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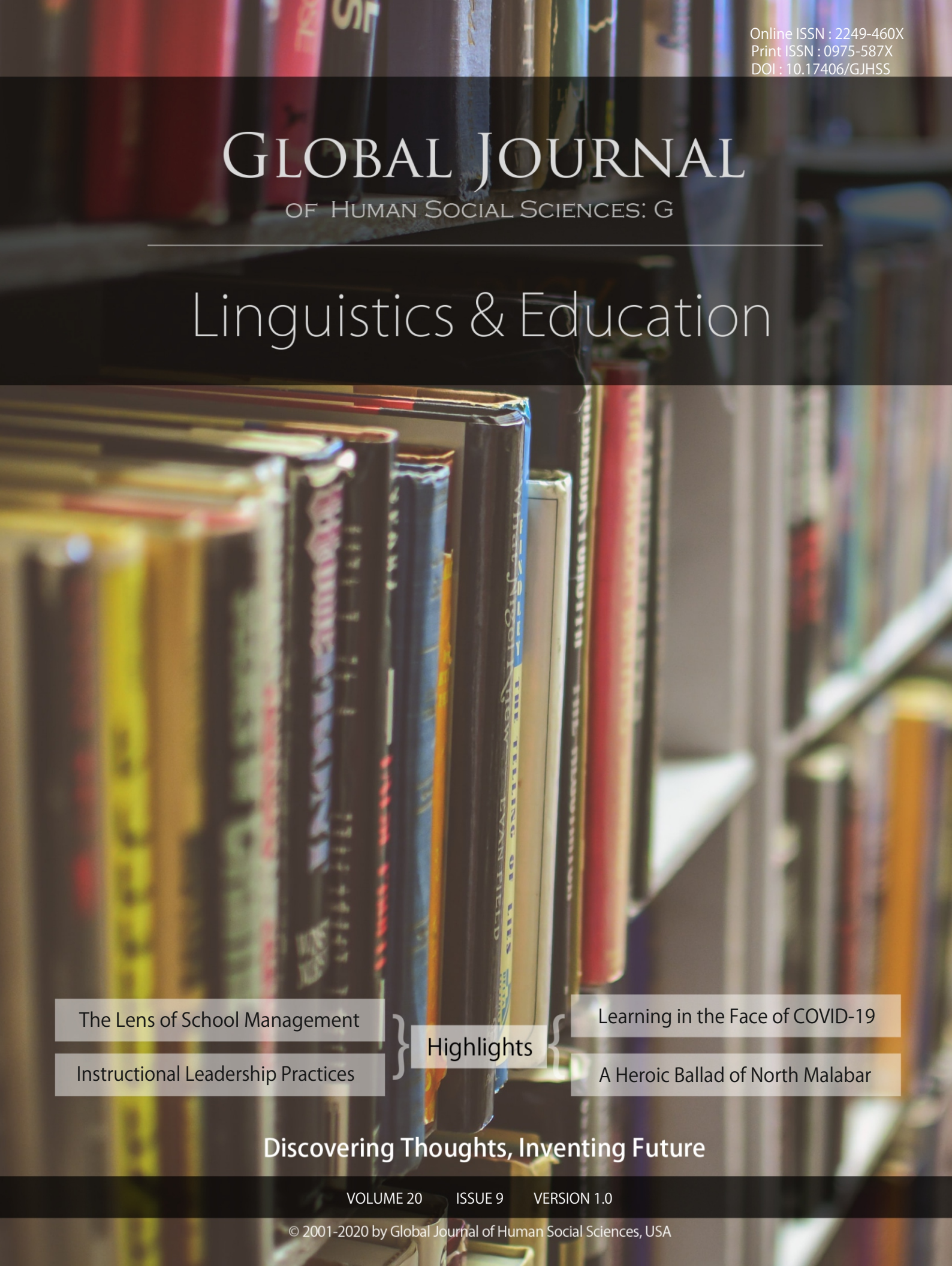

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Instructional Leadership Practices

Highlights

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Discovering Thoughts, Inventing Future

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Instructional Leadership Practices of Principals

By Tebogo John Maponya
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Abstract- South African Education system has undergone numerous transformations, which gave rise to a new complexion in the instructional leadership practices in schools. As a developing country that is striving to match the global standard of education, incorporating new ideologies in leading and managing curriculum for the well-being of its learners has been a great leap that is commendable. The ideals of effective instructional leadership are among others that school principals in previously disadvantaged backgrounds are still grabbling with so far. This phenomenological empirical study sought to investigate the instructional leadership practices that school management team members perceived to be working well or not working well in their different schools. The manuscript captured some of the successes and hiccups and presents research findings from data collected from school stakeholders who expressed their desire to see growth and development that aims at improving schools for the better. Qualitative findings made showed that constructive interaction with teaching staff and other role players, creation of a positive working climate, equitable personnel work distribution, interchangeable leadership styles, and curriculum support worked well in schools. The study came up with the following in tackling what did not work well: communication, unnecessary disruptions by teacher unions, meagre and inequitable work distribution, as well as limited and poor parental support.

Keywords: instructional leadership, curriculum, educators, school leadership, school management team.

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Instructional Leadership Practices of Principals

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I. Introduction

Instructional leadership is a concept that has been developed over 30 years ago, with its key focus on effective schools where leaders focused on instruction (Neumerski, 2012). A massive assortment of literature in this field of instructional leadership tackles issues about principals as instructional leaders, the ability of educator leaders as well as instructional coaches, rethinking of instructional leadership, instructional leadership, and learner performance, and roles of instructional leaders. Yet it appears there is the deficiency of research revolving around instructional leadership practice that works well or does not work well in various school settings across the globe (Biancarosa, Bryk, & Dexter, 2010; Diamond & Spillane, 2016; Gedifew, 2014; Horng & Loeb, 2010; Knapp, Copland, Honig, Plecki, and Portin, 2010). The researcher in this manuscripts admits the vital role played and pays homage to the pioneers and gurus of instructional leaders but wished to investigate whether attributes by various scholars on this phenomenon can be applied to all populations of the world and their diverse milieus. It became evident from this study that most of the attributes, if not all, function well even in this particular circumstance. These include sentiments that principals as instructional leaders needed to explain why and how to improve instructional delivery to educators; that principals as instructional leaders are crucial in promoting learner performance; that principals required to recognize the need, understand change, build support structures, create new focus, and build learning communities for schools to improve their academic performance; and acquaint themselves with the instructional leadership models as well as factors associated with instructional leadership (Blasé & Blasé, 2004; Hallinger, 2005; Leithwood, Seashore, Anderson & Wahlstrom, 2004; Neumerski, 2012; Sisman, 2016; Tyagi, 2010; Zepeda, 2013).The question remained that propelled this empirical investigation as to whether all these attributes work well under all successful schools. Prior studies also indicated the need for principals as instructional leaders to be skillful in delegating some of their leadership duties to educators to have time for instructional matters aimed at improving instruction (Harvey & Holland, 2013). The researcher specifically selected good performing schools to probe if adherence to instructional leadership practices prevails on not. This selection of good performing schools was done mainly to inquiry components of successful schools as measured against good instructional leadership practices.

The basis of Instructional leadership is on fundamental theories that solid leaders give directives, they possess the ability to create a school culture that supports teaching and learning, are goal-oriented and hi-deep in curriculum and instruction (Hallinger, 2012). It is also against this backdrop that perceptions on instructional leaders relate to holding the key to effective and improved learner academic performance (Mthiyane, Bengu & Bayeni, 2014). According to Marishane, Botha, and Du Plessis (2011), it is the responsibility of principals as instructional leaders to set the tone of teaching and learning. Educators are also supposed to be continuously developed professionally to improve teaching and learning in schools (Tyagi, 2010).

It is evident enough from various scholars that principals' instructional leadership role is of pivotal value in ensuring there are improved teaching-learning activities. The essential role that principals play is undeniably explicit in all these studies but is it what is actually taking place in schools, or are there other

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important factors that need exposure. The current state of knowledge around instructional leadership seems to be precisely intact, still, the researcher is inquisitive about the actual preliminary work on the ground in terms of what stakeholders' experience. It is of crucial importance to close the gap between the ideal and the practical occurrences that are taking place on the ground. The theoretical foundation seems concrete, but the need for exposure to the realities that school life with all its challenges bring call for much exposure. Assumptions that there is a link between theory and practice are the bone of contention for this study to be conducted. Research findings made in this study might be an eye-opener that even if this research study took place in South Africa, somewhere else in the corners of this world education officials might be thinking the ideal is a reality only to find out it is a mirage.

II. Method

a) Participants

Fifteen School Management Team members took part in this study. They consisted of five school principals, five deputy principals, and five departmental heads from five different schools. All of them had been in those management positions for a period of three years and more, and the same schools for three years and more.

b) Procedure

This phenomenological research design intended to investigate instructional leadership practices of school principals from five secondary schools, in the Limpopo Province of South Africa. The researcher employed qualitative research interviews as a data collection tool. Often qualitative data is presented in words, either descriptive or narrative visible in the form of the interview transcript, observation notes; journal entries; transcriptions of audio or video recordings or existing documents; records, or reports (Mertler & Charles, 2011). In this phenomenological study, semi-structured interviews as the most relevant and appropriate strategy for profound data collection were used (Padilla-Diaz, 2015). Phenomenological in-depth interviews which, required an insurmountable amount of time to deeply scrutinize instructional leadership practices of school principals that worked well and those that did not work well was the route taken to generate in-depth data from participants (Padilla-Diaz, 2015). The researcher focused attentively on participants' responses to ascertain they achieved a broad coverage of issues throughout the interview process (Chan, Fung & Chien, 2013). Probing interrogations intended for more clarity or depth emanating from identified questions set in advance assisted in gaining participants' world view on the phenomenon studied (Leedy and Ormrod, 2005). The researcher ensured they kept their interview focused on the actual and not abstract or hypothesis. The researcher also ascertained avoidance of the temptation of putting words in the participants' mouth, kept records of the participants' responses verbatim, kept their reactions to themselves, bore in mind that the data they were getting was not necessarily facts, and took group dynamic into account (Leedy & Ormrod, 2005).

III. Data Analysis

From the field notes taken, and the tape-recorded data, the researcher then transcribed the raw data verbatim (Burton & Bartlett, 2009; McMillan & Schumacher, 2014). The researcher continued to make summaries in the form of field and interview notes. From the transcriptions, the researcher prepared the data for visual review ready for data analysis process by organizing, accounting for, and explaining data logically about participants' definition of the phenomenon noting similar patterns, themes, categories, and regulations (Cohen, Manion and Morrison, 2013). To avoid data filtering, influence and distortions by the researcher's interpretations, the researcher returned to participants of this empirical study to validate their results (Polit & Beck, 2010). To mark textual descriptions, sentiments of the participants' transcript, and relevant topics participant in this study expressed, the researcher described their own experiences with those of the participants to identify personal judgments and prejudices. The researcher went further and avoided affecting the entire data analysis process by following horizontalization of the data in which the researcher listed all the relevant quotes of the studied topic by giving equal value regarding group expressions (Creswell, 2012). Pertinent topics were then grouped into units of meaning by the researcher, who then wrote textual descriptions that included relevant quotations. The researcher moved further and made the structural analysis of the texts and identified common and significant experiences of the phenomenon. Since the phenomenological data analysis is similar to thematic data analysis, data were organized into various segments of texts before generating meaning (Creswell, 2014). The researcher then coded the collected data by putting available tags, names and labels against pieces of that collected data (Punch, 2013). To retain the core of the original data and have the collected data representing the exact words used by the participants, the researcher, in this case used the exact phrases as well as sentences as articulated by research participants to provide evidence for generated themes (Cohen et al., 2013).

IV. Findings

The researcher invited participants in this empirical study to articulate their perceptions regarding the instructional leadership practices of school principals that worked well in their schools as well as

those that did not work well. Their diverse positive responses identified anchored themselves within the following sub-themes under what works well; constructive interaction with teaching staff and other role players, creation of a positive working climate, equitable personnel work distribution, interchangeable leadership styles, and curriculum support. What appeared to be a hurdle that hindered good instructional leadership and happened to adversely affect instructional leadership practices of principals was communication, unnecessary disruptions by teacher unions, unfair and inequitable work distribution, as well as limited and poor parental support.

V. Instructional Leadership Practices of School Principals that Work Well

Several participants indicated their appreciation for constant interaction their principals had with educators. They specified such collaboration as the fundamental cause for educator participation and owning up to all curriculum decisions made in their schools. Educators' involvement caused them up and above owning up curriculum matters and decisions, to come up with solutions to curriculum challenges that arose at any level of curriculum delivery. The following selected responses from school management team members are indicative of the above sentiments.

> Another good practice is to make sure that whatever you do in the institution, you engage the educators. They must own everything and then at the end of the day, you find ways to be able to resolve the challenges that you might be having. (Principal 2)
>
> Work with them from that point and not always bark instructions at them …consulting with them and finding out what is it that is bothering them, what is preventing them from achieving tasks given to them. This is working well and is filtering down in the way they approach learners. (Principal 3)
>
> She normally meets with the staff and stresses challenges that might have been identified or any problems she has identified in terms of classroom conduct of learners. (Deputy Principal 5)

Through effective communication and interaction, principals allow active involvement of educators in curriculum implementation issues. What it all presupposed was that principals' democratic engagement of educators had a positive bearing on instructional matters of the school. Interactive involvement of educators permitted the principals to listen to diverse voices and inputs, which in return helped them in providing effective curriculum leadership. On the other hand, principals as instructional leaders created a platform of growth among educators. They helped those educators create a positive rapport for teaching and learning practices to transpire in schools. Such an approach, as one participant alluded to, heightened a platform of uprooting unwanted tendencies that could hamper instructional success.

As the various participants echoed the need for principal-educator relations, they also highlighted the interaction to cover other school stakeholders like parents and learners as they are integral role players of instructional success. On the one hand, principals needed to keep parents abreast of their children's schooling to enhance their involvement in strengthening instructional understanding and eradicate any factors that might deflate learners' focus towards content assimilation and acquisition. On the other hand, for learners as the heartbeat of the curriculum, end receivers and applicants of content knowledge gained were not to be left in the latch with the expectation that they are just mere recipients. Participants perceived interactive engagement of all these vital stakeholders as a remedy that enhanced instructional leadership practices of school principals.

> The principal must interact with parents and learners concerning the curriculum condition of the school. (Deputy Principal 1)
>
> The other one that is working for us is meeting the learners, talking to them per grade, and visiting classes which are experiencing challenges. (Deputy Principal 5)

One more wing that research participants required principals to interact with was the immediate school community where the schools are based: this is the community from which these children are based. With the assumption that each community requires its children to become better citizens who are also educated, interaction with those communities yielded great support for schools in ensuring discipline prevailed in those schools. Research stakeholders portrayed maintenance and upholding of healthy interactions among the school population members as the principal's responsibility as the instructional leader.

The SMTs perceived the creation of a positive working environment as another factor that works well. Characteristics of such a positive working climate included environments of acknowledgment and appreciation of school stakeholders by the school principals, provisioning of support, and ongoing professional development of educators. With this good working climate, possibilities of improved work ethics and morale, best curriculum delivery, and innate desire to go the extra mile by educators were the likelihood as educators felt motivated, valued, and respected. This kind of climate also had the potential to breed an environment of trust, commitment, and confidence in those who were involved directly or indirectly with the instructional matters. The participants stated the following about this issue:

A very positive climate works wonders. (Principal 2)

What works well is that she calls individuals who are not working to her office, and it helps improve their behavior regarding teaching and learning. (Departmental Head 5)

If I am not good at a section, say Geography, somebody else will come and fill that gap for me. In addition, that person will teach our educators the way of teaching that particular aspect and this empowers us. (Departmental Head 4)

After the class visit, you must give the feedback because you do not have to call the teacher only if the teacher did not do well. (Principal 5)

Most stakeholders in this research shared a similar outlook that principals as instructional leaders needed to vary their leadership styles while leading instruction. They emphasized the need for one on one interaction in one circumstance, dialogue and maximum participation of all educators in another while listening to their challenges and suggestions, and an authoritarian approach in another context. With these varied approaches as called for by different situations, they indicated principals would avoid demoralizing their staff members, unlike using the one size fits all instructional leadership approach. Below are some of their expressions.

What works well for us is when you say, let us talk. (Principal 3)

He is a situational kind of a leadership person; he is a positive motivator at all times. (Deputy Principal 3)

I leave them to do it; I encourage initiatives. (Principal 1)

The final thing that appeared to work well related to the provisioning of curriculum support to educators. Stakeholders indicated that they received support from their principals around monitoring and controlling of written work done, the introduction of extra classes for syllabi coverage reasons, as well as constant direct interactions and providing of professional support and encouragement.

On a monthly basis, we have a summary of written work output compiled by the departmental heads and deputy principals, which they report on in our quarterly meetings. (Principal 5)

The issue of the afternoon study is working well for us. I believe the improvement of the results is because of properly monitored and supervised afternoon studies. (Deputy Principal 5)

On the contrary, research participants raised issues around instructional leadership practices that seemed not to work well in their different schools. Those instructional leadership practices included; matters of poor communication by instructional leaders with their subordinates, unnecessary and too much interference of teacher unions into school matters that adversely affected curriculum, inequitable work distribution among staff members, and limited or lack of parental support on curriculum matters of their children.

While other stakeholders indicated maximum interaction between their principals and their entities around curriculum issues, others felt the non-availability of such collaborations in their schools. Lamentations on autocratic leadership approaches that gave no room for consultation were perceived to have hampered to some extent educator-learner morale in their teaching-learning roles. Educators found themselves frustrated by the ineffectiveness of this lack of interaction and consultation from the principals' side. Such nonexistence of opportunities to discuss curriculum issues resulted in educators working in isolation. Operating, under those circumstances, restricted platforms of corroborative working prospects of learning from and with each other.

Communication between the principal and the staff is not working well, and decisions are implemented without teachers' views. (Departmental Head 1)

Those leadership practices that do not work well is when she just imposes, and no one carries out what she said. (Departmental Head 5)

We never had a staff meeting to talk about school matters, and there are a lot of outstanding issue. (Deputy Principal 1)

Some educator unions emanated as another detrimental challenge towards effective instructional leadership. They seem to receive preferential treatment by the education department authorities, as one participant indicated. This research viewed them in that light as participants mentioned that it is one unfavorable factor concerning a conducive school climate as members thereof occasionally conduct themselves in an unprofessional manner. Constant union activities that often took educators out of their classrooms hindered principals from executing their full instructional leadership roles. Principals, as asserted, were more often than not obstructed from exercising their authority due to union members abusing their power and undermining principals' authority and leadership. In the end, teaching and learning activities became gravely affected, and this at times hindered full learners' academic performance.

Another thing that is problematic to us as instructional leaders or as leadership within the schools is unionism. The government is in cahoots with other unions to the extent that they don't regulate the activities of those unions. (Principal 4)

Personnel work distribution, which is unfair, emerged as another impediment to effective instructional leadership practices. There seemed to be situations where educators found themselves

overloaded with work, are un/under qualified to teach the subject, or where they are faced with overcrowded classrooms that deter them from effectively executing their expected instructional duties. In some instances educators themselves struggled with content knowledge and skills, which caused them fail to cope with the expected performance indicators. This work overload and less knowledge of content subject, seemed to pose a challenge for principals as they find themselves unable to address the prevalent hurdles of overcrowded classrooms and lack of relevant training for subjects allocated to educators. It appears this impediment is beyond the scope of abilities of the principals as instructional leaders.

> What seems not to work well when we usually tell them every day we need written work they will talk about big numbers in the classroom. (Principal 1)
>
> Sometimes they are saying, madam, it is because this subject I don't like it because I have not studied. I am not qualified in it and so on. (Principal 2)
>
> There are these subjects like in the language department, they will tell you, look, I am a single teacher in this subject, and I have got to do one learner three time. I am overloaded. (Principal 3)

Stakeholders also hinted on the lack of parental support as one of the elements that are barriers to a successful instructional breakthrough by principals. Either there is no such support, or it is partial in some instances. This partial or lack of support, according to this research, weakens efforts by school principals of providing learner teacher support material (LTSM) for proper curriculum delivery and support to learners. Lack of socio-economic support of needy learners appeared to also culminate in unfavourable learner academic performance. What this finding suggests is that some principals also fail to act promptly on matters that negatively affect teaching and learning activities in their schools. Participants' responses further recommended that there needs to be identification and management of obstructions to effective teaching and learning and curb such barriers to achieve positive teaching-learning outcomes.

> I think we are not taking care of learners that don't have parents. You find that most of those learners without parents are those learners that are troublesome in most cases. They are taking drugs, and girls fall pregnant. (Departmental Head 3)
>
> He is not into issues that relate to managing the school in general. I think there is a weakness when it comes to the question of resources. (Departmental Head 4)

VI. Discussion

The main aim of this article was to investigate instructional leadership practices of principals through the lens of SMTs. The study focused on principals, deputy principals, and departmental heads from five secondary schools in the Limpopo province of South Africa. The researcher intended to investigate instructional leadership practices which worked well and those that did not work well to help readers comprehend that, what works well in another setting might not necessarily function in others. The researcher further wanted to hint on the idea that instructional leaders from various parts of the globe should customize instructional leadership practices to their very own settings to achieve their best in managing and leading curriculum. The findings discussed under what works well elaborated on the following sub-theme: constructive interaction with teaching staff and other role players, creation of a positive working climate, equitable personnel work distribution, interchangeable leadership styles, and curriculum support. In tackling what did not work well the following, i.e., communication, unnecessary disruptions by teacher unions, imbalanced and inequitable work distribution, as well as limited and poor parental support.

Horng and Loeb (2010) in their study emphasized on personnel management of successful principal, but they did not touch on what (Odhiambo & Hii, 2012; Sisman, 2016; Bush, Joubert, Kiggundu & van Rooyen, 2010) studies found that there is a need for educator involvement in the curriculum decision making the process of the school while principals served as managers of these educators. The latter researchers concurred with the finding of this study that constructive interaction of the principals and their subordinates worked well as an instructional practice. The researcher, therefore, views such an interaction between instructional leaders and instructional role players as a building block for a positive instructional climate, with the view that where such does not prevail, possibilities of hostile relations that might have a negative bearing on teaching-learning activities and inadequate learner academic performance might be the result.

With virtuous interactions, school principals have the potential to create a positive work climate as this study found out. Virtuous collaborations with educators that created a climate of effective teaching seemed to be in line with studies by Yu (2009) and Copeland (2003), who viewed principals as goal-oriented entities responsible for creating favorable teaching and learning environments beneficial for desired learner performance. Based on the above, the researcher ruminates that trust and collegial working associations are likely to be built. Another significant finding made that participants indicated worked well in their schools was an equitable distribution of work among the staff members. The researcher is not sure whether this is an attainable reality though, if so, it can bring about educator satisfaction. Studies by (Yu, 2009; Hoy & Hoy, 2009; and Copeland, 2003) also indicated

that no even-handed work allocation among educators was core to good instructional deliveries by educators. Rigby (2014); and Horng & Loeb (2010 highlighted that what is significant in the entire equation is not an equitable distribution of work but rather principals' task of ensuring increased learner performance by maintaining educator satisfaction.

The consensus that principals required to vary their leadership skills while leading instruction appeared to be at the core of what worked well for almost all research participants. Bush & Middlewood, (2013); Day, Gu, & Sammons, (2016) maintained it was essential for principals to identify means through which different dimensions associated with features of leadership, school, and classroom linked with improved learners' performance, to dynamically combine and accumulate various leadership values, strategies, and actions. Researchers and participants spoke in one voice that with one specific leadership style, it might be problematic for principals to influence all facets of instruction because diverse circumstances might possess a tendency to require different approaches. The researcher also concurs with all these variations of leadership styles. It also rest on the material condition on the ground to decide which leadership style to employ as curriculum situations and environments differ.

This empirical study reported divergent perceptions around adherence to the vision and mission of the school by principals. Other stakeholders showed non-existence of adherence to school vision and mission in their school, while others mentioned it as an effective instrument that enhances instructional leadership practices. In either one of the circumstances, schools in this study perform well academically. Hallinger, Wang, & Chen (2013); and Hallinger & Lee (2014) maintained that one role of instructional leadership includes the definition of school vision and mission. Granted such instructional leadership role of defining the vision and mission of the school, it then suggests that schools in this study might consciously or unconsciously be adhering to the school vision and mission as leaders without vision are directionless leaders.

Majority of this research participants, agree with Rigby (2014); Furman (2012; Le Fevre and Robinson (2015) that there is a need for curriculum support by instructional leaders. This agreement then suggests that such support should be visible and that all those dimensions that are not working well in schools be properly aligned with each other for the smooth running of education institutions.

VII. Conclusion

Based on the research findings made in this particular research study, it became evident that instructional leadership practices of school principals in schools require great attention. This study reports good practices of principals about how they manage instructional leadership, but there are grey areas that need attention. Stakeholders are not satisfied that all is well and this requires the necessary consideration. The researcher recommends that other areas that do not work well in other parts of the world need research so that scholars can the identified gaps. Having the understanding and knowledge of what instructional leadership entails without having leaders that implement that knowledge is a challenge. It appears if adherence to instructional leadership models can prevails, effective curriculum delivery will yield positive results required in schools. Some of the hitches that schools face like overcrowding in schools require the intervention of higher education authorities that will help provide the necessary human and physical resources. It is, therefore, the duty of all involved in the education system to identify which of the challenges are their responsibility and act on them. Not all fault can solely be put on principals as the instructional leaders. Principals as instructional leaders are employees of the country's ministry of education, and therefore require the necessary support that will help them carry out their duty with ease. Instructional leaders need support so that they can also provide required support to their subordinates. If all systems can be put in place, instructional climate in schools will be conducive and curriculum delivery, which is the core of every school, might be carried out to yield positive learner academic results.

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Discursive Practices, Extension Activities and Training of Junior Journalists

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Abstract- This study aims to present a proposal of discursive practices for high school students and undergraduate courses in Letters. Based on the results from the ComuniCong extension project, it is demonstrated that the production of genres of discourse from the journalistic sphere based on studies of theoretical and methodological categories of the Analysis of French Discourse caused students of these two levels of education to assume the social roles of junior journalists and provide the community with the reading of various texts of their interests. It is expected that this study can encourage such practices in educational, research and extension institutions in order to train junior journalists.

Keywords: junior journalists, news, opinion article, interview, review, report.

GJHSS-G Classification: FOR Code: 930599

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I. Introduction

The evolution and dissemination of post-structuralist linguistic theories has made many contributions to language teaching at different levels of education. Without relegate the heritage and importance of studies around the structures of the languages with which teachers and students come across, one notices the growing interest in its use in real life situations. However, it is known that all scientific knowledge is constructed through techniques developed by researchers and, therefore, often part of this product of language sciences has a very specific recipient.

Typically, the result of a linguistic search is targeted at linguists of the same specialty. Thus, even scholars of language may come across works that are far from the scope of their most frequent readings. Nevertheless, when faced with the theme of education, many points of this scientific production deserve reflection and applicability with regard to the citizen education of students of the most varied levels of education and institutions, public or private.

Thus, this study aims to demonstrate how concepts and methods of French Discourse Analysis (ADF) can be used to boost the training of junior journalists through mother tongue teaching in high school. This discursive practice will be exemplified through an extension project whose focus was to introduce two high school students and a student of the Bachelor's Degree in Languages in the journalistic field. Through the description of these practices that have transformed students into junior journalists, this study will show as part of the research product of Language Sciences, more specifically within the scope of the ADF, can contribute to educational practices that are increasingly demanding in the context of the language teaching-learning process in this new millennium.

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II. Statement of the Research Problem

Discourse analysts in different countries have conducted research that covered the repertoire of discursive studies. In one way or another, these studies, despite having great theoretical and methodological diversity, have as a common basis the concept of enunciation (Benveniste, 2006, p.82): "this put into operation the language by an individual act of use". Another similar fact, in different discursive approaches, is that this scope has contemplated the most different types of discourse (Maingueneau, 2015): political, religious, literary, pedagogical, pornographic, diplomatic, legal, philosophical, institutional, advertising, messianic, scientific discourse, etc. It would be no different with the media/journalistic discourse.

There are many studies that have turned to problems related to the type of media/journalistic discourse. Some examples are the works of Charaudeau (2015; 2016), Ringoot (2014), Maingueneau (2016) and Emediato (2013). These illustrate well the concern of discourse analysts in presenting and expanding the repertoire of researches that focus on this type of discourse. Nevertheless, there are still some gaps when the theme is the training of teachers and students. That is why this study was necessary.

Based on studies that contemplate the gender and type of discourse (Maingueneau, 2015), and with them dialogue, this work will show how these and other categories associated with ADF can contribute to the training of junior journalists. These evidences will be described through the collometer of several activities developed within the scope of the Comunicong extension project: listening practices, reading and production of texts belonging to genres (discourse) of the journalistic sphere, with emphasis on the last two skills (reading and production of texts).

In summary, we seek to answer the following questions that led this study. How to signify the production of texts of high school students and the Bachelor's degree course in Languages based on discursive approaches? What is the social role that these actors need to assume in involving their

community in the practice of reading texts belonging to genres of discourse in the journalistic sphere? Why would the extension project be an appropriate methodological option to pursue the objectives of this project?

III. Literature Review

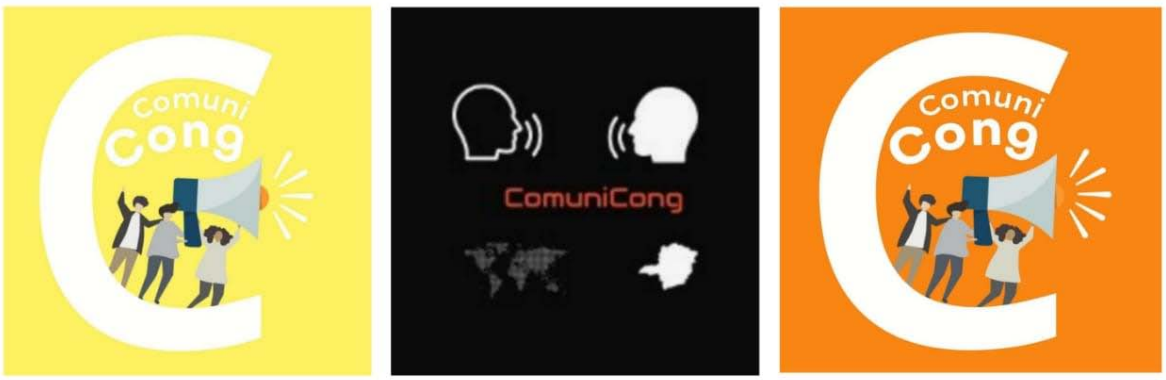
Andrade (2019) showed the importance of working with the training of junior discourse analysts. Through the Research Group on Institutional Discourse in Scientific and Technological Initiation, the author evidenced a method used to expand programs aimed at training young scientists. Part of the results of this research involved the media/journalistic discourse, since it demonstrated the interaction of this type of discourse with the legal discourse in the tweets of the Superior Court of Justice (STJ) in Brazil.

Before describing a methodology similar to this, which served as the basis for the present work, this section exposes the theoretical framework that was taken into account to support the thesis of a development of discursive practices that favor the training of junior journalists. At first, it is necessary to refer to the classical notion of gender of the discourse proposed by Bakhtin (2011). By highlighting that the utterances are results of the use of the language by members of various fields of human activity and that the relatively stable types of these utterances constitute thematic content, style (verbal) and compositional construction, the Russian theoretician influenced several works in the field of Language Sciences. One of them is this, which focuses on the media/journalistic field in the production of texts by high school students and the Bachelor's Degree in Languages.

This postulate of Bakhtin (2011) was exposed to the participants of this project and, through the understanding of this theoretical-analytical principle, these could give meaning to the practice of producing texts carried out in educational institutions. By participating in a project to extend the media/journalistic field, they understood that their roles were not only those of high school students and the Degree in Languages course, but those of junior journalists. Many other domains used under the ADF were employed throughout the ComuniCong project for the same purpose.

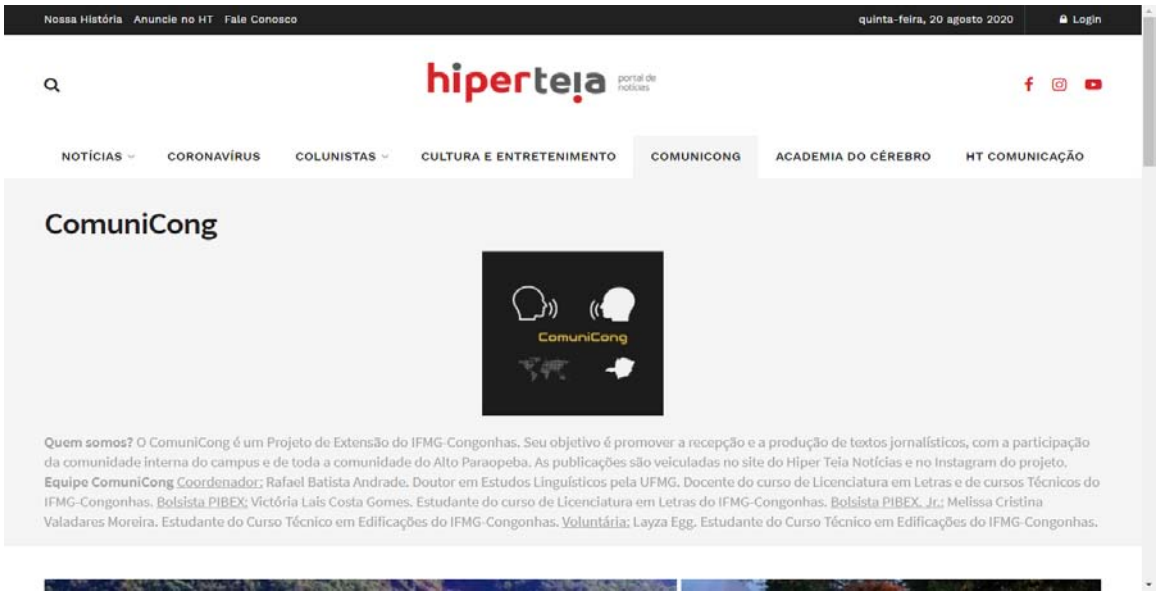
Based on the notion of enunciation scene proposed by Maingueneau (2015), a work plan was established for the textual productions of the group, since this theoretical-analytical category evidences the dynamicity of the discourse genres around the unfolding of three interacting scenes: the encompassing scene, the generic scene and the scenography. Thus, at first, the very name of this extension project was highlighted to exemplify what the French theorist calls an encompassing scene.

The neologism ComuniCong was created from the word communication and the name of the Brazilian city where the educational, research and extension institution in which the project was developed is located: Congonhas (Minas Gerais - Brazil). Thus, the cutout of the group's basic social activity, media/journalism, was designed in its own name. With this, when developing logos for the project, its members performed the first activity as junior journalists, because they associated verbal and nonverbal content in order to demonstrate specific properties of participants of the media/journalistic encompassing scene:



Picture 1: Project ComuniCong's logos created by juniors journalists

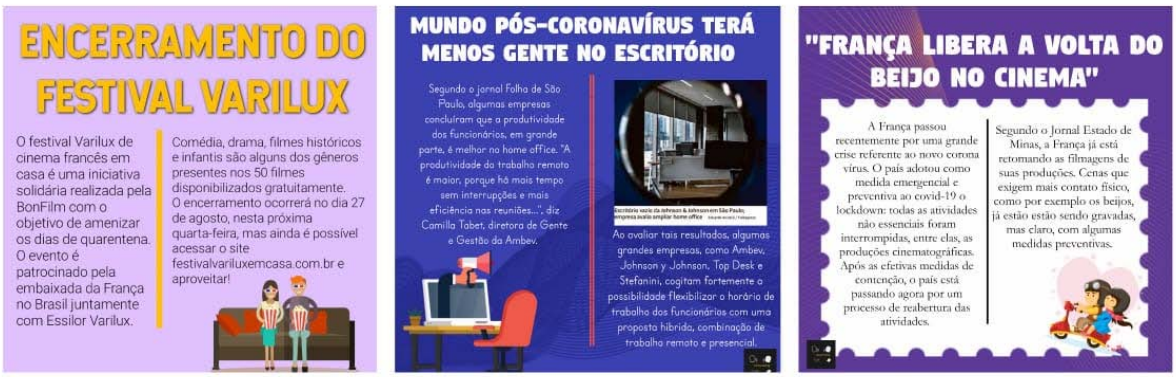
Also in relation to the encompassing scene, it should be emphasized that the name of the ComuniCong project also served to disseminate it among other members of the institution. A very relevant point, because another professor who proposed an extension work in the area of Nature Sciences, realizing that the project that would culminate in this work was part of the media/journalistic domain, enabled a similarity between The ComuniCong and the news portal HiperTeia. He made available a column for the publications of junior journalists, who worked on this project.



Picture 2: Section available to ComuniCong in HiperTeia news website.

With regard to the generic scene, Maingueneau (2015) uses this term for the study of the tangible reality that discourse users come up with. It is a rereading of the notion of discourse genre (Bakhtin, 2011) or textual genre (Marcuschi, 2008). During the project, junior journalists understood that part of their role was to elaborate different genres of discourse: polls, news, opinion articles, interviews, reviews and reporting. In subsequent sections, this production will be described in order to illustrate the importance of this notion in the writing process according to specific competencies imposed by the role of junior journalist.

For now, it is interesting to highlight the use of the notion of scenography in the work of the project participants, since it is the last category that composes the enunciation scene (Maingueneau, 2015). According to the author, this concept concerns the construction of a singular enunciation that legitimizes the scenography of each genre of discourse. In it the enunciative framework is justified by the properties of the configuration of the discursive world organized by its announcer. This category greatly influenced the role of junior journalists in a specific type of production: the posts on the Project's Instagram account: @comunicong. In these, not only the organization of enunciators who established themselves as information providers (Charaudeau, 2015) emerged, but as authors-editors-designers-promoters-critics (Ramos; Martins, 2018). All this according to the scenarios characterized by the positions of junior instajournalists.



Picture 3: Insta journalist's posts examples published at project ComuniCong.

Finally, the project participants were presented part of Ringoot's study (2014, p. 97) to reflect on the journalistic identity of the ComuniCong based on the two logics of operation of the discourse genres of the journalistic domain: a) genres produced from observations and conversations; b) genera produced from information. Thus, the productions of junior journalists followed these logics for the choice of certain genres of discourse. To facilitate this selection process, basically two works were used. A dictionary of discourse/textual genres (Costa, 2009) and the study of Dell'Isola (2007) that contains some summarized

examples of discourse genres in the journalistic domain: reportage, opinion article and news.

IV. Methodology

In Brazil, Law No. 11,892, of December 29, 2008, created the Federal Institutes of Education, Science and Technology with a focus on higher, basic and professional education. For the understanding of this work, three purposes of this institution stand out: a) to provide technical professional education of secondary level, primarily in the form of integrated courses; b) develop extension activities with emphasis on the production, development and dissemination of scientific and technological knowledge; c) to teach, at the level of higher education, undergraduate courses.

It can be seen, therefore, that the origin of this work is related to the founding characteristics of the institution in which it was developed. Its character as an extension project is due to the fact that it favors the interaction between the institution, the social segments and the world of work. Such contact also needs to take into account the production, development and dissemination of scientific and technological knowledge to contribute to local and regional socioeconomic development.

Thus, this work was developed through a methodology that favored the extension project in order to provide the training of junior journalists. Therefore, an association was based on this activity and the teaching activities carried out by the project coordinator. Therefore, it was proposed that one of the scholarship holders be a student of the Degree in Letters course enrolled in the discipline of Discourse Analysis. Thus, the necessary link between teaching, research and extension was guaranteed. This is because an essential contribution of the project was to demonstrate that, in the formation of teachers in the area of Letters, one should privilege not only the study of the genres of discourse, but its production and dissemination to the local community of which the institution is part.

In this sense, Andrade's study (2019), with the proposal of training junior discourse analysts, made important contributions to the methods adopted here. In addition, the project provided the students of the Bachelor's Degree in Languages course with students of technical professional education of high school (integrated courses). Thus, the former was able to follow one of the professional activities of his area. Together, these scholars experienced, throughout the project, the process of assuming the social role of junior journalists to produce various genres of discourse in the journalistic domain.

It is also necessary to highlight the effort of the institution to offer scholarships to the members of this project, because this factor allowed a more real dimension for the performance of this social role, besides contributing to the local and regional socioeconomic development of the city of Congonhas, more specifically, and, in general, of the Alto Paraopeba region. Name attributed to the set of neighboring cities in the state of Minas Gerais which the aforementioned educational, research and extension institution serves.

Once these scholarship holders were selected, the group met weekly for the planning of their work. The first point worked was based on the need to let the éthos (Amossy, 1999; 2010) of the ComuniCong be transceive to the discursive characterization of its editorial identity. Thus, Ringoot's study (2014), once again, made an important contribution to the methodology of this work by showing that part of this identity is associated with the professional ethos of journalists. For this reason, the great two families in which journalistic genres are divided in professional discourse served as the basis for the productions of junior journalists: the genres of information (associated with objectivity) and the genres of commentary (associated with subjectivity).

Finally, the following orientation was established. Certain genres of discourse would be produced collectively because of their degree of complexity, while others would be elaborated by each junior journalist. Thus, the group began to make weekly publications alternating the texts of collective authorship with the texts of individual authorship.

All this was done gradually, because the information and possibilities of publications were evaluated throughout the month. These were divided into posts only on Instagram @ComuniCong and posts on the news portal HiperTeia. The first were, in their almost total, summaries of information published in Brazilian newspapers of national prestige or from international sources. The second were composed of genres of discourse studied and produced, wholly or partially by junior journalists, always with the help of the project coordinator.

V. Data Analysis and Interpretations

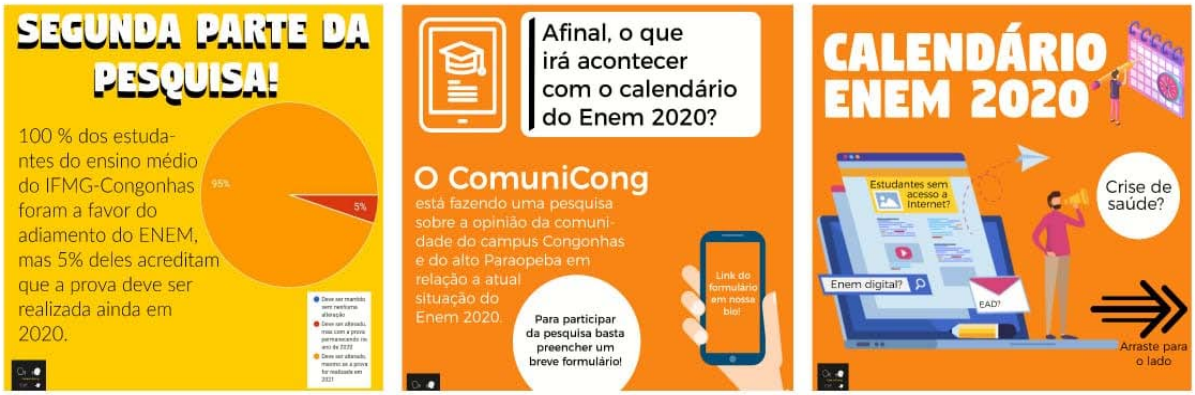
Once exposed to the theoretical and methodological framework of this work, the productions of junior journalists are now presented in this section so that these data can be analyzed and interpreted according to the objectives listed at the beginning of this study. Because these productions were made in Portuguese and are more or less long texts, we opted for the following form of presentation. The texts in images have not been translated into English. Only the titles of the texts published on the News Portal HiperTeia were translated in order to exemplify these productions.

It was seen, in the preceding section, that this production occurred collectively and individually. In the case of the former, it should be emphasized that the choice and production of the genres of discourse of the

journalistic sphere allowed the project members to engage with themes and social actors from different segments. The first of these was the internal community itself, which collaborated promptly with a poll produced by junior journalists.

Because it was a production that was of more interest to the internal community, the publication of this poll occurred only on the Project's Instagram account: @ComuniCong. This in no way diminishes the value of this production of junior journalists. Quite the contrary 76 people participated in the aforementioned survey in which the participants of the group assumed the role of junior journalists both at the time of the production of this type of discourse and at the time of interpretation of the data. This was an opinion poll on whether or not to postpone the ENEM 2020 calendar: an exam, at the national level, whose grade is used for the admission of students who have completed high school in higher education courses of higher education institutions in Brazil.

Based on the Costa dictionary (2009), we studied the constitutive aspects of this genre of discourse. Then, the junior journalists analyzed different examples so that their production followed the discursive rules of this genre. This social role assumed by the project members allowed them to understand how a personal opinion becomes a collective opinion (Charaudeau, 2016, p. 145), with all the contradictions that this discursive act has, since the feeling of the public probed to share a common position or a common opinion also ends up harming the spirit of judgment of these individuals.



Picture 4: Polls produced by juniors instajournalists for project ComunCong.

The second collective production was an interview with a student of IFMG-Congonhas who was attending the third year of the Integrated Technical Course in Buildings. He presented to the public, for the first time, an unpublished poem that he had found in his notebook during the pandemic of the new coronavirus. After the study and understanding of the genre of discourse interview (Costa, 2009; Dell'Isola, 2007), junior journalists received guidance on the use of e-mail for the production of this genre. Soon, the project members received the poem and, based on it, elaborated different questions that were reviewed by the project coordinator to send the email to the student.

It should be emphasized that the relationship between the coordinator and the project participants was also a process of interaction that proves the engagement of students in the role of junior journalists. By requesting the questions, reviewing them and suggesting changes until reaching the final edition of the said genre of discourse, the former assumed the role of editor-in-chief, while the second performed the role of publishers and writers. For this reason, the subcategories of the generic scene (Maingueneau, 2015, p. 120-122) were taken as a basis for the production of this and other genres of discourse, especially the subcategory that refers to "roles for partners".

a) *Interview: Student Presents Poem "Future" and Talks about Reading, Literature, Writing and Anxiety*

The genre of interview discourse proved to be quite productive for the purposes of the project. For this reason, it was produced on two more different occasions. In the first one, an interview was conducted with the mayor of the city of Congonhas. Although junior journalists were already aware of this genre of discourse, the fact of interviewing a public figure as a mayor required improvement in the development of questions. These, after reviewing the project coordinator, were sent to the mayor's office until the moment he could answer them.

As one of the members of the group was a student of the Degree in Letters, one aspect deserves to be highlighted. In this interview, this junior journalist followed more closely the role of editor-in-chief assumed by the project coordinator. Thus, this strategy showed an important contribution to the training of language teachers, because it was perceived that the correction of texts can gain a much broader meaning than just verifying compliance with the norms of traditional

grammar. Therefore, the participant understood that the production of texts in the journalistic sphere can cause students, in fact, to interact, for example, with the mayor of their cities. In this sense, the teacher in formation understood that the choice of the gender of discourse enables this excellent exercise of citizenship.

But there are other contributions that concern the use of the notion of encompassing scene and scenography (Maingueneau, 2015) to value the training exercise of junior journalists in high school and in the undergraduate courses in Letters. In the case of the first category, the project members perceived how the interaction between two encompassing scenes imposes restrictions on the production of a given genre of discourse. In the first interview, the media/journalistic encompassing scene interacted with the school, but in this second, the interaction occurred with the type of political discourse. Thus, in the set design of this interview, the junior journalists were able to experience the need to position themselves as impartial as possible, mainly because they could not show, in their statements, their political preferences when interviewing a mayor of party X, not Y.

b) "Our intention is to test 15,000 people in Congonhas. We are stricter than Minas Consciente"

In the last interview produced by ComuniCong, the logic of production from observations and conversations (Ringoot, 2014, p.97) was explored through a virtual meeting with the interviewers: a former student and a former student of IFMG-Congonhas who created a blog in order to explore a part of the world of communication. In this way, junior journalists tried the method of producing a written interview based on a virtual meeting by Google Meet. Unlike previous productions from e-mails, this interview required the project participants to demonstrate the use of the Portuguese language according to the requirements of audiovisual mediums (Maingueneau, 2016) and their retextualization process (Marcuschi, 2001) for a journalistic interview (Charaudeau, 2015) in the written modality.

c) Alumni Maintain Affective and Academic Bond in the Blog Faca Amolada

This method of holding a virtual meeting for the production of the genre of discourse interview was also used for the elaboration of a report on the extension project Vivencie. This aims to promote a part of nature sciences in elementary school. In this case, junior journalists understood the need for early study on the themes and procedures that culminate in a report, because what differentiates this genre from the news is that the first is characterized by being a journalistic report based on research (Costa, 2009).

d) Experience Project Continues to Proven Sciences in Elementary School with Greater Reach than in 2019

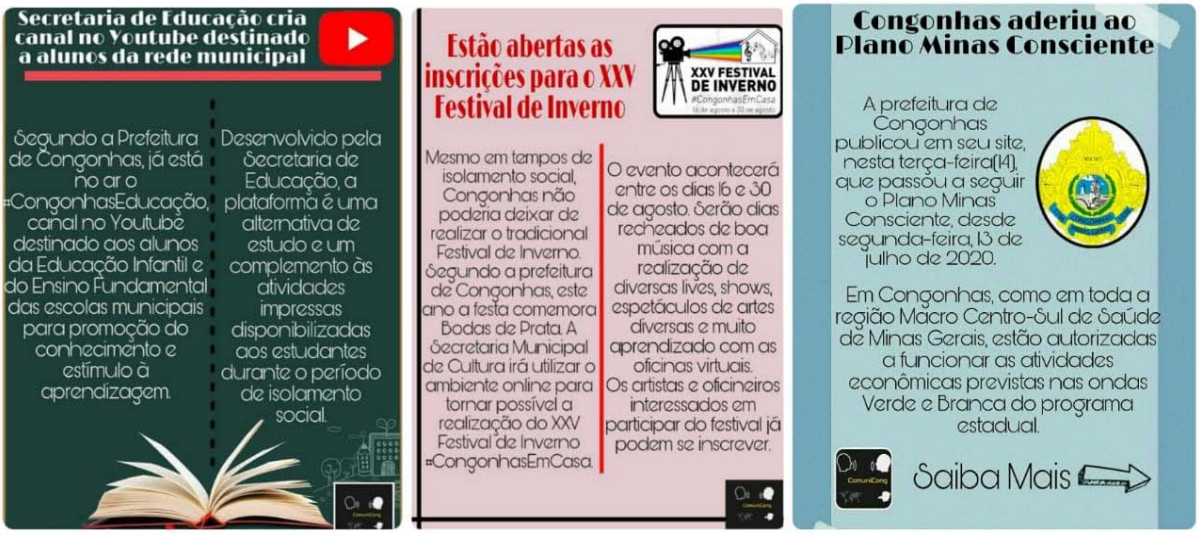
Another genre of discourse that was the object of study so that junior journalists could understand the importance of its publication was the news. Also in the context of collective productions, this genre of discourse was studied based on the concept of media contract (Charaudeau, 2015, p. 113-114). Thus, it was seen that the work of junior journalists is limited to the process of transforming an event of raw state to a state of the media world. According to the French theorist, this contract determines the conditions for staging information by generating a public space in which public opinion is constructed.

The production of two news reports was privileged. The first around a national event and the second at the international level. In both cases, the project coordinator's performance in the role of editor-in-chief, was the main performance, while junior journalists produced the material for the Instagram account.

e) UFMG will Start Resuming School Activities Gradually

i. *In France, Roda Boa Presents Samba in all its forms this Friday (07)*

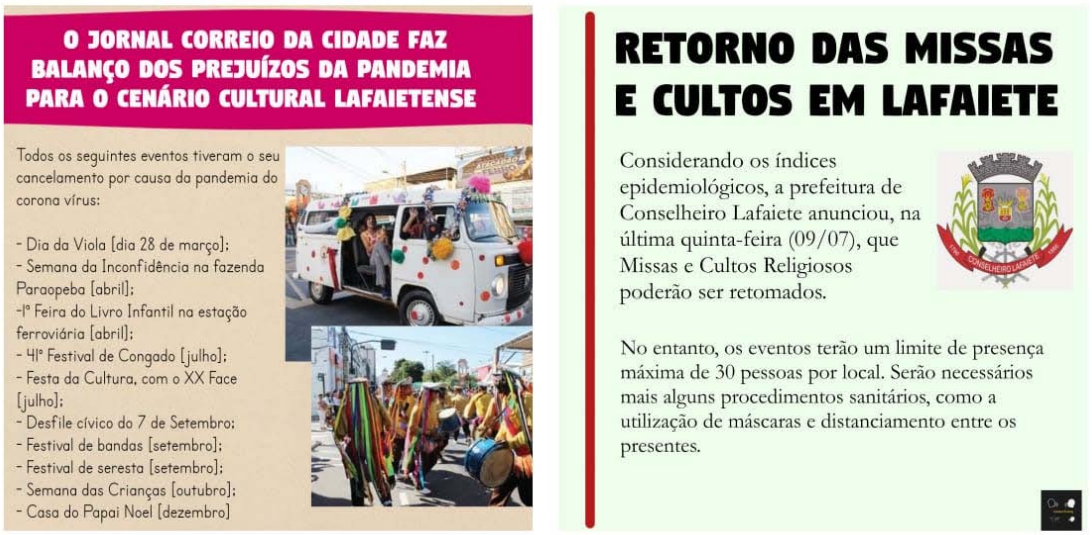
Regarding the individual productions, the news with scenography (Maingueneau, 2015) typical for the Instagram account of @ComuniCong. Based on the thesis that empirical reality always goes through the filter from a particular point of view and constitutes a clipping of reality (Charaudeau, 2015), junior journalists produced several news through a singular staging of enunciation (posts for Instagram) with three different clippings.



Picture 5: Posts about facts and themes related to the city of Congonhas, in the state of Minas Gerais, Brazil.

These first three posts are examples of news prepared by one of the junior journalists of the Integrated Technical Course in Buildings that resides in the said city. It can be seen that these explore facts directly related to the city of Congonhas. In this sense, the project aimed to interact more directly with the local community. One point that demonstrates an activity associated with the social role of a junior journalist is the strategy of selecting the facts (Charaudeau, 2015 p. 133), since the characteristics of ephemerality and a-historicity of the discourse of media information were taken into account.

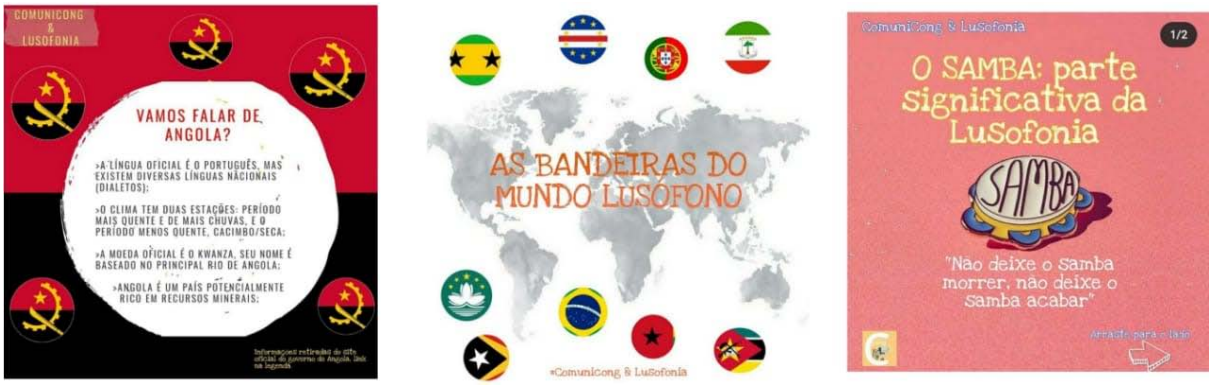
These characteristics were also used in the following two posts by another junior journalist, also enrolled in the Integrated Technical Course in Buildings. However, the latter resides in the town of Conselheiro Lafaiete. One of the cities that make up the Alto Paraopeba region, served by the aforementioned educational, research and extension institution in which this project was developed. Thus, the facts and themes present in these posts sought a more direct interaction with this part of the local community, since many students of this institution reside in this city.



Picture 6: Posts about facts and themes related to the city of Conselheiro Lafaiete, in the State of Minas Gerais, Brazil.

In the case of the graduate student in Languages, her role as a junior journalist was based on a specific encyclopedic competence (Maingueneau, 2016). The study on the headings as the object of information of the press discourse (Ringoot, 2014, p. 64-65) directed the creation of the heading ComuniCong & Lusofonia in which information about the Lusophone world was regrouped in order to enrich the encyclopedic

knowledge of the project public. Thus, this junior insta journalist captivated the public with data from countries that have the Portuguese language as the official language.



Picture 7: Posts for the rubric *CominCong & Lusofonia*.

In all three of these cases, the enunciation of junior journalists surpassed the constitution of an image of information providers (Charaudeau, 2015). The scenarios of these posts demonstrate the positions of junior insta journalists, because the characterization of these scenarios comes from the performance of authors-editors-designers-promoters-critics (Ramos; Martins, 2018). This is because it is observed that such scenarios were renewed according to the medium in which they circulate (Maingueneau, 2016).

Until now, the productions of genres of discourse of the information family, associated with objectivity, have been exposed. Now will be presented the genres of commentary, those associated with subjectivity (Ringoot, 2014). The first of these was the opinion piece.

The project coordinator once again assumed the role of editor-in-chief when proposing to write an opinion piece that would serve as the basis for the group's studies. This gesture aimed to show, especially to the group members enrolled in the discipline of Discourse Analysis of the Bachelor's Degree in Languages course that, in teacher education, it is necessary to develop skills not only on the understanding of the discourse genres, but also on the production of these. Thus, the following opinion article was written, based on the most recent scientific publication of the project coordinator (Andrade, 2020), in order to show junior journalists that the production of this type of discourse may be associated with the themes of their interests.

f) *The role of science in the formation of public opinion on coronavirus and politics*

Based on this production and studies on the genre of discourse opinion article (Antunes, 2010, p. 80-87), the junior journalist of the Bachelor's Degree in Languages produced an opinion article associated with one of her activities: a resenher of the literary Instagram @estantedavick.

g) *The scarce reading habit in Brazil*

After this publication, an interaction was explored between this junior journalist and the project coordinator in the development of the social role of editor-in-chief. He reworked the group's production schedule and invited her to produce a review for ComuniCong. As the production on Instagram literary @estantedavick followed the rules of an audiovisual review, the characteristics of the review in the written modality were studied (Machado; Lousada; Abreu-Tardelli, 2004) for the publication of this review.

h) *Anne with an "E": all life situations can be overcome with love, simplicity and lots of imagination*

Regarding the production of one of the junior journalists of the Integrated Technical Course in Buildings, the two opinion articles already produced by other members of the group as a source of study stand out. In any case, the study of this genus was expanded (Dell'Isola, 2007; Costa, 2009) and discussed the thematic clippings possible according to the interest of this group member. Faced with the postponement of classes because of the crisis of the new coronavirus, this junior journalist understood the research work that is required for the elaboration of a plausible thesis to be defended and produced this opinion article whose title already has marks of the argumentative orientation that predominates in her text.

i) *Why the school year should be canceled*

Finally, the other member of the group also enrolled in the Integrated Technical Course in Buildings produced her opinion article. Her role as a junior journalist emerged in her own thematic choice, as she explored the knowledge of two diseases to express her point of view (Charaudeau, 2015) on this knowledge.

j) *Covid-19 and obesity: two pandemias, many concerns*

Finally, all these productions show that the discursive activities developed under the ComuniCong

project explored the social role of junior journalists. These productions testified that this social role was assumed with ownership by the group members and reveal some essential aspects both for citizen education of high school students and for the training of language teachers.

VI. Conclusion

There have been increasing attacks on journalists in different countries of the world, especially by some political actors. The results of this study around the training of three junior journalists value the discursive practices of this important sphere of society in the educational sphere and draw the attention of linguists and language teachers to facts like this. Contrary to this trend of devaluation of this professional, as well as that of any other, regardless of their level of education and social status, this study demonstrated that different categories of French Discourse Analysis can be used to encourage the training of junior journalists in the production of polls, news, opinion articles, interviews, reviews and reporting.

It was seen that the production of such genres of discourse in the journalistic domain can make important contributions to the better management of some theoretical-methodological concepts in the formation of language teachers. It has been demonstrated that this can occur through practices of production of real texts that, in fact, circulate in the community in which students and teachers are inserted.

In the case of the project participants from high school, more specifically the Integrated Technical Course in Buildings, it was contacted that the involvement with the genres of discourse of the journalistic domain expanded the range of citizen activity of them in their local communities. This is both in the context of the production of texts of the large information family and in the context of the comments genres.

Finally, it should be emphasized that the terms junior journalist and junior insta journalist are used to highlight the production requirements of the discourse genres of this social sphere. In this sense, it was found that the production of text of the students was signified and that, in place of the social role of students, these first social roles emerged. This process seems to be imperative to signify the productions of high school students and the Bachelor's Degree course in Languages, especially when it aims to provide the necessary interaction between teaching, research and extension.

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Teacher's Conceptions and Beliefs in Orienting the Solution of Problems of Additive Structure

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Abstract- This article describes the concepts and problem types, performed by three primary education teachers around the teaching of mathematics and addition in particular. We applied the quantitative research approach with a design case study section, using a Likert scale questionnaire, a test of personal constructs and a self-report. The results show that in the scheduled classes, the prevailing tendency of traditional teaching and technology. It became apparent dichotomy between what teachers think about mathematics and their teaching. The additive problems are referred to written statement and numerical exercises; whose characteristics correspond to problems in routine phrased containing solution strategy either directly or indirectly.

Keywords: teachers in service, conceptions, problems of additive structure, orientations, problem solving.

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Teacher's Conceptions and Beliefs in Orienting the Solution of Problems of Additive Structure

Concepciones De Profesores, Al Orientar La Resolución De Problemas De Estructura Aditi

Juan Alberto Barboza Rodríguez [α] & Tulio Amaya De Armas [σ]

Resumen- En este artículo se describen las concepciones y tipos de problema que desarrollan tres profesores de educación básica primaria en torno a la enseñanza de la matemática y, en particular de la suma. Para ello se aplicó el enfoque de investigación cuantitativo, con un diseño de estudio de caso transversal, aplicando un cuestionario de escala tipo Likert, un test sobre constructos personales y un auto reporte. Los resultados muestran que, en las clases planificadas, prevalece la tendencia de enseñanza tradicional y la tecnológica. Se hizo evidente la dicotomía entre lo que el profesor piensa sobre la matemática y su forma de enseñarla. Los problemas aditivos propuestos, son referidos a enunciados escritos y ejercicios numéricos, cuyas características corresponden a problemas de rutina que contienen en su enunciado la estrategia de solución, ya sea directa o indirectamente.

Palabra claves: profesores en servicio, concepciones, problemas de estructura aditiva, orientaciones, resolución de problemas.

Abstract- This article describes the concepts and problem types, performed by three primary education teachers around the teaching of mathematics and addition in particular. We applied the quantitative research approach with a design case study section, using a Likert scale questionnaire, a test of personal constructs and a self-report. The results show that in the scheduled classes, the prevailing tendency of traditional teaching and technology. It became apparent dichotomy between what teachers think about mathematics and their teaching. The additive problems are referred to written statement and numerical exercises; whose characteristics correspond to problems in routine phrased containing solution strategy either directly or indirectly.

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I. Introduction

In order to guide students in solving everyday problems, the mastery of additive structures is essential in a mathematics teacher (Chinnappan and Thomas, 2001), since these include the basic primary operations,which the student must base its background knowledge in mathematics, demanding a great effort from the student to appropriate the concepts that are put into play (Kieran et al., 2016; Radford, 2018).

Bryant, Nunes and Tzekaki (2009) affirm that the first steps of children in mathematical reasoning follow directly from their experiences in additive reasoning, so any type of limitations in the domain of problems of additive structures leads them to commit serious mistakes in solving mathematical tasks. If this is taken into account, unless teachers can really address the problems of additive structures properly, it is unlikely that they can help children move forward in an adequate development of their mathematical thinking (Willis and Fuson, 1988). In this sense, it is necessary for the teacher, to properly master these structures and to be competent, guiding his students towards their understanding, and also to be knowledgeable about adequate learning theories to base their practice, and the implications of these theories that allow students to align with the contents that are oriented to them (Ball, Thames and Phelps, 2008). This demands from the teacher a great preparation to be able to anticipate what their students will do, what they think, which in turn can provide information on how they make sense of the mathematical contents, by connecting their understanding of the operations and procedures that they use to solve the task, with the semantic characteristics of the problems they solve (Chapman, 2007; Dolores, 2013).

Throughout this process, conceptions the teacher has about the way of teaching are very involved, because the conceptions about the teaching of mathematics plays a very important role in the development of teacher training, this is because each teacher may conceive the concepts he teaches differently, so it is possible that each one emphasizes different aspects hoping to find some coherence with his own conceptions (Lebrija, Flores and Trejos, 2010, Arcavi, 2020).

Within the context of the described context and consequently assuming the fundamental role that teachers have in the educational setting, a research process was developed, guided by the following question: What are the conceptions of primary school

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teachers in guiding children solving problems of additive structures?

II. Theoretical Approach

To answer the question posed, it was sought to describe the conceptions and types of problems that teachers of basic primary education develop around teaching how to solve additive structure problems.

III. Mathematics Teacher's Conceptions and Beliefs in Practice

Gil and Rico (2003), describe beliefs as the undisputed personal truths sustained by each one, derived from experience or fantasy, a strong evaluative and affective component, through which you can understand and characterize the ways they have to interpret teaching and learning. They propose to focus attention on the conceptions and beliefs of math teachers, because knowing them you can better understand some of their attitudes and positions. In addition, consider that each teacher gives a personal answer to the key questions of the curriculum for their action in the classroom: it has some objectives, but to achieve them it works some contents with a certain methodology and applies some evaluation criteria. To Flórez and Solano (2011) and Heuvel-Panhuizen (2020), conceptions appear as another important structure to describe human thought. However, they state that they are difficult to define, thus, beliefs can be seen as incontrovertible personal truths that are idiosyncratic, with much affective value and evaluative components. Likewise, conceptions are considered as "implicit organizers of concepts, of an essentially cognitive nature and that include beliefs, meanings, concepts, propositions, rules, mental images, preferences, etc., that influence what is perceived and processes of reasoning that are carried out"(Azcárate and Moreno, 2003, p. 267). In this sense, the Ministry of National Education (1998) suggests teachers reflect on what to teach? when to teach? how to teach? And what, how and when to evaluate? as fundamental elements, pillars of the teaching and learning process.

Regarding the studies carried out on teachers' conceptions and beliefs about the nature of mathematics and the relationship they have with their practice in the classroom, Suárez, Martín and Pájaro (2012) consider their practice to be dialectical, that their beliefs and conceptions affect the teacher's practice, but in turn the practice can cause the teacher to revaluate their beliefs and conceptions.

To Muis (2004), beliefs that affect the decisions teachers make in math class can be classified into three basic types:

- Beliefs about mathematics: on the one hand, there is the aspect of those who believe that mathematics is finished, absolute knowledge, which is constituted by a relation of fixed and infallible concepts, which must be memorized in order to be learned. Another aspect of this belief is that the individual invents or creates mathematical knowledge according to the needs of science or those of everyday life, so that knowledge is constantly and continuously modified.
- Beliefs about how to learn mathematics: these can be located in two extremes: one in the belief that the student plays an active role in the construction of his own knowledge, so the conditions must be provided for them to develop their potential, analyze and defend or refute views on the solution to a problem. On the other hand, the belief that the student is a mere receiver of knowledge, so the strategies used in the instructional processes must be to dictate notes or exercise, following a model previously made by the teacher.
- Beliefs about teaching: this, like the previous one, can also be located at two extremes: one where it is believed that teaching is the center of the knowledge acquisition process, and that in order to acquire it, students must exercise and memorize concepts and procedures. At the other extreme, there is a belief that teaching a student implies leading him to think like mathematicians, and that teaching should be oriented to the understanding of concepts and procedures as a means to solve problems. Likewise, it is believed that it is necessary to adapt the teaching to the characteristics of the knowledge and to the cognitive and affective needs of the students.

Contreras (2010) built a profile of the didactic trends of a math teacher, based on his beliefs about the role of problem solving in the classroom. Discover, little concordance between the conceptions that a teacher has with specific tendency, presenting a diversity of possibilities between the relationship of his conceptions and the simultaneity of tendencies for the same teacher, so there are differences between the tendencies of one teacher to another. Based on his findings, he suggests some trends that can be established according to the different ways of manifesting. It highlights factors involved in the teaching and learning processes, which can affect these beliefs: the methodologies, the purposes of the subjects, the role played by students, teachers and the evaluation carried out in said process. Contreras proposes to work by solving problems as an instrument to produce a change of conceptions about mathematics and its teaching and learning.

In this regard, Hernández (2011) considers that the analysis of student attitudes for mathematics teachers is an issue that has aroused the interest of research in mathematics education, since the inadequacy of traditional approaches to achieve the objectives of an increasingly demanding and changing society. That is, the knowledge that is conceived by the

undergraduate is outdated before the teacher leaves, so the need for the qualification to be continuous and permanent is pressing. In addition, this process of permanent outdating of the knowledge acquired, even before using it, suggests that it should be developed are adaptive skills, rather than updated and useful content for specific issues.

To Gamboa (2014) the affective dimension, closely related to beliefs, is a very strong determinant in the learning of mathematics, so this element must be taken into account by researchers in mathematical education as a means to understand this process from the perspective of both students and teachers. He considers that from his study a change in this discipline could be achieved, since everything seems to be a matter of attitude to achieve an improvement of the beliefs and attitudes of students and teachers towards this area of knowledge.

Gamboa (2014) states that mathematics is presented in the school curriculum as one of the most feared subjects, which causes students to reject it, which leads to difficulties and low levels of achievement in their teaching and learning process. Despite the above, Hernández (2011) indicates that mathematics have usually been related to rationality, abstraction and logical reasoning, so that their learning must be linked to the formation of positive attitudes, not only by mathematics, but of mathematics as a way to enhance other areas of knowledge. For Hernández (2011), mathematics is a dynamic in students, which functions as a trigger, contributes to logical reasoning when dealing with situations in other sciences and as a conceptual organizer that facilitates interactive regulation between equals.

Regarding the theoretical model corresponding conceptions of mathematics Godino, Batanero and Font (2003), affirm that beliefs about the nature of mathematics (idealist-platonic and constructivist) are a factor that determines the performance of teachers in the class. Zapata, Blanco and Contreras (2009) use three trends: platonic, instrumentalist and problem solving. The platonic view considers mathematics as a body of static but unified knowledge, as an immutable product which is discovered, not created. On the other hand, the instrumental vision assumes mathematics as a tool bag, which is composed of an accumulation of facts, rules and skills that the trained craftsman must use skillfully in search of some external purpose. In this way mathematics is a set of useful and separated rules and facts. The problem-solving vision states that there is a dynamic, where mathematics viewed as a field of creation and human invention that is constantly expanding (Heuvel-Panhuizen, 2020), within which patterns are produced and subsequently distilled in the form of knowledge, which is added to the total of knowledge mathematics is not a finished product, as its results remain open for review.

IV. Additive Structures

Making an approach to the conceptual dimension of numerical thinking, according to Romero et al. (2002), when talking about additive structures, reference is made to mental conceptions and images which in a constructive process, who learns them gradually builds up, from which they give meanings to situations involving numbers natural, addition and subtraction of numbers, in order to understand them, make sense and find strategies to address them.

According to Bonilla, Sánchez and Guerrero (1999), problems with additive structure are those solved with an addition or subtraction operation. The symbolic problems of additive structure will vary according to the open sentence given in the problem. Changing the unknown generates six open sentences for the sum and another six for the subtraction. The classification of problems that are carried out according to their semantic structure is considered of great interest. Four categories can be considered in school verbal problems that suggest addition and subtraction operations: change, combination, comparison and equalization.

According to Orrantia (2003), exchange problems are made up of an amount to which something is added or removed, resulting in a new amount. The problems of combination and comparison are made up of two quantities that are combined or compared to produce a third quantity. Those related to equalization are composed by a quantity and a result and the missing quantity that leads to that result is requested with an addition or subtraction operation. The first three types of problems reflect the same type of actions to be performed and the last, suggest the use of an equation to find an unknown or operate by trial. However, since the problems include three quantities, one of which is unknown, in each category several types of problems can be identified according to what quantity is unknown. The following table shows the typology of structures that may result when combining additive structure sentences.

Table 1: Open sentence types to solve arithmetic problems of additive structure

Addition	Subtraction
a + b =?;a + ? = c;?+ b = c ? = a+ b; c =? + b; c = a + b	a – b = ?; a - ? = c; ? – b = c ? = a – b; c = ? – b; c = a - ?

Source: Bonilla et al. (1999)

Rico et al. (2007) considers additive structures as ternary relationships that can be chained in several ways, provides a classification, from which differences can be found in statements, using the type of number involved in the statement as a classification criterion. It builds six different categories or substructures for the additive structure in relation to additive problems, as presented below:

C1: Two measurements are made to give a measure.

C2: A transformation operates on a measure to give a measure.

C3: A relationship joins two measures.

C4: Two changes are made to bring about a transformation.

C5: A transformation operates on a relative state (ratio) to give a relative state.

C6: Two states relative (relations) are made to result in a relative state.

Some examples of these type of problems in order of complexity and use are:

"Carlos has 4 apples and 5 pears. How many fruits do you have in total? "(C1).

"Before he started playing, Andrés had 8 marbles and won 5. How many marbles does he have now?" (C2).

"Julio has 2000 pesos less than José and he has 1500 more than Ana. How much does Ana have more than Julio?" (C6).

V. Methodology

a) Type of study

This work was developed under a mixed approach (Creswell, 2009), where the quantitative component (Hernández, Fernández and Baptista, 2006), corresponds to a non-experimental research design, since there was no manipulation of variables and the phenomenon was the observed object of the study in its natural environment. The qualitative components are the actions and reasons given by teachers in the development of their math classes, related to the resolution of problems of additive structures. A descriptive case design was made (Hernández et al., 2006), and following Mertens (2005) individuals, were seen and analyzed as an entity. In this study, the case was the conceptions that teachers have about teaching and learning of mathematics, in relation to the teaching of problem solving of additive structures.

b) Sample

Informants in this study were three teachers from elementary level of education that guide the area of math in third, fourth and fifth grades. The inclusion criteria: at least five years of experience; with residence in the urban area to facilitate contact; availability to participate and attend the research process, and to be entitled as a math teacher. The teachers age was 37 and 45 years old, and all had been working as a math teacher for more than ten years. For the analysis of the information they have been given fictitious names (Sara, Juan and Carlos), to protect their identity.

c) Study Variables

The variables observed and analyzed in this study were: 1) Conceptions about the nature of mathematics, teaching and learning of mathematics, teaching and learning of problems of additive structure; 2) Teaching trends or didactic model used by the teacher, and 3) Type of problems of additive structure addressed.

d) Information Gathering

To collect the information, four instruments were applied: (1) a Likert scale questionnaire. The information collected in it, allowed a first characterization of the teacher's conceptions, taking into account aspects such as: attitude towards mathematics, vision towards mathematics, attitude towards the teaching of mathematics, vision of the teaching of mathematics, vision of learning mathematics. (2) The technique of actions and reasons, within the technique of the mesh applied by Rodríguez (2003): here, each teacher stated actions and reasons (between 15 and 25) that he normally proposes during the development of his math classes and particularly when developing topics related to the solution of additive structure problems. With the actions and their respective reasons, each teacher completed a square grid or grid, from which a matrix resulted allowing to build a database in the SPSS program. (3)Teachers were asked to plan a lesson which, in a first activity, allowed to gather information focused on the experience of each teacher, for this each teacher was asked to work on the concept of addition in one class and, in another, the subtraction. And (4) each teacher was asked to formulate six situations or activities that required for its solution, the addition or subtraction operations, this the claim to investigate the types of problems used by teachers in the classes. Thus, an approach was made to the conceptions of each teacher from each instrument applied.

Information processing was carried out through statistical methods, seeking to avoid to the maximum that the observed or measured phenomenon was affected by the personal preferences of the researchers. The method of extraction of principal components and rotation analysis (Varimax normalization with Kaiser) was applied, in addition, by means of factorial analysis, groups or clusters of reasons were closely related generated. Each group was assigned a generic label or name that gathered the essence of the reasons that constitute each group or conglomerate. An individual analysis of each case was performed, with all the instruments, then a characterization of each teacher was made, taking into account the aspects proposed for the analysis. In addition, a comparative analysis was made

between cases, crossing the results obtained for each one, so that an approach to the shared aspects of the teachers under study was obtained, in relation to their conceptions.

VI. Results and Information Analysis

The analysis of the information collected shows that three teachers (Sara, Juan and Carlos) presented a positive attitude towards teaching mathematics. Similar to Lebrija et al. (2010), inclined favorably towards the problem-solving vision, and negatively towards the instrumental and platonic vision, the latter being the least favored. Faced with the vision of the teaching of mathematics, they favorably shared the vision of teaching by discovery, using several solution strategies, with a cooperative learning vision, showing sufficiency in their work, but without visualizing themselves integrated as a team in a collaborative work with peers in their area (Rodríguez and Espinoza, 2017). Likewise, they unfavorably assumed the vision of teaching the text-guided curriculum. On the vision of teaching focused on basic skills and the vision of problem solving (Muis, 2004), both Sara and Carlos express a negative attitude. In relation to the vision of teaching from a curriculum designed by the teacher, only Sara and Juan show a positive attitude.

In relation to the vision of learning of mathematics (Gamboa, 2014), teachers unfavorably agree with memory learning. In the constructivist vision of learning and the role of errors in teaching, Juan and Carlos expressed their acceptance, while Sara assumed a negative attitude. When learning from the decision and autonomy, Sara and Juan shared the favorable attitude, while Carlos assumed a negative attitude. Although it is observed that they share some beliefs, the heterogeneity between them is also appreciated, an aspect that leads to the sharing of the position of Gil and Rico (2003) when they express that one cannot speak of a homogeneous and organized knowledge of mathematics teachers about their teaching and learning, since they are influenced by their opinions and personal experiences.

The characterization thrown according to the groups or conglomerates of related reasons found and labeled, are presented in Table 2, where, in addition, the preferences of each teacher are described. For each case, the set of labels assigned for the different groups of ratios obtained by the method of extraction of main components and of rotation (Varimax normalization with Kaiser) is presented.

Table 2: Synthesis about the groups of factors labeled to characterize each teacher when planning the classes.

Sara	Juan	Carlos
Teaching reinforcement and strengthening mechanisms. Emphasis on previous knowledge. Connection and relationship with the environment. Actions for Monitoring and evaluation of achievements. Emphasis on group work and communication. Emphasis on motivation.	Emphasis on evaluation and motivation. Verify and reinforce the subject. Attention to doubts and errors. Explanation for the appropriation of the subject.	Question as a control factor. The teaching orientation of the teacher to encourage learning. Evaluation and group work as a promoter of responsibility and learning. Emphasis on consolidation and concrete activities. Prior knowledge as a factor for understanding. Situations and problems of the context as factors of integration and connection of concepts. Repetition as a mechanism to strengthen learning.

Source: Self elaboration.

Looking at different ideas each assigned label contains (table 2), it can be seen that the three teachers a group of shared reasons prevails when thinking about the design of the class. These actions are aimed at: reinforcing or strengthening the issue, determining prior knowledge, generating interest and motivation, working in groups, evaluating to verify/control and guide/explain the issue. The planning of the classes, are actions shared by the teachers: masterly presentation as usual technique and use of the textbook as the only curricular material, an aspect that seems to follow the structure of a behavioral pedagogical model.

The initial diagnosis they make of their students, is based exclusively on the contents that, supposedly, have been taught previously. These aspects are characteristic of the traditional didactic tendency, which as described by Parra (2005), is based on deductive activities with a methodological structure theory-example-exercise, which consists of an explanation of the teacher, followed by the presentation of an example, to finally assign a series of exercises where the oriented contents are applied. In this order, the teacher verbally transmits the learning contents, through the dictation of his notes or allusion to a textbook, where the exam is the ideal instrument to measure the students' learning, in addition, the student must dedicate an express time for its preparation.

Being the evaluation one of the most relevant aspects in the training processes, it could be expected that through it, it will realize the development of competencies in those who learn (Tejada and Ruiz, 2016; Scherer, 2020). As evaluation as an integrated element of the educational process, it should be of great impact on students, but if it does not fulfill its formative role it is reduced to measurement for certification (López, 2012). According to Canabal and Margalef (2017) and Contreras-Pérez and Zúñiga-González (2017), for the evaluation to fulfill this formative role, it requires the active presence of feedback, however, in light of the results, this is perceived as deficit (Ion, Silva and García, 2013).

Now, from a comparative view to the teachers' plans, as in Zapata et al. (2009), it is appreciated that, within the conceptions of mathematics teaching, the teaching trends that prevail in common are traditional and technological. According to Zapata et al. This predominance of traditional education could be justified by the tendency of teachers to reproduce, especially during the first period of their professional practice, the models in which they have been trained, as if there were an involuntary extension of the actions of their education teachers Basic, medium or university, who survive resiliently for some time in their school practices.

Regarding the analysis of types of situations and problems used in class planning, we agree with Martínez and Gorgorió (2004) that the proposed situations were referred to problems of written statement or numerical exercises, the problems were reasoned or in failing that, numerical operations exercises. Parra (2005) calls it a timid incorporation of problem solving. Likewise, it can be seen that the use of records and representations by these professors in their professional practice is quite restricted (Martínez, 2003).

Data show the conceptions teachers have to work with problems of additive structures at school, which could be called "written narration of a mathematical situation" Martínez (2003, p. 260). This apparent absence of problems with a variety of information representation in the math class has, according to Chapman (2007), important didactic consequences, such as limiting the use of representations and their role as a mediation tool in problem resolution.

The groups of factors labeled to characterize each teacher when planning the classes, show some characteristics of a constructivist and sometimes social cognitive work, since they say emphasize teamwork, error monitoring and previous knowledge, as a factor to understanding, as well as the use of context problem situations, as a factor of integration and connection with concepts; However, the proposed activities, the indications given and the way in which they are developed are behavioral.

Regarding the categories (Bonilla et al., 1999; Orrantia, 2003), a high percentage (78%) of the problems proposed by the teachers correspond to problems in which two measures are composed to give rise to a new measure. Also, 89% of the proposed problems are of the structure "a + b =?", Where the unknown quantity is located in the final measure, given the initial measures a and b. An example of this are those presented by Carlos: "I have 5 apples and 3 pears, how many fruits do I have? Or in one hand I have $ 420 pesos and in the other $ 80 pesos. How many weights do I have? These types of problems according to the Ministry of National Education (2010) correspond to routine problems, information that is relevant, because there is still a concern in teachers to present students with the same type of scheme or structure in the problems; avoiding to pose more complex problems where the unknown is not the search for the final measure. None presented problems of equalization, where you had to use the concept of equation to find an unknown quantity.

VII. Conclusions

Inquiring about the conceptions and types of problems that primary school teachers develop around the teaching of mathematics and in particular of problems of additive structures, allowed us to conclude that the prevailing conceptions of teaching mathematics are emphasized in traditional and technological trends, which according to Zapata et al. (2009) are unfavorable for the development of thinking processes and skills in mathematics. These conceptions emphasize the role of the teacher and the passivity of the student.

Despite the fact that the three teachers have a high level of acceptance for the vision of mathematics as problem solving, they also present a high level of rejection to the vision of teaching from the resolution of problems, a situation that makes the permanent dichotomy evident. There are some inconsistencies between what the teacher thinks about mathematics and the way they teach it. This situation could be explained from what was stated by Rodríguez (2003), especially as dichotomy and fragmentation.

From the analysis made to the actions and reasons presented by the professors at the time of the design of the class for teaching the solution of additive structure problems, it is appreciated that these actions are directed mainly to: reinforce or strengthen the subject, determine the previous knowledge, generate interest and motivation, work in groups, evaluate to verify and control or to certify, to guide and explain the subject, all this supported by the presentation of exercises that promote mechanization and algorithm.

A low level of coherence was found between each teacher's conceptions and their teaching tendencies. In this particular case, the limited knowledge

and training that teachers have around the teaching of mathematics, seem to restrict the possibility of implementing them in teaching practice, encouraging traditional pedagogy that does not encourage the student to think so that in this way can develop thinking skills and be able to develop mathematically competent. Well, they just facilitate memorization processes, disconnected from the socio-cultural context where learning takes place. All this, despite the fact that the vision of teaching they claim to have, is that of problem solving.

The tendency of teachers to introduce students to problems in the simplest structures dominates, where the unknown quantity is the final measure or routine in its statement containing the solution strategy either directly or indirectly. The preference for these types of structures has limited the approach to more complex problems that lead students to make stronger reflections. In addition, the approach that teachers make of situations are referred to problems of written statement and numerical exercises; which does not facilitate an approach to the various forms and structures that additive problems may have, also limiting the field of experience students could explore.

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The Need for Virtual Learning in Nigerian Tertiary Institutions of Learning in the Face of COVID-19 and After

By Whyte Stella Tonye

Abstract- The global world woke up facing the reality of the COVID-19 pandemic but where is Nigeria tertiary institutions in virtual learning at the face of this pandemic and after. This study discusses the need for the adoption and implementation of virtual learning in Nigerian tertiary institutions. Recommendations to adopt virtual learning during and post COVID-19 were also discussed. An exploratory qualitative research method was used to explore what constitutes virtual learning and the need for its implementation in Nigeria. Educational loss cannot be statistically estimated during a global shut down because of its social value as would be accounted for in decline in humanity and economy. In primary and secondary institutions, and to higher institutions, there is a complete stoppage of the face-to-face method of teaching and learning due to the COVID-19 pandemic. The seeming fire brigade approach interventions being deployed in some States result from no initial functional learning applications on the ground. The unscientific mode of content delivery in many institutions of learning is outdated even in a dynamic world and moving to the G-5 technology.

Keywords: *virtual learning, covid-19 pandemic.*

GJHSS-G Classification: *FOR Code: 930199*

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Abstract- The global world woke up facing the reality of the COVID-19 pandemic but where is Nigeria tertiary institutions in virtual learning at the face of this pandemic and after. This study discusses the need for the adoption and implementation of virtual learning in Nigerian tertiary institutions. Recommendations to adopt virtual learning during and post COVID-19 were also discussed. An exploratory qualitative research method was used to explore what constitutes virtual learning and the need for its implementation in Nigeria. Educational loss cannot be statistically estimated during a global shut down because of its social value as would be accounted for in decline in humanity and economy. In primary and secondary institutions, and to higher institutions, there is a complete stoppage of the face-to-face method of teaching and learning due to the COVID-19 pandemic. The seeming fire brigade approach interventions being deployed in some States result from no initial functional learning applications on the ground. The unscientific mode of content delivery in many institutions of learning is outdated even in a dynamic world and moving to the G-5 technology. Teachers still in their archaic manner, go to the classrooms with outdated learning materials, and deliver the contents in that form. Unpreparedness to the future of learning in Nigeria has compromised the kind of emergency the world is now facing.

Keywords: virtual learning, covid-19 pandemic.

I. Introduction

Virtual learning (VL) has recently emerged as an important topic in education theory and practice. In theory, a well-maintained VL environment should enable students of all learning styles to receive the best possible education, which in a way, is not in an exclusively lecture-based environment, and tends to be focused on auditory learners only (Weller, 2010). Virtual learning is a learning experience enhanced through the utilization of computers or the Internet both outside and inside the educational organization (Adeyeye, Afolabi, & Ayo, 2014). Means, Toyama, Murphy, Bakia, and Jones (2010) defined virtual learning as the use of the Internet, computer software, or both to deliver instruction to students eliminating and minimizing the need for students and lecturers to sit in a traditional classroom.

The wake of what is one of the greatest threats to global education is theCOVID-19 pandemic. The world has braced itself for the pandemic of COVID-19 caused by the novel virus SARS-CoV-2(1) also referred to as coronavirus. The World Health Organization (WHO) defined coronavirus as an infectious disease caused by a newly discovered virus (Obiakor, & Adeniran, 2020). The virus spreads primarily through droplets of saliva or discharge from an infected person's nose when coughs or sneezes. The pandemic is causing more than 1.6 billion children and youth to be out of school in 161 countries (The World Bank, 2020). This number is close to 80% of the world's enrolled students. As the surge of global pandemics continues to have its toll on the world's educational system, the developed countries are resorting to virtual or online learning and teaching to keep their schools and students afloat. Most African countries or the underdeveloped countries are yet to implement online learning fully.

This pandemic situation seriously affects learners, especially in developing and underdeveloped countries that are not prepared or just switched to online learning that has only a little knowledge about the new learning process. For this reason, education is impaired. Learning cannot stop because of the COVID-19 pandemic. Learning is not in its nature static but dynamic. The drivers of knowledge are not prepared for the challenge of virtual learning and are rocked down by COVID-19. The reality that our education system is confronted with this pandemic and affecting learners making them vulnerable to crime and other unruly behaviors', it is important that all stakeholders in education look inward and face the reality of virtual learning in Nigeria (Obiakor, & Adeniran, 2020). Classes should be delivered and assessed online with computers, mobile phones, and other learning devices with a complete need for blended learning as an urgent matter for national policy.

The United Nations Educational, Scientific and Cultural Organization (UNESCO) report on the pandemic impact on education also estimated that 87% of the world's students, which is 1.5 billion learners, have been affected by the lockdown and school shutdown (Ogunode, Niyi, Abigeal, & Lydia, 2020). More than 180 countries have shutdown schools nationwide. This shutdown of schools has caused the reduction of foreign education, academic calendar disruption, cancellation of local and international conferences, teaching and learning gaps, and reduction of workforce in the educational institutions with reduction of budgets of higher education. Burgess and Sievertsen (2020)

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submitted that the global lockdown of education institutions had caused significant disruptions in students' learning; internal and external assessments.

The Digital 2020 Global Overview Report states that about 60% of Nigerians are not connected to the Internet (Adeoye et al., 2020), while about 169.2 million people – 83% of Nigerians have access to mobile phone connections while 50% around 84.5 million people live in urban areas. The proportion of the population with access could be skewed towards both high socio-economic households and urban households. Most of who are private school students who already have a learning advantage over their public school peers. Children with poor backgrounds tend to have less access to internet connectivity, computers, and other devices and reside in rural areas speak more of local languages than English making ICT-learning uptake limited. The inequity to access ICT-based learning will promote the existing disparities in learning outcomes along socioeconomic lines and the urban-rural divide (Obiakor, & Adeniran, 2020). Students in the rural areas will continue to fall behind with the persisting pandemic raising challenges to educational inequality. The limited access to the Internet and power supply poses a great challenge to online learning for most students in Nigeria.

II. Methodology

The paper uses the exploratory qualitative research method with Albert Bandura's Social Learning Theory as the foundational concept. Albert Bandura's Social Learning Theory states that people learn from one another through observation, imitation, and modeling. The theory is a bridge between behaviorist and cognitive learning theories since it encompasses attention, memory, and motivation. The key concept, in theory, is that people learn by observing others' behavior, attitudes, and outcomes. Social learning theory explains human behavior between cognitive, behavioral, and environmental influences during continuous mutual interaction. According to Bandura (1976), the behavior of most humans is learned by observation through modeling. By observing others, an idea is formed by how new behaviors are performed, whose coded information serves as a guide for action at a later occasion. Budara's (2019) research specified how to develop resilient beliefs in one's efficacy and explains the cognitive, motivational, affective, and decisional mechanisms through which self-efficacy beliefs produce their effects. Koch (2019) emphasized that the Social cognitive theory thrives on the advancement of new technologies and provides innovative methods to create social learning environments. One aspect of technology is the ability to interact and observe others. Through the internet, people are now continuously learning and constructing meaning from communications within their communities.

In social learning theory, Albert Bandura (1976) agrees with the behaviorist learning theories of classical conditioning and operant conditioning. However, he adds two important ideas: First that mediating processes occur between stimuli & responses and secondly, behavior is learned from the environment through the process of observational learning. The human school of thought argues that education should focus on the needs of the individual learner and that the important thing is the aspects of personal and emotional growth (Aubrey & Riley, 2019). The social learning theory of Bandura stresses the importance of observing and modeling the behaviors, attitudes, and emotional reactions of people. It involves attention, memory and motivation, social learning theory spans of both cognitive and behavioral frameworks. According to Koch (2019), the social cognitive theory is derived from constructing meaning and knowledge from social influences.

III. Aim and Objectives

This article was motivated by the problems confronting students and teachers in the traditional institutions of higher learning in Nigeria, especially in this period of COVID-19. This paper's objective is to employ policymakers to use this unique opportunity to explore how the emerging reality of the COVID-19 pandemic could birth new architecture to tackle the education crisis of out-of-school children and acquire quality education. The fundamental critical need for adopting technology into learning and the urgency to bridge educational divides currently existing with a shift in education infrastructures (Ekwonwune & Oparah, 2020). This paper discusses the need for virtual learning, identifies and presents the adoption challenges, and opportunities. This study is therefore aimed at addressing the need for adoption and implementation of virtual learning Nigerian tertiary institutions with the objectives of developing a virtual learning platform for Nigerian tertiary institutions and others, for learners (students) and lecturers (Faculties) to be able to use the online platforms and to administer lectures to registered students based on the approved curriculum.

IV. Literature Review

a) *Impact of COVID-19 Pandemic on Education System*

The landscape of learning in Nigeria has been disrupted by the COVID-19 pandemic, limiting how students can access learning across the country. While several private schools have begun to initiate distance learning programs, and taking advantage of the myriad of ICT-learning opportunities provided by the international community, the government limited by funds and persistent deficiencies in planning, is yet to announce any official plans for providing distance learning opportunities, especially for public schools

(Ogunode et al., 2020). The implication being that these students in public schools currently have no formal learning plans and could be missing learning altogether. For Nigeria, the reality is simple - while the school closures are necessary to curtail the spread of the COVID-19 virus, until the ban on movement is lifted and schools are reopened, majority of students will not be learning. For Nigeria, the reality is simple - while the school closures are necessary to curtail the spread of the COVID-19 virus, until the ban on movement is lifted, and schools are reopened, the majority of students will not be learning. Leaving more kids behind - A longer-term impact of these school closures would deepen educational inequality (Ogunode et al., 2020). While some international development partners (UNESCO, for example) have put together and provided access to ICT-based resources to foster learning, uptake will depend largely on the level and quality of digital and Internet access, and language accessibility. According to the Global Overview Report published in January 2020, about 60 percent of Nigerians are not connected to the Internet (Digital 2020). The statistics for mobile phones, which could also be used as a learning medium, are more hopeful.

b) Virtual learning history in Nigeria

Technologies are used in today's society as an essential means of enhancing learning and enabling students' engagement in their respective programme of study. Ekwonwune and Oparah (2020) emphasized using a virtual learning environment for teaching and learning provision is one concept that is changing the frontline acquisition of knowledge in the current arena of education. Developed countries facilitated the establishment of information, communication, and technology (ICT) – based University in education known as Virtual Universities (Anekwe, 2017). In Nigeria, only very few conventional universities take up academic activities through one form of virtual learning or the other. For some learning institutions, the desire to embark on virtual learning is still a mirage due to their weak technological infrastructure. According to Ajadi et al. (2008), the National Open University of Nigeria (NOUN) was established in July 1983, by an Act of the National Assembly. NOUN is the first distance learning tertiary institution in Nigeria by the Federal Government, acknowledging that the growing demand for education cannot be met by the traditional brick and mortar classroom method of educational delivery was initially suspended.

The emerging developments in ICT's field necessitated the reactivation of the suspended NOUN in 2002 (Ajadi et al., 2008). Few government institutions like the University of Ibadan, Obafemi Awolowo University, University of Benin, University of Abuja, University of Lagos, National Open University of Nigeria, among others, have facilities for online learning. Several challenges face virtual learning in Nigeria educational institutions, although the number seems very high compared to developed countries due to inadequate IT infrastructure, funding, and shortage of power supply to mention a few (Ajadi et al., 2008). Some private educational institutions in Nigeria have started the use of virtual learning to improve their educational status.

There is an urgent need for higher education providers, especially the government, to develop adequate technological facilities and services like virtual learning environments and virtual library systems for students' accessibility, learning, and to meet with their educational responsibilities (Nwabude, Ogwueleka, & Irhebhude, 2020). Faculty consultation with students in accessing these technological facilities will enhance standards of usability. Several institutions in the developed and some developing countries have adopted the use of a virtual learning environment (VLE) platform to mediate and support teaching and learning in tertiary institutions (. With its commitment to improving the Information and Communications Technology (ICT) skills of its citizens, the Nigerian government targets the higher institutions of learning to bridge the digital divide. The government promised to provide facilities and all necessary infrastructures to promote ICT and e-learning with the new Partnership for Africa's Development (NEPAD) in achieving sustainable development in the 21st century.

c) COVID-19; the need for virtual learning now and after

For the education system that is already fragile, the COVID-19 pandemic has posed unprecedented severe challenges on the government, scholars, and parents highlighting and amplifying Nigerian's weak education system (Ogunode, Niyi, Abigeal, & Lydia, 2020). As the nation continues to struggle with these challenges, it is important then to ask: Can the Nigerian educational system adapt to the new system designed to the changing world? In the face of COVID-19 pandemic and after, does the nation have the ability to ensure the implementation of online learning? This will depend largely to the availability of technology, adequate power supply, infrastructure, and prepared stakeholders for alternative learning programs.

The virtual classroom is becoming more popular as technology improves, hence, the need for institutions and students to turn to online courses and classes, especially to enable continuity in learning in this period of state, national, or global clampdown. Virtual or online courses must be created with the same care and expectations as the brick and mortar one (Ogunode et al., 2020). Simultaneously, virtual classrooms could keep students engaged with the use of online material and are passionate about subject matters as instructors and lecturers employ ways for students to interact with one another (Nwabude et al., 2020). Student performance with virtual learning identifies technical,

procedural, and operational skills as critical. Falloon's (2011) study suggests that educators and course designers need to embed strategies into their online courses to enable students to develop these skills to gain substantial benefit from the virtual classrooms. Most students still crave interaction with their lecturers and fellow students, even though they cannot physically but virtually. Discussion forums as a natural solution should be created and facilitated by posing discussion questions, quizzes, drills, and assignments for students to respond as timed and graded by the lecturer during compulsory holidays or clampdown like the COVID19 in session (Adeoye et al., 2020). Students could also be tasked in virtual group work to collaborate on projects or seminars, enabling them to meet and exchange ideas with their peers while they interact and network without actually meeting in a classroom and observe physical distancing.

In a virtual classroom, where a web-based multimedia virtual learning system is used, diversity the text, content, and content media should not be muted by assuming one-dimensional online coursework but building portals for multimedia exploration. Some online courses are created only as a class website for posting assignments and logging in to take tests and quizzes (Ekwonwune & Oparah, 2020). One significant impact of the virtual classroom for learning is the use of the web for multiple media formats. Classes and lectures can be taken by streaming live videos, listen to audio, and perusing photographic archives relating to the course. A variety of formats are incorporate into the online classroom as a matter of importance to keep contents fresh and appealing to the sensory knowledge of learners (Adeoye et al., 2020). The Web-based course, as an advantage to the traditional classroom for a virtual classroom learner, enables the learner to likely respond to visual images than a form of straight text.

It is a common misconception that students who take online courses do so to avoid the rigor and workload of the brick and mortar or traditional classroom. In many cases, this has been proved not to be accurate; students choose online classes because they want to explore, be creative, and be challenged. Virtual learning encourages a better learning environment when given a project to complete within the curriculum. It enables lecturers to convey information more effectively and efficiently to their students promptly by introducing different learning styles for students and encouraging them with more interactive sessions. The convergence of media, the rapid development of the World Wide Web, networks, and mobile tools has open up new opportunities for learning by allowing students to be more mobile-connected and digitally equipped (Ekwonwune & Oparah, 2020). This means more and different learning methods are taking place outside the traditional classroom, indicating that as our environment is becoming more flexible and unpredictable, so is our learning style.

Forms of Virtual learning:

- Computer-Based is when soft wares provide instruction on computers or servers where they are installed and not by a teacher s is not provided by a teacher.
- Internet-Based is when the software provided delivers instruction through the web stored on a remote server.
- Remote Teacher Online is when instructions are provided by a teacher who is not physically present with the student but interacts through media as online video, online messaging, online forums, e-mail, and webinars through the Interment.
- Blended Learning this learning style combines both the brick and mortar instruction by a teacher, computer-based, Internet-based, or remote teacher online instruction.
- Facilitated Virtual Learning is a computer-based, Internet-based, or remote teacher online instruction where a human facilitator is supplemented. The facilitator's assists student's learning process by providing tutoring or additional supervision.

Categories of similar forms of virtual learning include:

- Online Learning: This is any form of instruction that takes place over the Internet. It includes Internet-based instruction, remote teacher online instruction; and blended learning and facilitated virtual learning that involves these two virtual learning methods. It excludes computer-based learning.
- Full-Time Online: This is online learning with no regular face-to-face instruction or facilitation. It is Internet-based and remote teacher online learning only, though it may include occasional interaction with human teachers and facilitators.

Also, quality online learning programs are high-input operations, requiring both times to develop and significant investments to run. Many are worried that the rapid shift to remote learning will tarnish the reputation of online education. However, this does not mean that the COVID-19-necessitated move to universal remote teaching will be all bad for student learning. The biggest future benefits of virtual instruction will come after our teachers and students return to their physical classrooms. The necessity of teaching and learning with asynchronous (Canvas, Blackboard, D2L) and synchronous (Zoom) platforms will yield significant benefits when these methods are layered into face-to-face instruction (Ekwonwune & Oparah, 2020).

Personal computers and the Internet have revolutionized the entire sectors of our society. Facebook, Twitter, YouTube, Skype, boom, zoom, and other online communications media allow billions of people around the world to share ideas in seconds and

minutes at a meager cost. People are becoming more aware of how computers and Internet technology are transforming the way students learn. This learning through the Interment as an emerging education paradigm is called virtual learning. This learning style, as opined by Means et al. (2009), is in so many ways potentially improving student achievement, educational resource access, and education cost-effectiveness.

d) The Challenges of adoption of Virtual Learning in Nigeria

Schools are shut down with no academic improvement or challenge. Other problems encountered by students include; shortage of power supply, inadequate funding, lack of technological infrastructures, incompetent teaching, and learning facilities to aid virtual learning in the tertiary institutions in Nigeria. If challenges are turned into opportunities, then the immediate consequences of COVID-19, although dire, could be a unique opportunity to turn around Nigeria's education system. This could be an opportunity for a turning point, to reshape and build resilience in the educational system.

Poor budgetary allocation, corruption, and unpreparedness are challenging factors to the inability of many public tertiary institutions to embrace virtual learning even during this global pandemic in Nigeria. The ten years (2010-2019) budgetary allocation for the Nigerian education sector as seen in Table 1 shows that it is inadequate and below UNESCO recommendation of 15%-20% funding for developing countries like Nigeria (Adeoye, Adanikin, & Adanikin, 2020). This given budgetary allocation may not allow the growth of virtual learning as it is deficient. The statistics are shown in Table1establishes that as at 10year period, the education sector less as recommended by UNESCO with 7.24% as against 15-20%.

Table 1: Nigeria Budgetary allocation to education (2010-2019)

Year	Budget (₦Trillion)	Educational Allocation (₦ Billion)	Percentage of Budget (%)
2010	5.160	249.09	4.83
2011	4.972	306.30	6.16
2012	4.877	400.15	8.20
2013	4.987	426.53	8.55
2014	4.962	493.00	9.94
2015	5.068	392.20	7.74
2016	6.061	369.60	6.10
2017	7.444	550.00	7.38
2018	8.612	605.80	7.03
*2019	8.830	620.50	7.03
Total	**60.973**	**4413.17**	**7.24**

Source: Adeoye et al. (2020)

These statistics do not allow infrastructures such as ICT, internet access, adequate power supply, training, and others to enable virtual learning to grow in Nigeria (Adeoye et al., 2020). Ololube (2016) emphasized that the education funds misappropriated and mismanaged is a significant cause for the deteriorating quality of higher education in Nigerian and recommends adequate funding for public institutions of higher learning.

Other challenges arise due to the varying degree of unpreparedness of both the government and the institutions, lack of infrastructures, corruption, and

policy issues in the Nigerian education sector. The COVID-19 outbreak opened up the importance of online education and distance learning; however, only a small fraction of the world's education adopted teaching online. Developed economies such as Canada, the United Kingdom, and the United States have also experienced a decline in their educational revenue as a result of the pandemic as international students either quit their studies or went back home (Adeoye et al., 2020). The consequence is more on schools that do not use or have the online learning platform. However, some universities particularly the private universities in Nigeria have embraced e-learning to ensure that their academic calendar is not totally distorted. Challenges of e-learning in Nigeria E-learning is still confronted with a lot of challenges in Nigerian Universities especially during this COVID-19 pandemic as this is the only medium available for learning. One of these challenges is epileptic power supply in Nigeria especially in rural areas as there is no guarantee of at least two hours power supply at a stretch. The irregular power supply in Nigeria is seen as an age-long problem which has affected almost every aspect of Nigeria economy with no exception to the educational sector. This unstable poor power supply has caused a major setback for technological advancement of many universities in Nigeria. Another major obstacle to e-learning in Nigeria is tied towards the high cost of Internet data services (Adeoye et al., 2020). The internet service required to connect to this e-learning platform sometimes requires a lot of data. The cost of purchasing the data bundle is so high which might be difficult for both students and lecturers. The cost of accessing the Internet in Nigeria is still on the high side. Hence some students find it a challenge to afford. The cost of a personal computer (PC) and Laptop are still very high in Nigeria.

V. Conclusion

Virtual learning is seen as the catalyst that will drive learning; hence, it should become an integral part of learning in Nigerian tertiary institutions. Furthermore, the quest for virtual learning at this period will increase the need to break barriers in learning and open up access to better education. In Nigeria presently, due to the COVID-19 pandemic, some institutions of learning, especially the private ones, are beginning to organize online forums and classes Adeoye et al., 2020). This initiative is commended, but the euphoria should outlast the COVID-19 era. There is an urgent need to embed technology into the classroom for adaptive learning and personalized learning with minimal teacher involvement to deliver better learning experiences. This crisis period is an opportunity to invest in technology in both private and public schools (Owusu-Fordjour, Koomson, & Hanson, 2020).

The government should encourage public-private educational partnerships and collaborate to drive technological innovation. Bridge the digital divide private and public schools ensuring that the cost of technology adoption is low. An intentional and concerted effort must be provided by the government to have a lasting impact on education with a change that would solve both pandemics and after pandemic driven challenges. Universities should adopt virtual learning, and these e-learning platforms are in exhaustive. They include, Zoom, Google hangout, Skype, Google classroom, Adobe captivate, Blackboard learn amongst others.

VI. Recommendation

Virtual learning has fast become a means of fall back for the traditional brick and mortar schools for several students to grow as a result of technological innovations and sophisticated instructional delivery programs it provides. Students lack time-management skills and therefore are not personally motivated and thus should be given the support to succeed in a virtual environment (Ekwonwune & Oparah, 2020). After the Covid-19 pandemic, virtual learning should be recognized as core to every school's plan for institutional resilience and academic continuity, given that the use of virtual learning does not require a large building or extensive student support services. Therefore, it will be easy to say that virtual learning programs would deliver the same instruction level for a fraction of the cost to increase student learning abilities and knowledge in our Nigerian universities.

The research recommends the adoption and implementation of virtual learning in Nigerian to improve knowledge and aid the educational process during and after the COVID-19 pandemic. The government should immediately embark on the integration of all higher institutions into online education (Burgess & Sievertsen, 2020). Higher institutions of learning in rendering assistive technology with the help of management should enhance learning and teaching methods to be more accessible to a wide range of students.

The government should adopt virtual learning through low-cost technology to reach the vulnerable population in Nigeria. This will require taking multiple learning infrastructures such as television, radio, chat, and SMS-based mobile platforms readily available to the poor and vulnerable (Ekwonwune1 & Oparah, 2020). Over 80% of the adult population has access to communications and phones which could reach most children left behind in the remote areas with targeted instructions via these mediums. Other online platforms offering personalized learning would require a central planner from the three tiers of government and the private sector (Adeoye et al., 2020). The Ministry of Education should extend beyond traditional

policymaking and regulations by deploying educational tools within states and local government areas and the federal government to coordinate the state efforts by plugging capacity and finance gaps (Nwabude, Ogwueleka, & Irhebhude, 2020). The government should explore cost-effective tools available within the home and easy to use. The paper, therefore, recommends the immediate introduction of online learning platforms to students to supplement classroom learning.

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E-Governance Education: Issues of Quantity and Quality of Instructional Materials in Secondary Schools in Osun State, Nigeria

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Abstract- This study examined the quantity and the quality of Information and Communication Technology (ICT) materials use to teach e-governance in public and private secondary schools in Osun State. The study sample comprised 120 secondary schools selected using multi-stage and stratified random sampling technique. One research instrument was used for the study namely e-Governance education Instructional Materials Check List (IMCL). The ICT instructional materials as recommended in secondary school government curriculum were used as the standard for data collection. The results of the study showed that recommended ICT instructional materials are not adequately available to teach e-governance concept in public (65.56%) and private (63.37%) secondary schools in Osun State. It also revealed a bad quality of the e-governance ICT Materials in public (80.93%) and private (70.92%) secondary schools in the State. The study concluded that the teaching of e-governance concept has a serious challenge in actualizing the objectives for which it was introduced because the ICT materials used for it implementation in both public and private secondary schools in Osun State are grossly inadequate in quantity and quality.

Keywords: government, e-governance, information and communication technology (ICT), instructional materials.

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Abstract- This study examined the quantity and the quality of Information and Communication Technology (ICT) materials use to teach e-governance in public and private secondary schools in Osun State. The study sample comprised 120 secondary schools selected using multi-stage and stratified random sampling technique. One research instrument was used for the study namely e-Governance education Instructional Materials Check List (IMCL). The ICT instructional materials as recommended in secondary school government curriculum were used as the standard for data collection. The results of the study showed that recommended ICT instructional materials are not adequately available to teach e-governance concept in public (65.56%) and private (63.37%) secondary schools in Osun State. It also revealed a bad quality of the e-governance ICT Materials in public (80.93%) and private (70.92%) secondary schools in the State. The study concluded that the teaching of e-governance concept has a serious challenge in actualizing the objectives for which it was introduced because the ICT materials used for it implementation in both public and private secondary schools in Osun State are grossly inadequate in quantity and quality.

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I. Introduction

The primary responsibilities of any government include law and policy making, execution of laws, approval of policies and interpretation of laws. Failure or success of any dispensation at the helm of affairs of governance in any country at a particular period is neither shared nor attributed to the people whichever way but only to the government in regime. With this, every government gives it whatever it takes to ensure that its governance is accorded good policies/practices, ends in success and be citizen-satisfactory. In the light of this, many governments of different countries have endlessly been looking for and involving machineries that could help their administrations. The dawn of twenty-first century that was accompanied by different changes and developments in many spheres of human endeavours have also been described as the "digital revolution", "information age and network society" (Castells, 2010). That is, the era that has brought revolutions into obtaining, passing and exchanging of information unlike as it were before. It also brought the fast, all-inclusive and easy spread of information that made the world to be called a global village today. This era has also been accorded the "digital-era governance" (DEG) (Dunleavy, Margetts, Bastow & Tinkler 2005) in which many aspects of governance have been effectively handled by ICT materials. The era brought a great deal of developments in the areas like technology, information, communication, internet, networking, business transaction and learning which many governments, organisations and individuals could tap in.

Many countries especially underdeveloped countries are facing various problems like corruption, lack of transparency, lack of accountability, insecurity, rigging in election, use of youth as thugs and other illegal activities. The control and eradication of all these malevolences rest on the government of each nation. Government is generally viewed from three perspectives, namely: Government as an institution of the state, Government as an art of governing and Government as an academic field of study. According to Alonge (2011), Government as an institution of the state is the machinery (namely: the legislature, the executive and the judiciary) for carrying out the business of the society. Government as an art of governing is the process by which individuals perform the legislative, executive and judicial functions for the common good of the citizens. Government as an academic field of study is the science of organization of government and methods of formulating and executing policies. The interactions of government and the people as well as transaction of vital public information among them become inevitable. Due to the increase in population, multiple of government activities and emergence of new ideas, some governments have adopted e-governance and made public governance possible through electronic materials.

E-governance simply means electronic governance, that is, government process powered by electronic gadgets to interact with the relevant stakeholders and carry out specific aspects of public governance. Coleman (2006) described e-governance

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as the combination of electronic information-based services (e-administration) with the reinforcement of participatory elements (e-democracy) to achieve the objective of 'balanced e-government'. Muir and Oppenheim (2002) portrayed e-governance as the delivery of government information and services online through the internet or other digital means. They explained it as the governance that is powered by electrically connected gadgets and ICT materials to circulate necessary public information among the stakeholders in order to carry out specific aspects of governance of the state. E- governance is the use of internet technology as a platform for exchanging information, providing services and transacting with citizens, businesses, and other arms of government (UN e- government survey, 2004, 2005, 2008). Also, Abramson and Means (2001) viewed e-governance as the electronic interaction (transaction and information exchange) between the government, the public (citizens and businesses) and employees. The specific aspects of governance that have adopted e-governed through these electronic means have redefined government, reduced number of government employees, included specialized individuals and reduced public recurrent expenditure through reduced salaried workers. This means of interactions have brought about a great improvement on governance as opined by Fraga (2001).

The possibility of challenges is inevitable as Heeks (2006) argues that e-government is hard to manage, difficult to implement and often fails especially when people are not well informed about it. To this end, the Nigerian government through the Nigeria Educational Research and Development Council (NERDC) has introduced e-governance into secondary schools' Government curriculum since 2007. This was with a view to providing adequate information and ameliorating unacceptable trends of social ills in the lives of secondary school students before they get into the larger society. Information and Communication Technology was recommended as the instructional materials to teach and learn about e-governance. This involves the use of instructional material especially the teaching and learning of how to handle ICT materials to get public information on the internet, exchange information on public and social issues through their contributions and chatting on the internet. Instructional materials are important materials provided in the teaching learning process to clarify point, hold learners attention and help them retain important information. In the situation where instructional materials are not available as recommended by the concerned authorities there may be no significant learning (Obadiora 2019). Except there is proper monitoring, Nigerian might be facing difficulties in the provision of ICT recommended materials for the implementation of the e-governance curriculum. However, the extent at which ICT materials to implement e-governance curriculum are available in quantity and quality in secondary schools in Osun State is not certain, hence this study.

II. Objectives

The objectives of the study are to:

1. Examine the availability of ICT materials used to teach e-governance in secondary schools in Osun State.
2. Investigate the quality of the available ICT materials used to teach e-governance in secondary schools in the State.

III. Research Questions

1a) How available are ICT materials to teach e-governance in the public secondary schools in Osun State?

1b) How available are ICT materials to teach e-governance in the private secondary schools in the State?

2a) What is the quality of the available ICT materials used in teaching e-governance in public secondary schools in Osun State?

2b) What is the quality of the available ICT materials used in teaching e-governance in private secondary schools in Osun State?

IV. Methodology

This study used the survey research design. The population for the study comprised secondary school Government teachers in Osun State. The study sample comprised 120 secondary schools selected using multi-stage sampling technique. Two Local Government Areas (LGAs) were selected from each of the three senatorial districts in the State using simple random sampling technique. Twenty schools (10 public and 10 private) were selected from each of the selected LGAs using purposive and stratified sampling techniques (based on the availability of ICT materials and school type) making a total number of 120 secondary schools. One research instrument was used for this study namely e-Governance Instructional Materials Observation Check List (IMOCL). The instrument was divided into two sections; Section A and Section B. Section A was designed to collect data on the availability of e-governance ICT materials in secondary schools in Osun State while Section B was designed to collect data on the quality of the available e-governance ICT materials in the State. The e-governance ICT instructional materials as recommended in the secondary school government curriculum were used as standard to collect data on the e-governance ICT instructional materials in the study (secondary data). The study was carried out in six weeks. The researchers and the research assistants spent one week in each

Local Government Area to administer the research instruments through observation. During these periods the researchers moved round the schools to collect data on the quantity and quality of ICT instructional materials available for the implementation of e-governance curriculum in secondary schools in Osun State by checking the available ICT instructional materials, count the numbers and test their level of functionality. Data collected were analyzed using descriptive statistics of frequency count, simple percentage and average.

V. Results of the Study

Research Question 1a: How available are the ICT materials to teach e-governance in the public secondary schools in Osun State?

To answer this question, the nine items of e-governance ICT instructional materials recommended by NERDC in Government curriculum were used as the standard. Schools with 10 items of each recommended item were considered adequate in quantities while those schools that had below 10 items of each recommended item were considered inadequate in quantities. The results were analyzed in table 1.

Table 1: Availability of ICT Materials to Teach E-governance in Public Secondary Schools

S/N	ICT Items	Schools Where Adequately Available Freq (%)	Schools Where Not Adequately Available Freq (%)
1	Mouse	60 (100%)	0(0.0%)
2	Computer&Monitor	60 (100%)	0(0.0%)
3	Trackballs	0(00%)	60 (100%)
4	Keyboards	60 (100%)	0(0.0%)
5	Touchpads	1(1.67%)	59 (98.33%)
6	Lightpens	1 (1.67%)	59 (98.33%)
7	Microphone	2 (3.33%)	58 (96.67%)
8	Network	2 (3.33%)	58 (96.67%)
9	Printers	0 (00%)	60 (100%)
	Average	20.67(34.44%)	39.33 (65.56%)

The data collected from the selected 60 public secondary schools through observation showed that ICT materials are not adequately available in the following items: trackballs 0 (00%), touchpads 1 (1.67%), lightpens 1 (1.67%), microphone 2 (3.33%), network 2 (3.33%) and printers 0 (00%) as presented in table 1. While ICT recommended instructional materials are adequately available in studied public schools in the following items: mouse 60 (100%), computer and monitor 60 (100%) and keyboards 60 (100%). The ICT items that are adequately available resulted in the average of 20.67 (34.44%) while ICT items that are not adequately available resulted in the average of 39.33 (65.56%). This showed that ICT recommended instructional materials are not adequately available to teach e-governance concept in public secondary schools in Osun State.

Research Question 1b: How available are ICT materials to teach e-governance in the private secondary schools in the State?

To answer this question, the nine items of e-governance ICT instructional materials recommended by NERDC in secondary school Government curriculum were used as the standard. Schools with 10 items of each recommended item were considered adequate in quantities while those schools that had below 10 items of each recommended item were considered inadequate in quantities. The results were analyzed in table 2.

Table 2: Availability of ICT Materials to Teach E-governance in Private Secondary Schools

S/N	ICT Items	Schools Where Adequately Available Freq(%)	Schools Where Not Adequately Available Freq (%)
1	Mouse	60 (100%)	0(0.0%)
2	Computer&Monitor	60 (100%)	0(0.0%)
3	Trackballs	2 (3.33%)	58 (98.67%)
4	Keyboards	60 (100%)	0(0.0%)
5	Touchpads	4 (6.67%)	56 (93.33%)
6	Lightpens	3 (5.00%)	57 (95.00%)
7	Microphone	3 (5.00%)	57 (95.00%)
8	Network	4 (6.67%)	56 (93.33%)
9	Printers	3(5.00%)	57 (95.00%)
	Average	22.11 (36.85%)	37.89 (63.37%)

The data collected from the selected 60 private secondary schools through observation showed that ICT materials are not adequately available in the following items: trackballs 2 (3.33%), touchpads 4 (6.67%), lightpens 3 (5.00%), microphone 3 (5.00%), network 4 (6.67%) and printers 3 (5.00%) as presented in table 2 (see appendix II). While ICT recommended instructional materials are adequately available in the schools in the following items: mouse 60 (100%), computer and monitor 60 (100%) and keyboards 60 (100%). The ICT items that are adequately available resulted in the average of 22.11 (36.85%) while ICT items that are not adequately available resulted in the average of 37.89 (63.37%). This showed that ICT recommended instructional materials are not adequately available to teach e-governance concept in private secondary schools in Osun State.

Research Question 2a: What is the quality of the available ICT materials used in teaching e-governance in public secondary schools in Osun State?

To answer this question the functionalities of the recommended nine items of e-governance ICT instructional materials were observed. These were rated as not functioning, poorly functioning, moderately functioning and perfectly functioning. Moderately functioning and perfectly functioning were described as good levels of functioning (good quality) while not functioning and poorly functioning were described as bad levels of functioning (bad quality). The data collected from the selected 60 public secondary schools were analyzed in table 3.

Table 3: Quality of ICT Materials in Teaching E-governance in Public Secondary Schools

S/N	Items	No of Sch where Not functioning Freq (%)	No of Sch where Poorly functioning Freq(%)	No of Sch where Moderately functioning Freq (%)	No of Sch where Perfectly functioning Freq (%)
1	Accuracy of the mouse to display hand movement on the screen	12 (20.00%)	20 (33.33)	22 (36.67%)	6 (10.00%)
2	The function and display of information and images on the computer and monitor	12 (20.00%)	18 (30.00%)	25 (41.67%)	5 (8.33%)
3	Accuracy of trackballs to transmit hand movement on the screen	59 (98.33%)	1 (1.67%)	0 (00%)	0 (00%)
4	Accuracy of keyboards to issue commands on the screen	8 (13.33%)	28 (46.67%))	18 (30.00%)	6 (10.00%)
5	Ability of touchpads to transmit hand movements on the screen	57 (95.00%)	2 (3.33%)	1 (1.67%)	0 (0.0)
6	Fastness of lightpens to display handwriting on the screen	60 (100%)	0 (00%)	0 (00%)	0 (00%)
7	Ability of microphones to convert electrical signals to speakers	55 (91.67%)	2 (3.33%)	3 (5.00%)	0 (00%)
8	Accuracy of the network to supply information on the screen	57 (95.00%)	1 (1.67%)	2 (3.33%)	0 (0.0%)
9	Ability of printers to print data onto papers	25 (41.67%)	20 (33.33%)	10 (16.67%)	5 (8.33%)
	Average	38.33 (63.89%)	10.22 (17.04%)	9 (15.00%)	2.44 (4.07%)

From table 3 the observed data revealed 53.33% bad functioning in the accuracy of the mouse, 50% bad functioning and the display of information and images by the computer and monitors, 100% bad functioning of the accuracy of trackballs to transmit hand movements, 60% bad functioning of the accuracy of keyboards to issue command, 98.33% bad functioning of touch pads to transmit hand movement on the screen, 100% to bad functioning of light pens to display handwriting on the screen, 95% bad functioning of microphones to convert electrical signals into speakers, 96.67% bad functioning of networks to supply information on the screen and 75% bad functioning of the printers to print data on papers. The results showed that 8 items out of 9 items have higher percentages of bad functioning with only ability of monitors to display information has 50% at both bad functioning and good functioning. Then on the average, the results showed that 48.55 (80.93%) have bad quality of ICT Materials to teach e-governance while only 11.44 (19.07%) have good quality of ICT materials to teach e-governance in public secondary schools in Osun.

Research Question 2b: What is the quality of the available ICT materials used in teaching e-governance in private secondary schools in Osun State?

To answer this question the functionalities of the recommended nine items of e-governance ICT instructional materials were observed. These were rated as not functioning, poorly functioning, moderately functioning and perfectly functioning. Moderately functioning and perfectly functioning were described as good levels of functioning (good quality) while not functioning and poorly functioning were described as bad levels of functioning (bad quality). The data collected from the selected 60 private secondary schools were analyzed in table 4.

Table 4: Quality of ICT Materials in Teaching E-governance in Private Secondary Schools

S/N	Items	No of Sch where Not functioning Freq (%)	No of Sch where Poorly functioning Freq(%)	No of Sch where Moderately functioning Freq (%)	No of Sch where Perfectly functioning Freq (%)
1	Accuracy of the mouse to display hand movement on the screen	7 (11.67%)	16 (26.67%)	27 (45.00%)	10 (16.67%)
2	The function and display of information and images on the computer and monitor	7 (11.67%)	26 (43.33%)	26 (43.33%)	12 (20.00%)
3	Accuracy of trackballs to transmit hand movement on the screen	57 (95.00%)	1 (1.67%)	1 (1.67%)	1 (1.67%)
4	Accuracy of keyboards to issue commands on the screen	3 (5.00%)	15 (25.00%)	28 (46.67%)	14 (23.33%)
5	Ability of touchpads to transmit hand movements on the screen	56 (93.33%)	0(0.0%)	2(3.33%)	2 (3.33%)
6	Fastness of lightpens to display handwriting on the screen	58 (96.67%)	1(1.67%)	1(1.67%)	0 (0.0%)
7	Ability of microphones to convert electrical signals to speakers	50 (83.33%)	4 (6.67%)	6 (10.00%)	0(0.0%)
8	Accuracy of the network to supply information on the screen	56 (93.33%)	0 (0.0%)	4 (6.67%)	0(0.0%)
9	Ability of printers to print data onto papers	23 (38.33%)	14 (23.33%)	17 (28.33%)	6 (10.00%)
	Average	35.22 (58.70%)	7.33 (12.22%)	12.44 (20.74%)	5 (8.33%)

Table 4 revealed that 61.67% of the mouse had good functioning of the accuracy, 63.33% of the computer and monitors had good functioning to process information and display images, 96.67% of trackballs had bad functioning of the accuracy to transmit hand movements, 70% of keyboards had good functioning of the accuracy to issue command, 93.33% of touch pads had bad functioning to transmit hand movement on the screen, 98.34% of light pens had bad functioning to display handwriting on the screen, 90% of microphones had bad functioning to convert electrical signals into speakers, 93.33% of networks had bad functioning to supply information on the screen and 61.66% of the printers had bad functioning to print data on papers. The results showed that six items out of nine ICT recommended items had higher percentages of bad functioning. On the average, the results showed that 42.55 (70.92%) had bad quality of ICT materials to teach e-governance while only 17.44 (29.07%) had good quality of ICT materials to teach e-governance in private secondary schools in Osun State.

VI. Discussion of Findings

From the analyses in tables one to four, the study discovered that ICT recommended instructional materials are not adequately available to teach e-governance concept in both public and private secondary schools in Osun State. These results corroborate the findings of Akubue (2010) in his study "Use of Instructional Materials for Teaching Social Studies in Junior Secondary Schools" that there was inadequate availability of instructional materials for teaching in some of Nigeria secondary schools (Nsukka Local Government Area of Enugu State). Also Isamalia (1986), Adewoye (1987) and Famwang (1989) had earlier discovered that teaching materials are significantly lacking in Nigeria schools. The extent at which instructional materials facilitate teaching and learning activities and the attainment of the lesson objectives depends on the adequacy and appropriateness of materials selected (Jiya, 1993). Odia and Omofonmwan (2007) agreed that there is unpleasant under funding of the educational sector in Nigeria which has resulted to shortage of teaching and learning materials. And where funds are not available to provide instructional materials the performance level of students will be very low and objective of the course may not be achievable.

Further more, the results of this study showed that the level of quality of ICT instructional materials in teaching e-governance in the selected public and private secondary schools in Osun state is very low. This confirms the finding of Afolabi and Adeleke (2010) who carried out a research on the Assessment of Resources and Instructional Materials Status in the Teaching of Mathematics in Southwestern Nigeria that the few available mathematical instructional materials for the teaching of Mathematics in the selected schools were of low or bad quality. The results are also in line with the finding of Onyia (2013) that the instructional materials designed and used in secondary schools in Enugu were of no quality, out-dated, cost effective and did not encourage intellectual development of the students. At the international level, the results of this study is similar to what Tety (2016) discovered in his study on "The Role of Instructional Materials in Academic Performance in Community Secondary Schools in Rombo District, Tanzania". Findings of the study showed that many schools in the study area do not use instructional materials with appropriate quality. Mwiria (1995) opined that student's performance is affected by the quality and quantity of the available teaching and learning resources. Quality instructional materials create excellence learning experience and determine quality of education that learners obtain.

VII. Conclusion and Recommendation

In respect of the findings of this study, it was concluded that the teaching of e-governance concept has a serious challenge in actualizing the objectives for which it was introduced because the ICT instruction materials used for it implementation in both public and private secondary schools in Osun State are grossly inadequate in quantity and quality. The study therefore recommends that concerted effort of all the stakeholders in the education sector is needed for the provision of instructional materials for the implementation of e-governance curriculum in the state.

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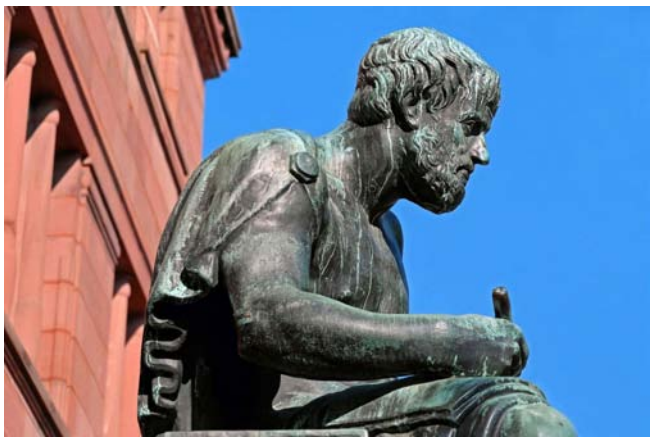

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Although low-quality images are sufficient for review purposes, print publication requires high-quality images to prevent the final product being blurred or fuzzy. Submit (possibly by e-mail) EPS (line art) or TIFF (halftone/ photographs) files only.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

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

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

Tips for writing a good quality Social Science Research Paper

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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Informal Guidelines of Research Paper Writing

Key points to remember:

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

Final points:

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

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

The discussion section:

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

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

General style:

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

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

Mistakes to avoid:

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

Title page:

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

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

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

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

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

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

Approach:

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

Introduction:

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

The following approach can create a valuable beginning:

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

Approach:

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

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

Procedures (methods and materials):

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

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

Materials:

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

Methods:

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

Approach:

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

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

What to keep away from:

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

Results:

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

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

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

Content:

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

What to stay away from:

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

Approach:

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

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

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

Figures and tables:

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

Discussion:

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

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

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

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

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

Approach:

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

Describe generally acknowledged facts and main beliefs in present tense.

The Administration Rules

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

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

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

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

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

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

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

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