and contrasted with the findings of different research works so as to observe its conformity to the new setting whereby the action research have been done.

Table 1 : Characteristics of Respondents

No.	Variables	Characteristics	Students'		Teachers		Principals'		PTA	
			No	%	No	%	No	%	No	%
1.	Sex	M	30	46.2	7	70	5	83	8	80
		F	35	53.8	3	30	1	17	2	20
2	Age	10-12	25	38.5	-	-	-	-	-	-
		13-15	30	46.5	-	-	-	-	-	-
		Above 15	10	15.4	10	100	6	100	10	100
3	Grade level	Grade 5	14	21.5						
		Grade 6	11	16.9						
		Grade 7	21	32.3						
		Grade 8	19	29.2						
4	Family Condition(with whom do you live)	Both with father and Mother	50	76.9						
		Only with Father	6	9.2						
		Only with Mother	3	4.6						
		Only with brother	-	-						
		Only with sister	-	-						
		With relatives	6	9.2						

As shown in table one, item1 above, 46.2 percent of the respondents are males whereas the rest are females. With regard to age composition, 38.5 % and 46.5% of the respondents were within the age range

of 10-12 and 13-15 respectively. And the rest were above 15 years old. On the other hand, concerning the grade levels of students who were engaged in the study, 21.5%, 16.9%, 32.3%, and 29.2% of them were in grades 5, 6, 7 and 8 respectively. Furthermore, regarding the parental hood of the respondents, the majority of them (76.9%) were living with both their father and mother, however, 9.2%, 4.2% and 9.2 % were living only with father, mother and their relatives respectively. This implies that most of the students in the study areas live with both parents (father and mother) that help them at least to have opportunity to get various supports.

a) Students Time Utilization With in the School (In the Compound and in the Class room

This section of the table explain about students time utilization in the school compound particularly engagements in the teaching learning process, during break time and in co-curricular activities.

Table 2 : Responses on Time Spent in Classroom Activities

No.	Items	Alternatives	No.	%
1.	During the Teaching learning Process	Only the teacher teaches for the whole period	20	30.7
		Students participates more in the process of learning	4	6.2
		Students react while requested	9	13.8
		Both students and the teacher engage in the process	29	44.6
		Students take note while the teaching proceeds	3	4.6
2	Teachers' provision of learning tasks in class	All teachers give class works	16	24.6
		Half of them give class work	32	49.2
		Some of them give class work	8	12.3
		Most of them do not give class work	9	13.8
3	At the end of the period, and the beginning of the next period	I play with peers	31	47.7
		I become ideal	4	6.2
		I do my home work	16	24.6
		I leave out	14	21.5
4	In the absence of teacher	I chat with my friends	24	36.9
		We make discussion With clever students	17	26.1
		I study alone	2	3.1
		I leave out of the class	22	33.8

As shown in table 2 above, students were requested to respond on the utilization of time during the teaching learning process, 44.6% replied that both students and the teacher engage in the process of teaching learning but 30.7% of them indicated that only the teacher teaches for the whole period. This shows that more than half of the time allotted for the teaching learning process was used by the learners rather than the teachers. This might be for listening, class participation, doing different activities and reacting while asked by the teacher.

Having lessons that students actually want to learn will be main tool for keeping students on task. On item 2 above, respondents were requested about the provisions of different learning tasks such as class works, peer discussion etc; 49.2% of them replied that half of the teachers regularly give learning tasks of students. Besides, 24.6% of the respondents replied that all the subject teachers give them learning tasks. According to the BTES and many subsequent studies, teachers who allocate more time to a specific content area have students who achieve at higher levels than teachers who allocate less time to the same content. Therefore, this result conform to the BTES research works which states that learners to achieve higher level of learning that should be strengthen in the primary schools. On the other hand, a few of them indicated that 13.9% of the teachers do not give them learning tasks regularly.

Time on task depends on good classroom management processes and highly interactive teaching styles. In this regard, there are four significant classroom management processes promote time-on-task; (1) classroom arrangement; (3) Transitions; (4) Preparation and pacing and (2) Rules and procedures. As shown on item 3 above, students were asked what they do at the end of one period and at the beginning of the next period, 47.7% of the respondents replied that they spend their time playing with peers. However studies revealed that, efficient practiced transitions help students move in and out of the room smoothly and get to work quickly at the beginning of class or on the next learning activity. But as indicated by the respondents the time utilization during the transitions period was inefficient that demands due attention from the school managers and other respective stakeholders.

Contrary to this, 24.6% of the respondents indicated that they spent their time in doing their homework where as 21. 5% of them were leave out of the class following the teacher. This implies that, more than half of the students spent their time in activities other academic issues.

As shown in item 4, 33.8% and 36.9% of the respondents replied that during the absence of teachers, they spent their time by chatting with their friends and leaving out of the class following their teachers respectively. This shows that students were not using their time properly even when teachers are absent.

On top of this, response obtained from interview (teachers, principals and PTA) revealed that teachers give learning tasks for students. However, they also disclosed that students waste their time during the transition period as well as break time

To sum up, regarding students' time utilization in the class room activities, the results indicated that more than half of the time allotted for the teaching learning process was used by the learners for listening, class participation, doing different activities and reacting while asked by the teacher. On the other hand more than half of the students spent their time in activities other than academic issues during the end of each period and were not using their time properly in the absence of the teachers.

Table 3 : Responses on Time Spent in the school compound

No.	Items	Alternatives	NO.	%
1.	During Break time	I play with peers	35	53.8
		I study my lesson	11	16.9
		I do my home work	12	18.5
		I enter to my classroom	7	10.7
2	Students' engagement in co-curricular activities	Civic and Ethical club	10	15.4
		Sport club	8	12.3
		Health and Sanitation club	4	6.2
		Students parliament club	2	3.1
		Mini media	3	4.6
		Social club	1	1.5
		HIV and AIDS club	27	41.5
		Girls club	7	10.7
		Red cross club	3	4.6
		Top performers club	10	15.4
3	The extent of Engagement in Co-curricular activities	Always	2	3.1
		Usually	6	9.2
		often	15	23
		Sometimes	40	61.5
		Never	2	3.1
4	Contribution of Co-curricular activity to your achievement	Yes	46	70.8
		No	19	29.2

5	Attendance on tutorial class	Yes	50	76.9
		No	15	23

As described in table 3 above, respondents were requested to react on how they spent time in the school compound. In item 1 of table 3, 53.8% of the respondents answered that they spent their time playing with their peers during the break time. But low proportions of the respondents, that is, 16.9% and 18.5% replied that they spent their time in studying their lessons and doing homework respectively. engaged Regarding students' engagement in co-curricular activities the majority of the students in the schools (41.5%) were involved in HIV and AIDS club. Low but equal proportion of respondents, that is, 15.4% them engaged in Civic and Ethical and Top performers clubs.

Table 4 : Responses on Time Utilization in the class room per Week

No.	Items	Days in a week	Hours							
			<1|:00		1:00-2:00		2:01-3:00		>3:00	
			No	%	No	%	No	%	No	%
1.	Time used by the teachers in subject wise	Monday	35	53.8	6	9.2	5	7.6	19	29.2
		Tuesday	34	52.3	7	10.7	5	7.6	19	29.2
		Wednesday	34	52.3	8	12.3	18	27.7	5	7.6
		Thursday	30	46.2	10	15.4	15	23	10	15.4
		Friday	32	49.2	9	13.8	14	21.5	10	15.4
			33	50.8	10	12.3	11.4	17.5	12.6	19.4
2	Students time spent while learning	Monday	34	52.3	12	18.5	9	13.8	10	15.4
		Tuesday	34	52.3	15	23	8	12.3	8	12.3
		Wednesday	34	52.3	12	18.5	5	7.6	14	21.5
		Thursday	32	49.2	13	20	11	16.9	9	13.8
		Friday	35	53.8	14	21.5	10	15.4	6	9.2
			34	52.4	13	20.5	9	13.2	9	14.4
3	In the Absence of teachers	Monday	46	70.8	5	7.6	9	13.8	5	7.6
		Tuesday	42	64.6	10	15.4	8	12.3	5	7.6
		Wednesday	40	61.5	9	13.8	13	20	3	4.6
		Thursday	43	66.2	9	13.8	7	10.7	7	10.7
		Friday	44	67.8	11	16.5	8	12.3	2	3.1
			43	66.2	9	13.4	9	13.8	4	6.7

Table 4 is about time utilization within classroom by both teachers and students per week. In this regard, respondents were asked to react on the overall time used by the teachers in each period of the days per week. And then they replied that more than half of the teachers (50.8%) who teach different subjects had used less than an hours. However, 12.3 %, 17.5% and 19.4 % of the respondents indicated that low proportion of teachers have used form 1:00-2:00, 2:00-3:00 and > 3:00 per weeks.

In item 2 of the same table, respondents were requested to react on students time spent while learning in the classrooms. More than half (52.4%) of the respondents indicated that students in their classes spent less than an hour in different learning activities. Similarly, 20.5%, 13.2% and 14.4% of the respondents revealed that still students use 1:00-2:00, 2:00-3:00 and more 3:00 hours in different learning activities respectively per weeks. Contrary to research findings, *Academic learning time* has to do with quality; it is the amount of time students spend actively working on tasks of an appropriate difficulty. Success breeds success. When a teacher targets the instruction of a new concept or skill so students can succeed at least 75% of the time, students are more engaged and achieve at higher levels. Therefore, this implies that in the primary schools under the study students' engagement in learning is low that calls attention to improve it and in turn it helps to enhances quality of education.

In item 3 of the same table, 66.2% of the respondents had revealed that in absence of teachers students often use less than an hour for learning activities in the primary schools. On top of this, 13.4%, 13.8% and 6.7% of the respondents had also indicated that students use from 1:00-2:00, 2:00-3:00, and more than 3:00 hours per weeks respectively for promoting

different learning activities in the classrooms while teachers were absent form classes.

Furthermore, response obtained from teachers, principals and PTA members in the interview indicated that students spent almost more of their time in learning different lessons.

Therefore, this shows that concerning time utilization in promoting different learning activities in the classrooms, equal proportion of the time allotted (fifty: fifty) for learning different subjects have been spent by both teachers and students per week within the primary schools under the study. Hence, it is possible to conclude that students' engagement in learning activities are promising and should be strengthen and widened in all other schools within the Woreda.

b) Time Utilization of students out side the School (Home Environment)

Off-task behavior might serve the purpose of gaining adult or peer attention or access to more preferred activities, such as talking with peers or playing with materials; escaping or avoiding desirable activities such as writing or reading.

Table 5 : Responses of Students on Home Environment Activities

No.	Items	Alternatives	Number	%
1.	Do you study at home?	Yes	20	30.7
		No	45	69.2
2	Are you busy at home in doing different tasks?	Yes	38	58.5
		No	27	41.5
3	Reason for not studying at home	My own weakness	14	21.5
		My parents need my labor	44	67.5
		I work to help my self	7	10.7
		Parents disallow to use candle/ light problem	50	76.9
		Peer pressure	46	70.8
		Absence of reading room	65	100

In table 5, respondents were asked to respond on how students spent their spare time outside the school Environment. As shown in item 1 of the above table, 69.2% of the respondents spent their time not for studying their lessons at home. Similarly, the 58.5% of the respondents also uncovered that they spent their time in doing different house chores. In relation to this, the respondents were asked to list down reasons for not studying at home and hence, they indicated that the major reasons for not studying were absence of reading rooms (100%), family failure to support their children in home study (76.9%), peer pressure (70.8%), and family demand of child labor (67.5%).

Results obtained from interview shown that most students spent their off school time by helping their parents in different activities such as farming, firewood collecting, fetching water, cooking, and caring children etc. This implies that there is not conducive home environment for children's to study their lesson at home for the reasons mentioned above.

Table 6 : Responses on Time Utilization out of the school in a Week

No.	Items	Days in a week	Hours							
			<1|:00		1:00-2:00		2:01-3:00		>3:00	
			No	%	No	%	No	%	No	%
1.	Time spent while doing different chores	Monday	16	24.6	33	50.80.	7	10.7	9	13.8
		Tuesday	13	20	33	50.8	6	9.2	13	20
		Wednesday	30	46.2	24	36.9	7	10.7	4	6.1
		Thursday	18	27.7	30	46.2	12	18.5	5	7.6

		Friday	14	21.5	32	49.2	9	13.8	10	15.4
		Average	18	28	30	46.8	8	12.6	8	12.6
2	Time spent while playing	Monday	30	46.2	24	36.9	7	10.7	4	6.1
		Tuesday	34	52.3	23	35.4	7	10.7	1	1.5
		Wednesday	31	47.7	24	36.9	8	12.3	2	3.1
		Thursday	32	49.2	20	30.7	8	12.3	5	7.6
		Friday	35	53.8	21	32.3	6	9.2	3	4.6
		Average	32	49.8	22	36.1	7	11.1	3	5.5
3	Time spent while copying notes	Monday	24	36.9	25	38.5	12	18.5	4	6.1
		Tuesday	24	36.9	10	15.4	19	29.2	12	18.5
		Wednesday	23	35.4	26	40	15	23	1	1.5
		Thursday	24	36.9	22	33.8	15	23	4	6.2
		Friday	28	43	21	32.3	10	15.4	6	9.2
		Average	24	37.8	20	32	14	21.8	5	8.3
4	Time spent while studying	Monday	24	36.9	21	32.3	12	18.5	8	12.3
		Tuesday	25	38.5	20`	30.7	11	16.9	9	13.8
		Wednesday	26	40	20	30.7	10	15.4	9	13.8
		Thursday	23	35.4	21	32.3	13	20	8	12.3
		Friday	24	36.9	20	30.7	13	20	8	12.3
		Average	24	37.5	20	31.3	11	18.9	8	12.9
5	Time spent in other activities	Monday	27	41.5	21	32.3	8	12.3	9	13.8
		Tuesday	23	35.4	19	29.2	13	20	10	15.4
		Wednesday	24	36.9	20	30.7	15	23	6	9.2
		Thursday	25	38.5	20	30.7	12	18.5	8	12.3
		Friday	24	36.9	18	27.7	13	20	10	15.4
		Average	24	37.8	19	30.1	12	18.8	8	13.2

As described in table 6 above, respondents were requested to specify numerically Time spent at home and their living areas per week. In this regard, 46.8% and 28% of the respondents replied that, they spent their time in doing different chores for 1:00-2:00 hours and less than an hour respectively. This implies that 74.8% of the respondents spent less than two hours for carrying out various house chores.

As shown in item2 of the same table, 49.8% and 36.1% of the respondents answered that they spent their time in playing with their peers for less than an hour and form 1:00-2:00 hours respectively. This reveals that most students (85.9%) spent less than 2:00 hours per week in playing with peers.

As indicate in item 3 above, respondents were asked to react how much time did they spent while copying notes at home. Hence, they indicated that 37.8% of them spent less than an hour on it. But 32% of them responded that they spent from 1:00- 2:00 hours in copying different subject notes at home. This implies that note copying at home is not as an issue consuming much of students time at home.

In item 4 of the same table, respondents were requested to react on how much time did they spent while studying their lesson at home. Then 68.8% (37.5%+ 31.3%) of them replied that they spent less than two hours per week in studying their lesson.

As indicated in item 5 above, respondents were requested to indicate how much time did students spent inn undertaking various at home and in their living environment.The respondents showed that 67.9%

(37.8+ 30.1) them spent less than two hours in doing different activities.

To sum up, regarding how much time students spent in different activities at home and in their living village, most of them indicated that doing different house chores, playing with peers and studying lessons were the dominant activities that consume much of students time out off the their schools, at home and in their villages.

VI. Results and Intervention Mechanisms

As per the discussion and interpretation made, the following results and intervention mechanisms have been forwarded.

- To improve time utilization in Science subjects such as environmental science, biology, chemistry and physics, four steps that work well in a variety of curriculum areas and classroom settings to promote time-on-task. These are:

Step 1: Explanation.Students require explanation for most curricular aims or learning goals. For example, if a teacher wants students to be able to perform oral presentations and assess their own skills, then the students need to be able use an evaluation rubric containing four criteria. The teacher would explain in lecture format to assess a presentation.

Step 2: Modeling. It's often helpful for students to see "what it would look like" to actually have mastered the learning goal. It is very helpful for students to see someone (not necessarily the teacher) model the successful use of the skill or knowledge.

Step 3: Guided Practice. Demanding learning goals require assistance and practice. Teachers need to include a number of instructional activities for students to practice with improvement-oriented guidance and feedback.

Step 4: Independent Practice. At this point students are to display genuine mastery of the learning goal. Engaged time-on-task is especially relevant here. Independent practice makes sure that students can apply the knowledge or skill in a variety of circumstances and is deeply understood.

Innovative educators use many interactive strategies during the first three steps and particularly during guided practice. *Here is an annotated list of well-recognized, interactive teaching strategies:*

- Limit lecture time to 15-20 minutes and give students two or three opportunities within the lecture period to answer questions or Think/Pair/Share (see below).
- Use small group work (cooperative learning groups) to learn new information and model, practice or review a learning goal.
- Employ a variety of interactive methods during a lesson.
- Think/Pair/Share - Think about what you heard/learned, turn to a neighbor and share your thoughts in a very short time period.
- Buzz Session – give small groups a specific problem to solve in a short time period, monitor their work together and ask them to report their findings.
- Case Study – provide small groups with an open-ended situation that requires analysis, discussion and conclusions/recommendation(s) then groups deliver oral or written report.
- Incident Process – give small groups a real life incident or problem and ask the group to discuss it and develop a solution.
- Question & Answer Period –
  - following a brief topic introduction and before a lecture, ask students to write their questions on index cards and collect cards before the lecture, then during the lecture read and answer the student-generated questions.
  - have a random method of selecting the student to answer questions, e.g. names written on popsicle sticks or index cards drawn out of a bin, computer selected students, previous responder selects next student.
  - ask open-ended, critical thinking questions that require thought, analysis, evaluation with justification or synthesis.
  - ask rapid-fire close-ended (single answer) questions.
  - Short writing exercises – have students write a short response that identifies the part(s) of the lesson they did not understand or gives the key points of the lesson.
  - Note Review – ask students to review their notes and star the parts of the lesson they understand completely and circle the points that don't make sense; circle the room to answer questions and identify consistent misconceptions.
  - Demonstration – provide teacher-led or student-developed visual presentations of important concepts.
  - Other interactive possibilities: peer instruction, practice sessions, discussion ,role play, brainstorming, games , field Trips, competition, assigned reading.

a) Methods of Keeping a Student on -Task (Strategies)

As a teacher paying attention of learners to the work on hand is often difficult for even grown adults. Following are a few of the suggestions to make sure that learners of any age stay on task and do not mentally or physically wander during a lesson or assignment.

1. *Provide clear directions.* Make sure that your directions for the project at hand are precise and explicit.

2. *Make sure supplies are handy.* A child will look for every reason to wander around the classroom. Keep extra pencils, paper, and markers on hand at the front table where the sharpener is.
3. *Make sure that the children have neither too much nor too little work*
4. *Many assignments are better done with partners.*
5. *Many children need reinforcement. Be sure and praise students often during the assignment.*
6. *Develop reward system for completed work.* My students are on a point system.
7. *Set a timer.* Children work better if they know they have a set time limit.

i. *How to Help Children Stay Focused in School*

Distractions at home and school may be preventing your child from focusing on her/his studies. Children may want to do well in school but may lag behind due to lack of focus. Distractions at home and in the classroom may be preventing your kids from giving their full attention to their studies. The following are strategies to help children stay focused at school and get better grades.

ii. *For Teachers*

- *Get the child's attention if you notice he's not paying attention in class.* Ask him to explain your instructions in his own words once you finish what you're teaching. Tell him to have his eyes on the person talking to him; this way you can prevent his eyes and thus his mind from wandering.
- *Use visual study tools that are less distracting.* Using bulletin boards and posters can help children understand lessons better but they can also be distracting. Use display tools that have subtle colors and minimal graphics.
- *Encourage the student to focus on the task at hand.* For example, if you are giving an assignment that has several steps to achieve the goal, limit your explanation to one or two steps instead of instructing him on the entire assignment. This way you can avoid overwhelming him with instructions, which can cause him to skip a step or two.
- *Give students a short break between subjects.* This gives them an opportunity to relax and energize themselves for the next lesson.
- *Inform the child's parents* about the student's performance at school during parent-teacher meetings. Tell them if he is having any difficulties.

iii. *for Parents*

- *Teach your child to listen.* Children who don't learn to listen find it difficult to follow instructions in class. Listen to your child when he talks to you. Ask relevant questions to show that you are listening carefully.
- *Make it clear to your child the importance of education and doing homework.* Set a regular schedule for homework and monitor it. Eliminate distractions such as TV and telephone calls from friends during homework time. Create a quiet place to serve as a homework spot that can help him focus on his work.
- *Show interest in your child's school life.* Talk to his teachers often to know how he is doing at school. Participate actively in teacher-parent meetings. Talk about your child's skills and talents as well as your concerns during these meetings. Listen to what the teacher has to say about your child.
- *Monitor the classroom closely.* Even grown adults will wander if not monitored. If the teacher frequently walks the classroom, the students if more apt to be on task

b) *School-Wide Strategies For Managing... Off-Task Inattention*

Students who have chronic difficulties paying attention in class face the risk of poor grades and even school failure. However, teachers should not overlook other possible explanations for student off-task behavior. It may be, for example, that a student who does not seem to be paying attention is actually mismatched to instruction (the work is too hard or too easy) or preoccupied by anxious thoughts. Or the student may be off-task because the teacher's lesson was poorly planned or presented in a disorganized manner. Teachers that focus on making their instruction orderly, predictable, and highly motivating find that they can generally hold the attention of most of their students most of the time. Here are some ideas to consider boosting rates of student attending and on-task behavior:

- *Capture Students' Attention before Giving Directions:* Gain the student's attention before giving directions and use other strategies to ensure the student's full understanding of them.
- *Class Participation:* Keep Students Guessing: Students attend better during large-group presentations if they cannot predict when they will be required to actively participate.
- *Employ Proximity Control:* Students typically increase their attention to task and show improved compliance when the teacher is in close physical proximity. During whole-group activities, circulate around the room to keep students focused. To hold an individual student's attention, stand or sit near the student before giving directions or engaging in discussion.
- *Give Clear Directions:* Students will better understand directions when those directions are delivered in a clear manner, expressed in language the student understands, given at a pace that does not overwhelm the student, and posted for later review.

- *Give Opportunities for Choice:* Allowing students to exercise some degree of choice in their instructional activities can boost attention span and increase academic engagement
- *Instruct at a rapid Pace:* When students are appropriately matched to instruction, they are likely to show improved on-task behavior when they are taught at a brisk pace rather than a slow one
- *Make the Activity Stimulating:* Students require less conscious effort to remain on-task when they are engaged in high-interest activities. Make instruction more interesting by choosing a specific lesson topic that you know will appeal to students (e.g., sports, fashion).
- *Pay Attention to the On-Task Student:* Examples of teacher attention that students will probably find positive include verbal praise and encouragement, approaching the student to check on how he or she is doing on the assignment, and friendly eye contact.
- *Provide a Quiet Work Area:* Distractible students benefit from a quiet place in the classroom where they can go when they have more difficult assignments to complete
- *Provide Attention Breaks:* For example, a student may be allowed to look at a favorite comic book for 2 minutes each time that he has completed five problems on a math worksheet and checked his answers.
- *Reduce Length of Assignments:* Students' attention may drift when completing overly long assignments..
- *Schedule Challenging Tasks for Peak Attention Times:* Many students with limited attention can focus better in the morning, when they are fresh.
- *Select Activities That Require Active Student Responding:* When students are actively engaged in an activity, they are more likely to be on-task. Avoid long stretches of instructional time in which students' sit passively listening to a speaker
- *Transition Quickly:* When students transition quickly between educational activities and avoid instructional 'dead time', their attention is less likely to wander
- *Use Advance Organizers:* One strategy to improve on-task behavior is to give students a quick overview of the activities planned for the instructional period or day.
- *Use Preferential Seating:* Seating the student near the teacher is one tried-and-true method to increase on-task behavior. Preferential seating simply means that you seat the student in a location where he or she is most likely to stay focused on what you are teaching

i. *How to Improve Student On-Task Behavior*

On-task teaching methods are ideal for young students who tend to lose focus easily--especially those kids that have been diagnosed. Ask any teacher, on-task teaching is sometimes the only way to keep their kids from taking over their classrooms. Follow these tips on how to apply on-task methods to your child.

1) Rules and Procedures

Set high expectations for student behavior and work habits. From the beginning of school, make clear rules about what students should be doing during any activity.

2) Monitoring Student Performance

Monitor student behavior during class. Keep your body turned so that you always know what is occurring. Circulate through the room to check each student's progress and provide assistance. Do not get stuck behind your desk since students will take advantage if they think you are not really paying attention to their behavior.

References Références Referencias

1. Brock, S.E.(1998, February). Helping the student with ADHD in the classroom Strategies for teachers. Communiqué, 26 (5), 18-20.
2. Carnine, D.W. (1976). Effects of two teacher presentation rates on off-task behavior, nswering correctly, and participation. Journal of Applied Behavior Analysis, 9, 199-206.
3. DuPaul, G.J., & Ervin, R.A. (1996). Functional assessment of behaviors related to attention-deficit/hyperactivity disorder: Linking assess-ment to intervention design. Behavior Therapy, 27, 601-622.
4. Ford, A. D., Olmi, D. J., Edwards, R. P., & Tingstrom, D. H. (2001). The sequential introduction of compliance training components with elementary-aged children in general education classroom settings. School Psychology Quarterly, 16, 142-157.
5. Gettinger, M. (1988). Methods of proactive classroom management. School Psychology Review, 17, 227-242.
6. Gettinger, M., & Seibert, J.K. (2002). Best prac-tices in increasing academic learning time. In A. Thomas (Ed.), Best practices in school psychology IV: Volume I (4th ed., pp. 773-787). Bethesda, MD: National Association of School Psychologists.
7. Heward, W.L. (1994). Three 'low-tech' strategies for increasing the frequency of active student response during group instruction. In R.Gardner III, D.M.Sainato, J.O.Cooper, T.E.Heron, W.L.Heward, J.Eshleman, & T.A.Grossi (Eds.), Behavior analysis in education: Focus on measurably superior instruction (pp. 283-320). Monterey, CA: Brooks/Cole.
8. Martens, B.K. & Kelly, S.Q. (1993). A behavioral analysis of effective teaching. School Psychology Quarterly, 8, 10-26.
9. Martens, B.K., & Meller, P.J. (1990). The appli-cation

Global Journals Inc. (US) Guidelines Handbook 2015

www.GlobalJournals.org

FELLOWS

FELLOW OF ASSOCIATION OF RESEARCH SOCIETY IN HUMAN SCIENCE (FARSHS)

Global Journals Incorporate (USA) is accredited by Open Association of Research Society (OARS), U.S.A and in turn, awards "FARSHS" title to individuals. The 'FARSHS' title is accorded to a selected professional after the approval of the Editor-in-Chief/Editorial Board Members/Dean.

- The "FARSHS" is a dignified title which is accorded to a person's name viz. Dr. John E. Hall, Ph.D., FARSS or William Walldroff, M.S., FARSHS.

FARSHS accrediting is an honor. It authenticates your research activities. After recognition as FARSHS, you can add 'FARSHS' title with your name as you use this recognition as additional suffix to your status. This will definitely enhance and add more value and repute to your name. You may use it on your professional Counseling Materials such as CV, Resume, and Visiting Card etc.

The following benefits can be availed by you only for next three years from the date of certification:

FARSHS designated members are entitled to avail a 40% discount while publishing their research papers (of a single author) with Global Journals Incorporation (USA), if the same is accepted by Editorial Board/Peer Reviewers. If you are a main author or co-author in case of multiple authors, you will be entitled to avail discount of 10%.

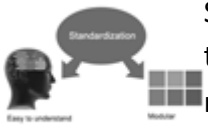
Once FARSHS title is accorded, the Fellow is authorized to organize symposium/seminar/conference on behalf of Global Journal Incorporation (USA). The Fellow can also participate in conference/seminar/symposium organized by another institution as representative of Global Journal. In both the cases, it is mandatory for him to discuss with us and obtain our consent.

You may join as member of the Editorial Board of Global Journals Incorporation (USA) after successful completion of three years as Fellow and as Peer Reviewer. In addition, it is also desirable that you should organize seminar/symposium/conference at least once.

We shall provide you intimation regarding launching of e-version of journal of your stream time to time.This may be utilized in your library for the enrichment of knowledge of your students as well as it can also be helpful for the concerned faculty members.

The FARSHS can go through standards of OARS. You can also play vital role if you have any suggestions so that proper amendment can take place to improve the same for the benefit of entire research community.

As FARSHS, you will be given a renowned, secure and free professional email address with 100 GB of space e.g. johnhall@globaljournals.org. This will include Webmail, Spam Assassin, Email Forwarders,Auto-Responders, Email Delivery Route tracing, etc.



The FARSHS will be eligible for a free application of standardization of their researches. Standardization of research will be subject to acceptability within stipulated norms as the next step after publishing in a journal. We shall depute a team of specialized research professionals who will render their services for elevating your researches to next higher level, which is worldwide open standardization.

The FARSHS member can apply for grading and certification of standards of the educational and Institutional Degrees to Open Association of Research, Society U.S.A.
Once you are designated as FARSHS, you may send us a scanned copy of all of your credentials. OARS will verify, grade and certify them. This will be based on your academic records, quality of research papers published by you, and some more criteria. After certification of all your credentials by OARS, they will be published on your Fellow Profile link on website https://associationofresearch.org which will be helpful to upgrade the dignity.

The FARSHS members can avail the benefits of free research podcasting in Global Research Radio with their research documents. After publishing the work, (including published elsewhere worldwide with proper authorization) you can upload your research paper with your recorded voice or you can utilize chargeable services of our professional RJs to record your paper in their voice on request.

The FARSHS member also entitled to get the benefits of free research podcasting of their research documents through video clips. We can also streamline your conference videos and display your slides/ online slides and online research video clips at reasonable charges, on request.

The FARSHS is eligible to earn from sales proceeds of his/her researches/reference/review Books or literature, while publishing with Global Journals. The FARSHS can decide whether he/she would like to publish his/her research in a closed manner. In this case, whenever readers purchase that individual research paper for reading, maximum 60% of its profit earned as royalty by Global Journals, will be credited to his/her bank account. The entire entitled amount will be credited to his/her bank account exceeding limit of minimum fixed balance. There is no minimum time limit for collection. The FARSS member can decide its price and we can help in making the right decision.

The FARSHS member is eligible to join as a paid peer reviewer at Global Journals Incorporation (USA) and can get remuneration of 15% of author fees, taken from the author of a respective paper. After reviewing 5 or more papers you can request to transfer the amount to your bank account.

MEMBER OF ASSOCIATION OF RESEARCH SOCIETY IN HUMAN SCIENCE (MARSHS)

The ' MARSHS ' title is accorded to a selected professional after the approval of the Editor-in-Chief / Editorial Board Members/Dean.

The "MARSHS" is a dignified ornament which is accorded to a person's name viz. Dr John E. Hall, Ph.D., MARSHS or William Walldroff, M.S., MARSHS.

MARSHS accrediting is an honor. It authenticates your research activities. Afterbecoming MARSHS, you can add 'MARSHS' title with your name as you use this recognition as additional suffix to your status. This will definitely enhance and add more value and repute to your name. You may use it on your professional Counseling Materials such as CV, Resume, Visiting Card and Name Plate etc.

The following benefitscan be availed by you only for next three years from the date of certification.

MARSHS designated members are entitled to avail a 25% discount while publishing their research papers (of a single author) in Global Journals Inc., if the same is accepted by our Editorial Board and Peer Reviewers. If you are a main author or co-author of a group of authors, you will get discount of 10%.

As MARSHS, you willbegiven a renowned, secure and free professional email address with 30 GB of space e.g. johnhall@globaljournals.org. This will include Webmail, Spam Assassin, Email Forwarders,Auto-Responders, Email Delivery Route tracing, etc.

We shall provide you intimation regarding launching of e-version of journal of your stream time to time.This may be utilized in your library for the enrichment of knowledge of your students as well as it can also be helpful for the concerned faculty members.

The MARSHS member can apply for approval, grading and certification of standards of their educational and Institutional Degrees to Open Association of Research, Society U.S.A.

Once you are designated as MARSHS, you may send us a scanned copy of all of your credentials. OARS will verify, grade and certify them. This will be based on your academic records, quality of research papers published by you, and some more criteria.

It is mandatory to read all terms and conditions carefully.

AUXILIARY MEMBERSHIPS

Institutional Fellow of Open Association of Research Society (USA) - OARS (USA)

Global Journals Incorporation (USA) is accredited by Open Association of Research Society, U.S.A (OARS) and in turn, affiliates research institutions as "Institutional Fellow of Open Association of Research Society" (IFOARS).

The "FARSC" is a dignified title which is accorded to a person's name viz. Dr. John E. Hall, Ph.D., FARSC or William Walldroff, M.S., FARSC.

The IFOARS institution is entitled to form a Board comprised of one Chairperson and three to five board members preferably from different streams. The Board will be recognized as "Institutional Board of Open Association of Research Society"-(IBOARS).

The Institute will be entitled to following benefits:

The IBOARS can initially review research papers of their institute and recommend them to publish with respective journal of Global Journals. It can also review the papers of other institutions after obtaining our consent. The second review will be done by peer reviewer of Global Journals Incorporation (USA) The Board is at liberty to appoint a peer reviewer with the approval of chairperson after consulting us.

The author fees of such paper may be waived off up to 40%.

The Global Journals Incorporation (USA) at its discretion can also refer double blind peer reviewed paper at their end to the board for the verification and to get recommendation for final stage of acceptance of publication.

The IBOARS can organize symposium/seminar/conference in their country on behalf of Global Journals Incorporation (USA)-OARS (USA). The terms and conditions can be discussed separately.

The Board can also play vital role by exploring and giving valuable suggestions regarding the Standards of "Open Association of Research Society, U.S.A (OARS)" so that proper amendment can take place for the benefit of entire research community. We shall provide details of particular standard only on receipt of request from the Board.

The board members can also join us as Individual Fellow with 40% discount on total fees applicable to Individual Fellow. They will be entitled to avail all the benefits as declared. Please visit Individual Fellow-sub menu of GlobalJournals.org to have more relevant details.

We shall provide you intimation regarding launching of e-version of journal of your stream time to time. This may be utilized in your library for the enrichment of knowledge of your students as well as it can also be helpful for the concerned faculty members.

After nomination of your institution as "Institutional Fellow" and constantly functioning successfully for one year, we can consider giving recognition to your institute to function as Regional/Zonal office on our behalf.
The board can also take up the additional allied activities for betterment after our consultation.

The following entitlements are applicable to individual Fellows:

Open Association of Research Society, U.S.A (OARS) By-laws states that an individual Fellow may use the designations as applicable, or the corresponding initials. The Credentials of individual Fellow and Associate designations signify that the individual has gained knowledge of the fundamental concepts. One is magnanimous and proficient in an expertise course covering the professional code of conduct, and follows recognized standards of practice.

Open Association of Research Society (US)/ Global Journals Incorporation (USA), as described in Corporate Statements, are educational, research publishing and professional membership organizations. Achieving our individual Fellow or Associate status is based mainly on meeting stated educational research requirements.

Disbursement of 40% Royalty earned through Global Journals : Researcher = 50%, Peer Reviewer = 37.50%, Institution = 12.50% E.g. Out of 40%, the 20% benefit should be passed on to researcher, 15 % benefit towards remuneration should be given to a reviewer and remaining 5% is to be retained by the institution.

We shall provide print version of 12 issues of any three journals [as per your requirement] out of our 38 journals worth $ 2376 USD.

Other:

The individual Fellow and Associate designations accredited by Open Association of Research Society (US) credentials signify guarantees following achievements:

- The professional accredited with Fellow honor, is entitled to various benefits viz. name, fame, honor, regular flow of income, secured bright future, social status etc.

- In addition to above, if one is single author, then entitled to 40% discount on publishing research paper and can get 10%discount if one is co-author or main author among group of authors.
- The Fellow can organize symposium/seminar/conference on behalf of Global Journals Incorporation (USA) and he/she can also attend the same organized by other institutes on behalf of Global Journals.
- The Fellow can become member of Editorial Board Member after completing 3yrs.
- The Fellow can earn 60% of sales proceeds from the sale of reference/review books/literature/publishing of research paper.
- Fellow can also join as paid peer reviewer and earn 15% remuneration of author charges and can also get an opportunity to join as member of the Editorial Board of Global Journals Incorporation (USA)
- • This individual has learned the basic methods of applying those concepts and techniques to common challenging situations. This individual has further demonstrated an in–depth understanding of the application of suitable techniques to a particular area of research practice.

Note :

"

- In future, if the board feels the necessity to change any board member, the same can be done with the consent of the chairperson along with anyone board member without our approval.
- In case, the chairperson needs to be replaced then consent of 2/3rd board members are required and they are also required to jointly pass the resolution copy of which should be sent to us. In such case, it will be compulsory to obtain our approval before replacement.
- In case of "Difference of Opinion [if any]" among the Board members, our decision will be final and binding to everyone.

"

Process of submission of Research Paper

The Area or field of specialization may or may not be of any category as mentioned in 'Scope of Journal' menu of the GlobalJournals.org website. There are 37 Research Journal categorized with Six parental Journals GJCST, GJMR, GJRE, GJMBR, GJSFR, GJHSS. For Authors should prefer the mentioned categories. There are three widely used systems UDC, DDC and LCC. The details are available as 'Knowledge Abstract' at Home page. The major advantage of this coding is that, the research work will be exposed to and shared with all over the world as we are being abstracted and indexed worldwide.

The paper should be in proper format. The format can be downloaded from first page of 'Author Guideline' Menu. The Author is expected to follow the general rules as mentioned in this menu. The paper should be written in MS-Word Format (*.DOC,*.DOCX).

The Author can submit the paper either online or offline. The authors should prefer online submission.Online Submission: There are three ways to submit your paper:

(A) (I) First, register yourself using top right corner of Home page then Login. If you are already registered, then login using your username and password.

(II) Choose corresponding Journal.

(III) Click 'Submit Manuscript'. Fill required information and Upload the paper.

(B) If you are using Internet Explorer, then Direct Submission through Homepage is also available.

(C) If these two are not conveninet , and then email the paper directly to dean@globaljournals.org.

Offline Submission: Author can send the typed form of paper by Post. However, online submission should be preferred.

Preferred Author Guidelines

MANUSCRIPT STYLE INSTRUCTION (Must be strictly followed)

Page Size: 8.27" X 11'"

- Left Margin: 0.65
- Right Margin: 0.65
- Top Margin: 0.75
- Bottom Margin: 0.75
- Font type of all text should be Swis 721 Lt BT.
- Paper Title should be of Font Size 24 with one Column section.
- Author Name in Font Size of 11 with one column as of Title.
- Abstract Font size of 9 Bold, "Abstract" word in Italic Bold.
- Main Text: Font size 10 with justified two columns section
- Two Column with Equal Column with of 3.38 and Gaping of .2
- First Character must be three lines Drop capped.
- Paragraph before Spacing of 1 pt and After of 0 pt.
- Line Spacing of 1 pt
- Large Images must be in One Column
- Numbering of First Main Headings (Heading 1) must be in Roman Letters, Capital Letter, and Font Size of 10.
- Numbering of Second Main Headings (Heading 2) must be in Alphabets, Italic, and Font Size of 10.

You can use your own standard format also.
Author Guidelines:

1. General,

2. Ethical Guidelines,

3. Submission of Manuscripts,

4. Manuscript's Category,

5. Structure and Format of Manuscript,

6. After Acceptance.

1. GENERAL

Before submitting your research paper, one is advised to go through the details as mentioned in following heads. It will be beneficial, while peer reviewer justify your paper for publication.

Scope

The Global Journals Inc. (US) welcome the submission of original paper, review paper, survey article relevant to the all the streams of Philosophy and knowledge. The Global Journals Inc. (US) is parental platform for Global Journal of Computer Science and Technology, Researches in Engineering, Medical Research, Science Frontier Research, Human Social Science, Management, and Business organization. The choice of specific field can be done otherwise as following in Abstracting and Indexing Page on this Website. As the all Global

Journals Inc. (US) are being abstracted and indexed (in process) by most of the reputed organizations. Topics of only narrow interest will not be accepted unless they have wider potential or consequences.

2. ETHICAL GUIDELINES

Authors should follow the ethical guidelines as mentioned below for publication of research paper and research activities.

Papers are accepted on strict understanding that the material in whole or in part has not been, nor is being, considered for publication elsewhere. If the paper once accepted by Global Journals Inc. (US) and Editorial Board, will become the copyright of the Global Journals Inc. (US).

Authorship: The authors and coauthors should have active contribution to conception design, analysis and interpretation of findings. They should critically review the contents and drafting of the paper. All should approve the final version of the paper before submission

The Global Journals Inc. (US) follows the definition of authorship set up by the Global Academy of Research and Development. According to the Global Academy of R&D authorship, criteria must be based on:

1) Substantial contributions to conception and acquisition of data, analysis and interpretation of the findings.

2) Drafting the paper and revising it critically regarding important academic content.

3) Final approval of the version of the paper to be published.

All authors should have been credited according to their appropriate contribution in research activity and preparing paper. Contributors who do not match the criteria as authors may be mentioned under Acknowledgement.

Acknowledgements: Contributors to the research other than authors credited should be mentioned under acknowledgement. The specifications of the source of funding for the research if appropriate can be included. Suppliers of resources may be mentioned along with address.

Appeal of Decision: The Editorial Board's decision on publication of the paper is final and cannot be appealed elsewhere.

Permissions: It is the author's responsibility to have prior permission if all or parts of earlier published illustrations are used in this paper.

Please mention proper reference and appropriate acknowledgements wherever expected.

If all or parts of previously published illustrations are used, permission must be taken from the copyright holder concerned. It is the author's responsibility to take these in writing.

Approval for reproduction/modification of any information (including figures and tables) published elsewhere must be obtained by the authors/copyright holders before submission of the manuscript. Contributors (Authors) are responsible for any copyright fee involved.

3. SUBMISSION OF MANUSCRIPTS

Manuscripts should be uploaded via this online submission page. The online submission is most efficient method for submission of papers, as it enables rapid distribution of manuscripts and consequently speeds up the review procedure. It also enables authors to know the status of their own manuscripts by emailing us. Complete instructions for submitting a paper is available below.

Manuscript submission is a systematic procedure and little preparation is required beyond having all parts of your manuscript in a given format and a computer with an Internet connection and a Web browser. Full help and instructions are provided on-screen. As an author, you will be prompted for login and manuscript details as Field of Paper and then to upload your manuscript file(s) according to the instructions.

To avoid postal delays, all transaction is preferred by e-mail. A finished manuscript submission is confirmed by e-mail immediately and your paper enters the editorial process with no postal delays. When a conclusion is made about the publication of your paper by our Editorial Board, revisions can be submitted online with the same procedure, with an occasion to view and respond to all comments.

Complete support for both authors and co-author is provided.

4. MANUSCRIPT'S CATEGORY

Based on potential and nature, the manuscript can be categorized under the following heads:

Original research paper: Such papers are reports of high-level significant original research work.

Review papers: These are concise, significant but helpful and decisive topics for young researchers.

Research articles: These are handled with small investigation and applications

Research letters: The letters are small and concise comments on previously published matters.

5.STRUCTURE AND FORMAT OF MANUSCRIPT

The recommended size of original research paper is less than seven thousand words, review papers fewer than seven thousands words also.Preparation of research paper or how to write research paper, are major hurdle, while writing manuscript. The research articles and research letters should be fewer than three thousand words, the structure original research paper; sometime review paper should be as follows:

Papers: These are reports of significant research (typically less than 7000 words equivalent, including tables, figures, references), and comprise:

(a)Title should be relevant and commensurate with the theme of the paper.

(b) A brief Summary, "Abstract" (less than 150 words) containing the major results and conclusions.

(c) Up to ten keywords, that precisely identifies the paper's subject, purpose, and focus.

(d) An Introduction, giving necessary background excluding subheadings; objectives must be clearly declared.

(e) Resources and techniques with sufficient complete experimental details (wherever possible by reference) to permit repetition; sources of information must be given and numerical methods must be specified by reference, unless non-standard.

(f) Results should be presented concisely, by well-designed tables and/or figures; the same data may not be used in both; suitable statistical data should be given. All data must be obtained with attention to numerical detail in the planning stage. As reproduced design has been recognized to be important to experiments for a considerable time, the Editor has decided that any paper that appears not to have adequate numerical treatments of the data will be returned un-refereed;

(g) Discussion should cover the implications and consequences, not just recapitulating the results; conclusions should be summarizing.

(h) Brief Acknowledgements.

(i) References in the proper form.

Authors should very cautiously consider the preparation of papers to ensure that they communicate efficiently. Papers are much more likely to be accepted, if they are cautiously designed and laid out, contain few or no errors, are summarizing, and be conventional to the approach and instructions. They will in addition, be published with much less delays than those that require much technical and editorial correction.

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

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

Format

Language: The language of publication is UK English. Authors, for whom English is a second language, must have their manuscript efficiently edited by an English-speaking person before submission to make sure that, the English is of high excellence. It is preferable, that manuscripts should be professionally edited.

Standard Usage, Abbreviations, and Units: Spelling and hyphenation should be conventional to The Concise Oxford English Dictionary. Statistics and measurements should at all times be given in figures, e.g. 16 min, except for when the number begins a sentence. When the number does not refer to a unit of measurement it should be spelt in full unless, it is 160 or greater.

Abbreviations supposed to be used carefully. The abbreviated name or expression is supposed to be cited in full at first usage, followed by the conventional abbreviation in parentheses.

Metric SI units are supposed to generally be used excluding where they conflict with current practice or are confusing. For illustration, 1.4 l rather than 1.4 × 10-3 m3, or 4 mm somewhat than 4 × 10-3 m. Chemical formula and solutions must identify the form used, e.g. anhydrous or hydrated, and the concentration must be in clearly defined units. Common species names should be followed by underlines at the first mention. For following use the generic name should be constricted to a single letter, if it is clear.

Structure

All manuscripts submitted to Global Journals Inc. (US), ought to include:

Title: The title page must carry an instructive title that reflects the content, a running title (less than 45 characters together with spaces), names of the authors and co-authors, and the place(s) wherever the work was carried out. The full postal address in addition with the e-mail address of related author must be given. Up to eleven keywords or very brief phrases have to be given to help data retrieval, mining and indexing.

Abstract, used in Original Papers and Reviews:

Optimizing Abstract for Search Engines

Many researchers searching for information online will use search engines such as Google, Yahoo or similar. By optimizing your paper for search engines, you will amplify the chance of someone finding it. This in turn will make it more likely to be viewed and/or cited in a further work. Global Journals Inc. (US) have compiled these guidelines to facilitate you to maximize the web-friendliness of the most public part of your paper.

Key Words

A major linchpin in research work for the writing research paper is the keyword search, which one will employ to find both library and Internet resources.

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

Search engines for most searches, use Boolean searching, which is somewhat different from Internet searches. The Boolean search uses "operators," words (and, or, not, and near) that enable you to expand or narrow your affords. Tips for research paper while preparing research paper are very helpful guideline of research paper.

Choice of key words is first tool of tips to write research paper. Research paper writing is an art.A few tips for deciding as strategically as possible about keyword search:

- One should start brainstorming lists of possible keywords before even begin 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 research paper?" Then consider synonyms for the important words.
- It may take the discovery of only one relevant paper to let steer in the right keyword direction because in most databases, the keywords under which a research paper is abstracted are listed with the paper.
- One should avoid outdated words.

Keywords are the key that opens a door to research work sources. Keyword searching is an art in which researcher's skills are bound to improve with experience and time.

Numerical Methods: Numerical methods used should be clear and, where appropriate, supported by references.

Acknowledgements: Please make these as concise as possible.

References

References follow the Harvard scheme of referencing. References in the text should cite the authors' names followed by the time of their publication, unless there are three or more authors when simply the first author's name is quoted followed by et al. unpublished work has to only be cited where necessary, and only in the text. Copies of references in press in other journals have to be supplied with submitted typescripts. It is necessary that all citations and references be carefully checked before submission, as mistakes or omissions will cause delays.

References to information on the World Wide Web can be given, but only if the information is available without charge to readers on an official site. Wikipedia and Similar websites are not allowed where anyone can change the information. Authors will be asked to make available electronic copies of the cited information for inclusion on the Global Journals Inc. (US) homepage at the judgment of the Editorial Board.

The Editorial Board and Global Journals Inc. (US) recommend that, citation of online-published papers and other material should be done via a DOI (digital object identifier). If an author cites anything, which does not have a DOI, they run the risk of the cited material not being noticeable.

The Editorial Board and Global Journals Inc. (US) recommend the use of a tool such as Reference Manager for reference management and formatting.

Tables, Figures and Figure Legends

Tables: Tables should be few in number, 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. Vertical lines should not be used.

Figures: Figures are supposed to be submitted as separate files. Always take in a citation in the text for each figure using Arabic numbers, e.g. Fig. 4. Artwork must be submitted online in electronic form by e-mailing them.

Preparation of Electronic Figures for Publication

Even though low quality images are sufficient for review purposes, print publication requires high quality images to prevent the final product being blurred or fuzzy. Submit (or e-mail) EPS (line art) or TIFF (halftone/photographs) files only. MS PowerPoint and Word Graphics are unsuitable for printed pictures. Do not use pixel-oriented software. Scans (TIFF only) should have a resolution of at least 350 dpi (halftone) or 700 to 1100 dpi (line drawings) in relation to the imitation size. 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: It is the rule of the Global Journals Inc. (US) for authors 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.

Figure Legends: Self-explanatory legends of all figures should be incorporated separately under the heading 'Legends to Figures'. In the full-text online edition of the journal, figure legends may possibly be truncated in abbreviated links to the full screen version. Therefore, the first 100 characters of any legend should notify the reader, about the key aspects of the figure.

6. AFTER ACCEPTANCE

Upon approval of a paper for publication, the manuscript will be forwarded to the dean, who is responsible for the publication of the Global Journals Inc. (US).

6.1 Proof Corrections

The corresponding author will receive an e-mail alert containing a link to a website or will be attached. A working e-mail address must therefore be provided for the related author.

Acrobat Reader will be required in order to read this file. This software can be downloaded

(Free of charge) from the following website:

www.adobe.com/products/acrobat/readstep2.html. This will facilitate the file to be opened, read on screen, and printed out in order for any corrections to be added. Further instructions will be sent with the proof.

Proofs must be returned to the dean at dean@globaljournals.org within three days of receipt.

As changes to proofs are costly, we inquire that you only correct typesetting errors. All illustrations are retained by the publisher. Please note that the authors are responsible for all statements made in their work, including changes made by the copy editor.

6.2 Early View of Global Journals Inc. (US) (Publication Prior to Print)

The Global Journals Inc. (US) are enclosed by our publishing's Early View service. Early View articles are complete full-text articles sent in advance of their publication. Early View articles are absolute and final. They have been completely reviewed, revised and edited for publication, and the authors' final corrections have been incorporated. Because they are in final form, no changes can be made after sending them. The nature of Early View articles means that they do not yet have volume, issue or page numbers, so Early View articles cannot be cited in the conventional way.

6.3 Author Services

Online production tracking is available for your article through Author Services. Author Services enables authors to track their article - once it has been accepted - through the production process to publication online and in print. Authors can check the status of their articles online and choose to receive automated e-mails at key stages of production. The authors will receive an e-mail with a unique link that enables them to register and have their article automatically added to the system. Please ensure that a complete e-mail address is provided when submitting the manuscript.

6.4 Author Material Archive Policy

Please note that if not specifically requested, publisher will dispose off hardcopy & electronic information submitted, after the two months of publication. If you require the return of any information submitted, please inform the Editorial Board or dean as soon as possible.

6.5 Offprint and Extra Copies

A PDF offprint of the online-published article will be provided free of charge to the related author, and may be distributed according to the Publisher's terms and conditions. Additional paper offprint may be ordered by emailing us at: editor@globaljournals.org .

Before start writing a good quality Computer Science Research Paper, let us first understand what is Computer Science Research Paper? So, Computer Science Research Paper is the paper which is written by professionals or scientists who are associated to Computer Science and Information Technology, or doing research study in these areas. If you are novel to this field then you can consult about this field from your supervisor or guide.

TECHNIQUES FOR WRITING A GOOD QUALITY RESEARCH PAPER:

1. Choosing the topic: In most cases, the topic is searched by the interest of author but it can be also suggested by the guides. You can have several topics and then you can judge that in which topic or subject you are finding yourself most comfortable. This can be done by asking several questions to yourself, like Will I be able to carry our search in this area? Will I find all necessary recourses to accomplish the search? Will I be able to find all information in this field area? If the answer of these types of questions will be "Yes" then you can choose that topic. In most of the cases, you may have to conduct the surveys and have to visit several places because this field is related to Computer Science and Information Technology. Also, you may have to do a lot of work to find all rise and falls regarding the various data of that subject. Sometimes, detailed information plays a vital role, instead of short information.

2. Evaluators are human: First thing to remember that evaluators are also human being. They are not only meant for rejecting a paper. They are here to evaluate your paper. So, present your Best.

3. Think Like Evaluators: If you are in a confusion or getting demotivated that your paper will be accepted by evaluators or not, then think and try to evaluate your paper like an Evaluator. Try to understand that what an evaluator wants in your research paper and automatically you will have your answer.

4. 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.

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

6. Use of computer is recommended: As you are doing research in the field of Computer Science, then this point is quite obvious.

7. Use right software: Always use good quality software packages. If you are not capable to judge good software then you can lose quality of your paper unknowingly. There are various software programs available to help you, which you can get through Internet.

8. Use the Internet for help: An excellent start for your paper can be by using the Google. It is an excellent search engine, where you can have your doubts resolved. You may also read some answers for the frequent question how to write my research paper or find model research paper. From the internet library you can download books. If you have all required books make important reading selecting and analyzing the specified information. Then put together research paper sketch out.

9. Use and get big pictures: Always use encyclopedias, Wikipedia to get pictures so that you can go into the depth.

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

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

12. Make all efforts: Make all efforts to mention what you are going to write in your paper. That means always have a good start. Try to mention everything in introduction, that what is the need of a particular research paper. Polish your work by good skill of writing and always give an evaluator, what he wants.

13. Have backups: When you are going to do any important thing like making research paper, you should always have backup copies of it either in your computer or in paper. This will help you to not to lose any of your important.

14. Produce good diagrams of your own: Always try to include good charts or diagrams in your paper to improve quality. Using several and unnecessary diagrams will degrade the quality of your paper by creating "hotchpotch." So always, try to make and include those diagrams, which are made by your own to improve readability and understandability of your paper.

15. Use of direct quotes: When you do research relevant to literature, history or current affairs then use of quotes become essential but if study is relevant to science then use of quotes is not preferable.

16. Use proper verb tense: Use proper verb tenses in your paper. Use past tense, to present those events that happened. Use present tense to indicate events that are going on. Use future tense to indicate future happening events. Use of improper and wrong tenses will confuse the evaluator. Avoid the sentences that are incomplete.

17. Never use online paper: If you are getting any paper on Internet, then never use it as your research paper because it might be possible that evaluator has already seen it or maybe it is outdated version.

18. Pick a good study spot: To do your research studies always try to pick a spot, which is quiet. Every spot is not for studies. Spot that suits you choose it and proceed further.

19. Know what you know: Always try to know, what you know by making objectives. Else, you will be confused and cannot achieve your target.

20. Use good quality grammar: Always use a good quality grammar and use words that will throw positive impact on evaluator. Use of good quality grammar does not mean to use tough words, that for each word the evaluator has to go through dictionary. Do not start sentence with a conjunction. Do not fragment sentences. Eliminate one-word sentences. Ignore passive voice. Do not ever use a big word when a diminutive one would suffice. Verbs have to be in agreement with their subjects. Prepositions are not expressions to finish sentences with. It is incorrect to ever divide an infinitive. Avoid clichés like the disease. Also, always shun irritating alliteration. Use language that is simple and straight forward. put together a neat summary.

21. 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 to your topic. You may also maintain your arguments with records.

22. Never start in last minute: Always start at right time and give enough time to research work. Leaving everything to the last minute will degrade your paper and spoil your work.

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

24. Never copy others' work: Never copy others' work and give it your name because if evaluator has seen it anywhere you will be in trouble.

25. Take proper rest and food: No matter how many hours you spend for your research activity, if you are not taking care of your health then all your efforts will be in vain. For a quality research, study is must, and this can be done by taking proper rest and food.

26. Go for seminars: Attend seminars if the topic is relevant to your research area. Utilize all your resources.

27. Refresh your mind after intervals: Try to give rest to your mind by listening to soft music or by sleeping in intervals. This will also improve your memory.

28. Make colleagues: Always try to make colleagues. No matter how sharper or intelligent you are, if you make colleagues you can have several ideas, which will be helpful for your research.

29. Think technically: Always think technically. If anything happens, then search its reasons, its benefits, and demerits.

30. Think and then print: When you will go to print your paper, notice that tables are not be split, headings are not detached from their descriptions, and page sequence is maintained.

31. Adding unnecessary information: Do not add unnecessary information, like, I have used MS Excel to draw graph. Do not add irrelevant and inappropriate material. These all will create superfluous. Foreign terminology and phrases are not apropos. One should NEVER take a broad view. Analogy in script is like feathers on a snake. Not at all use a large word when a very small one would be sufficient. Use words properly, regardless of how others use them. Remove quotations. Puns are for kids, not grunt readers. Amplification is a billion times of inferior quality than sarcasm.

32. Never oversimplify everything: To add material in your research paper, never go for oversimplification. This will definitely irritate the evaluator. Be more or less specific. Also too, by no means, ever use rhythmic redundancies. Contractions aren't essential and shouldn't be there used. Comparisons are as terrible as clichés. Give up ampersands and abbreviations, and so on. Remove commas, that are, not necessary. Parenthetical words however should be together with this in commas. Understatement is all the time the complete best way to put onward earth-shaking thoughts. Give a detailed literary review.

33. Report concluded results: Use concluded results. From raw data, filter the results and then conclude your studies based on measurements and observations taken. Significant figures and appropriate number of decimal places should be used. Parenthetical remarks are prohibitive. Proofread carefully at final stage. In the end give outline to your arguments. Spot out perspectives of further study of this subject. Justify your conclusion by at the bottom of them with sufficient justifications and examples.

34. After 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 to 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 in 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 criterion for grading the final paper by peer-reviewers.

Final Points:

A purpose of organizing a research paper is to let people to interpret your effort selectively. The journal requires the following sections, submitted in the order listed, each section to start on a new page.

The introduction will be compiled from reference matter and will reflect the design processes or outline of basis that direct you to make study. As you will carry out the process of study, the method and process section will be constructed as like that. The result segment will show related statistics in nearly sequential order and will direct the reviewers next to the similar intellectual paths throughout the data that you took to carry out your study. The discussion section will provide understanding of the data and projections as to the implication of the results. The use of good quality references all through the paper will give the effort trustworthiness by representing an alertness of 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 the 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

Mistakes to evade

- Insertion a title at the foot of a page with the subsequent text on the next page
- Separating a table/chart or figure - impound each figure/table to a single page
- Submitting a manuscript with pages out of sequence

In every sections of your document

· Use standard writing style including articles ("a", "the," etc.)

· Keep on paying attention on the research topic of the paper

· Use paragraphs to split each significant point (excluding for the abstract)

· Align the primary line of each section

· Present your points in sound order

· Use present tense to report well accepted

· Use past tense to describe specific results

· Shun familiar wording, don't address the reviewer directly, and don't use slang, slang language, or superlatives

· Shun use of extra pictures - include only those figures essential to presenting results

Title Page:

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

Abstract:

The summary should be two hundred words or less. It should briefly and clearly explain the key findings reported in the manuscript--must have precise statistics. It should not have abnormal acronyms or abbreviations. It should be logical in itself. Shun citing 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 approach 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. Yet, use comprehensive sentences and do not let go readability for briefness. You can maintain it succinct by phrasing sentences so that they provide more than 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 maintain the initial two items to no more than one ruling each.

- Reason of the study - 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 quantitative data; results of any numerical analysis should be reported
- Significant conclusions or questions that track from the research(es)

Approach:

- Single section, and succinct
- As a outline of job done, it is always written in past tense
- A conceptual should situate on its own, and not submit to any other part of the paper such as a form or table
- Center on shortening results - bound background information to a verdict or two, if completely necessary
- What you account in an conceptual must be regular with what you reported in the manuscript
- Exact spelling, clearness 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 to comprehend and calculate the purpose of your study without having to submit to other works. The basis for the study should be offered. Give most important references but shun difficult to make a comprehensive appraisal of the topic. In the introduction, describe the problem visibly. If the problem is not acknowledged in a logical, reasonable way, the reviewer will have no attention in your result. Speak in common terms about techniques used to explain the problem, if needed, but do not present any particulars about the protocols here. Following approach can create a valuable beginning:

- Explain the value (significance) of the study
- Shield the model - why did you employ this particular system or method? What is its compensation? You strength remark on its appropriateness from a abstract point of vision as well as point out sensible reasons for using it.
- Present a justification. Status your particular theory (es) or aim(s), and describe the logic that led you to choose them.
- Very for a short time explain the tentative propose and how it skilled 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 with every section. If you make the four points listed above, you will need a least of four paragraphs.

- Present surroundings information only as desirable in order hold up a situation. The reviewer does not desire to read the whole thing you know about a topic.
- Shape the theory/purpose 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 sound written Procedures segment allows a capable scientist to replacement 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 for the least amount of information that would permit another capable scientist to spare 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 object, mention the specific item describing a way but draw the basic principle while stating the situation. The purpose is to text 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:

- Explain materials individually only if the study is so complex that it saves liberty this way.
- Embrace particular materials, and any tools or provisions that are not frequently found in laboratories.
- Do not take in frequently found.
- If use of a definite type of tools.
- Materials may be reported in a part section or else they may be recognized along with your measures.

Methods:

- Report the method (not 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 - details how procedures were completed not how they were exclusively performed on a particular day.
- If well known procedures were used, account the procedure by name, possibly with reference, and that's all.

Approach:

- It is embarrassed or not possible to use vigorous voice when documenting methods with no using first person, which would focus the reviewer's interest on the researcher rather than the job. As a result when script up the methods most authors use third person passive voice.
- Use standard style in this and in 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.

Results:

The principle of a results segment is to present and demonstrate your conclusion. Create this part a 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. Carry on to be to the point, by means of statistics and tables, if suitable, to present consequences most efficiently.You must obviously differentiate material that would usually be incorporated in a study editorial from any unprocessed data or additional appendix matter that would not be available. In fact, such matter should not be submitted at all except requested by the instructor.

Content

- Sum up your conclusion in text and demonstrate them, if suitable, with figures and tables.
- In manuscript, explain each of your consequences, point the reader to remarks that are most appropriate.
- Present a background, such as by describing the question that was addressed by creation an exacting study.
- Explain results of control experiments and comprise 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 in manuscript form.

What to stay away from

- Do not discuss or infer your outcome, report surroundings information, or try to explain anything.
- Not at all, take in raw data or intermediate calculations in a research manuscript.
- Do not present the similar data more than once.
- Manuscript should complement any figures or tables, not duplicate the identical information.
- Never confuse figures with tables - there is a difference.

Approach

- As forever, use past tense when you submit to 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 part.

Figures and tables

- If you put figures and tables at the end of the details, make certain that they are visibly distinguished from any attach appendix materials, such as raw facts
- Despite of position, each figure must be numbered one after the other and complete with subtitle
- In spite of position, each table must be titled, numbered one after the other and complete with heading
- All figure and table must be adequately complete that it could situate on its own, divide from text

Discussion:

The Discussion is expected the trickiest segment to write and describe. A lot of papers submitted for journal are discarded based on problems with the Discussion. There is no head of state for how long a 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 implication of the study. The purpose here is to offer an understanding of your results and hold up for all of your conclusions, using facts from your research and generally accepted information, if suitable. The implication of result should be visibly 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 with prospect, and let it drop at that.

- Make a decision if each premise is supported, 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 the experiment might be personalized to accomplish a new idea.
- Give details all of your remarks as much as possible, focus on mechanisms.
- Make a decision if the tentative design sufficiently addressed the theory, and whether or not it was correctly restricted.
- Try to present substitute explanations if sensible alternatives be present.
- One 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 available information
- Submit to work done by specific persons (including you) in past tense.
- Submit to generally acknowledged facts and main beliefs in present tense.

Please carefully note down following rules and regulation before submitting your Research Paper to Global Journals Inc. (US):

Segment Draft and Final Research Paper: You have to strictly follow the template of research paper. If it is not done your paper may get rejected.

- The **major constraint** is that you must independently make all content, tables, graphs, and facts that are offered in the paper. You must write each part of the paper wholly on your own. The Peer-reviewers need to identify your own perceptive of the concepts in your own terms. NEVER extract straight from any foundation, and never rephrase someone else's analysis.

- Do not give permission to anyone else to "PROOFREAD" your manuscript.

- Methods to avoid Plagiarism is applied by us on every paper, if found guilty, you will be blacklisted by all of our collaborated research groups, your institution will be informed for this and strict legal actions will be taken immediately.)
- To guard yourself and others from possible illegal use please do not permit anyone right to use to your paper and files.

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

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 Inc. (US).

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

INDEX

save our planet

Global Journal of Human Social Science

Visit us on the Web at www.GlobalJournals.org | www.SocialScienceResearch.org
or email us at helpdesk@globaljournals.org

ISSN 975587