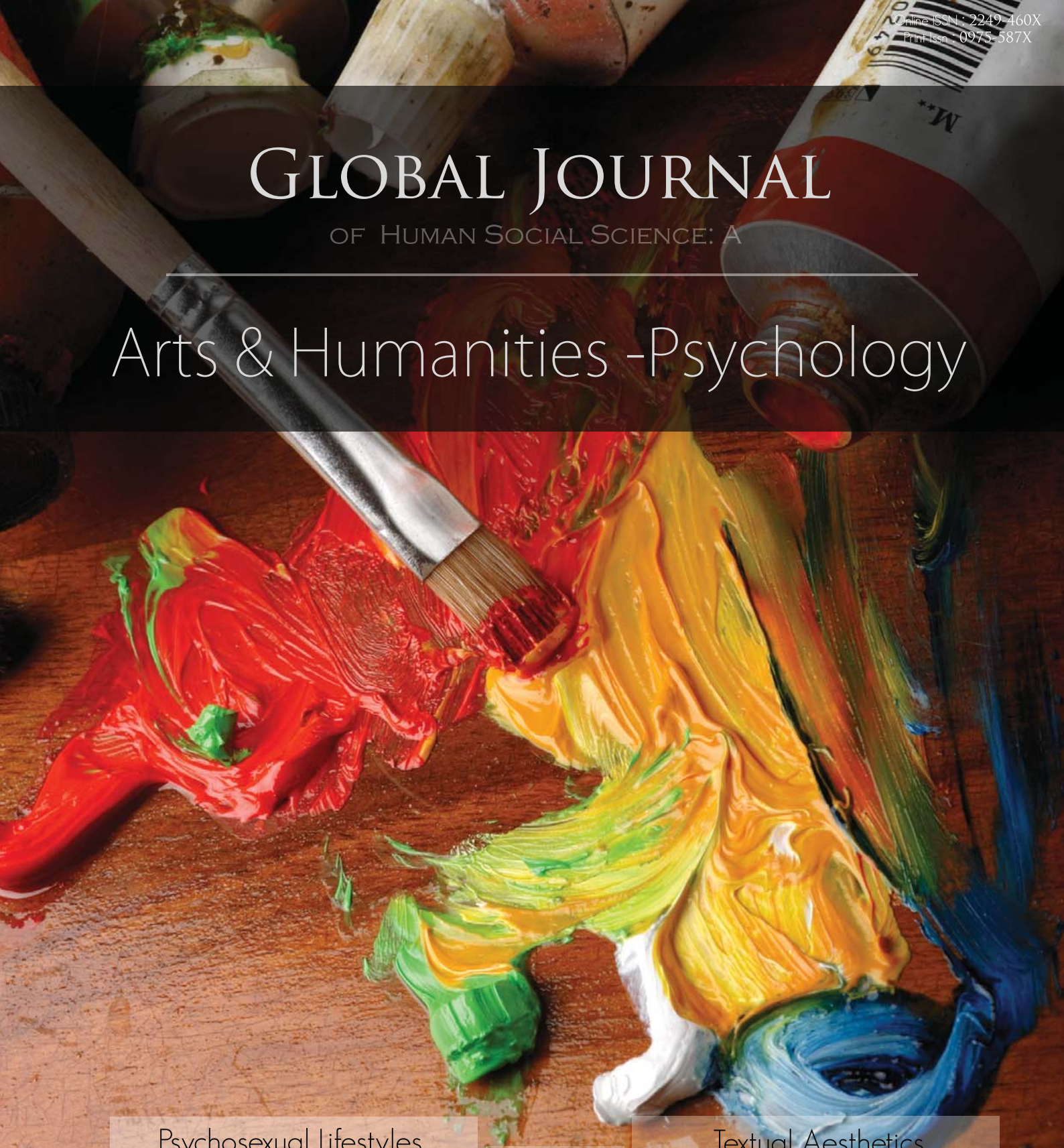
Online ISSN : 2249-460X
Print Issn : 0975-587X

Global Journal

of Human Social Science: A

Arts & Humanities -Psychology



Psychosexual Lifestyles

Psychological Distress

Highlights

Textual Aesthetics

Archimboldo's Experience

Discovering Thoughts, Inventing Future

VOLUME 13 ISSUE 3 VERSION 1.0

© 2001-2013 by Global Journal of Human Social Science, USA

Volume 13 Issue 23 was originally issued as A3

Global Journal of Human Social Science: A
Arts & Humanities Psychology

Volume 13 Issue 23
Originally issued as A3

Global Journal of Human Social Science: A
Arts & Humanities Psychology

Volume 13 Issue 3 (Ver. 1.0)

Open Association of Research Society

© Global Journal of Human Social Sciences. 2013.

All rights reserved.

This is a special issue published in version 1.0 of "Global Journal of Human Social Sciences." By Global Journals Inc.

All articles are open access articles distributed under "Global Journal of Human Social Sciences"

Reading License, which permits restricted use. Entire contents are copyright by of "Global Journal of Human Social Sciences" unless otherwise noted on specific articles.

No part of this publication may be reproduced or transmitted in any form or by any means, electronic or mechanical, including photocopy, recording, or any information storage and retrieval system, without written permission.

The opinions and statements made in this book are those of the authors concerned. Ultraculture has not verified and neither confirms nor denies any of the foregoing and no warranty or fitness is implied.

Engage with the contents herein at your own risk.

The use of this journal, and the terms and conditions for our providing information, is governed by our Disclaimer, Terms and Conditions and Privacy Policy given on our website http://globaljournals.us/terms-and-condition/menu-id-1463/

By referring / using / reading / any type of association / referencing this journal, this signifies and you acknowledge that you have read them and that you accept and will be bound by the terms thereof.

All information, journals, this journal, activities undertaken, materials, services and our website, terms and conditions, privacy policy, and this journal is subject to change anytime without any prior notice.

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

Global Journals Inc.

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

Sponsors: Open Association of Research Society
Open Scientific Standards

Publisher's Headquarters office

Global Journals Inc., Headquarters Corporate Office, Cambridge Office Center, II Canal Park, Floor No. 5th, ***Cambridge (Massachusetts)***, Pin: MA 02141 United States
USA Toll Free: +001-888-839-7392
USA Toll Free Fax: +001-888-839-7392

Offset Typesetting

Open Association of Research Society, Marsh Road, Rainham, Essex, London RM13 8EU United Kingdom.

Packaging & Continental Dispatching

Global Journals, India

Find a correspondence nodal officer near you

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

eContacts

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

Pricing (Including by Air Parcel Charges):

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

Editorial Board Members (HON.)

John A. Hamilton,"Drew" Jr.,
Ph.D., Professor, Management
Computer Science and Software Engineering
Director, Information Assurance Laboratory
Auburn University

Dr. Henry Hexmoor
IEEE senior member since 2004
Ph.D. Computer Science, University at Buffalo
Department of Computer Science
Southern Illinois University at Carbondale

Dr. Osman Balci, Professor
Department of Computer Science
Virginia Tech, Virginia University
Ph.D.and M.S.Syracuse University, Syracuse, New York
M.S. and B.S. Bogazici University, Istanbul, Turkey

Yogita Bajpai
M.Sc. (Computer Science), FICCT
U.S.A.Email:
yogita@computerresearch.org

Dr. T. David A. Forbes
Associate Professor and Range Nutritionist
Ph.D. Edinburgh University - Animal Nutrition
M.S. Aberdeen University - Animal Nutrition
B.A. University of Dublin- Zoology

Dr. Wenying Feng
Professor, Department of Computing & Information Systems
Department of Mathematics
Trent University, Peterborough,
ON Canada K9J 7B8

Dr. Thomas Wischgoll
Computer Science and Engineering,
Wright State University, Dayton, Ohio
B.S., M.S., Ph.D.
(University of Kaiserslautern)

Dr. Abdurrahman Arslanyilmaz
Computer Science & Information Systems Department
Youngstown State University
Ph.D., Texas A&M University
University of Missouri, Columbia
Gazi University, Turkey

Dr. Xiaohong He
Professor of International Business
University of Quinnipiac
BS, Jilin Institute of Technology; MA, MS, PhD,. (University of Texas-Dallas)

Burcin Becerik-Gerber
University of Southern California
Ph.D. in Civil Engineering
DDes from Harvard University
M.S. from University of California, Berkeley & Istanbul University

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

President Editor (HON.)

Dr. George Perry, (Neuroscientist)
Dean and Professor, College of Sciences
Denham Harman Research Award (American Aging Association)
ISI Highly Cited Researcher, Iberoamerican Molecular Biology Organization
AAAS Fellow, Correspondent Member of Spanish Royal Academy of Sciences
University of Texas at San Antonio
Postdoctoral Fellow (Department of Cell Biology)
Baylor College of Medicine
Houston, Texas, United States

Chief Author (HON.)

Dr. R.K. Dixit
M.Sc., Ph.D., FICCT
Chief Author, India
Email: authorind@computerresearch.org

Dean & Editor-in-Chief (HON.)

Vivek Dubey(HON.)
MS (Industrial Engineering),
MS (Mechanical Engineering)
University of Wisconsin, FICCT
Editor-in-Chief, USA
editorusa@computerresearch.org

Sangita Dixit
M.Sc., FICCT
Dean & Chancellor (Asia Pacific)
deanind@computerresearch.org

Suyash Dixit
(B.E., Computer Science Engineering), FICCTT
President, Web Administration and
Development , CEO at IOSRD
COO at GAOR & OSS

Er. Suyog Dixit
(M. Tech), BE (HONS. in CSE), FICCT
SAP Certified Consultant
CEO at IOSRD, GAOR & OSS
Technical Dean, Global Journals Inc. (US)
Website: www.suyogdixit.com
Email:suyog@suyogdixit.com

Pritesh Rajvaidya
(MS) Computer Science Department
California State University
BE (Computer Science), FICCT
Technical Dean, USA
Email: pritesh@computerresearch.org

Luis Galárraga
J!Research Project Leader
Saarbrücken, Germany

Contents of the Volume

i. Copyright Notice
ii. Editorial Board Members
iii. Chief Author and Dean
iv. Table of Contents
v. From the Chief Editor's Desk
vi. Research and Review Papers

1. Self-Reported Psychosexual Lifestyles of University Students in Southwestern Nigeria: Implication for Professional Counseling Practice. *1-9*
2. Textual Aesthetics: A Look at Nigerian Print Media News and Features. *11-20*
3. Analysis of Importance of Psychology Today in Africa. *21-25*
4. Differential Effects of Transportation on Male-Female Psychological Distress in Ilorin, Nigeria. *27-33*
5. Research in Teaching Visual Arts-Archimboldo's Experience. *35-41*

vii. Auxiliary Memberships
viii. Process of Submission of Research Paper
ix. Preferred Author Guidelines
x. Index

Global Journal of human social science
Arts, Humanities & Psychology
Volume 13 Issue 3 Version 1.0 Year 2013
Type: Double Blind Peer Reviewed International Research Journal
Publisher: Global Journals Inc. (USA)
Online ISSN: 2249-460X & Print ISSN: 0975-587X

Self-Reported Psychosexual Lifestyles of University Students in Southwestern Nigeria: Implication for Professional Counseling Practice

By Abiodun. M. Gesinde, Gbadebo. O. Adejumo & Ariyo A Motunrayo
University of Agriculture, Abeokuta, Ota

Abstract - Human sexuality is generally described as the sum total of manner through which people experience and articulate their sexual sensation. Consequent upon the fact that interest in sexual engagement typically increases at puberty considerable research has been conducted on human sexuality among university students. However, most of these studies have their focus on premarital sexual behaviour, knowledge and attitudes towards sex, high risk sexual behaviour, and contraceptive usage with restricted attention on socio-psychological aspects of sexual behaviours. Recent developments in human sexual behaviour make it imperative for us to increase our knowledge base about diverse aspects of human sexuality. On this premise, this paper investigated twelve psychosexual construct of 608 university students in Nigeria as well as established gender differences in their sexual esteem and depression. Descriptive survey design was adopted and Multidimensional Sexuality Questionnaire (MSQ), was used to gather data. One research question and one research hypothesis guided the study. Descriptive statistics analysis indicated that the participants reported higher mean scores for psychosexual constructs of sexual esteem, satisfaction, internal control, consciousness, assertiveness, external control, and motivation respectively and lower mean ratings for sexual depression, monitoring, preoccupation, anxiety, and fear of sex in that order. Further analysis showed that there were no significant differences on sexual esteem and depression of the participants on gender basis. It is recommended among others that counsellors should therefore broaden sexual recovery psychotherapeutic intervention programmes that will further enhance greater or lesser self report as the case may be on university students' psychosexual lifestyles.

Keywords : *self-report, psychosexual, university students, counselling. nigeria.*

GJHSS-A Classification : *FOR Code: 130305*



Strictly as per the compliance and regulations of:

© 2013. Abiodun. M. Gesinde, Gbadebo. O. Adejumo & Ariyo A Motunrayo. This is a research/review paper, distributed under the terms of the Creative Commons Attribution-Noncommercial 3.0 Unported License http://creativecommons.org/licenses/by-nc/3.0/), permitting all non-commercial use, distribution, and reproduction in any medium, provided the original work is properly cited.

Self-Reported Psychosexual Lifestyles of University Students in Southwestern Nigeria: Implication for Professional Counseling Practice

Abiodun. M. Gesinde[α], Gbadebo. O. Adejumo[σ] & Ariyo A Motunrayo [ρ]

Abstract - Human sexuality is generally described as the sum total of manner through which people experience and articulate their sexual sensation. Consequent upon the fact that interest in sexual engagement typically increases at puberty considerable research has been conducted on human sexuality among university students. However, most of these studies have their focus on premarital sexual behaviour, knowledge and attitudes towards sex, high risk sexual behaviour, and contraceptive usage with restricted attention on socio-psychological aspects of sexual behaviours. Recent developments in human sexual behaviour make it imperative for us to increase our knowledge base about diverse aspects of human sexuality. On this premise, this paper investigated twelve psychosexual construct of 608 university students in Nigeria as well as established gender differences in their sexual esteem and depression. Descriptive survey design was adopted and Multidimensional Sexuality Questionnaire (MSQ), was used to gather data. One research question and one research hypothesis guided the study. Descriptive statistics analysis indicated that the participants reported higher mean scores for psychosexual constructs of sexual esteem, satisfaction, internal control, consciousness, assertiveness, external control, and motivation respectively and lower mean ratings for sexual depression, monitoring, preoccupation, anxiety, and fear of sex in that order. Further analysis showed that there were no significant differences on sexual esteem and depression of the participants on gender basis. It is recommended among others that counsellors should therefore broaden sexual recovery psychotherapeutic intervention programmes that will further enhance greater or lesser self report as the case may be on university students' psychosexual lifestyles.

Keywords : self-report, psychosexual, university students, counselling. nigeria.

I. Introduction

Human sexuality is generally described as the sum total of manner via which people experience and articulate their sexual sensation. It is regarded to be part of God created good gift to man from the beginning of the creation (Trujillo & Sgreccia, 1995). It encompasses not only the physiological make-up but also social-cultural, psychological, and spiritual aspects of life.

Author α : Department of Psychology Covenant University, Ota.
E-mail : abigeshontop@gmail.com
Author σ : Department of PsychologyCovenant University, Ota.
Author β : Department of Science and Management University of Agriculture, Abeokuta.

Africa Regional Sexuality Resource Centre contends that human sexuality encompasses sex, gender, identities and roles, sexual orientation, eroticism, pleasure, intimacy and reproduction (Alaba, 2004). The biological aspect of sexuality focuses on basic biological drive and reproductive mechanism while emotional emphasizes the bond that exists between individuals as expressed through profound feelings of love. The socio-cultural aspects of sexuality discusses the historical developments and religious beliefs on sexual pleasure within the marriage and views on avoidance of sexual pleasures (Wikipedia, 2012). It is therefore inapt to view human sexuality as a single entity. Holistic research reports on all these aspects of human sexuality are very germane to understanding and predicting human sexual practices.

Consequent upon the fact that interest in sexual engagement typically increases at puberty and the fact that adolescent period is characterized with lots of sexual escapades considerable number of researches have been conducted on human sexuality among university students majority of whom are adolescents. Adolescents, as reported by Pardun (2001), are becoming more sexually active unlike in the past with some researchers reporting that as many as one in 12 kids have sex before they turn 13. Ziherl & Masten (2010) equally observe that the period of life as student is a period of transition to adult life when students tend to experiment with romantic partnerships as well as gathering knowledge and active experience of sexuality. Psychoanalytic theory of Sigmund Freud explains that the origin of psychosexual development is traceable to availability of libidinal energy in human beings from birth. This is expressed in five psychosexual stages from the activities of the mouth from where it moves to anus and genital organ. Freud argued that development of psychosexual problems would occur in an individual if the process of expressing instinctual libido is faulty.

Discussions about human sexuality are generally shrouded in secrecy and taboo to the point that most health professionals, including doctors, feel uncomfortable to discuss the subject with patients (Calvin, n.d.). According to Greenblatt & Karpas, (1985) as cited in Van Zyl (1987) sex was never discussed and seldom written about until 40 years ago. In Africa context, Echezona-Johnson (2008) points out that sex is

© 2013 Global Journals Inc. (US)

private, strictly for married couples and it is influenced by religion and cultural norms. In western culture, female sexuality is considered to be suppressed by some people (Baumeister & Twenje, 2002). Evidences from research reports have demonstrated that university students have diverse sexual behaviours. For instance, the findings of a descriptive study conducted by Ozkan, Baser, & Gun (2008) among 1,500 students from Erciyes University in Turkey revealed that 51.7% (males) and 10.9% (females) had had a sexual intercourse experience while the average age of first sexual intercourse experience was put at 18.2 ±. A nationwide survey carried out by Papadopoulos, Stamboulides & Triantafillou (2000) among 3,584 students proportionally selected from all the universities in Greece indicated that only 9% of the participants did not report a first kiss or hug.

Similarly, Greatorex & Packer (1989) study among 264 first year undergraduates found that 43.6 % (males) and 40. 7% (females) had had sex with another person three months before the survey. It was also revealed that 63 males reported 79 relationships out of which 23 was described as 'casual' while 45 females reported 61 relationships out of which 15 was labeled 'casual'. Males and females had had casual sex without condom 72 and 37 times respectively and 22 males have experienced someone swallowed their semen while only 11 females reported that they had swallowed semen. In Tanzania, research findings indicated that most university students are involved in risky sexual undertakings which are influenced by sex, age, marital status, and entrance status (Jeckoniah & Mwageni, 2007). The findings of a repeated survey of sexual behaviour of 345 female university students in Sweden by Tyden, Palmqvist, & Larsson (2012) indicated that 99% of the participants had had intercourse, 97% had received oral sex, 94% had given oral sex, and 39% had experience anal sex. The statistics from a survey carried out by Pirie & Worcester (1999) for Adam Institute among 905 students in 10 universities in England, Scotland, and Wales shockingly revealed that almost one in three students claimed to have sex a week and 39% reported that they have sex on regular basis. In Nigeria, Jinadu & Odesanmi (1993) survey study among 256 students revealed that 79% of the participants reported having had sex in the previous 12 months, 4.6% with prostitutes, and 55% with multiple partners. Another study carried out by Omoteso (2006) among 2,106 undergraduates in southwest, Nigeria showed that 54% of the participants had steady boy/girl friends, 63% had had sexual intercourse, and 43% had intercourse with their lovers while 20% had it with just somebody. It was also revealed that 99% frequently engaged in hand holding, 39.5% in kissing, 58% in hugging and 52.5% in caressing.

Involvement in sexual relationships, no doubt, has its consequences. The consequences may come in form of sexual health (enjoyment) or difficulties in diverse areas of human sexuality. Expression of sexual health or difficulties is expected to cover every aspects of human sexuality. Quite a number of such aspects of human sexuality have been identified by sex researchers. Snell, Fisher & Walters (1997) identified 12 aspects of human sexuality where effects of sexual relationships could be established and assessed. These include sexual-esteem (positive regard for one's sexuality); sexual-preoccupation (tendency to think about sex excessively); internal-sexual-control (sexual aspects determined by self); sexual-consciousness (reflection about the nature of one's sexuality); and sexual-motivation (desire to be involved in a sexual relationship). Others are sexual-anxiety (feeling of discomfort about the sexual aspects of one's life); sexual-assertiveness (being assertive about the sexual aspects of one's life); sexual-depression (feelings of sadness about one's sex life); external-sexual-control (sexuality is determined by influences outside of one's personal control); sexual-monitoring (awareness of the public impression which one's sexuality makes on others); fear-of-sex (fear of engaging in sexual relations with others); and sexual-satisfaction (highly satisfied with the sexual aspects of one's life). This categorization clearly points to the fact that sexual relationships could be reported in positive or negative ways. Medicine Plus (2012) observes that sexual difficulties, which may be physical, psychological, or both, may start early in life or after an individual has experienced enjoyable or satisfying sex. Calvin (n.d) supports this assertion when he remarked that sexual impairment can crop up at one or more points of the normal sexual response cycle such as desire, arousal and orgasm levels.

There is the need for self-report on sexual difficulties or enjoyment on gender basis because it is critical in the process of understanding and management of psychosexual functioning. Andersen & Broffitt (1999) and Schrimshaw, Rosario, Meyer-Bahlburg, & Scharf-Matlick, 2006) assert that sex researchers and clinicians relied on participants or clients' verbal reports or self reports questionnaire for the assessment of sexual behaviours. No wonder then that gender differences and similarities in psychosexual functioning of university students have been well documented. In the United States of America, a survey which requested 2,168 university students to rate their physiological and psychological satisfaction with their current sexual lifestyles indicated that close to half of the respondents were satisfied while approximately one third were very satisfied. Further analysis showed that self-esteem (especially among men), sexual frequency, guilt, self comfort, and relationship status were correlates of both physiological and psychological satisfaction (Higgins, Mullinax, Trussell, Davidson, & Moore, 2011).

© 2013 Global Journals Inc. (US)

Apart from sexual satisfaction, there are empirical reports on sexual esteem, depression, preoccupation, self efficacy, and exchange approach to sexuality of university students. Although there are significant studies on sexual esteem on gender basis, Heinrichs (2007) observed that the concept has not been well represented in the literature. This assertion is also applicable to the concept of sexual depression. Specifically, and in relation to this study, there are scanty research reports on psychosexual lifestyles of male and female university students with particular reference to sexual esteem and depression. For instance, Thurman & Silver (1997) sample of 124 undergraduate students (49 males and 75 females) in a study indicated that male students scored higher than female students in sexual preoccupation while those who scored high on the exchange approach to sexuality have lower score ratings for sexual esteem and higher score for sexual depression and sexual preoccupation than those who scored low on exchange. Study on associations between sexual-concept and sexual efficacy among students has indicated that females reported higher sexual esteem and lower sexual self-efficacy than males whereas males reported higher level scores for sexual anxiety and lower levels of resistive self-efficacy than females (Rostosky, Dekhtyar, Cupp, & Anderman, 2008). Another study on association revealed that Goldberg Big 5 measures of neuroticism was positively correlated with sexual anxiety, sexual depression, and sexual motivation when tested among 10,000 students comprising of European- American, African-American, and Hispanic-American by Dorlac & Snell (2007).

II. Statement of the Problem

Sexual health is an integral part of an individual's general health and well-being. A satisfactory sexual life is recognized by Pamoukaghlian (2012) as a significant component of an individual´s overall mental and physical health. Hence, knowledge of psychosexual lifestyles is paramount to the understanding of sexual health status of human beings. Although there are studies on psychosexual functioning of human beings, most of these have their focus on married couples and adults out of the school setting. Previous studies that have their settings in schools were unable to capture most of the aspects of psychosexual functioning or failed to account for gender differences in psychosexual functioning. Rather than concentrating on psychosexual functioning much of the research in school up to now has been on pregnancy rates (Finer & Zolna, 2011); knowledge and attitudes towards sex (Manju & Renuka, 2006; Egbochuku & Ekanem, 2008, Burack, 1999); high risk sexual beaviuor (Katz, Fortenberry, Tu, Harezlak, Orr, 2001) and so on. Of all these studies reviewed so far there is no single study from southwest Nigeria which adequately addresses psychosexual lifestyles of university students. Adegunloye (n.d) attests to this when he remarked that human sexual practices and problems have not been well researched in Nigeria despite the fact that it has been observed that there is high incidence of sexual problems. Recent developments in human sexual behaviour, such as the fact that psychosexual problems affect about 40% of the population (Rolfee & Henderson, 2010), make it imperative to have additional information that would improve current knowledge base on diverse aspects of human sexuality. Besides this, Petersen & Hyde (2011) has pointed out that although sexual behaviours and attitudes are typically believed to be large and differs when it comes to gender, yet events in recent times tend to suggest that some gender differences in sexual behaviour are much smaller than what a common knowledge would suggest. Therefore, the actual gender differences in psychosexual functioning ought to be investigated with a multidimensional instrument since no one factor could single–handedly account for psychosexual relationships in human sexuality.

III. Purpose of the Study

This paper aims at determining the status as well as gender differences in12 aspects of psychosexual life-style of university students in Southwest, Nigeria.

IV. Research Question

To what extent will male and female university students rate 12 specific aspects of their psychosexual relationships?

V. Research Hypothesis

Male and female university students will not significantly differ in their sexual esteem and sexual depression reports.

VI. Methods

The study adopted descriptive survey design. The participants are six hundred and eight (376 males and (232 females) university students randomly selected from three universities in three of the six states in Southwest Nigeria. Snell, Fisher,& Walters (1997) Multidimensional Sexuality Questionnaire (MSQ), an objective self-report measure consisting of 12 different psychological factors (Sexual-esteem, preoccupation, internal-sexual-control, consciousness, motivation, anxiety, assertiveness, depression, external-sexual-control, sexual-monitoring, fear-of-sex, and satisfaction related to sexual relationships was used to gather data. It has 60 items arranged in 5point Likert format of (A) Not at all characteristic of me. (B) = Slightly characteristic of me. (C) = Somewhat characteristic of me. (D) = Moderately characteristic of me and E = Very

© 2013 Global Journals Inc. (US)

characteristic of me. Higher scores corresponded to greater amounts of each tendency measured by the MSQ. One research question and one research hypothesis were posed to guide the study at 0.05alpha level. Descriptive statistics of mean and t-test statistic were employed to analyze the data. The alpha coefficients for each of the subscales, according to Snell, Fisher, & Walters, (1993) were .87, .94, .80, .71, .91, .83, .77, .92, .86, .90, .82, and .90 respectively while the test-retest reliability were .85, .73, .63, .75, .83, .64, .65, .70, .68, .69, .67, and .76. For the purpose of this study, test-retest reliability at interval of two weeks administration showed Pearson Moment Correlation Coefficient of .81, .75, .62, .80, .80, .68, .72, .65, .69, .62, and .78.

VII. Results

Table I presents the analysis of mean rating scores for each of the 12 psychosexual aspects in Multidimensional Sexuality Questionnaire. It is evident from this Table that the participants reported highest mean rating for sexual esteem and lowest rating for sexual depression. The chart below clearly presents the status of each of these psychosexual factors.

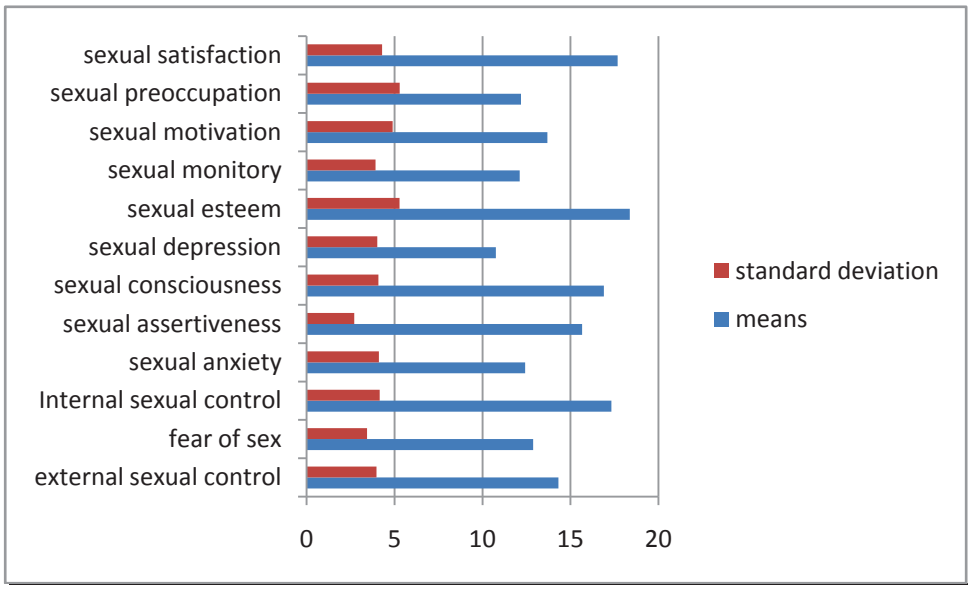


Figure 1 : Chart on psychosexual mean score ratings of participants

Table I : Mean scores rating of psychosexual relationships of participants on gender basis (N = 608)

S/N	Psychosexual Variables	Sex	N	Mean	SD
1	Esteem	Male	376	18.06	5.41
		Female	232	18.86	5.05
2	Preoccupation	Male	376	12.81	5.20
		Female	232	11.17	5.30
3	Internal control	Male	376	16.89	4.39
		Female	232	18.03	3.66
4	Consciousness	Male	376	16.79	4.41
		Female	232	17.07	3.50
5	Motivation	Male	376	13.70	5.13
		Female	232	13.66	4.49

© 2013 Global Journals Inc. (US)

6	Anxiety	Male	376	12.40	3.80
		Female	232	12.45	4.59
7	Assertiveness	Male	376	15.94	2.96
		Female	232	15.21	2.19
8	Depression	Male	376	11.00	4.13
		Female	232	10.38	3.82
9	External control	Male	376	15.36	4.02
		Female	232	12.62	3.25
10	Monitoring	Male	376	12.47	3.81
		Female	232	11.55	4.02
11	Fear of sex	Male	376	12.89	3.89
		Female	232	12.86	2.55
12	Satisfaction	Male	376	17.55	4.52
		Female	232	17.90	3.90

Table I presents the analysis of mean rating scores on gender basis. It is evident from this Table that male participants mean ratings for sexual preoccupation, motivation, assertiveness, depression, external sexual control, monitoring, fear were higher than that of their female counterpart while the female participants have higher mean ratings than males in psychosexual aspects of sexual esteem, internal-sexual control, consciousness, anxiety, and satisfaction. Figure 2 below presents a chart for clarity purpose:

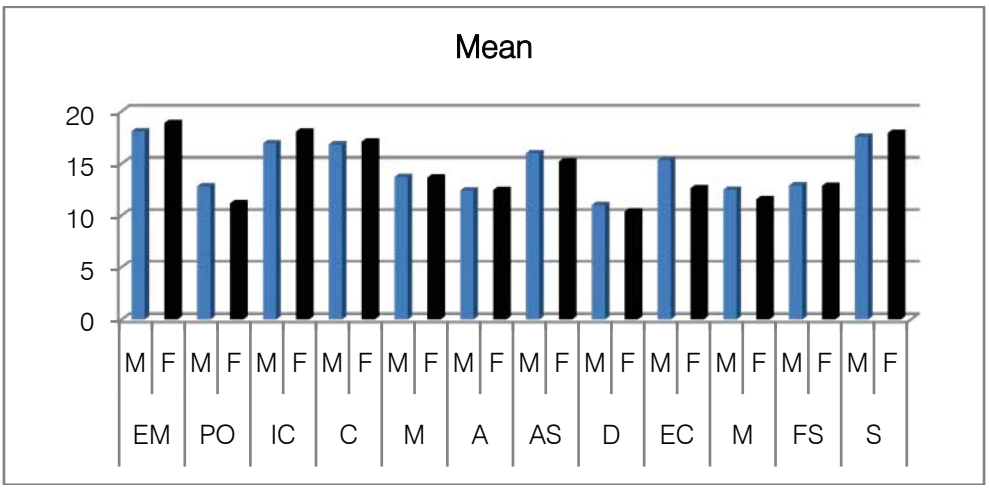


Figure 2 : Chart on mean scores rating of psychosexual relationships on gender basis

Key : EM-sexual esteem; PO- sexual preoc- cupation; IC-internal sexual control; C-consciousness; M-motivation; A-anxiety; AS-assertiveness; D- depression; EC- external control; M-monitoring; FS-fear of sex; S-satisfaction.

© 2013 Global Journals Inc. (US)

Table II : t-test analysis of gender difference in sexual esteem and depression reports of the participants

S/N	Psychosexual Variable	Sex	N	Mean	SD	Df	t.obs	t.cri	Sig	Decision
1	Esteem	Male	376	18.06	5.41	606	-1.81	1.96	.071	NS
		Female	232	18.86	5.05					
2	Depression	Male	376	11.00	4.13	606	1.85	1.96	.065	NS
		Female	232	10.38	3.82					

Table II presents gender difference in sexual esteem and depression reports of the participants. From the Table the t –calculated for sexual esteem (-1.81) and sexual depression (1.85) was lesser than the t-critical value of 1.96. Consequently, the hypothesis which states that there will be no significant difference on sexual esteem and depression reports of the participants on gender basis is upheld.

VIII. Discussion

Psychosexual expressions of human beings are numerous and in diverse dimensions. This study employed multidimensional instrument to assess self-reported psychosexual functioning of university students in southwest, Nigeria. It is evident from the findings that the participants' rating of psychosexual aspects of sexual esteem ($\overline{X}$ =18.37), sexual satisfaction ($\overline{X}$ =17.68), sexual internal control ($\overline{X}$ =17.33),sexual consciousness ($\overline{X}$ =16.89), sexual assertiveness ($\overline{X}$ =15.66), external sexual control ($\overline{X}$ =14.32), and sexual motivation ($\overline{X}$ =13.68) were higher than rating for fear of sex ($\overline{X}$ =12.88), sexual anxiety ($\overline{X}$ =12.42), sexual monitoring ($\overline{X}$ =12.18), sexual preoccupation ($\overline{X}$ =12.12) and sexual depression ($\overline{X}$ =10.76). Sexual esteem, satisfaction, internal control, consciousness, assertiveness, and motivation are positive psychosexual expressions that enable an individual attain a satisfactory heterosexual life-style. Hence, they are expected to be highly rated as an evidence of sexual adjustment. Studies on psychosexual functioning of university students are scanty but available ones, such as Higgins, Mullinax, Trussell, Davidson, & Moore (2011) study confirmed that students were satisfied or very satisfied with their sexual life. The higher rating of external sexual control (($\overline{X}$ =14.32) with these psychosexual aspects of life is not unexpected because it is the belief and practice in African traditional setting that parents and caregivers should exercise control on adolescents' sexual escapades in order not for them to be promiscuous and incur the wrath of God. Thus, adolescents are not allowed to live a care-free sexual life without strict control and restrain from significant others. The lower rating of fear of sex, sexuality anxiety, monitoring, preoccupation and depression may be as a result of moral training received from home, school and religion institutions. The knowledge acquired from the internet and sexuality education exposed to in the school or gotten from peer relationships could also be held accountable for this result.

The mean ratings for the twelve psychosexual aspects were found to be dissimilar for male and female students. Specifically, female undergraduate students unlike their male counterpart rated sexual esteem, internal-sexual control, consciousness, anxiety, and satisfaction higher. On the other hand, they rated preoccupation, motivation, assertiveness, depression, external control, monitoring, and fear of sex lower than their male counterpart. It has been reported that men have been found, generally, to report higher levels of sexual preoccupation, motivation, assertiveness, and external sexual control than their female counterpart while females have reported higher level scores for sexual esteem than males (Snell Rapini, 1989; Wiederman & Allgeier, 1993; Snell, Fisher, Walters, 1997; Thurman & Silver, 1997; Nick, 2008). Although, female participants in this study rated sexual anxiety higher than males, Rostosky, Dekhtyar, Cupp, & Anderman (2008), in the contrary, found that males reported higher level scores for sexual anxiety and lower levels of resistive self-efficacy than females.

The result of the hypothesis indicated that there were no significant differences in the reported psychosexual lifestyles of male and female undergraduates with respect to sexual esteem and depression. Females mean score was higher than that of the males for sexual esteem while it was lower that that of males for sexual depression. Blackwood (2000) proposed that sexuality is constructed in such a way that it has everything to do with the concept of gender. Snell & Papini (1989), in line with this finding, has reported no gender differences on measures of sexual esteem and sexual depression of students. Conversely, Kelly & Erickson (2007) empirical finding indicated that, on gender basis, there were differences in terms of coercion, victimization, gender role identity, and sexual

© 2013 Global Journals Inc. (US)

esteem of undergraduate students. General self-esteem has been reported to be only marginally related to biological gender by Alpert-Gillis & Connell (1989), hence, it is not unexpected when the outcome of this study showed no significant difference on sexual esteem. Similarly, females have reported higher sexual esteem and lower sexual self-efficacy than males (Rostosky, Dekhtyar, Cupp, & Anderman, 2008) while males have reported lower score ratings for sexual esteem and higher score for sexual depression and sexual preoccupation (Thurman & Silver, 1997). Quite a number of biopsychosocial factors have been found to impact on female sexual esteem (Heinrich, 2007) and this might be responsible for higher mean scoring rating with males. Social constructionism strongly recognizes the impact of social experiences in shaping individual's sexual behaviour (Kelly, 2001) just as relational theories give account of factors facilitating or hindering sexual esteem (Heinrichs, 2007). Consequently, it might be propounded that social experiences of males and females have influenced their sexual esteem and depression status. Female undergraduates sexual esteem tends to swell up when there are social support, love, care, gifts from males especially while sexual depression may be the end result for males who have suffered rejection from females. In Africa, females are to be admired, loved and cared for. It is culturally unethical or unafrican for female to seek out for male hand in marriage. Males are expected to seek for females love, consent in marriage, provide for their daily needs, and generally make them happy. When these are available for females their sexual esteem tends to be higher than that of males who are made to provide all these. On the other hand, sexual depression may set in for males when all these efforts yielded no fruitful results.

IX. Implication for Professional Counselling Practice

Sexual health of students in school is essential. As a result there are a number of personnel who are specifically responsible to meet their sexual health needs. One of such personnel is the school counsellor or counselling psychologist. The counsellor has been trained to satisfy socio-personal needs of the students of which their psychosexual functioning is paramount. Specifically, he/she is expected to provide psychosexual counselling which has been found to help people feel better about their sex life (Price, Reynolds, Cohen, 1981). The findings of this research which revealed that the participants were unable to report maximum score for sexual esteem, satisfaction, internal sexual control or report absence of sexual depression, anxiety, sex fear and so on implies that professional counsellors still have a lot of contributions to make in all the aspects of psychosexual functioning of the students. Current psychosexual functioning of the participants, as revealed by this study, in all the twelve dimensions could still be improved upon. Professional counsellors, as a matter of urgency, should ensure that broad range of human psychosexual issues as well as adequate assessment and management techniques are incorporated in the curriculum of counsellors in training so as to be able to adequately addressed psychosexual challenges presented by all categories of clients. It is also imperative for practising counsellors to periodically assess psychosexual lifestyles of clients so as to predict and manage abnormal sexual behaviours. Counsellors should, therefore, broaden sexual recovery psychotherapeutic intervention programmes that will further enhance psychosexual lifestyles of university students.

References Références Referencias

1. Adegunloye, O A. (n.d) Sexual dysfunction: A way out in Nigeria. Retrieved from www.unilorin.edu.ng /publications/adgunloye/.edu.ng/publications/adgunloye/SEXUAL DYSFUNCTION A WAY OUT IN NIGERIA.htm
2. Alaba, O. A. (2004). Understanding sexuality in the Yoruba culture. Retrieved from www.arsrc.org/ downloads /uhsss/alaba.pdf
3. Alpert-Gillis, I.J., & Connell, J.P. (1989). Gender and sex-role influences on children's self- esteem. Journal of Personality, 57 (1), 97-114.
4. Andersen, B. L. & Broffitt, B (1999). Is there a reliable and valid self repots measure of sexual behaviour. Achieves of Sexual Behaviour, 17, (6) 509- 525
5. Baumeister, R.F., & Twenje, J.M. (2002). Cultural suppression of female sexuality. Review of General Psychology, 6 (2), 166-203.
6. Blackwood, E. (2000). Culture and women's sexuality. Journal of Social Issues, 56 (2), 223-238.
7. Burack, R. (1999). Teenage sexual behaviour: attitudes towards and declared sexual activity. British Journal of Family Planning, 24 (4), 145-148.
8. Calvin, F (n.d). Psychosexual disorders. Retrieved http://www.med.nus.edu.sg/pcm/book/25.pdf
9. Dorlac, D.A., & Snell, E. (2007). Personality traits and sexuality among female university students. Retrieved from http://www.kon.org/urc/v6/dorlac.html
10. Echezona-Johnson, E. (2008). Sexual taboos and HIV/AIDS in Africa. Retrieved from http://www.helium .com/items/805050-sexual-taboos-and-hivaids-in-africa
11. Egbochuku, E. O. & Ekanem, E. B. (2008). Attitude of Nigerian Secondary School Adolescents toward sexual practices: Implications for counselling practices. European Journal of Scientific Research, 22(2), 177-183.

© 2013 Global Journals Inc. (US)

12. Greatorex, I. F., & Packer, J. M. (1989). Sexual behaviour in university students: Report of a postal survey. Public Health, 103 (3), 199-203
13. Finer, L. B. & Zolna, M.R. (2011). Unintended pregnancy in the United States: Incidence and disparities, 2006. Contraception, 84(5), 478-485.
14. Heinrichs, K.D. (2007). An investigation into female sexual self- esteem in heterosexual, pre-menopausal women engaged in continuous long term relationship. An unpublished thesis submitted in partial fulfillment of the requirements for the degree of Master of Arts in the Faculty of Graduate Studies, Trinity Western University
15. 15. Higgins, J. A., Mullinax, M., Trussell, J., Davidson, J.K., & Moore, N. B, (2011). Sexual Satisfaction and Sexual health among university students in the United States. American Journal of Public Health, 101(9), 1643-1654.
16. Jinadu, M. K. & Odesanmi, W O. (1993). Adolescent sexual behaviour and condom use in Ile-Ife, Nigeria. Clinical Nursing Research, 2 (1), 111-118.
17. Jeckoniah, J.N., & Mwageni, E. A. (2007). Factors associated with sexual behaviour among public university students in Tanzania. Retrieved from http://uaps2007.princeton.edu/download.aspx?submissionId=70571.
18. Katz, B. P., Fortenberry, J. D., Tu, W., Harezlak, J., & Orr, D (2001). Sexual behavior among adolescent women at high risk for sexually transmitted infections. Sexually Transmitted Diseases, 28(5), 247-251.
19. Kelly, G .F. (2000). Sexuality today: The human perspective (7th ed.).New York: McGraw Hill.
20. Kelly, T.C. (2007). An examination of gender role, sexual self-esteem, sexual coercion and sexual victimization in a university sample. Journal of Social Aggression, 13 (3), 235- 245.
21. Manju, D., & Renuka, V. (2006). Knowledge regarding human sexuality among adolescent girls. Indian Journal of Pediatrics, 73,743.
22. Medicine Plus (2012) Sexual problems overview. http://www.nlm.nih.gov/cgi/medicineplus/medicineplus.html
23. Nick, M. (2008). Gender differences in some aspects of sexuality among Croatian adults. A paper presented at the 8th Alps-Adria Psychology Conference held from 2nd- 4th, Oct. 2008 in Ljubijana, Slovenia.
24. Omoteso, B. A. (2006). Study of the sexual behaviour of university undergraduate students in Southwestern Nigeria. Journal of Social Science, 12 (2), 129-133.
25. Ozkan,T., Baser, M, Gun, I. (2008). Determining Erciyes University students' knowledge about and attitudes toward sexuality. Social Behaviour and personality, 36 (10), 1401-1410.
26. Pamoukaghlian, V. (2012). Your Brain on Sex and Love – Can You Get Satisfaction? Retrieved from http://brainblogger.com/2011/03/01/your-brain-on-sex-and-love-can- you-get- satisfaction/
27. Papadopoulos, N.G., & Stamboulides, P. (2000). The psychosexual development and behaviour of university students: A nationwide survey in Greece. Journal of Psychology and Human Sexuality, 11(4), 234-240.
28. Pardun, C. (2001). Professors study media, adolescent sexual behaviour. Retrieved 15th, January, 2012 from http://www.ibiblio.org/jomc/carolinacommunicator/arcieves/april/2001/adolescents.html
29. Petersen, J. L., & Hyde, J.S. (2011). Gender differences in sexual attitudes and behaviors: a review of meta-analytic results and large datasets. Journal of Sex Res, 48 (2-3), 149-65
30. Pirie, M & Worcester, R. (1999). Our next leaders: Cool & confident Retrieved 10th March, 2011 from http://www.ipsosmori.com/researchpublications/researcharchive/1745/Our-Next- Leaders-Cool-amp-Confident.aspx
31. Rolfe, A., & Henderson, P. (2010). Management of psychosexual problems in primary care. InnovAiT, 3 (3): 128-136.
32. Rostosky, S.S., Dekhtyar, o., Cupp, P.K., & Anderman, E. M. (2008). Sexual self-concept and sexual self-efficacy in adolescents: A possible clue to promoting sexual health? Journal of Research, 45(4):402.
33. Schrimshaw, E. W., Rosario, M., Meyer-Bahlburg, H. F., & Scharf-Matlick, A .A (2006). Test-reliability of self-reported sexual behavior, sexual orientation, and psychosexual milestones among gay, lesbian, and bisexual youths. Achieves of Sexual Behaviour, 35(2): 225–234.
34. Snell, W.E. & Rapini, D.R. (1989). The sexuality Scale: An instrument to measure sexual esteem, sexual depression, sexual preoccupation. The Journal of Sex Research, 26 (2), 256-263.
35. Snell, W. E., Jr., Fisher, T. D., & Walters, A. S. (1997). Multidimensional sexuality questionnaire. Retrieved 12th July, 2011 from http://www4.semo.edu /snell/scales/MSQ.htm
36. Snell, W. E., Jr., Fisher, T. D., & Walters, A. S. (1993). The Multidimensional Sexuality questionnaire: An objective self-report measure of psychological tendencies associated with human sexuality. Annals of Sex Research, 6, 27-55.
37. Thurman, J. M., & Silver, N.C (1997). Sexual esteem, sexual depression, and sexual preoccupation in the exchange approach to sexuality. Perception of Motor Skills, 84 (3), 908-910
38. Trujillo, A. C L., & Sgreccia, E. (1995). Truth and meaning of human sexuality. Retrieved 10th

© 2013 Global Journals Inc. (US)

December, 2011 from http://www.theologyofthebody.net/index.php? option=com_content&task=view&id=70&Itemid=50&limit=1&limitstart=8
39. Tyden, T., Palmqvist., & Larsson, M. (2012). A repeated survey of sexual behavior among female university students in Sweden. Acta Obstetricia et Gynecologica Scandinavica, 91(2), 215-219.
40. Van zyl, J.A. (1987). Sex and infertility. Part 1: Prevalence of psychosexual problems and subjacent factors. Van482 SAMT, 72 (3), 482-484.
41. Wiederman, M. W., & Allgeier, E.R. (1993). The Measurement of Sexual-Esteem: Investigation of Snell and Papini's (1989) Sexuality Scale. Journal of Research in Personality, 27 (1), 88-102.
42. Wikipedia (2012). Sex education. Retrieved from http://en.wikipwdia.org/wiki/sex_education
43. Ziherl, S. & Mastern, R. (2010). Differences in predictors of sexual satisfaction and in sexual satisfaction between female and male university students in Slovenia. Psychiatria Danubina, 23 (3), 425-429.

© 2013 Global Journals Inc. (US)

This page is intentionally left blank

© 2013 Global Journals Inc. (US)

Global Journal of human social science
Arts, Humanities & Psychology
Volume 13 Issue 3 Version 1.0 Year 2013
Type: Double Blind Peer Reviewed International Research Journal
Publisher: Global Journals Inc. (USA)
Online ISSN: 2249-460X & Print ISSN: 0975-587X

Textual Aesthetics: A Look at Nigerian Print Media News and Features

By Godspower Udoh & Charles Obot
Arts University of Uyo, Nigeria

Abstract - This article examines aesthetic components of print media news and feature stories and emphasizes on the need for present and upcoming journalists, particularly in Nigeria, to help protect the profession by always considering the aesthetic worth of their stories. This is in view of the fact that with the growing importance of textual component of an average newspaper and magazine, and continuous textual degeneration in most Nigerian newspapers and magazines, not enough research works have been carried out in the area. Of course investigations show that most of the research works on print media aesthetics in the country have been in the area of physical design and layout of newspaper and/or magazine pages, hence the article's emphasis that the aspect of news and feature contents needs commensurate concentration. The article posits that as is the case in electronic media, there are certain seemingly neglected inter-related variables that are by their nature considered as aesthetic fields in the written word (news and features). Accordingly, the work identifies and illuminates certain aesthetic fields that should be recognized, considered and applied by any journalist who, irrespective of the structure or form of his writing, aims at making reading a pleasurably rewarding exercise. A position of this discourse is that a news or feature story that takes cognizance of the interrelated aesthetic fields is a bestseller to any newspaper or magazine outfit or reader.

GJHSS-A Classification : FOR Code: 220301, 890499



Strictly as per the compliance and regulations of:



© 2013. Godspower Udoh & Charles Obot. This is a research/review paper, distributed under the terms of the Creative Commons Attribution-Noncommercial 3.0 Unported License http://creativecommons.org/licenses/by-nc/3.0/), permitting all non-commercial use, distribution, and reproduction in any medium, provided the original work is properly cited.

Textual Aesthetics: A Look at Nigerian Print Media News and Features

Godspower Udoh [α] & Charles Obot [σ]

Abstract - This article examines aesthetic components of print media news and feature stories and emphasizes on the need for present and upcoming journalists, particularly in Nigeria, to help protect the profession by always considering the aesthetic worth of their stories. This is in view of the fact that with the growing importance of textual component of an average newspaper and magazine, and continuous textual degeneration in most Nigerian newspapers and magazines, not enough research works have been carried out in the area. Of course investigations show that most of the research works on print media aesthetics in the country have been in the area of physical design and layout of newspaper and/or magazine pages, hence the article's emphasis that the aspect of news and feature contents needs commensurate concentration. The article posits that as is the case in electronic media, there are certain seemingly neglected inter-related variables that are by their nature considered as aesthetic fields in the written word (news and features). Accordingly, the work identifies and illuminates certain aesthetic fields that should be recognized, considered and applied by any journalist who, irrespective of the structure or form of his writing, aims at making reading a pleasurably rewarding exercise. A position of this discourse is that a news or feature story that takes cognizance of the interrelated aesthetic fields is a bestseller to any newspaper or magazine outfit or reader.

I. Introduction

A visit to newspaper and magazine stands and shops in major cities in West African countries reveals that the launching of new titles is the order of the day. In Nigeria, the titles come in various colours, characters and with different political, economic, social and professional motives. Although this proliferation appears to be posing some dangers to professionalism in media practice, as it promotes mediocrity and quackery, it is an interesting development because it equally promotes competition in and adds colour to the media industry. Besides, it provides research avenues and challenges to scholars and professionals, especially those in the print media industry.

Even though there is no official record stating how many newspapers and magazines are in circulation in Nigeria due to seeming uncontrolled entries, one may not be justified to say that the newspapers and magazines are either too many, enough, or not enough. This is because the number that should be enough for Nigeria's population is not known. According to Udoakah (1996: 163), "if the newspaper market is assessed in terms of sex, age, educational level, economic status, cultural and religious background, interest and values, it could be said that there is still room for more newspapers and magazines in Nigeria".

Udoakah is perhaps of this view because these demographic variables keep changing with time and season. Therefore, neither plethora nor proliferation may be the major problem facing newspaper business in Nigeria today. Of course newspaper or magazine proliferation means adequate information for human beings who, by nature, need it for survival.

One significant issue that should keep worrying media commentators, researchers, scholars, and professionals in the West African sub-region generally and in Nigeria particularly, which of course appears not to have received adequate attention of professionals, researchers and scholars, is the style and form certain newspaper or magazine contents are presented to the reader for such a reader to improve on his present knowledge and awareness level. One of such neglected contents is the textual content. In other words, the issue should be whether the grammatical, lexical and semantic (stylistic) contents of news and feature articles in newspapers and magazines are presented aesthetically - in a style that actually communicates or brings out the intended meaning to the intended reader; or whether such contents add to the already existing lexical, semantic or syntactic confusion in the system. And while style addresses the issue of general message presentation according to rules and conventions of a language, form concentrates on the unit of presentation (news, feature, editorial, etc.).

II. Definitions of Key Terms

Textual Aesthetics : This is concerned with the presentation of the written word (news and features) in newspaper or magazine in such a manner that the reader finds both physical and perceptual pleasure, satisfaction and understanding from such a presentation. A news story is aesthetic if it gives pleasure and satisfaction to the reader.

News : This is a report of happenings or developments in the society as carried on the news pages of

Author α : Department of Communication Arts University of Uyo, P.M.B.1017 Uyo . Akwa Ibom State Nigeria.
E-mail : godspowerudoh24@yahoo.com
Author σ : Department of Communication Arts University of Uyo, P.M.B 1017 Uyo. Akwa Ibom State Nigeria.
E-mail : charlesobot2000@yahoo.com

© 2013 Global Journals Inc. (US)

newspapers or magazines, written in the common journalistic style and structure.

Features : These are continuous writing in newspapers or magazines which are neither straight news nor advertisements, but are based on issues of public importance.

Aesthetic forms : These are the lexical or verbal channels through which stories are presented in a manner that would satisfy the reader of newspapers or magazines. Such channels are news and features.

Print Media : These are newspapers and magazines in their hard copies.

III. Justification of Discourse

In journalism, two broad forms of practice are traditionally identifiable. They are print journalism and electronic journalism. While print journalism is made up of newspapers, magazines, bill boards, and by extension, books, and pamphlets; electronic journalism is made up of radio and television as their major tools. What may appear as the third form is online or internet journalism. Each of these journalism areas may have distinguishing operational qualities and attributes, but they generally correlate in concepts and professional principles. Apart from sharing the traditional functions of informing, educating and entertaining their respective audiences, they convey an appreciable quantity of their messages through text, the written word.

But while both share this principle, they differ in formats and operations. Whereas electronic media news, for instance, appears fleeting and may not give audience an easy access to instantaneous assessment, print media textual presentations afford readers ample opportunity to assess such contents easily. It must be pointed out that newspaper readers usually relax with their copies, take such copies home or to the office, and refer to such copies at will. This is why textual contents of a printed work are usually open to appraisal and criticism. But the question is how often do researchers assess textual contents of newspapers and magazines, and to what extent? We all know that written messages are made of sentences, and that sentences are made of words. There are words, and there are appropriate words. Equally, there are sentences and there are effective sentences. The same principle applies to paragraphs. The concern of this article, therefore, is with the textual presentation of news and feature stories contained in newspapers and magazines in Nigeria.

IV. Textual Aesthetics and Aesthetic Experience

Recent media aesthetic studies appear to be tilted towards non-textual aspects of the concept. Even in television aesthetics, which appears to be one of the most widely researched areas in media aesthetics, greater emphasis has usually been placed on non-textual fields such as lighting, sight, sound, and motion, and general directing and designing (Zettl, 2005; 2009; Nkana, 1996, 2003; and Akpabio, 2011). And in radio production, the basic aesthetic elements of sound and sound effect have usually been emphasized (Akpan, 1987; Akpan and Etuk, 1990). Print media aesthetics has equally suffered from this neglect as research in newspaper and magazine aesthetics has usually been in the general layout, planning and design aspects of print media production. In other words, recent aesthetic studies in newspaper and magazine have usually been focused on traditional design elements of page balance, contrast, dynamics, focus, proportion and so on (Udoh, 2010; Udoakah, 1996; Udoakah and Olise, 2009; Anim, 2003; Nwane ,2011; Batta, 2008).

Textual aesthetics is one area of media aesthetic studies that requires serious concentration, especially in Nigeria where English Language is primarily the second language, and where people who might have failed in their chosen careers tend to fall back on journalism and in the process adulterate the practice. So, textual items in all ramifications take greater space in any average newspaper or magazine professionally packaged anywhere in the world. Rather than publish pictures in most news pages, most newspapers and magazines in Nigeria prefer running most of their stories without relevant photographs. Though this may appear unprofessional, it in this context emphasizes the importance of verbal or textual elements in the print media business.

In the same vein, early newspapers anywhere in the world hardly used pictures to communicate their messages to their respective audiences, thus demonstrating the importance of the written word. The first newspaper to be written in Nigeria for instance, known as Iwe Irohin, edited and published by Henry Townsend, carried scanty photographs, illustrations or pictures in its first and many of its early editions. The newspaper was primarily textual. The only feature that competed with normal texts was headlines, which of course were falling short of comparative aesthetic requirements, perhaps due to the lack-lustre technological level then.

The foregoing demonstrates the importance of texts in both the ancient and the modern media production. To that extent, this article sees textual aesthetics as the style or manner in which certain elements in a written or printed language are arranged to give both satisfaction and pleasure to the reader; the written or printed language being sentences, clauses, phrases, words, letters or the specific semantic unit "through which mass media (aesthetic) forms such as news, features", and ancillary items are communicated, (Udoakah, 2000: 48-49) .

The guiding principle of this discourse is that for any media message to be effectively communicated, the style and form by which it is communicated must be

© 2013 Global Journals Inc. (US)

effective too. For instance, the language or the text through which it is communicated must therefore be structured in such a way that it is not merely understood by the reader, but should importantly arouse particular feelings of the reader. It must, in other words, be structured, written or printed in a communicative language, a language that shares adequate and proper meaning, a language that gives the reader a pleasurable and profitable experience. This is the hallmark of textual aesthetics and textual aesthetic experience.

V. Theoretical Framework

It may be true that most of the things taught in classrooms, are theory-based. In as much as this may be true, it should equally be true that theories, especially the functional ones, drive practice. Nwane, (2011: 4) agrees thus, "some of the things we teach in the classroom look like theory, but some of my students know I always say there is nothing as practical as a good theory". Successful applications are therefore based on good theories.

Two theories, namely agenda setting theory, and pleasure theory appear to be adequate to explain communication generally and textual aesthetics in particular. The two theories address the role of the source who decides the aesthetic worth of newspaper content, for instance. The two theories are equally apt because while the former is drawn from the general media perspective, the latter is a theory of aesthetics.

The basic assumption of agenda setting theory is that the mass media have an obligation to set agenda for the people and the people usually respect and follow such an agenda. To Severin and Tankard Jnr (1979: 253), agenda setting "is the capability of the mass media to select and emphasize certain issues and thereby cause those issues to be perceived as important by the public". This means in essence that if members of the public must benefit from the mass media messages, which could either be textual, graphic or pictorial, they must first be exposed to them in an effective manner, hence the need for aesthetic consideration by media professionals. It is not enough for the media to set agenda; such agenda must be set in a manner that hits the audience at the midriff and yanks him by the hair of his head, even when the agenda content or story in question does not carry any form of sensationalism. It, in other words, must command the audience's serious attention and arouse his interest almost immediately such an audience is exposed to the message. And as it affects this discourse such agenda (news or feature) should be set in a language, pattern or grammar that immediately communicates to concerned audiences.

Hedonism, otherwise known as the Pleasure Theory, treats the aesthetic as something, object or situation that is capable of producing an outstanding feeling of pleasure or satisfaction. The pleasure itself is artistically created and satisfaction aesthetically experienced. In relation to textual aesthetics, it can be said that for a particular news story to be effectively assimilated, it must contain some acceptable aesthetic features. It must be well written and structured to bring out the needed reading pleasure or satisfaction. It therefore stands to reason that those entrusted with the production of "media meal" must prepare and present it in such a style that wets the appetite of the media consumer.

VI. Aesthetic Fields in News and Features

Udoh (2010) and Johnson (2004) believe that aesthetics lends itself to many subject areas and scholars in those areas. According to them, this significantly depends on the depth of knowledge of the scholar or researcher in the affected areas about the subject matter of aesthetics. Udoh and Johnson explain further that in many cases, what is interpreted as an aesthetic element or field of an area of study clearly arises from the operational mechanics of the area, subject matter or discipline under consideration. In other words, what constitutes an aesthetic element in Theatre Arts is so-called because of the workability and relativity of the items of aesthetics chosen.

With this understanding, this article now attempts to highlight and discuss textual aesthetic fields and their elements in print journalism news and feature stories with the major aim of bringing out a correlation between those elements and the operational definition adopted. Issues raised in the working definition therefore provide the categories for the explanation of the aesthetic fields. These fields can be effectively integrated in the news writing if the writer writes about what he knows, as a requirement for this kind of writing is that the writer must importantly consider the reader's interest as paramount. Since the essence of writing basically is communication, the writer should begin with that which is familiar or which he thinks is familiar to him and his readers. He should equally use concrete examples to illustrate his supposition, and respect the reader's point of view. The seemingly interrelated fields in textual aesthetics which should be taken into consideration in news and feature story writing are now to be discussed.

VII. Coherence/Logic-Related Field

Ordinarily, when two or more elements cohere, they appear to stick together and have inseparable relationship. Sentence is one of the most important parts of writing, especially journalistic writing. The coherence or logicality of a piece of writing begins with the parts that make up each sentence sticking or working together. A sentence that lacks coherence is not

© 2013 Global Journals Inc. (US)

aesthetic. For example, there is an apparent lack of coherence in the following statement: *News writing is a compulsory course for all Mass Communication students but we are not soon to start an I.C.T. programme.* There is no direct relationship between the desirability of making news writing compulsory for all Mass Communication students and not starting an I.C.T. programme soon. The two independent clauses making up the compound sentence do not cohere. The sentence by extension lacks unity and logic which are related fields. Coherence is better noticed within sentences and sometimes clauses. Therefore any section of the journalist's news or feature sentence that stands apart both in terms of violating a sequence, logic and reasoning is not aesthetic and as such should be quickly revised to achieve the desired effect. And that is why any careful writer should ask himself questions bordering on whether what he writes follows a natural or reordered sequence and whether such a sequence makes sense.

VIII. Conciseness-Related Field

Conciseness is another element of good journalistic writing, especially in news writing. News editors or managers have a duty to discourage their writers from the slippery path of verbosity, circumlocution, tautology and needless elaboration. The quality of news or feature writing is never dependent on its length (quantity), except where such is a condition given to the writer. Great writing often comes not only in simple but also in short sentences, thus:

In the beginning, God created the heaven and the earth. And the earth was without form, and void and darkness was upon the face of the deep. And the Spirit of God moved upon the face of the waters. And God said, let there be light, and there was light.

There are no wasted words in the above quoted passage as taken from Holy Bible (King James Version). There is no rambling and obfuscating sentence. Feature and even some news stories may not achieve this poetry, but they must strive for something approaching luminosity and conciseness (Stephens, 2005). As a field, conciseness has a lot in common with simplicity. Many news or feature writers often draw as their models, the highly bombastic and tautological writings of some political heavyweights and other public figures who revel more in the sound than in the substance of what they try to put across to the masses. Even though this is common in personal articles such as newspaper columns meant for specified readers or audiences, it should be discouraged in journalistic writing generally.

"Ozumbaism", a pompous word used more for its sound than for its effect; a high-sounding neologism of a political nature used to delight, surprise and intimidate, made popular by Dr Kingsley Mbadiwe, is an example of or type of verbose writing commonly found in Nigerian newspapers. Being concise or brief calls for a writer's ability to say or write what he wants to write in a concise or precise manner without recourse to such violation as stated above. A point of view that is explicit needs no elaboration. It is the failure to recognize this fact that leads some writers into making unnecessary repetitions. The following statements illustrate aspects of a lack of conciseness:

1) The building formerly housing the National Assembly was utterly and completely razed by fire.
2) The tall and gangling Malian striker was awkward in moves.
3) The professor is a sophistic rhetorician, inebriated with the exuberance of his own verbosity.
4) When the local government chairman searched everywhere, he practically gave up hope of finding his kidnapped wife.

As a note of caution to young writers or writers in the making, "never use a long word or long sentence or long paragraph where a short one will do" (Orwell, 1962: 22)

IX. Synergy/Unity-Related Field

The necessity for synergy and/or unity in media writing is quite obvious. Ideas which are related need be presented in related circumstances, rather than pitched against unrelated ones. Confusion may be averted if the writer is conscious of his reader's possible limitations, but the fact remains that the reader may not necessarily see the issues in the same light with the writer. As an aesthetic field, unity has almost an inseparable relationship with coherence and synergy. While coherence concentrates on sentences and their component parts, and unity exists mainly between sentence and paragraph, synergy addresses the "wholeness" of the whole body of writing; without that the writer may be viewed as lacking in control of thought. Even though Akpan (1987) explains synergy in relation to broadcast programming, the same definition of synergy can be adapted to newspaper news or feature writing. According to Akpan (1987: 71) the application of synergy can be seen in soup preparation where all ingredients (salt, water, oil, fish, crayfish, etc) "blend", for the *soupness* of the preparation to be "experienced".

The following statement lacks unity of ideas: *My son gets a regular measure of discipline in the home and I am nauseated with him.* How does the writer relate his being nauseated to his regular application of disciplinary measures against the child? The sentence lacks unity and even elicits some ambiguity which further complicates issues. A journalistic sentence has unity if segments or units making up the sentence are, by common sense, relevant to one another and can link well with other paragraphs under the same topic or headline.

© 2013 Global Journals Inc. (US)

X. Clarity/Accuracy-Related Field

Generally, no one wishes to be bothered by a foggy piece of writing. Readers of newspapers or magazines are not an exception. Therefore, clarity of expression becomes an important element in news and feature writing. Since a journalist's principal reason for writing is that of communication of ideas, thoughts and feelings with others, it becomes a necessity for all forms of writing to eschew those things that may make their messages obscure to their various audiences. In this regard bombastic, ambiguous statements and equivocations have no place in effective journalistic communication. Most bombastic expressions have meaning which of course may be outside the context of the user. This is not aesthetic.

In most cases, the language used by some news magazine columnists require an average reader to use a dictionary so as to be able to understand what certain words or phrases mean or stand for. It must be pointed out that many readers of *The Guardian* newspaper made similar complaints in the early days of the newspaper – the problem of readability of the paper's feature stories in particular, though the usual excuse was/is that the newspaper is for the elite. The same complaints were recorded when *The Nation* newspaper introduced its back page columns. But it makes sense for a careful writer to be guided by the fact that as a mass medium, the newspaper can be stumbled upon by any reader, who should have a measure of pleasure or enjoyment with the articles therein. Perhaps the issue of clarity is better expressed using the advocacy of a journalist, novelist and essayist, Orwell (1962:151-152): "A scrupulous writer, in every sentence that he writes, will ask himself at least four questions, thus: What am I trying to say? What image or idiom will make it clearer? What words will express it? Is the image fresh enough to have an effect?" And in the opinion of Harold Evans (2000: 17), "a writer should write to ensure that every news word must be understood by the ordinary reader, every sentence must be clear at one glance, and every story must say something about people." Clarity also covers issues or rule of identification and attribution (properly mentioning the name of the source of information used in the story, except where the information is given off record or in confidence). It equally covers the font size used. The more attractive and legible a news font size, the more enjoyable the piece may be.

XI. Simplicity-Related Field

Communication is associated with meaning, if at all it is not meaning itself. And meanings are arrived at when simplicity is the watch word. Meanings are shared when the sender and the receiver of messages or signals enjoy similar fields of orientations or experience. This being the case, the news or feature writer fails in his duty as a communicator if he cannot present his message in such a way that his reader, whoever he might be, understands it firsthand. To ensure proper understanding of any information put across, news or feature writers owe their readers a duty to use symbols that are within the horizon of theirs and that of the reader. Even though simplicity may be relative, it is aesthetically questionable to use symbols that will compel anticipated news or feature story reader, for instance, to consult a dictionary, or thesaurus in order to understand a particular word, phrase, sentence, or paragraph of a journalistic story.

Instead of confusing readers and compounding their textual problems, news writers should seek to use simple words to explain the lead, neck, body and tail of the story. In news writing for instance, the traditional five-Ws and single H, which determines the success of a well written story, should be wrapped in simple straight forward language. Since news is generally written for the masses, the language commonly understood by those masses should be used. Technical words in the news should be explained without necessarily violating the professional news writing rules and format. This should be carefully followed especially in specialized reporting. Scientific reports, which by nature has its own language structure and tone, can be made interesting, attractive, and rewarding to a lay-reader when the reporter takes pains and time to explain such technical or scientific words or symbols, if he must be understood.

A Nobel Prize winner, Schumacher, wrote a book, entitled, Small Is Beautiful, and it became such a big success that it earned him accolades the world over. Its practical philosophy is expounded in the need for Third World countries to start small economic projects before going into gigantic ones. From this, one acknowledges the need for the news or feature writer to write relatively simply, because "simple is beautiful".

Simplicity, it must be restated, is the quality of a knowledgeable writer. Journalists should be knowledgeable writers. Importantly too, there is a need to differentiate between being simple and being simplistic. While the former is an enduring quality, the latter is a condemnable style. Failure to abide by this principle leads to the charge of being pompous and obscure. According to Wilson (2000) an aspect of lack of simplicity involves the use of overworked phrases or hackneyed expressions, exaggerations or hyperbole, journalese, officialise, commercialese, dialect, slang and other forms of expression which do not aid the understanding of a piece of writing.

Some examples of foggy sentences as taken from some newspapers in Nigeria are the following:

1) Barrack Obama is well known throughout the universe.
2) The come-backing Super Eagles defender, Joseph Yobo, played his heart out in the last Nations Cup.

© 2013 Global Journals Inc. (US)

Again, the quality of a piece of journalistic or extra-journalistic writing is not determined through its ability to mystify the reader or obfuscate the meaning of the message. History of course always remembers writers whose works were simple, clear, coherent, concise and united in thought and expression. Such great writers were never known to be poor, but better communicators.

XII. Concreteness/Candidness-Related Field

In news writing it is always better to hit the nail on the head. It is equally aesthetic. It may not be so in most features. But in writing generally, the story teller will usually do better if he uses apt words and expressions that conjure the proper picture in the mind of the reader. Writers write with nouns and verbs mostly because the essence of writing is to tell or say something about a thing, a person or a situation. Writing with concrete nouns and active verbs in most cases helps in achieving concreteness in writing and it is aesthetic. Active voice sentences, rather than passive voice expressions, tend to achieve a higher level of concreteness. Concreteness is closely associated with candidness. The aesthetics of writing may be enhanced if a writer uses words or expressions with some measure of sincerity. By projecting concreteness and candidness, certain words and expressions, on account of their vividness, leave a lasting impression on the reader (Nwane, 2011).

XIII. Consistency/Concentration-Related Field

One major problem faced by most Nigerian writers is the inability or failure to be consistent in word use. The problem becomes more complicated when it comes to spellings of words that are either spelt, recognized or used in different ways by different English speaking countries all over the world. For instance there are so many English words that are differently spelt by the Standard English Language users, which is the British. There are equally other sets of words that are spelt, recognised and used differently by American English writers or speakers. British English (B.E.) and American English (A.E.) are therefore sources of textual confusion when it comes to news and feature writing in newspapers and magazines in Nigeria. This is one of the "cold wars" in communication world.

A journalist or professional writer should be conscious of these varieties of spellings (which usually come as nouns or verbs) as well as the context in which they can be applied. All news organizations have a concept of textual house style; that is the language in which stories should be written. Why? This is because consistency in matters of detail "encourages a reader to concentrate on what his writer is saying" (Hicks and Holmes, 2002:19)

Apart from sticking to the house style adopted by the media Organization for which he is writing, such a writer should importantly realise that most Nigerian writers and readers tend to be more comfortable when words are written in their original forms, that is in Standard English forms or spellings, which is British. This position is clearly supported by (Udoh, 2010) in his work on which of the two broad English spellings that are preferable by average English newspaper readers in Nigeria. According to the result of Udoh's survey, most of the respondents were more comfortable with spelling consistently fashioned after the British. Most of the respondents said they found pleasure in their newspaper reading when they found out that there were no spelling variations in words used in news and feature writing. Of course the Pleasure Theory of aesthetics has it that a work (including textual works) becomes aesthetic if it gives pleasure to the beholder (reader, viewer, etc).

A reason behind preference for consistency in Standard English by Nigerians for instance is that the country was colonised by Britain and of course the word, English, is an adjective form of the proper noun, England, a country forming the southern and largest part of the United Kingdom. This does not however mean that American form of English or its spelling pattern cannot be adopted by Nigerian writers, especially those writers who are influenced by Americanised computer sets found everywhere in the country. What matters is consistency in use of words and particularly, spellings.

Consistency in spelling and language where necessary has a lot of correlation with an already discussed aesthetic field, which is unity. A piece of journalistic writing that is consistent in spelling is a united whole and is more easily understood by readers, most of whom might not be exposed to the reasons for these differential spellings. It must of course be pointed out that in most mass communicated messages, the writers or senders of signals may not be at the reading point to explain certain things or any variations in spellings to the readers or audiences. In fact this is one of the reasons why issues of clarity and simplicity are always stressed when it comes to news and related journalistic writings. Of course consistency also correlates with clarity and simplicity because an inconsistent piece of prose can be unclear and what is unclear can be difficult to comprehend.

The following are some of the English words that have different spellings and are capable of encouraging inconsistency in written communication; they are arranged first in their British versions; and latter in their American versions of spelling:

1) British: favour, colour, neighbour, harbour, labour, practice, programme, realize, emphasize, centre, fulfilment, kilometre, etc.

© 2013 Global Journals Inc. (US)

2) American: favor, color, neighbor, harbor, labor, practice (spelt the same way whether as verb or noun) program, realise, emphasise, center, fulfillment, kilometer, etc.

It must be pointed out that most of these words which originally are in noun forms do not significantly change their forms when used as either a verb or an adjective. And one word that is usually used inconsistently by writers is the word, practice, which American English accepts both as a noun and as a verb; whereas to a Standard user, *practice* is a noun, *practise* is a verb. A consistency-minding writer should note this and stick to one form where necessary. A similar rule should apply to language use. News or feature stories are better appreciated if they are written in a particular language. If a writer has a reason to introduce a foreign language somewhere in his script, an aesthetic way of doing that is for such a writer to interpret such a language and ensure flow and consistency with the main language used.

As a field, consistency also covers such other aesthetic issues such as facts, opinions, comments and reasoning. In news writing, care must be taken when presenting facts. This is because most readers tend to enjoy stories whose facts are consistently presented. It is a violation of factual consistency if a straight news writer presents unexplained contradictory facts on an event covered by him. This is because news thrives on facts basically. In the same vein, opinions, comments and analysis, which are free, should be presented in their logical formats. No reasonable feature writer should violate the rule of logical reasoning because of the open nature of feature writing styles. A feature writer must bear in mind that what he writes may be accessed by any reader, who should be able to follow his line of reasoning without much guide. No writer has ever been given an award over inconsistency.

XIV. Correctness/Decency-Related Field

As a field in textual aesthetics, correctness covers areas such as grammar, punctuation or mechanical accuracy and again, facts. A news or feature story is aesthetic or is pro-aesthetic if the writer sticks to the grammar of the language in which it is written. News or feature writing is an intellectual undertaking, which requires the undertaker to have a full grasp of the rules of the language applied. It will be anaesthetic for a writer not to follow, for instance, the first rule of the grammar of English Language which states that a verb agrees with its subject in number. It is equally anaesthetic if a writer regards uncountable nouns as if they were countable.

Below are certain applied uncountable nouns which are often misunderstood and misapplied in newspapers and magazines in Nigeria: (a) The minister of information and communication, Mr Labaran Maku, has given an information that he would soon commence a good governance tour of the country. (b) The President, Dr Goodluck Jonathan, has given an advice against the use of terrorism to settle political scores. It is not in any way aesthetic for a writer to describe or modify an uncountable noun such as information and advice with an indefinite article, an. This is because there is nothing like informations as the plural of information, and advices as the plural of advice in the grammar of English. These and other grammatical flaws are rampant in news and feature pages of some Nigerian newspapers. Poor grammar can repel a reader from a piece of reading material no matter the quality of paper, ink, or font used in printing such a material. This appears to be the trend in news and feature presentations in newspapers and magazines.

Besides paying attention to grammar, writers should also pay attention to minute details in writing. Such details come in the areas of punctuation and spellings. Since we do not in our normal speech habit speak without a break, care must be taken to insert all the relative punctuation marks while writing because they will finally be read. Well punctuated news or feature stories are easy to follow and as such are aesthetic. Also, writers, whatever is their language orientation, should strive to spell words correctly. That is both American and British spellings and registers should be handled according to the rule of the language. It makes for easy reading and pleasurable assimilation.

Apart from this, news or features are always written in nouns, pronouns and such other parts of speech. Nouns in particular have types which include proper nouns. Good writers should be able to recognize proper nouns or descriptions and begin them with capital letters irrespective of their positions in story. They should know generally, when, where and why to begin certain letters of words with capital letters, bearing in the universality of their decision. This is both aesthetic and instructive.

The enormity of power naturally and constitutionally reposed on journalists calls for moderation, because their stock-in-trade, words, is powerful. According to Mustapha and Abdulbaqi (2012: 130 - 131), words have power to make and mar; to build and destroy; to instigate or mitigate; and to cause or solve problems. Writing in the same vein, Johnson (1992) says words can kill and can also enlighten, comfort, uplift and inspire. All these views stress the need for decency in word choice which a journalist should uphold.

XV. Completeness/Wholeness-Related Field

A piece of writing can be clear, concise, coherent, concrete, and logical and correct without

© 2013 Global Journals Inc. (US)

being complete. When a writer is at work, it is important that he uses all the relevant information necessary for expressing his experience. News writers for instance should try as much as possible to write in such a way that all the questions that would bother the reader are answered after all. A way of going about this, especially in news writing, is to build the story round the traditional five Ws and one H of news writing. The same approach may guide a feature writer, depending however on the type of feature. A story appears complete once all the questions surrounding it are fairly answered. Writers should avoid the temptation of allowing their reader to ask: What does he really want to say? Where did it happen? How did it happen? Is this supposed to be the end of the story? It addresses the story sequence, including the traditional introductory, neck, body, tail or conclusion of the story. As an aesthetic field, completeness is the summation of other aesthetic elements earlier discussed under other fields, as it emphasizes on the overall wholeness of the writing or story, be it news or feature.

XVI. Content Analysis Data

This article took a step further to check the level at which Nigerian newspapers adopt the above explained aesthetic categories. Three newspapers were selected based on their frequency and spread. The three newspapers are: Daily Sun, Nation and The Punch of May 20, 2013. The choice of common date was to ensure uniformity and accuracy. These newspapers carry normal news stories on their front and inside pages, and full page features on their back pages in most of their editions. Based on the aesthetic categories discussed above, the aesthetics of the front page news stories and the back page feature stories of a particular edition of the two newspapers were therefore assessed. The front page news stories and the back page features were because these pages are the windows to and mirrors of the selected newspapers. Aesthetic scoring was carried out using a five point scale to bring out the aesthetic categories and their units of analysis as follows: very aesthetically good = 5 points, good = 4 points, fairly good = 3 points, fair = 2 points; and poor aesthetics = 1 point.

The aesthetic performances of the front page news of the Daily Sun, Nation, and The Punch newspapers were assessed, using the nine aesthetic categories, and reconciling them with the structural and stylistic demands and realities of straight news writing. Even though none of the three newspapers scored up to four or five points on the scale used, Daily Sun and Nation scored three points in most of the aesthetic categories, meaning those newspapers are fairly good in their straight news writing aesthetics. This is presented in Table No. 1 below.

Table 1 : Aesthetic Assessment of Front Page News of Three Nigerian Newspapers

Unit of Analysis	Newspapers	Aesthetic Categories								
		Coherence	Conciseness	Synergy	Clarity	Simplicity	Concreteness	Consistency	Correctness	Completeness
Sentence harmony Word economy Paragraph relationship Transparency Complexity reduction Exactness Maintenance of chosen standard Error reduction Wholeness of work	*Daily Sun* May 20, 2013.	2	3	3	3	3	2	2	3	3
	Nation May 20, 2013.	3	3	3	3	3	3	2	2	2
	Punch May 20, 2013.	2	3	3	3	3	2	2	2	2

Similarly, the aesthetic worth of feature stories on the back pages of the three newspapers were analysed. Using the aesthetic categories, it was discovered that Daily Sun and Nation newspapers were average in the presentation of feature stories. Each of them scored three points in most of the aesthetic categories. Table No. 2 below shows the analysis.

© 2013 Global Journals Inc. (US)

Table 2 : Aesthetic Assessment of Back Page Features of three Nigerian Newspapers

Unit of Analysis	Newspapers	Aesthetic Categories								
		Coherence	Conciseness	Synergy	Clarity	Simplicity	Concreteness	Consistency	Correctness	Completeness
Sentence harmony Word economy Paragraph relationship Transparency Complexity reduction Exactness Maintenance of chosen standard Error reduction Wholeness of work	*Daily Sun* May 20, 2013.	2	3	3	3	3	2	2	3	3
	Nation May 20, 2013.	3	3	3	3	3	3	2	2	2
	Punch May 20, 2013.	2	3	3	3	3	2	2	2	2

XVII. Discussions of Findings

The aim of content-analyzing the news and feature contents of the three daily newspapers, in this discourse-based article, was to find out the extent of their compliance with the article's aesthetic, using a particular news day or edition of the selected newspapers. Of course the content analysis gives this work some empirical backing.

The nine aesthetic categories and nine units of analysis which are the practical basis of assessment are clearly identified in each of the two comprehensive tables. For instance, coherence as an aesthetic category has sentence harmony as its unit of analysis, while conciseness has word economy as its unit of analysis. A sentence whose component parts do not sensibly agree, as earlier explained, lack coherence and as such lack aesthetics. The remaining aesthetic categories or fields equally have their clearly defined units of analysis, which are self explanatory.

A careful assessment of the performances of each of the three newspapers in relation to the carefully delineated aesthetic units of analysis and aesthetic categories shows that the newspapers on the average follow the aesthetic rules or prescriptions discussed in this article. None of the three national newspapers scored more than three points on a scale of five points, hence it would not be out of describe them as aesthetically average as far as news and feature articles are concerned. And to be average in aesthetic performance may not be enough to win a newspaper a space in what may be described as comity of aesthetically ranked newspapers in the society. An average performance is not a good performance, even outside the aesthetic domain. In other words, an aesthetically packaged newspaper should strive to be aesthetic in all departments of the assessment, not scoring a high point in one department and scoring zero, thus leaving the reader with the choice of enjoying one aspect and suffering his way through the other. There is hardly any way a reader would feel satisfied after struggling to understand of follow particular news or feature story line as published.

This finding takes us to the underpinning theories of this work. One of the aesthetic theories adopted in this discourse is the Hedonistic or Pleasure theory, which prescribes that an aesthetic object (news or feature story), is that which gives pleasure or satisfaction to the audience or reader, besides commanding the audience's serious and satisfactory attention. The finding explained above clearly contradicts the pleasure theory. This is because of the state of displeasure and lack of satisfaction experienced while assessing the aesthetic worth of the three newspapers. Equally, the agenda setting theory used as another framework has a bearing on the result of the findings. For the newspapers to be said to have set aesthetic agenda for the readers, such agenda should be set in the most coherent, concise, synergistic, unified, concrete, clear and complete textual presentation. But the findings here do not conform to the contextual and aesthetic demands and prescriptions of these two theories. That is why Nigerian newspapers

© 2013 Global Journals Inc. (US)

should sit up aesthetically and realize the fact that for them to be relevant in today's competitive media world they must pay serious attention to textual aesthetics.

XVIII. Conclusion

It has been established that aesthetics is not and should not be centred on design aspect of the newspaper or the print media generally; it should not be concentrated on the pictorial or graphic beauty of the front page; it should not be all about the position of headlines and photographs and mastheads and colour separation. Beaming aesthetic searchlight on the stories themselves – how such stories are written to command the serious attention of the reader, is also of importance. This is one way of striking an aesthetic balance in the print media industry.

However, this discourse, which examined the ways and manner in which a piece of journalistic writing can be handled to create the needed aesthetic effect on the reader, is a timely discourse in view of the level of degeneration suffered by the journalism profession in the hands of invading quacks in West African countries generally and in Nigeria in particular. After taking time to point out aesthetic areas of concern, and accordingly discussing the need to follow the rules of the game, the discourse stresses that words are the tools of a journalist's trade and, in common with any craftsman; he should keep them clean and well-polished, using them appropriately.

Because of its aesthetic tilt, this work sees writing as an art, and advises that, since a piece of writing can drone or it can splutter or it can mumble or it can sing, writers should aim for the singing kind – as the singing writing has life, rhythm, harmony, style – and will never lose a reader. However, a piece of writing is aesthetic and journalistic if it is clear, united, concise, simple, consistent, complete, concrete, correct, and coherent.

References Références Referencias

1. Akpabio, J. (2011). A Perception of NTA News Extra by Residents of Uyo Metropolis. An Unpublished Ph. D. Thesis, University of Uyo, Nigeria.
2. Akpan, E. (1987). Communication and Media Arts: A New Approach to the Basics. Uyo: Modern Business Press Ltd.
3. Akpan, E. D. and Etuk, U. (1990). Aesthetics, Philosophical and Artistic Dimensions. Uyo: Modern Business Press Ltd.
4. Anim, E. (2003). The Aesthetic Value of Newspaper Layout. Journal of University Media and Aesthetics Vol 1 No. 3. 63-75.
5. Batta, H. (2008). Aesthetic Considerations in the Design of Magazine Cover. International Journal of Communication. No. 8. 300 – 312.
6. Evans, H. (2000). Essential English for Journalists, Editors and Writers. London: Pimilico.
7. Hicks, W. and Holmes, T. (2002). Subediting for Journalists. London: Routledge.
8. Johnson, E. (2004). Aesthetics: The Dialectics and Theatrics in Communication. Nigeria: Concept Publications.
9. Johnson, P. (1992). The Media and Truth: Is there a Moral Duty? Conflict: From Theory to Action. Needham Heights, MA: Allyn and Bacon.
10. Mustapha, L. and Abdulbaqi, S. (2012). Nigerian Press and the Niger Delta Agitations. Journal of Media and Aesthetics. Vol.3 N0 2 Pp. 130 – 131.
11. Nkana, N. (1996). An Aesthetic Approach to Television Broadcasting. Journal of University Media and Aesthetics. Vol. 1. No.1. 23 – 24.
12. Nkana, N. (2003). An Analysis of Nigerian Television Authority's Newsline Programme: The Aesthetic and Artistic Dimensions. Unpublished Ph. D. Thesis, University of Uyo. Nigeria.
13. Nwane, B. (2011). Aesthetic Impact on Communication: A Look at Print Journalism in Nigeria. Journal of Media and Aesthetics Vol. 3 No.1. 1 – 4.
14. Orwell, G. (1962). Inside the Whale and other Essays. Harmondsworth: Penguin.
15. Stephens, Mitchel (2005). Broadcast News. USA: Wadsworth.
16. Udoakah, N. (1996). Print Media Aesthetics: A Forgotten Notion in Mass Communication. Journal of University Media and Aesthetics, Vol. 1 No. 2 1: 6 – 10.
17. Udoakah, N. (2000). Aesthetics and Forms in Mass Communication. Journal of University Media and Aesthetics. 1:48-49.
18. Udoakah, N. And Oliseh, F. (2009). Readers Perception of the Aesthetic Elements in Cover Page Designs of Newsmagazines in Nigeria. Journal of Communication and Media Research, 2: 93 – 105.
19. Udoh, G. (2010). Aesthetics as a Factor in Newspaper Selection among Academics in South South Nigeria. An Unpublished Ph. D. Thesis, University of Uyo, Nigeria.
20. Severin, W. and Tankard, J. (2001). Communication Theories, Origin, Methods and Uses in the Mass Media. New York: Longman.
21. Wilson, D. (2000). Introduction to Print Media: Readings in Nigerian Journalism. Ibadan: Stirling Horden Publishers.
22. Zettl, H. (2005). Sight, Sound, Motion: Applied Media Aesthetics. New York: Wadsworth Publishing Company Inc.
23. Zettl, H.(2009). Television Production Handbook. U.S.A: Thompson Wadsworth Publishing Company.

© 2013 Global Journals Inc. (US)

Global Journal of human social science
Arts, Humanities & Psychology
Volume 13 Issue 3 Version 1.0 Year 2013
Type: Double Blind Peer Reviewed International Research Journal
Publisher: Global Journals Inc. (USA)
Online ISSN: 2249-460X & Print ISSN: 0975-587X

Analysis of Importance of Psychology Today in Africa

By Kasomo Daniel
Maseno University Kenya, Kenya

Abstract - This paper examines the contribution of the discipline in Africa. It is argued that psychology has a significant role to play in solving educational, social, psychological, health and other related problems affecting developing countries. Due to problems of urbanization. Modernization and westernization, the need for adequately trained indigenous psychologists who can skillfully analyze and suggest solution has been underscored. The use of proper methodological designs suitable to the African environment will have to be employed in order to avoid the pitfalls heretofore encountered by researchers in the interpretation of results arising from biased techniques. The complexity and diversity of cultures in African countries should enrich the research base for psychological investigations, which should in turn lead to wide-ranging solutions to the ensuring problem. The challenge and role of psychology to development in Africa cannot therefore be gainsaid.

GJHSS-A Classification : FOR Code: 380199, 380100



Strictly as per the compliance and regulations of:

© 2013. Kasomo Daniel. This is a research/review paper, distributed under the terms of the Creative Commons Attribution-Noncommercial 3.0 Unported License http://creativecommons.org/licenses/by-nc/3.0/), permitting all non-commercial use, distribution, and reproduction in any medium, provided the original work is properly cited.

Analysis of Importance of Psychology Today in Africa

Kasomo Daniel

Abstract - This paper examines the contribution of the discipline in Africa. It is argued that psychology has a significant role to play in solving educational, social, psychological, health and other related problems affecting developing countries. Due to problems of urbanization. Modernization and westernization, the need for adequately trained indigenous psychologists who can skillfully analyze and suggest solution has been underscored. The use of proper methodological designs suitable to the African environment will have to be employed in order to avoid the pitfalls heretofore encountered by researchers in the interpretation of results arising from biased techniques. The complexity and diversity of cultures in African countries should enrich the research base for psychological investigations, which should in turn lead to wide-ranging solutions to the ensuring problem. The challenge and role of psychology to development in Africa cannot therefore be gainsaid.

I. Introduction

The development of psychology in many African Universities has dragged, unlike many other disciplines. Some of the possible explanations which underly this condition and which have to a large extent, hindered the development of psychology are cultural factors past colonial education influences, alien concepts and the non-existence of trained native psychologists

Perhaps the need for systematic application of psychology and its principles has not been perceived in Africa, since the traditional set up provided for ways of coping with personal or group problems. There were for instance, elders, "learned men: or wise men" "gifted women" in many communities with the skills, talents and abilities to heal the psychic problems of the sick [1]. Similarly, the educational, counselling and other socialization activities of the community were carried out within the homestead by astute traditional te4achers. Our ancestors used their knowledge to control the environment, knew important facto4s in child rearing, altruism, teamwork as well as dealing with conflict situations.

Thus prior to the advent of western influences, there was hardly any felt need for professional counselors, psychiatrists and psychologists. Today, however, in the rush to acquire western skills, it is possible that the indigenous adaptations to particular situations will be lost or be merely treated as stumbling blocks.

It may be noted here that the former colonial masters did not attempt to train Africans as psychologists. The planners of the colonial universities in most African did not establish independent depart5iments of psychology in either the arts or the sciences. The absence of psychology from many faculties of African universities has effectively prevented more than a very small number of Africans from becoming psychologists. This may be seen from the perspective of colonial; education whose aim was to produce loyal servants and to acculturate native Africans for colonial manipulation.

Since the aid of psychologists was seldom requested there was no foreseeable future for those fee Africans who would be trained in the field of psychology. The word psychology does not even exist in any of our African languages.

The concepts of psychology, its theories and methods as understood by westerners remains alien to the thinking of non-westerners. As such, a lot of hard work is still required to create new terminologies and sell the idea about the critical importance of psychological principles to the educators and policy-makers who are still unaware of the need of such a discipline.

Probably the above state of affairs can be explained by the fact that Africa is involved in endless war against hunger and mass starvation, ignorance, diseases and economic stagnation. Under such circumstances, one might question the need, relevance or even the use of "pure theory" or "luxury-oriented" alien psychology. One may also doubt whether the use of standardized intelligence tests, which are western-oriented, would be of any value in helping a preliterate African. The need for African- oriented psychology, which is based on the needs and problems of the people of African, cannot be overemphasized[2].

II. Justification for Studying Psychology in Africa

In the late nineteenth century, evolutionary theory led many researchers to view non-western people as less developed or less evolved than their European or American observers. This racist anthropology did not take into account the environmental constraints on

Author : Maseno University Kenya, Faculty of Arts and Social Sciences, Department of Religion, Theology and Philosophy.
E-mail : dkasomocounselling@yahoo.com

© 2013 Global Journals Inc. (US)

which thought operates, or the interactive nature of culture and cognition. Such studies imposed an outsider's view rather than fully utilizing the perspective of the particular non-western culture. This led [3] to conclude that "what has been hitherto demeaned as "primitive thinking ' may indeed be quite sophisticated and that the reason such thought has been labeled inferior is that we have no understanding for it".

It can be clearly seen that western writers who wrote about African in psychological terms frequently applied European or cultural prejudices in grossly antagonistic and ethnocentric ways. These foreign psychologists carrying out research in Africa utilised the western frame of reference to analyze African problems. Their work was necessarily handicapped by their philosophical perspectives, by methodological problems, by absence of systematic synthesis and by their alien backgrounds. And since there is lack of adequate research findings by Africans themselves, a biased interpretation of the available literature has ensued [4].

[5] most of the work on psychology in Africa were done primary by ex-colonialists reflecting, " colonially influenced thinking" as a result , one of the blatant weaknesses apparent in these materials, a weakness that still persists, is that too much has been written strictly for communication to other foreigners. This poses a challenge to African psychologists who understand the African environment to conduct research for the benefit of other Africans.

Research by African psychologists may go a long way to show that people from different intellectual skills but that these skills are differentially realized in culturally diverse settings. As such, no one setting should be acclaimed as superior or as producing superior beings. [6] rightly proposes that all human behaviour is adaptive and unless one understands another culture in the manner of the anthropologist, it is not possible to explore the interaction of satiation and psychological process.

Since African is not immune to the social, economic, culture and political turmoil of our time, it is important that the potentialities of Africans should be identified, studied and clarified as they are influencing the world and being influenced by it.

The non- existence of psychology in our educational system means that the special abilities, assets and skills of African remain mysterious, misguided or unknown.

The importance of psychology in an African context will however not be known unless the few African psychologists take up the challenge and demonstrate that psychology can undoubtedly make a contribution to notion- building and to solving the educational and social problems of developing countries. The challenge may take the form of psychological research directed to uncovering the assets of particular cultural environments, which may prove the means to avoid some of the mistakes which are currently posing serious problems in many culturally diverse modern societies.

The main aim of studying psychology in Africa is not only the demonstration of cultural differences, but rather the explanation. As such, the field required dedicated workers wiling to immerse themselves in another cultural or in their own cultures, and painstakingly unravel the effects of situational variables on psychological processes. Perhaps when this is done we may be able to say [7] " I believe that when psychological research in Africa comes of age, it will contribute new ideas and concepts as important to psychology as a whole, as the African fossil evidence has been for the scientific understanding of hominid evolution."

III. The Role of Psychology in Developing Countries

An examination of recent bibliographies of psychological research done in Africa, of international journals, and of international conferences reports show that the overwhelming majority of this research is carried out by North American and European scholars. As such, this research embodies the different perspectives which these expatriates brought to Africa.

The relatively few indigenous psychologists in developing countries are involved in many roles other than research. They are called upon to fill such roles as chairman of departments, academic deans, government consultants, and administrators and often they are virtually the sole teachers of their discipline in their institutions. This allows little time to engage in research. This condition should not, however, be used to justify lack of rigorous involvement in meaningful research.

In posing a challenge to indigenous psychologists in Africa, [8] points out that Psychology has a special role to play in going beyond the other social sciences to uncover the subjective meanings and personal satisfactions derived from their existing cultural patterns by the many rural Africans who are still relatively insulted from the force of social change. If psychologists do not accept this role in the selective conservation of human cultural resources in Africa, I'm not sure who will.African social scientists have t a big task to act as researchers on their own people and on the consequences of force westerns influence, migration, urbanization and modernization[9].

A danger which African psychologists will perhaps be equipped to avoid is one of adopting an absolutist view based on some western culture, with which a particular person might be most familiar[10]. Through their educational experience, family background, tradition and other environmental circumstances, they are in a better position to understand the problems of human development in an

© 2013 Global Journals Inc. (US)

African context. They could use the knowledge developed in the west to deal with the problems which developing countries have imported from the west, as well as helping to avoid some of the mistakes which the expatriate social scientists, for all their efforts and goodwill have made[11].

The aim of psychological research in African should therefore be to come to grips with a developing nation's problem. For example, how do people perceive family planning propaganda? What are the critical environmental factors leading to delinquency, the street children phenomenon or child abuse? What is the psycho gist's role in the HIV/AIDS pandemic?

What then should be the function of psychological research in Africa?

Firstly it should be to deal with practical problems. Developing countries for instance, need to know the kind of leaders they require for public service and how to select them. Thus the need for aptitude testing which is related to work productivity, reduction of training time and vocational guidance. In our multicultural settings, how do we handle issues of prejudice and discrimination or even frustration and aggression?

Secondly, the study of culture per se ins important in understanding the origin and function of customs and beliefs, it has been observed that certain features of African cultures are very important and relevant in conveying meaning. For example, meaning be conveyed by tonal changes in what is aid or by body language. In addition, Africans are adept at harmonizing music and the important of rhythm for them cannot be overemphasised.

Another area of concern for psychologists should be in exploring how much traditional culture still persists when people no longer grow up and live in their traditional societies[12]. How does witchcraft, for example, as part of the traditional cosmology and not a mere superstition, survive the impact of western science and rationalism? Of importance also is the influence of urbanization and the accompanying change of values, particularly in attitudes towards sex, marriage, family life, and the educated working woman.

Looking at the available materials, one sees that unlike other social sciences, psychology has been comparatively late in entering the arena of problems connected with social change and rapid social-economic development, which are so important to the newly independent nations of Africa[13]. Perhaps the potential relevance of a psychological perspective to understanding and handling problems of developing countries has not been as evident as it is today. The need for relevance in education is these countries is one of the major and critical areas where psychology will have a major contribution to make. The need for change in the educational systems and curricula has been felt and expressed by people in government, universities, in learning conferences, seminars, and in the teaching professions. The demand is for relevance in the education of the African child with the content and format which is relevant to African needs. The cry is for education which is functional in terms of the usability of skills and knowledge which is offers within the context of the African setting. To work out how these can be most effectively achieved I believe, is the problem of psychology.

By now it is apparent that psychology, which is developed in and related to the African settings, is necessary for the education of our children and for helping to cope with the social problems of our time. The role of psychology in the training of teachers is immensely important since the attitudes and experiences in many African homes are very different from those that are emphasized in the school setting. The values and language of the school are often not shared by the home, as most parents especially in the rural areas are illiterate. Also the rich experience and the diversified human relationships of African homes are hardly ever related to the teaching and learning process. The child's school experience often belong to an entirely different world from his home experience

Perhaps is a need to avoid wastage in education, for which a large proportion of the total revenue of many counties in Africa is devoted. There's growing realization that these countries need teachers who can bring about desirable change in the curriculum, in the methods of teaching and in the attitudes of children and parents. With the aid of psychological principles, teachers should aim at making the African child able to develop all his potentialities, abilities and skills to the full.

IV. Problems of Psychological Research in Africa

Compared to other disciplines like anthropology, no adequate research has been done in the field of psychological research to the needs and conditions of Africa. For instance it must be realized that the personality and background of the psychological research will be bound up with the question they ask, the way they ask then, as well as the methods they may employ to answer them.

For example:

- How should African " intelligence" and other psychological characteristics be measured?
- What is an African personality?
- What should be given priority in the psychology study of Africans?
- What theoretical framework and rationale should be accepted?
- How relevant and reliable are tests important from overseas for African children?

© 2013 Global Journals Inc. (US)

General research activities about the role of psychology, considering the limitations of the western approach, have been handicapped by questions such as the above, by inadequate theoretical constructs and by lack of proper methodological designs. Methodology is a particularly crucial problem due to several alternatives arising from indigenous philosophies, and hence one cannot hope to use the same western-oriented techniques in Africa for the same results. Similarly, there is a great lack of communication among African psychologists which is probably due to the great distance, isolation, language and cultural differences across Africa. This makes coordination of research activities difficult. In addition, African countries do not have the same problems, and many people are unaware of the great heterogeneity that is present.

In showing the complexity of African countries., [14] points out that:Not only is African a huge continent, it has a huge population and huge problem. Its people are of numerous linguistic groups and diverse ethnic origins./ many differences exist in cultural;, in religions, and diets, in geographical features, in clothing, in gestures, in rituals, in mode of expression, and in psychological motivations there are huge and yawning gaps between the rich and the poor, the rural and the urban, the farmers and the pastoralists, the whites and black and in between , the educated and the uneducated, the literate and the illiterates, the factory workers and the shopkeepers, the male attitudes and the female attitudes, attitudes to children and those to adults, the stay at homes and the abroadians, virtually any kind of differences one can think of, exist.

No doubt researchers may benefit from the existence of such diversity and complexity, but they should be alert and careful not to generalize the interpretation of their findings to the whole population of African. In order to understand Africans, one must be familiar with the foundations of their cultures, history and social economic situations[15].

While we may see the application of psychology as useful for any society, we should not be blind to some of its limitations. Insipte of its importance, psychology by itself cannot be the panacea for all the educational, social human problems that are facing Africa. As suggested by [16] psychologists should focus on relatively limited and specific applied problems. They should also establish close co-operation with policy-makers and professionals in other fields, as they search for support systems needed in the process of adaptation to change and acculturation to western technological demands, with which all developing countries are currently confronted. In this way, the role of psychology will be beneficial and relevant to the conditions of Africa[17].

Psychological research in Africa should be able to find ways and means of helping us in changing the attitudes and behaviour of people[18]. It may not be enough to change one's economic conditions without at the same time changing ones' attitude. Indeed the psychological transformation of the individual prerequisite to effective social and economic changes[19]. The main objectives psychology should therefore be to help fulfill the optimum development of Africans. This could be done if psychology is made relevant to the African reality and provide Africans with behavioural tools to solve their own problems in their own ways[20].

V. Conclusion

It has been noted that psychology can be doubt make some contribution in solving the educational and social problem of developing countries. There is an immediate need and a challenge in African for the development of human resources and consequently psychology should be given priority. The Talents and potentialities of African children should be identified and tapped. Appropriate vocational and educational counselling should be offered in every school at every level of our educational system.

Interest in the area of concepts formation and intellectual development should for instance receive priority because of its major role in the process of adaptation to change and acculturation to western technological demands. The education of teachers require the use of the skills in psychology in order to effectively guide the learning processes of African children, by raking into account the special circumstance of the African environment.

Although many of the developing countries in Africa do not have resources to make major contribution to psychological theory based on research, they can concentrate on more immediate practical question. Such problems may include unemployment, drug abuse, child abuse, alcoholism, HIV/AIDS etc. for which the educational system is often held responsible. Though we may not entirely blame education for these problems, we must look to education for these problems, we must look to educate for a way minimizing the effect of other factors.

We have noted that in concept, theories and methodology psychology in Africa still reflect a western orientation. This is probably because there are far too few indigenous African psychologists, and the few that be, are all western trained with very exceptions. I believe that there is need for African psychologists to go beyond the confines of the western orientation, if they are to respond effectively to the problems that confront our societies. Other wise, psychologists are likely to be seen as somewhat of a luxury by developing countries, if they do not demonstrate their potential as contributors to nation-building and the whole process of national development.

© 2013 Global Journals Inc. (US)

References Références Referencias

1. Adbi, Y.O (1975). " The problem and prospects of psychology in Africa" international journal of psychology,10,227-234.
2. Andor, L.E (1966). Attitudes and abilities of the black man in sub Saharan Africa 1784-1963: an annotated bibliography. Johannesburg; national institute for personnel research .
3. Basher T.A (1967). 'traditional psychotherapy practice in the Sudan" Tran cultural psychiatric research review, 4,158-160.
4. Biesheuvel S (1958). " Objective and methods of African psychological research journal of social psychology 47,161-168.
5. Cryns A (1962). ' African intelligence: a critical survey of cross- cultural intelligence research in south of the sahara" Journal of social psychology 57,283-301
6. Doob LD (1965) " Psychology in the African world' in RA l;ystad (ED) a survey of social research. New York: F.A proegerr.
7. Durojaiye M.O.A (1979). Ethical of cross- cultural; research viewed from third world perspective". International journal of psychology. 14.137-141
8. Evans J.L (1970). Children in Africa; a review of psychological research. New York: Teacher college press.
9. Giel R(1968). "Faith healing and spirit possession in Ghion Ethiopia" Trans cultural psychiatric Research Review 5,64-67.
10. Jahoda G.(1973). 'Psychology and the developing countries; do they need each other?" international social science journal, 25,561-474.
11. Kariuki P.W (1978). Psychology in Africa: the case of developing countries. Seminar paper university of Alberta , Edmonton , Canada, April 5
12. _____ (1983) "Attitudes and action; the problem of child abuse in Kenya" chapter ion human assessment and sultua; factors, s,h Irvine and J.W Berry, (ends) plenum, New York 513-520
13. _____(1995). "Cooperative and competitive behaviour of urban and rural children in kenya' journal of cross-cultural psychology vol26. no. 4,347-383
14. Leiderman PH (1970). ' Some contributions of child development research to African psychiatry" in A.L Roman end proceedings of 2nd pan African psychiatric workshop maurities
15. Lydstad R.A (1965). A survey of social research./ New York R.A Praeger.
16. Omari I.M (1989). Growth and metamorphosis of psychology in Africa. Paper presented at the regional conference o n teaching of psychology and psychological research in eastern and southern Africa Nairobi,Kenya
17. Ombredane A (1958). Speed and accuracy of performance of an African native population and of Belgium children on a paper and pencil perceptual test" journal of social psychology 47,327-337)
18. Price- Williams D (1975). Exploration I cross culture psychology. San Francisco chandler and sharp
19. Wikers R.R (1967). Reading in African psychology from French language source. East lansing African studies centre, Michigan state University
20. Wober, M (1975). Psychology in Africa. London international African institute.

© 2013 Global Journals Inc. (US)

This page is intentionally left blank

© 2013 Global Journals Inc. (US)

Global Journal of human social science
Arts, Humanities & Psychology
Volume 13 Issue 3 Version 1.0 Year 2013
Type: Double Blind Peer Reviewed International Research Journal
Publisher: Global Journals Inc. (USA)
Online ISSN: 2249-460X & Print ISSN: 0975-587X

Differential Effects of Transportation on Male-Female Psychological Distress in Ilorin, Nigeria

By Tanimowo N. Bola & Ibrahim, R. Babatunde
Ladoke Akintola University of Technology Ogbomoso, Nigeria

Abstract - The poor condition of urban transport system in Nigerian cities has now reached a crisis level. Although the situation affects women and men, previous empirical and theoretical discussions most of the time assumed the uniformity of women and men's experience. Transportation Planning and Engineering have been gender neutral. It is against this backdrop that the study examines the differential effects of transportation on the varying psychological wellbeing of male and female in Nigeria using Ilorin as case study. The study uses primary data, which were obtained through a random systematic sampling of 500 households in Ilorin, Nigeria. Variables used for the study include conditions of urban transport activities and psychological distress information. Data collected were analyzed using descriptive and inferential statistics. The results showed unprecedented fear that people have for engaging in transport activities. Feeling sad and level of worrisome people subjected to while using transport facilities is also high. The study also revealed from the regression analysis that transportation have significant effects on the psychological well-being of male and female. These findings shows that urban transport condition constitute major threat to psychological well-being of women and men and the effect is more on the women than of men due to gender differences in the socially prescribed roles. The study recommends among others the need to improve safety on the street. A design of integrated metropolitan transport master plans with a clear vision of train, bus and taxis as well as urban motorcycle and non-motorized transport roles are needed. The study concludes by emphasizing the need to improve the current state of transport infrastructure in the study area.

Keywords : *transportation, gender, psychological distress.*

GJHSS-A Classification : *FOR Code: 380100, 350499*



Strictly as per the compliance and regulations of:

© 2013. Tanimowo N. Bola & Ibrahim, R. Babatunde. This is a research/review paper, distributed under the terms of the Creative Commons Attribution-Noncommercial 3.0 Unported License http://creativecommons.org/licenses/by-nc/3.0/), permitting all non-commercial use, distribution, and reproduction in any medium, provided the original work is properly cited.

Differential Effects of Transportation on Male-Female Psychological Distress in Ilorin, Nigeria

Tanimowo N. Bola [α] & Ibrahim, R. Babatunde [σ]

Abstract - The poor condition of urban transport system in Nigerian cities has now reached a crisis level. Although the situation affects women and men, previous empirical and theoretical discussions most of the time assumed the uniformity of women and men's experience. Transportation Planning and Engineering have been gender neutral. It is against this backdrop that the study examines the differential effects of transportation on the varying psychological well-being of male and female in Nigeria using Ilorin as case study. The study uses primary data, which were obtained through a random systematic sampling of 500 households in Ilorin, Nigeria. Variables used for the study include conditions of urban transport activities and psychological distress information. Data collected were analyzed using descriptive and inferential statistics. The results showed unprecedented fear that people have for engaging in transport activities. Feeling sad and level of worrisome people subjected to while using transport facilities is also high. The study also revealed from the regression analysis that transportation have significant effects on the psychological well-being of male and female. These findings shows that urban transport condition constitute major threat to psychological well-being of women and men and the effect is more on the women than of men due to gender differences in the socially prescribed roles. The study recommends among others the need to improve safety on the street. A design of integrated metropolitan transport master plans with a clear vision of train, bus and taxis as well as urban motorcycle and non-motorized transport roles are needed. The study concludes by emphasizing the need to improve the current state of transport infrastructure in the study area.

Keywords : transportation, gender, psychological distress.

I. Introduction

Over the course of last decade, gender analysis is becoming a major issue in transport sector; as the huge cost of transport externalities to national economies and individual households becomes increasingly apparent. Indeed, transport planners and policy makers all over the world have increasingly recognized the fact that, the differences in travel and activity pattern between men and women are a central and recurring feature in transportation systems all over the world (Peters, 2001).

Authors α σ : Department of Urban and Regional Planning, Faculty of Environmental Sciences, Ladoke Akintola University of Technology Ogbomoso, Nigeria. E-mails : tanimoowo1@yahoo.com, ibrahimrafiu1079@gmail.com

Despite improvement in building women's capabilities, gender gaps in efficient means of travel continue to persist (Oyesiku, and Odufuwa, 2002). This is often reflected in unequal opportunity and capabilities to access and utilize existing means of mobility (Okoko, 2007). Mobility disparities have serious implications on the livelihoods of not only the women, but also their families and the society at large (Odufuwa, 2007; Oyesiku and Odufuwa, 2002). In Sub-Saharan Africa, women have less access to transportation services than their male counterpart (Okoko, 2007; Odufuwa, 2007; Starkey et al., 2002). It should be noted that, the right to own, use and manage private automobiles or vehicle is often limited among Sub- Saharan African women (Odufuwa, 2007; Starkey et al., 2002).

World Health Organization (2000) recently articulated that health concerns related to traffic and transportation have become a worldwide phenomenon and will likely become more of an issue in the future. Findings from other recent studies suggest that stress from transportation may represent an important factor that influences the well-being of urban population (Asiyanbola, 2004; Gee and Takeuchi, 2004).

The focus of this study is to examine gender differential effects of transport on the psychological well-being of women and men in Nigeria using Ilorin as a case study. Although research findings have shown that women's transportation patterns differ from men's, and a significant positive relationship have been found between intra-urban travel and psychological distress (Asiyanbola 2002; 2004), there has not been many empirical study that examined gender differences in the effects of urban transport infrastructure condition and intra-urban travel on the psychological distress of women and men. The present work is an addition to the existing literature and an attempt to make contribution along this line.

II. Aim and Scope of Study

This study aims at examining the differential effects of urban transport on the psychological well-being of male and female in the city of Ilorin, Nigeria. This is with a view to understanding the impact which transport infrastructure has on people psychologically. To achieve this, the operational objective involved is the assessment of transport activities that brought psychological trauma to male and female in the study area.

© 2013 Global Journals Inc. (US)

III. Literature Review

a) Gender and Transport

Although the situation of urban transport system in the Nigerian cities affects women and men, previous empirical and theoretical discussions most of the time assumed the universality of women and men's experience (Seager 1992; Moser 1992; 1993; McDowell 1983; Weisman 1992; Robinson 1998 etc.). Hitherto, every attempt at solving intra-urban mobility problems was made without gender considerations. The assumptions have always been such that the solutions are applicable equally to both men and women. In most cases, pure traditional economic variables, which ignore crucial cultural roles and the salience of the life course, are used to derive some of these solutions (Rosenbloom, 1993). Yet those missing variables are parts of our realities, which of course need to be applied in formulating any transportation policy. The place of gender has been found to be very important in effective policy formulation because man and woman are not equal urban space users and actors (Townsend 1991; Seager, 1992; Moser, 1993; Bowlby et al, 1989; Short, 1996; etc). In Nigeria, women constitute about half of the total population as shown in Table1.

Table1 : Nigerian Population by Gender (2001 – 2006)

Gender	2001 ('000')	2002 ('000')	2003 ('000')	2004 ('000')	2005 ('000')	2006 Population Census figure
Total Female Population	59,519	61,203	62,936	64,716	48,531	68,293,683
Total Male Population	59,282	60,960	62,685	64,459	67,111	71,709,859
Total Population	118,801	122,163	125,620	129,175	133,767	144,003,542

Source : National Population Commission (NPC) & Federal Office of Statistics, Lagos (2008).

Up till the 1970s, women generally, are noticeably absent from the discussion of development theory and practice. They have remained invisible in many analyses of social space. In fact, Robinson (1998) notes that with respect to the human geography techniques and models many of which originated within geography from the pioneering studies in the 1960s, they were applied in research and completely ignored gender. According to him, although there were references to consumers, decision makers and heads of household, there was no attempt to distinguish between the different realities confronting men and women, and the differential power relations associated with gender (Jackson 1990). Gender was largely a taken-for-granted variable and the different nature of women's lives was simply ignored.

Not until recently, studies, mostly in the advanced countries, have sought to uncover women's experience of different places. Such studies according to Robinson (1998: 456) have often thrown into sharp focus the different types of experience of place had by men and women. Some of such recent researches based on sex differentiated data have shown clearly that there is gender differences in spatial experiences and that differences between women and men run through all aspects of urban life: in commuting patterns and transportation use; in patterns of housing and homelessness; in labour force participation and work opportunities and in the use of urban social space (Seager, 1992; Weisman, 1992; etc).

In the developing countries and in Nigeria in particular, studies have shown that there are significant differences between women and men intra-urban travel behaviour (Asiyanbola 1999; 2002; Fadare and Morenikeji, 2001; Oyesiku and Odufuwa, 2002). A study carried out in Abeokuta, Ogun State revealed that women linked-trips to and from work; women make more activity trips weekly than men and women and children depend heavily on public transport for their intra-urban travel (Asiyanbola, 1999). Observation in Ibadan city revealed that work trip distance is shorter for women than for men, women make domestic related non-work trips more than men and walking as well as public transport are crucial in enabling access to various activities centers; and in a household where there is one car, men use the car most (Asiyanbola 2002). In Niger State, Fadare and Morenikeji, (2001) found that among people without means of transport women make more trips than men, but among the group with means of transport men have a higher mean trip rate than women. Also, study by Oyesiku and Odufuwa (2002) on gender perspectives in travel behaviour of motorcycle passengers in Nigerian intermediate cities shows that females frequently use motorcycle mode for short and long distance trips more than males; the use of motorcycle has significant effects on the pattern of dressing of women and that two of every three passengers that have motorcycle accidents are women. Although, recent study have shown significant relationship between intra-urban travel and psychological distress as well as between intra-urban travel stress experience and the household income, educational level, occupation and household size (Asiyanbola, 2004), there is no empirical study that has

© 2013 Global Journals Inc. (US)

examined gender differences in the effects of urban transport infrastructure condition and intra-urban travel on the psychological distress of women and men.

IV. Psychological Distress: Socially Prevailing Phenomenon

Coping and struggling with life's problems is more of a rule than an exception. At any given time, many people are affected by acute and chronic illness, accidents, and by disasters of one sort or another or problems related to crime, delinquency, HIV and AIDS pandemic, drug addiction, and alcoholism (Levine and Perkins, 1997). Marriage, divorce, cohabitation and parenthood present problems of their own, and large numbers of people have serious financial problems especially with the rising rate of inflation.

Furthermore, we are presented with problems of unemployment and people having to adjust to their employment challenges. Over all, a large number of people regularly experience stressful events, which often lead to psychological distress. Today in the developing countries, particularly in Nigeria, stresses being experienced with transportation activities are getting to alarming rate.

Psychological distress according to Lerutla (2000) is the emotional condition that one feels when it is necessary to cope with unsettling, frustrating or harmful situations. Mirowsky and Ross (1989) add that psychological distress is the unpleasant subjective state of depression and anxiety, which has both emotional and physiological manifestation. Chalfant et al, (1990) also define psychological distress as a continuous experience of unhappiness, nervousness, irritability and problematic interpersonal relationships.

The existence of psychological distress has been recognized for thousands of years. For example, the book of Job illustrates a classic case of psychological distress. Job is seen as a profoundly distressed man, he lost interest in things he used to like doing, become hopeless; he became withdrawn, self-blaming, self-depreciating and had sleep disturbances. Kovacs and Beck (1978) states that even 3,900 years old Egyptian manuscript provides a distressingly accurate picture of the sufferer's pessimism, his loss of faith in others, his inability to carry out the everyday tasks of life and his serious consideration of suicide. These historical descriptions are congruent with some of present accounts of the phenomenon of psychological distress. Understanding of psychological distress has been controversial for many years. The major dispute among students of psychological distress has been over the meaning of the concept, and about what actually is meant by the assertion that a person is psychologically distressed (Torkington, 1991).

There are three basic questions, frequently asked in the context of psychology and psychiatry when trying to make sense of behaviour: What kinds of behaviour are judged to be abnormal, whether by professionals or laypersons? What are the various patterns or forms of disturbed behaviour? How can one make sense of the apparently senseless or irrational behaviour of disturbed persons? (Halling and Nill, 1989).

Perhaps questions of this kind appear to be taking pedantic route of rather debating definitions than helping people. But these are important questions that affect who is seen as psychologically distressed as well as how being distressed is interpreted and how treatment is carried out (Phatares, 1988). According to the social control perspective, psychological distress refers to a category that observers uses to classify particular individuals, thus the concept psychological distress is located in observers categories rather than actors' symptoms (Tokington, 1991).

V. Research Methodology

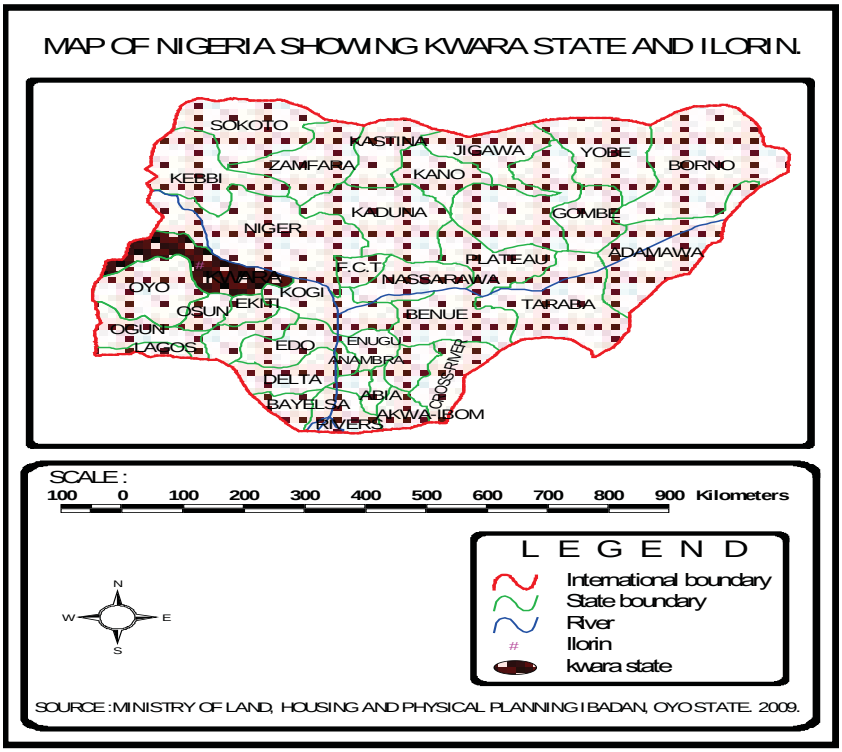
The data needed for the study were generated from field survey. This was achieved with the use of structured questionnaire which was administered in the study area. Some of the variables used are the transport activities that subject people to psychological ordeal. They include traffic congestion, road accidents among others, psychological distress information, which comprises the following variables that reflect various symptoms, were used in the study: Fear of transport activities, Feeling sad with transport situation, Worried with transport condition, Hopeless with persistent poor transport condition.

The Data used in the study were obtained from a cross-sectional survey of households through questionnaire administration. In this household survey, the sampling frame utilized is the total number of estimated households in Ilorin municipal area. The average household size declared for Nigeria in the result of the National Population Commission (NPC) 2006 household survey is 4.48. This was used to divide the 2006 population of each locality as defined by the NPC in the Ilorin municipal area to get an estimate of the number of households.

To make for effective and objective coverage, due to non-availability of the list of all households in each locality in Ilorin, the number of questionnaires administered in each locality was proportional to the total number of estimated households in each locality. Random Systematic Sampling was used in the selection of houses along the streets. The first house was selected by the use of random numbers and all subsequent units in the sample were chosen at uniform intervals of twenty houses. Descriptive and inferential (e.g. Regression) analysis were used to analyze the data collected. This is done with the aid of computer software program known as Statistical Package for the Social Sciences (SPSS).

© 2013 Global Journals Inc. (US)

Figure 1 : Map of Nigeria showing Kwara State and Ilorin



VI. Research Findings

a) *Transportation and Psychological Distress in Ilorin*

Table 1 : Respondents fear of using Public Transport

Reasons for being Afraid		Gender		Total
		Male	Female	
Road Accident	Frequency	135	222	357
	%(Row)	37.8	62.2	100
	%(Column)	68.2	73.5	71.4
Over Speeding	Frequency	46	23	69
	%(Row)	66.7	33.3	100
	%(Column)	23.2	7.6	13.8
Drunkenness of the operators	Frequency	15	35	50
	%(Row)	30.0	70.0	100
	%(Column)	7.6	11.6	10.0
No Response	Frequency	2	22	24
	%(Row)	8.3	91.7	100
	%(Column)	1.0	7.3	4.8
Total	Frequency	198	302	500
	%(Row)	39.6	60.4	100
	%(Column)	100	100	100

$X^2 = 33.346$, df = 3, $P<0.05 = 0.000$

Source : Author's Fieldwork, 2010

Table 2 : Respondents feeling sad with Transport Activities

Reasons for feeling sad		Gender		Total
		Male	Female	
Seeing victims of	Frequency	183	267	450

© 2013 Global Journals Inc. (US)

Road accidents	%(Row)	40.7	59.3	100
	%(Column)	92.4	88.4	90.0
Insensitivity of	Frequency	13	13	26
Traffic law officer	%(Row)	50.0	50.0	100
	%(Column)	6.6	4.3	5.2
Pollution from	Frequency	2	22	24
Transport	%(Row)	8.3	91.7	100
	%(Column)	1.0	7.3	4.8
Total	Frequency	198	302	500
	%(Row)	39.6	60.4	100
	%(Column)	100	100	100

X2 = 11.199, df = 2, P<0.05 = 0.004
Source : Author's Fieldwork, 2010

Table 3 : Respondents Worried with Traffic Situations

Reasons for being Worried		Gender		Total
		Male	Female	
Traffic Congestion	Frequency	187	256	443
	%(Row)	42.2	57.8	100
	%(Column)	94.4	84.8	88.6
Hike in Transport	Frequency	7	14	21
Fares	%(Row)	33.3	66.7	100
	%(Column)	3.5	4.6	4.2
Fuel Scarcity	Frequency	0	4	4
	%(Row)	0.0	100	100
	%(Column)	0.0	1.3	0.8
Bas road users	Frequency	2	6	8
(non-compliance with	%(Row)	25.0	75.0	100
Traffic regulations)	%(Column)	1.0	2.0	1.6
No Response	Frequency	2	22	24
	%(Row)	8.3	91.7	100
	%(Column)	1.0	7.3	4.8
Total	Frequency	198	302	500
	%(Row)	39.6	60.4	100
	%(Column)	100	100	100

X^2 = 14.753, df = 4, P<0.05 = 0.005
Source : Author's Fieldwork, 2010

Table 4 : Effects of Traffic Hold up (Congestion)

Effects of traffic congestion		Gender		Total
		Male	Female	
Late to work	Frequency	106	169	275
	%(Row)	38.5	61.5	100
	%(Column)	53.5	56.0	55.0
Fail to meet	Frequency	51	41	92
Appointments	%(Row)	55.4	44.6	100
	%(Column)	25.8	13.6	18.4
Unable to meet	Frequency	11	52	63
Health emergency	%(Row)	17.5	82.5	100
	%(Column)	5.6	17.2	12.6
City ground to a	Frequency	24	4	28
Halt	%(Row)	85.7	14.3	100
	%(Column)	12.1	1.3	5.6
Economic activities	Frequency	4	14	18

© 2013 Global Journals Inc. (US)

Paralyzed	%(Row)	22.2	77.8	100
	%(Column)	2.0	4.6	3.6
No Response	Frequency	2	22	24
	%(Row)	8.3	91.7	100
	%(Column)	1.0	7.3	4.8
Total	Frequency	198	302	500
	%(Row)	39.6	60.4	100
	%(Column)	100	100	100

X2 = 59.659, df = 5, P<0.05 = 0.000.
Source : Author's Fieldwork, 2010

VII. Discussion of Findings

It is observed in table 1 that Majority of the respondents (71.4%) give prevalent incidence of Road Accident as reasons for being afraid, 13.8% talks about over speeding, while 10% decry drunkenness of the public transport operators.

It is established in the table 2 that people feel sad with transport activities in Ilorin. The highest proportion of respondent (90%) said they feel sad when seeing Victims of Road Accident, while 5.2% frowned at the Insensitivity of Traffic Law Officer. This might be due to the incidence of nepotism that has eaten deep into our fabric in the country. Another 4.8% decries pollution from transport.

In table 3, many reasons were advanced for being worried with traffic situations in the study area. Majority of them (88.6%) sited Traffic Hold up (Congestion) as their reasons, 4.2% give cases of Hike in Transportation Fares, 0.8% adduced worried with lingering Fuel Scarcity, while 1.6% reported Bad Road Users (non compliance with traffic regulations) as their reasons. 4.8% refused to respond.

The effects of Traffic Hold Up (Congestion) is x-rayed in table 4, in which majority of the respondents (55%) said it makes them come to work late, 18.4% decried their being fail to meet appointment, 12.6% said they were unable to meet health emergency. Others (5.6%) said city ground to a halt and 3.6% noted that the economic activities of the city used to be paralyzed as a result of traffic hold up.

a) Gender Socially Prescribed roles, Transportation and Psychological Distress

The variables used for Gender social roles are independent variables and listed below: it is important to note here that they were generated with the aid of cross tabulation of raw data using variable of Gender, Occupation and Locality. Men Generally, Women Generally, Working Men, Working Women, Nursing Mother, Working Nursing Mother The dependent variable is transport activities.

The intention here is that, in as much as we have established that transport activities affect people psychologically, we want to see these effects on each socially prescribed roles and the result is shown in the table below:

Table 5 : Regression Analysis showing effect of urban transport on Psychological distress of male and female

Gender	R	Effect (R^2)	Std Error of The Estimate	F	Sig.
Men Generally	.508	.258	1.14512	16.660	.000
Women Generally	.573	.328	1.08924	23.465	.000
Working Men	.367	.134	1.23656	7.451	.000
Working Women	.534	.285	1.12364	19.156	.000
Nursing Mother	.554	.307	1.10678	21.218	.000
Working & Nursing Women	.585	.343	1.07770	25.004	.000

Source : Author's Computation, 2011.

The effects of urban transport activities on the psychological well-being of different categories of women and men are shown in table 5. The result shows that urban transport activities have significant effects on the psychological well-being of women and men. Generally, the effect is found to be higher for women (R2 = .328) than for men (R2 = .258). However, the effect are found to be more on working/nursing women (R2 = .343) followed by nursing mothers (R2 = .307), and, working women (R2 = .285) compared to the effect on working men (R2 = .134). However, there are significant differences among the categories of respondent as shown in table 5. Accordingly, the significant are at P<0.01 and P<0.05.

The results of gender differences in the effects of urban transport are due to the fact that the responsibility for housework and child caring falls more heavily on women and yet women still engage in productive work activities. In Nigeria, patriarchy structure has been a major feature of the traditional society (Aina 1998). It is a system of social stratification and differentiation on the basis of sex, with clearly defined sex roles (Aina 1998). Traditionally men do not participate in domestic work including child rearing –

© 2013 Global Journals Inc. (US)

such tasks are considered to be the exclusive domain of women. The traditional stereotype in the division of labour within the domestic units is still rampant and women even if employed and regardless of social class still do the greatest share of household and childcare activities (Asiyanbola, 2006a). Grieco and Turner (1997) notes that women's greater domestic responsibilities, coupled with their weaker access to household resources have significant consequences on their transport and travel status. According to them, the lower the income of a household, the more probable it is that women experience greater transport deprivation than men which may take the form of women's journey having multiple purposes and thus generating greater anxiety in the travel context (Grieco and Turner 1997:46-47). In most communities and neighborhoods where basic amenities and infrastructures are in a very deplorable situation, women are forced to make several daily trips e.g. to the water source. This result suggests that policies that reduce the frequency of trips made by women could reduce the psychological distress due to intra-urban transportation of women.

VIII. Policy Issues and Conclusion

The study examines the differential effects of urban transport on the psychological well-being of women and men in Nigeria using Ilorin as a case study. The study show that urban transport constitutes a major threat to psychological well-being of women and men and the effect is more on the psychological well-being of women than of men due to gender differences in the socially prescribed roles. To this end, services which are gender-sensitive would improve the potential of women to enjoy and exercise their full human rights-political, economic, social, civil and cultural; and would contribute to greater equity (O'Connell, 2000).

To achieve this: There is the need for the involvement of women in discussions and decision-making that shapes service delivery. Of course policies to improving the socio-economic status of women should be pursued as this will increase the number of women that could be involved in policy making process. This is because, studies have shown that women and men do not have equal access to, or influence on, decision-making and that socio-economic status of women is an important factor that make women participate more or less in decision-making (Olatubara, 2003; Asiyanbola, 2006b).

In addition, and more importantly there is the need to invest in reducing and redistributing women's workload, as this will enhance women empowerment and facilitates the achievement of the Millennium Development Goal Number 3. Improving safety on the street is very crucial. Routes should connect homes with other activity centers.

References Références Referencias

1. Asiyanbola R.A. (2004) "Les contraintes du voyage intra-urbain dans un pays en cours de development -Nigerie (Intra-urban travel stress in a developing country – Nigeria)" in the CODATU XI International Conference Proceedings on '*Towards More Attractive Urban Transportation*' held at Bucharest, Romania.
2. Asiyanbola R. A. (2006b) "Residential Location decision making and gender in Nigeria" *Geoforum* 37 pp. 1059-1065
3. Asiyanbola R.A. (2007) "Intra-Urban Transportation, Gender and Psychological Distress in Developing Countries: Nigeria". A Paper Presented to the PRIPODE Workshop on *Urban Population, Development and Environmental Dynamics in Developing Countries*. Nairobi, Kenya. Pp. 6 – 13.
4. Fadare S. and Morenikeji W. (2001). Gender-bias in Intra-Urban Trip Pattern in Niger State, Nigeria. *International Journal of Transport Studies*, pp. 73-85.
5. Hanson S, Hanson P (1978). Impact of women employment on Household Travel Patterns. Papers presented at the conference on women's transportation, Washington D.C Sept. 1978.
6. Matalon B (1992). Mobility With regards to Social Groups and Attitudes. Transport and Roads Research Laboratory Reports; 689: 130-151.
7. McDowell, L. (1983) Towards an Understanding of the Gender Division of Urban Space". *Environment and Planning the Society and Space*. Vol. 1: 59-72.
8. Okoko E (2007). Gender and Transport: Women's Proclivity to Minimize Car Use in Akure, Nigeria. Pak. J. Soc. Sci. 4(1): 56-63.
9. Oyesiku O, Odufuwa B (2002). Gender Perspectives in Travel Behaviour of Motorcycle Passengers in Nigeria Intermediate Cities. In CODATU X Conference Proceedings on Urban Mobility for All. Zeitlinger, Netherlands.
10. Peters D (2001). Gender and Transport in Less Developed Countries; A Background Paper in Preparation for CSD-9. London, Paper Commissioned by UNED Forum.
11. Rosenbloom S (1993). Women's Travel Pattern at Various Stages of Their Lives. In Cindi K, Monk J (Eds). *Full Circles: Geograhies of Women Over The Life Course.* London, Routledge. pp. 208-242.

© 2013 Global Journals Inc. (US)

This page is intentionally left blank

© 2013 Global Journals Inc. (US)

Global Journal of human social science
Arts, Humanities & Psychology
Volume 13 Issue 3 Version 1.0 Year 2013
Type: Double Blind Peer Reviewed International Research Journal
Publisher: Global Journals Inc. (USA)
Online ISSN: 2249-460X & Print ISSN: 0975-587X

Research in Teaching Visual Arts-Archimboldo's Experience

By Dr. Maristani Polidori Zamperetti
Universidade Federal de Pelotas, Brazil

Abstract - The paintings of Giuseppe Archimboldo (1527-1593) populate the imaginations of children and adults of all times, allowing the distance from the look of your images, the visualization of new figures, generating curiosity, or even strange. I tried to understand the relationships established between youth identities and their creative expressionsportraits and self portraits - artistic embodied in threedimensional structures, which served as sources of research on teaching. Drew up a proposal for readings and compositions plastic three-dimensional elements of nature or industrially produced, selected and collected by the students of 5th and 6th grades in the subject of Visual Arts, an elementary school in RS, Brazil, in 2007. Producing pictures full of visual sensory appeals to the touch and smell, students recreating elements of everyday life curious figures, exotic and inquisitive, which express their identity forms.

Keywords : *archimboldo; visual arts; image reading;portrait.*

GJHSS-A Classification : *FOR Code: 930299p, 199999*



Strictly as per the compliance and regulations of:

© 2013. Dr. Maristani Polidori Zamperetti. This is a research/review paper, distributed under the terms of the Creative Commons Attribution-Noncommercial 3.0 Unported License http://creativecommons.org/licenses/by-nc/3.0/), permitting all non-commercial use, distribution, and reproduction in any medium, provided the original work is properly cited.

Research in Teaching Visual Arts-Archimboldo's Experience

Dr. Maristani Polidori Zamperetti

Abstract - The paintings of Giuseppe Archimboldo (1527-1593) populate the imaginations of children and adults of all times, allowing the distance from the look of your images, the visualization of new figures, generating curiosity, or even strange. I tried to understand the relationships established between youth identities and their creative expressions-portraits and self portraits - artistic embodied in three-dimensional structures, which served as sources of research on teaching. Drew up a proposal for readings and compositions plastic three-dimensional elements of nature or industrially produced, selected and collected by the students of 5th and 6th grades in the subject of Visual Arts, an elementary school in RS, Brazil, in 2007. Producing pictures full of visual sensory appeals to the touch and smell, students recreating elements of everyday life curious figures, exotic and inquisitive, which express their identity forms.

Keywords : archimboldo; visual arts; image reading; portrait.

I. Introduction

In September 2007 I conducted a survey with teaching experience in a class of 6th grade students. It was developed in the school where I worked as a teacher of Visual Arts in the city of Pelotas, RS, Brazil. I tried to understand the relationships established between youth identities, their creative expressions in the form of pictures - artistic works embodied in three-dimensional constructions. So, I prepared a work plan consisting of observation and analysis of reproductions of pictures of Giuseppe Archimboldo, and subsequent production of readings and / or three-dimensional plastic compositions with elements of nature or industrially produced, selected and collected by the students. The early work coincided with the beginning of spring and tried to combine the observation of the surrounding nature with representations proposed by Archimboldo. The photographs of the buildings and the records of students in the field notebook were used as elements of motivational research and reflection on the work of art as a pledge of curiosity and artistic creation in school.

Long ago that I liked the work of Archimboldo, and have observed that it produces interest and curiosity in students, promoting sync with these visual readers. Therefore, the selection of assumed knowledge and interest in work prior to the onset of labor.

Author : PhD and MS in Education from the Programa de Pós-Graduaçãoem Educação (PPGE / FAE / UFPel). Adjunct Professor at the Centro de Artes of the Universidade Federal de Pelotas, Brazil.
E-mail : maristaniz@hotmail.com

I realize, agreeing with Ferres (1996), that the more the teacher knows the object studied, the greater its ability to question and embrace the interpretations of students. So, too, the student will be able to pick and choose the images and interpret them. Thus, able to analyze other images of its surroundings: packaging, Web sites, comic characters, blogs, notebook covers, magazines, and other contemporary productions.

The initial reading of the works of Archimboldo was open and asked to manifest, expressing their ideas and feelings, then go deeper and bringing other formal or historical data. Elaborated from the suggestions Hernández (2000), questions about the image studied, using the knowledge that the students had and could express in confrontation with the knowledge of the teacher. The questions set out from simple questions like: "Why are we seeing this? Why the teacher chose to display the work students? "In continuation, I had to think about the production and placement of the artwork, asking:" Who legitimized this production as a work of art? Why it is seen by many people? "Or," Why the work is in museum, or the book available on the internet, and not somewhere else? "Ask also suggestions about what works could be displayed adjacent to the Archimboldo, according to their interests and / or personal tastes.

Hernández (2000) suggests that an area of knowledge as Art should be questioned, so early we encourage a critical stance towards culture systems, so that young people are able to make their choices and recognize the importance of artistic productions as a historical and cultural distancing themselves from cultural hegemony.

I present below some data Archimboldo, a bit of its role in art history and formal characteristics of his work.

The Renaissance artist was born in 1527 in Milan, Italy and was a pupil of Leonardo da Vinci. For 25 years he was court painter, artisan and organizer of festivals of many emperors Italian 16th century. His work also included the making of pictures of the royal family. In his spare time working has created a style of painting that would separate him from other artists forever. It was then that he began making portraits of people, but not realistically, but compositions with figures of animals, plants and other natural objects, which combined, produce images of faces, as in optical illusion using only brushes and paints. Pumpkins, cucumbers, onions,

© 2013 Global Journals Inc. (US)

plants, animals and objects populate his paintings, provoking the imagination of children and adults of all ages, in a kind of glue that makes mention of the genre of still life.

Although often known for using natural elements used Archimboldo use images of pots, vases and tools in the creation of their unusual figures. In his most famous series of portraits entitled "The Four Seasons" first used images of nature, which has plants characteristic of each season to compose human faces (KRIEGESKORTE, 2007).

From the distance of the visual images created by Archimboldo, you can view new figures, generating curiosity and to some extent strangeness. Exotic and proponent of illusory visual games and was long forgotten by historians, being rescued from the memory only at the beginning of the twentieth century, perhaps reflecting the interest that Surrealism had for him. By 1920, their representations about the unconscious symbolism of dreams and gained strength with the surrealist artists. How ensures Araújo (2007), "[o] dream, magic and playfulness of the screens and mannerist archimbolescas assumed key words and demiurgic arts now."

It's great the influence of the work of Archimboldo in advertising, design and the visual arts in general. Numerous readings and recreations of his works are available on the internet. I chose some that were presented to the students (Fig. 1 and 2). When I presented a work entitled "Water" (Fig. 2), which contains fish, shells and other marine animals, a rapid identification with the natural elements with which students live, the result of his experiences fishing in the region where they live and located school.



Figure 1 : Gilles Larrain – **Archimboldo, 1969**
http://www.gilleslarrain.com/themes-2/still-life/



Figure 2 : Archimboldo – Water (1566)
http://commons.wikimedia.org/wiki/File:Arcimboldo_Agua.jpg

II. Identities in Artistic Creations - an Approach to the Topic

The expressive forms of artistic processes would translate individualíssimos, denoting "forms of style, language forms, forms of condensation experiments, poetic forms" (OSTROWER, 1990, p.17). In these images merge at the same time, the particular and the general, the artist's vision and culture in which he lives, what he sees and realizes the viewer. Thus, the artist expressed through art, their individual experiences in the sociocultural context. However, while these shapes are particular when the viewer relates to them, it becomes also, or becomes part of the repertoire with whom they interact.

As pointed Ostrower, identity "[is] a process of unfolding, [experienced] through continuous transformations and restructurings. It is a constant becoming absorbed by being "(1990, p.6). Thus, we believe that the individuality of a certain someone is not fixed nor is the result of a genetic programming, even if it contributes to the formation of the individual.

Similarly to the author, Dubar (1997, p.13) suggests that "identity is a product of successive socialization", builds up in childhood and is reconstructed throughout life. The identity is not built alone, depends on the inclinations and self-definitions of the subject and the approval or judgment of others.

Paul Klee revealed daily in your personal world. Through his writings, we are led to the interior of his personal and family life, to revive his artistic growth, identify your strong daily connection. For Klee (1990, p.207), individuality is a body because her live in "direct contact, elemental things of different kinds. When trying to separate them, the parties simply die. "

As it can be seen in the words of Dubar (1997), Klee (1990) and Ostrower (1990), identity is formed in the inter-subjective and objective relationships built

© 2013 Global Journals Inc. (US)

during the life of each person. Accordingly, Larrosa (2000) shows that the experience itself is the result of a complex history of manufacturing identities, combining the truths embodied by the subject, the behavioral practices and forms of subjectivity that build their interiority.

Lenir de Miranda, the book-to-artist "Autobiography of us all" says the work also evokes the autobiography of the receiver, as proposed by the artist. So, she explains that this involvement occurs "[...] a confession, delivery, the elements of the code. [...] All bits mean for both parties, author and recipient. For the meaning of words and images is not in words and images, but the people in their circumstances "(MIRANDA, 1994, p.7).

Thus, we may think: "How free is the smile of Mona Lisa? What we have to do with this book? Why is she still fascinates us? "The Mona Lisa is so engaging and empathetic because it produces questions about her figure; questions that are not part of the work, but belong to all subjects. The Mona Lisa, Leonardo da Vinci's work, already used by the media to exhaustion became our (all) Mona Lisa, which can be reproduced at any time, produced in series, turning eg, model bags, clothes and other articles. All the same, in various textures and materials. If, before the figure of the artist, author was marked by formal characteristics, in most cases clearly perceptible and full of personality today emerge mass, it is difficult to identify its source. Currently it is increasingly difficult to place where or who did certain work considering only artistic forms present in it, because the cultural references globalized influence producers and consumers. All have access to different cultures besides our own, identifying ourselves with them or not, and that will produce our identity permeated by an impersonal style, consider the multiple influences that we receive.

Personal identities are being decentered, causing displacement and fragmentation, causing sometimes a loss of the "sense of self". This is due to structural changes that modern societies go from the end of the twentieth century. Hall (2005) presents us with the idea that decentration of individuals from both his place in the social and cultural world, as of themselves, constitute an identity crisis. And identity is questioned when in doubt, or ceases to be regarded as stable.

The postmodern subject does not have a fixed identity, essential or permanent. Identity is defined by history and culture, not by biology. The multiplicity of possible identities shows that the idea of unified and coherent identity is a fantasy, and that thought always have the same identity because it is "built a story about ourselves comfortable or comforting narrative of the self" (HALL, 2005, p .13).

III. In the Students' Productions - Reflections and Insights

The pedagogical allowed me to reflect on the youth identities and the relations between teachers and students in school contexts. I realize that through Art can awaken in students a willingness to experience and learn to express their desire to be, live and learn, contributing to the process of identity formation.

We know the difficulties encountered by teachers of Visual Arts in schools without physical spaces and materials amenable to use in the classroom. That was part of my personal experience as a teacher in public school, but as a professional challenge, I tried to extrapolate the limits imposed by the organization itself and the space of the classroom, which collaborated for the immobilization of the creative process.

The buildings proposed by the students used the internal and external spaces of the classroom and the spring weather with its liveliness and joy that contributed to the experience was produced identically. The pleasant temperature provided that students were willing paved courtyard on the ground, place where the majority headed. Some, few, worked within the classroom using the classes and the floor.

From the study, analysis and observation works Archimboldo, I proposed that would create three-dimensional plastic compositions with elements of nature in order to produce portraits. These creations could be self-portraits or portraits of others, such as friends, colleagues, family. The work would be done next week, therefore, should be organized in advance. I booked a lesson time for them to plan the activity and the materials chosen.

They brought objects, food and materials of their family as well as elements of nature with which they live daily. Decided to do group work. Caught my attention the interest and participation of students in the activity, dividing into groups and choosing the materials to be used (Fig. 3).

With group work, the processes of identity construction are experienced in inter-relationships. Together, through the different languages, our worlds are created (personal and social). Maturana (1998) suggests that the world we all see is a world that we create with others. This inner world is made up of thoughts, concepts, mental representations, symbols and perceptions of self and others.

The self-perception (self-perception) is related to the reflectivity, ie, with the ability to be aware of ourselves. The group experience allows each participant, perceive themselves as individuals, while watching another. Getting to know us better, we have more chances to see the outside world and other people more clearly, or at least have elements to meet

© 2013 Global Journals Inc. (US)

our idiosyncrasies through the inter-relationships we have with others and with ourselves.

It could be observed through creative work, characteristics that identify young people as belonging to that context. As the place is a fishing region, in addition to vegetables, fruits and culinary products, brought shells, fish scales, sand, establishing links with its surroundings and appreciating the materiality dispersed in the environment (Fig. 4 and 5).



Figure 3 : Production of group portraits



Figure 4 : Portraits using elements of nature, sand and shells - Group 1



Figure 5 : Portraits using elements of nature, sand and shells - Group 1

I realized that in a way, were doing a recreation and/or reinterpretation of forms of Archimboldo, because beyond the three-dimensionality involved, sought to work with plans built from the very materiality, as in the case of sand. I asked if they used to play with these materials in their day-to-day. They said "yes, but do in school is better and different, we are happy to work in groups." Then, from a read two-dimensional images was significantly possible to extrapolate creatively built-dimensional pictures (Fig. 5, 6 and 7). Similarly to what can be said in relation to the production of Archimboldo, we can say that the creations of the students there are incompatibilities, but interaction between what can be seen in your environment and what is imagined by them.

As stated Araújo (2007), in relation to the work of Archimboldo, the elements that participate in their compositions allow different associations with the bodily senses.

The animals, plants, other objects and collages that make up the portraits are elements instigators of the five senses, as well as metaphors of possible sensations: light, high, low, heavy, rough etc.. How charade, collages leave only understand the interaction of signs, which are isolated and decontextualized banal and only in the union, produce meaning (ARAÚJO, 2007).

Reading images becomes significant when we establish relations between the object and reading our experiences of player, as proposed Pillar, stating that "our view is not naive, he is committed to our past, from our experiences with our time and place, with our reference" (1999, p.16).

Thus, we must be mindful of the everyday experiences of the students and also the familiarity of these with art, establishing a close relationship with their immediate environment. Contemporary studies in

© 2013 Global Journals Inc. (US)

education and art "[...] have been focusing on the importance of context: the culture in which one lives, family values, types of schooling, environments, objects, etc ..." (ROSSI, 2003, p.21). Besides the attributions of meanings and interpretations relating to their immediate environment, children should have contact with works of art from various historical periods and aesthetic trends.

Rereading is a topic discussed in the reading of images, and I find difficult to understand by teachers and students. Some teachers present works of art to students "copy", understanding that the closer and like the original, best, and call this type of work rereading so misguided. Rereading requires a process of creation, make personal transformation based on a visual reference, which should be studied and debated by students and teacher.

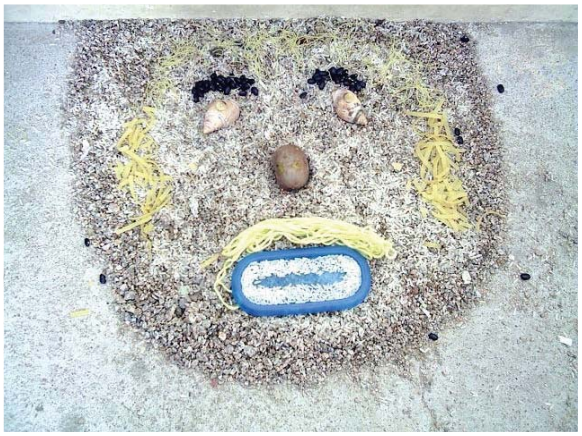


Figure 6 : Tridimensional Portraits - Group 2



Figure 7 : Tridimensional Portraits - Group 2

Other possibilities of construction were used by the students. From the picture Archimboldo, "Portrait of a man with reversible fruits" (1590), young people felt mobilized to create their portraits convertible, ie, changing the position shapes and using them in a manner different from that usually placed outside, realized that produce new images (Images 11 and 12). Similarly, this situation can show us that we are in constant training, rebuilding and recreating our identity, because we are humans in different ways.

Regarding the presence of identity characteristics in their work, I noticed that several students used parts of their clothing to compose pictures, like a cap (Fig. 8).

School materials that are part of your relationship with the daily studies, participated in the construction of parts of faces blended foods and fruits (Fig. 9).

This process of collecting and mounting faces sometimes is surprising the viewer - "what do I see it? Are scissors, pots, pens? "This was a phrase uttered by the school secretary on a visit to our classroom. Thus, we can relate the constructions made by the students with the work of Archimboldo, especially in relation to the perception that is always drifting and "out of place", is fickle because the screens are too. Both the look, as the reader can, in this game, compose parts, joining fragments, attach images to assemble the puzzle. Arcimboldo screens, thus become "[...] compositions socially acceptable offer a clue, so that its inside and between the gaps interrogative other images arise, which, however, do not appear clearly legible because are virulent and elusive" (ARAÚJO, 2007).

I realize, in the compositions made with everyday objects such as pens, scissors, rulers and cap, personal involvement with the work, that the student intends to leave a part of themselves present in the composition as part of artistic creation and enabling an understanding of yourself and your identity.

After, in rereading these new images created from pre-existing elements, we realize how much we need "[...] understand [it] must decode, and only decoded without understanding, reading does not happen" (PILLAR, 1999, p.11). The author shows us that the reading of images, conjugate sensitivities and cognition, as we are capturing and understanding data coming from the object, its "formal features, chromatic, topological, and player information, their knowledge about the object, its influences, their imagination. So reading depends on what's in front and behind our eyes "(p. 12).

Other possibilities of construction were used by the students. From the picture Archimboldo, "Portrait of a man with reversible fruits" (1590), young people felt mobilized to create their portraits convertible, changing the position shapes and using them in a manner different from that usually placed outside, realized that produce new images (Images 10 and 11). Similarly, this situation can show us that we are in constant training, rebuilding and recreating our identity, because we are humans in different ways.

© 2013 Global Journals Inc. (US)



Figure 8 : Composition using various materials - Group 1



Figure 9 : Composition using various materials - Group 1



Figure 10 : Attempts to recreate "Heads Reversible"



Figure 11 : Attempts to recreate "Heads Reversible"

IV. Conclusion

The discovery of unusual and new relationships between seemingly different things broadens our vision of being human, it is this experience that we recreate every day. Know themselves, grow, discover their potential and realize it is an internal necessity. It's something so deep, so deep in the bowels of the being, the person would not even know to explain what it is, but it feels that exists and is seeking him all the time and in many different ways, in order to identify themselves in identifying their potential (OSTROWER, 1990, p.6).

The materials used were loaded with subjectivity. Questioned them about the use of food in the buildings, which could lead to a waste of resources. Most said they asked the mother to bring, and that some foods were already with the expiry date. Anyway, I worried, but I realized that for them there was no difference between a pencil or a potato, or they were using the material as if it were the artistic use, and it was! Those materials all had a history: the beans, onion and lemon. The beans, the aunt had given; onion and lemon were grown in the garden that had at home, according to testimony from a student. Producing portraits full of appeals to sensory touch and smell, recreated with elements of your everyday curious figures, exotic and inquisitive, referring shapes created by Archimboldo.

In order to understand children and teenagers need to dive into your daily life, the apparent routine experienced by all of us, where they weave their existential projects, transforming its place in social reality. "We can therefore say [...] that the everyday is a kind of existential workshop where teens prove their creative potential, create new ways of being in the world, new forms of solidarity and social representation [.. .] "(MAGRO, 2002, p.67).

The workshop provided by the existential art has emerged from the forms created by young people as possible actions in context. Lead us to the multiplicity of identities built all the time. Constitute a panel

© 2013 Global Journals Inc. (US)

multifaceted meanings, subjectivities, experiences juveniles.

The identities are equivalent to a set of representations and images of themselves. To enhance the expression of these representations must focus on the internal time of youth, which correspond to the processes of growth and maturation, which pass. We know that the development of a person "never occurs linearly. The process is dynamic and occurs at multiple levels, which interact and influence each other. And in each phase can reveal new facets. Thus the personality will be setting up more clearly the extent to figure itself forces and new ways to meet the challenges and opportunities of life, its conflicts and its riches. These developments, the increasing complexity of life experiences not disrupts the coherence of the person. Rather, it can be said that the more the individual (be indivisible) is able to differentiate itself, the more it is structured in its inner coherence" (OSTROWER, 1990, p.7).

In early adolescence, students show a keen sensitivity to art, concerned with representations involving expressiveness, balance, individual style and composition. Creativity happens in multiple cultural possibilities experienced by them and is realized in artistic forms. At the same time, they must overcome the strong criticism of themselves, which can later block their artistic expression. During adolescence, the young are developing critical thinking skills assessed. "Precisely for this reason, it can take a much more critical view of their own work, comparing it unfavorably with the highly skilled individuals who perform" (GARDNER,1999, p.184).

Thus, for the teacher to stimulate the young to which he himself recognizes its potential as a possibility of conquering it does not know, and want to know, building its identity. We must say that the appreciation of the young and their participation in the process of teaching and learning enables him to understand that it is one of the protagonists of the educational process with their creative and intellectual development.

References Références Referencias

1. ARAÚJO, Rodrigo da Costa. Arcimboldo e a vertigem do olhar. Revista Digital Art&. Ano V, N. 07, Abr. 2007. Disponível em: <http://www.revista.art.br/site-numero-07/trabalhos/9.htm>. Acesso em: 23.02.2011
2. DUBAR, Claude. A socialização: construção das identidades sociais e profissionais. Porto: Porto Editora, 1997.
3. FERRÉS, Joan. Televisão e educação. Porto Alegre: Artmed, 1996.
4. GARDNER, Howard. Arte, mente e cérebro: uma abordagem cognitiva da criatividade. Porto Alegre: Artmed, 1999.
5. HALL, Stuart. A identidade cultural na pós-modernidade. 10 ed. Rio de Janeiro: DP&A, 2005.
6. HERNÁNDEZ, Fernando. Cultura Visual, Mudança Educativa e projeto de trabalho. Porto Alegre: Artmed, 2000.
7. KLEE, Paul. Diários. São Paulo: Martins Fontes, 1990.
8. KRIEGESKORTE, Werner. Arcimboldo. Taschen do Brasil, 2007.
9. LARROSA, Jorge. Tecnologias do eu e Educação. In: SILVA, Tomaz Tadeu da (org.). O sujeito da educação: estudos foucaultianos. 4 ed. Petrópolis: Vozes, 2000. p.35-86.
10. MAGRO, Viviane Melo de Mendonça. Adolescentes como autores de si próprios: cotidiano, educação e o hip hop. Caderno Cedes. Campinas, v.22, n. 57, p.63-75, 2002.
11. MATURANA, Humberto. Emoções e linguagens na educação e na política. Belo Horizonte: Editora UFMG, 1998.
12. MIRANDA, Lenir Garcia de. Autobiografia de todos nós. Pelotas: Livraria Mundial, 1994.
13. OSTROWER, Fayga. Acasos e criação artística. Rio de Janeiro: Campus, 1990.
14. PILLAR, Analice Dutra. Leitura e releitura. In: PILLAR, Analice Dutra (org.). A Educação no olhar no ensino das artes. 5 ed. Porto Alegre: Mediação, 1999. p.11-20.
15. ROSSI, Maria Helena Wagner. Imagens que falam. Leitura de arte na escola. Porto Alegre: Mediação, 2003.

© 2013 Global Journals Inc. (US)

Global Journals Inc. (US) Guidelines Handbook 2013

www.GlobalJournals.org

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

- FARSHS' title will be awarded to the person after approval of Editor-in-Chief and Editorial Board. The title 'FARSHS" can be added to name in the following manner. eg. Dr. John E. Hall, Ph.D., FARSHS or William Walldroff Ph. D., M.S., FARSHS
- Being FARSHS is a respectful honor. It authenticates your research activities. After becoming FARSHS, you can use 'FARSHS' title as you use your degree in suffix of your name. This will definitely will enhance and add up your name. You can use it on your Career Counseling Materials/CV/Resume/Visiting Card/Name Plate etc.
- 60% Discount will be provided to FARSHS members for publishing research papers in Global Journals Inc., if our Editorial Board and Peer Reviewers accept the paper. For the life time, if you are author/co-author of any paper bill sent to you will automatically be discounted one by 60%
- FARSHS will be given a renowned, secure, free professional email address with 100 GB of space eg.johnhall@globaljournals.org. You will be facilitated with Webmail, SpamAssassin, Email Forwarders, Auto-Responders, Email Delivery Route tracing, etc.
- FARSHS member is eligible to become paid peer reviewer at Global Journals Inc. to earn up to 15% of realized author charges taken from author of respective paper. After reviewing 5 or more papers you can request to transfer the amount to your bank account or to your PayPal account.
- Eg. If we had taken 420 USD from author, we can send 63 USD to your account.
- FARSHS member can apply for free approval, grading and certification of some of their Educational and Institutional Degrees from Global Journals Inc. (US) and Open Association of Research,Society U.S.A.
- After you are FARSHS. You can send us scanned copy of all of your documents. We will verify, grade and certify them within a month. It will be based on your academic records, quality of research papers published by you, and 50 more criteria. This is beneficial for your job interviews as recruiting organization need not just rely on you for authenticity and your unknown qualities, you would have authentic ranks of all of your documents. Our scale is unique worldwide.

© Copyright by Global Journals Inc.(US) | Guidelines Handbook

- FARSHS member can proceed to get benefits of free research podcasting in Global Research Radio with their research documents, slides and online movies.
- After your publication anywhere in the world, you can upload you research paper with your recorded voice or you can use our professional RJs to record your paper their voice. We can also stream your conference videos and display your slides online.
- FARSHS will be eligible for free application of Standardization of their Researches by Open Scientific Standards. Standardization is next step and level after publishing in a journal. A team of research and professional will work with you to take your research to its next level, which is worldwide open standardization.
- FARSHS is eligible to earn from their researches: While publishing his paper with Global Journals Inc. (US), FARSHS can decide whether he/she would like to publish his/her research in closed manner. When readers will buy that individual research paper for reading, 80% of its earning by Global Journals Inc. (US) will be transferred to FARSHS member's bank account after certain threshold balance. There is no time limit for collection. FARSHS member can decide its price and we can help in decision.

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

- MARSHS title will be awarded to the person/institution after approval of Editor-in-Chef and Editorial Board. The title 'MARSHS' can be added to name in the following manner: eg. Dr. Thomas Knoll, Ph.D., MARSHS
- MARSHS can submit one paper every year for publication without any charges. The paper will be sent to two peer reviewers. The paper will be published after the acceptance of peer reviewers and Editorial Board.
- Free 2GB Web-space will be allotted to 'MARSHS' along with sub Domain to contribute and participate in our activities.
- A professional email address will be allotted with free 1GB email space.
- MARSHS will be authorized to receive e-Journal GJHSS for lifetime.

AUXILIARY MEMBERSHIPS

ANNUAL MEMBER

- Annual Member will be authorized to receive e-Journal GJHSS for one year (subscription for one year).
- The member will be allotted free 1 GB Web-space along with subDomain to contribute and participate in our activities.
- A professional email address will be allotted free 500 MB email space.

PAPER PUBLICATION

- The members can publish paper once. The paper will be sent to two-peer reviewer. The paper will be published after the acceptance of peer reviewers and Editorial Board.

© Copyright by Global Journals Inc.(US)| Guidelines Handbook

Process of submission of Research Paper

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

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

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

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

(II) Choose corresponding Journal.

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

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

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

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

Preferred Author Guidelines

MANUSCRIPT STYLE INSTRUCTION (Must be strictly followed)

Page Size: 8.27" X 11'"

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

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

1. General,

2. Ethical Guidelines,

3. Submission of Manuscripts,

4. Manuscript's Category,

5. Structure and Format of Manuscript,

6. After Acceptance.

1. GENERAL

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

Scope

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

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

2. ETHICAL GUIDELINES

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

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

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

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

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

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

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

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

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

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

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

Please mention proper reference and appropriate acknowledgements wherever expected.

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

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

3. SUBMISSION OF MANUSCRIPTS

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

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

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

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

4. MANUSCRIPT'S CATEGORY

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

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

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

Research articles: These are handled with small investigation and applications

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

5.STRUCTURE AND FORMAT OF MANUSCRIPT

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

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

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

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

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

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

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

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

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

(h) Brief Acknowledgements.

(i) References in the proper form.

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



© Copyright by Global Journals Inc.(US)| Guidelines Handbook

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

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

Format

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

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

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

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

Structure

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

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

Abstract, used in Original Papers and Reviews:

Optimizing Abstract for Search Engines

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

Key Words

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

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

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

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

- One should start brainstorming lists of possible keywords before even begin searching. Think about the most important concepts related to research work. Ask, "What words would a source have to include to be truly valuable in research paper?" Then consider synonyms for the important words.
- It may take the discovery of only one relevant paper to let steer in the right keyword direction because in most databases, the keywords under which a research paper is abstracted are listed with the paper.
- One should avoid outdated words.

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

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

Acknowledgements: Please make these as concise as possible.

References

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

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

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

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

Tables, Figures and Figure Legends

Tables: Tables should be few in number, cautiously designed, uncrowned, and include only essential data. Each must have an Arabic number, e.g. Table 4, a self-explanatory caption and be on a separate sheet. Vertical lines should not be used.

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

Preparation of Electronic Figures for Publication

Even though low quality images are sufficient for review purposes, print publication requires high quality images to prevent the final product being blurred or fuzzy. Submit (or e-mail) EPS (line art) or TIFF (halftone/photographs) files only. MS PowerPoint and Word Graphics are unsuitable for printed pictures. Do not use pixel-oriented software. Scans (TIFF only) should have a resolution of at least 350 dpi (halftone) or 700 to 1100 dpi (line drawings) in relation to the imitation size. Please give the data for figures in black and white or submit a Color Work Agreement Form. EPS files must be saved with fonts embedded (and with a TIFF preview, if possible).

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

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

6. AFTER ACCEPTANCE

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

6.1 Proof Corrections

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

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

(Free of charge) from the following website:

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

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

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

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

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

6.3 Author Services

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

6.4 Author Material Archive Policy

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

6.5 Offprint and Extra Copies

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

You must strictly follow above Author Guidelines before submitting your paper or else we will not at all be responsible for any corrections in future in any of the way.



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

TECHNIQUES FOR WRITING A GOOD QUALITY RESEARCH PAPER:

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

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

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

4. Make blueprints of paper: The outline is the plan or framework that will help you to arrange your thoughts. It will make your paper logical. But remember that all points of your outline must be related to the topic you have chosen.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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



© Copyright by Global Journals Inc.(US)| Guidelines Handbook

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

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

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

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

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

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

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

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

Informal Guidelines of Research Paper Writing

Key points to remember:

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

Final Points:

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

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

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

General style:

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

To make a paper clear

· Adhere to recommended page limits

Mistakes to evade

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

In every sections of your document

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

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

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

· Align the primary line of each section

· Present your points in sound order

· Use present tense to report well accepted

· Use past tense to describe specific results

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

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

Title Page:

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



© Copyright by Global Journals Inc.(US)| Guidelines Handbook

Abstract:

The summary should be two hundred words or less. It should briefly and clearly explain the key findings reported in the manuscript--must have precise statistics. It should not have abnormal acronyms or abbreviations. It should be logical in itself. Shun citing references at this point.

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

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

- Reason of the study - theory, overall issue, purpose
- Fundamental goal
- To the point depiction of the research
- Consequences, including definite statistics - if the consequences are quantitative in nature, account quantitative data; results of any numerical analysis should be reported
- Significant conclusions or questions that track from the research(es)

Approach:

- Single section, and succinct
- As a outline of job done, it is always written in past tense
- A conceptual should situate on its own, and not submit to any other part of the paper such as a form or table
- Center on shortening results - bound background information to a verdict or two, if completely necessary
- What you account in an conceptual must be regular with what you reported in the manuscript
- Exact spelling, clearness of sentences and phrases, and appropriate reporting of quantities (proper units, important statistics) are just as significant in an abstract as they are anywhere else

Introduction:

The **Introduction** should "introduce" the manuscript. The reviewer should be presented with sufficient background information to be capable to comprehend and calculate the purpose of your study without having to submit to other works. The basis for the study should be offered. Give most important references but shun difficult to make a comprehensive appraisal of the topic. In the introduction, describe the problem visibly. If the problem is not acknowledged in a logical, reasonable way, the reviewer will have no attention in your result. Speak in common terms about techniques used to explain the problem, if needed, but do not present any particulars about the protocols here. Following approach can create a valuable beginning:

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

Approach:

- Use past tense except for when referring to recognized facts. After all, the manuscript will be submitted after the entire job is done.
- Sort out your thoughts; manufacture one key point with every section. If you make the four points listed above, you will need a least of four paragraphs.



- Present surroundings information only as desirable in order hold up a situation. The reviewer does not desire to read the whole thing you know about a topic.
- Shape the theory/purpose specifically - do not take a broad view.
- As always, give awareness to spelling, simplicity and correctness of sentences and phrases.

Procedures (Methods and Materials):

This part is supposed to be the easiest to carve if you have good skills. A sound written Procedures segment allows a capable scientist to replacement your results. Present precise information about your supplies. The suppliers and clarity of reagents can be helpful bits of information. Present methods in sequential order but linked methodologies can be grouped as a segment. Be concise when relating the protocols. Attempt for the least amount of information that would permit another capable scientist to spare your outcome but be cautious that vital information is integrated. The use of subheadings is suggested and ought to be synchronized with the results section. When a technique is used that has been well described in another object, mention the specific item describing a way but draw the basic principle while stating the situation. The purpose is to text all particular resources and broad procedures, so that another person may use some or all of the methods in one more study or referee the scientific value of your work. It is not to be a step by step report of the whole thing you did, nor is a methods section a set of orders.

Materials:

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

Methods:

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

Approach:

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

What to keep away from

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

Results:

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

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



© Copyright by Global Journals Inc.(US)| Guidelines Handbook

Content

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

What to stay away from

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

Approach

- As forever, use past tense when you submit to your results, and put the whole thing in a reasonable order.
- Put figures and tables, appropriately numbered, in order at the end of the report
- If you desire, you may place your figures and tables properly within the text of your results part.

Figures and tables

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

Discussion:

The Discussion is expected the trickiest segment to write and describe. A lot of papers submitted for journal are discarded based on problems with the Discussion. There is no head of state for how long a argument should be. Position your understanding of the outcome visibly to lead the reviewer through your conclusions, and then finish the paper with a summing up of the implication of the study. The purpose here is to offer an understanding of your results and hold up for all of your conclusions, using facts from your research and generally accepted information, if suitable. The implication of result should be visibly described. Infer your data in the conversation in suitable depth. This means that when you clarify an observable fact you must explain mechanisms that may account for the observation. If your results vary from your prospect, make clear why that may have happened. If your results agree, then explain the theory that the proof supported. It is never suitable to just state that the data approved with prospect, and let it drop at that.

- Make a decision if each premise is supported, discarded, or if you cannot make a conclusion with assurance. Do not just dismiss a study or part of a study as "uncertain."
- Research papers are not acknowledged if the work is imperfect. Draw what conclusions you can based upon the results that you have, and take care of the study as a finished work
- You may propose future guidelines, such as how the experiment might be personalized to accomplish a new idea.
- Give details all of your remarks as much as possible, focus on mechanisms.
- Make a decision if the tentative design sufficiently addressed the theory, and whether or not it was correctly restricted.
- Try to present substitute explanations if sensible alternatives be present.
- One research will not counter an overall question, so maintain the large picture in mind, where do you go next? The best studies unlock new avenues of study. What questions remain?
- Recommendations for detailed papers will offer supplementary suggestions.

Approach:

- When you refer to information, differentiate data generated by your own studies from available information
- Submit to work done by specific persons (including you) in past tense.
- Submit to generally acknowledged facts and main beliefs in present tense.

Administration Rules Listed Before Submitting Your Research Paper to Global Journals Inc. (US)

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

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

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

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

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



© Copyright by Global Journals Inc.(US)| Guidelines Handbook

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

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

	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

© Copyright by Global Journals Inc. (US) | Guidelines Handbook

INDEX

A

Adolescents · 1, 8, 12
Aesthetics · 16, 18, 19, 21, 22, 23, 24, 25, 26, 27, 28
Ambiguity · 21
Americanised · 23
Andersen · 3, 10
Anthropology · 29, 32
Archimboldo's · 44

C

Coherence · 19, 21, 26, 50
Commensurate · 16

D

Displeasure · 26
Drifting · 48

E

Elemental · 45
Emphasizes · 1, 16, 18, 25
Empowerment · 42
Encountered · 29, 46

F

Familiarity · 47

H

Hackneyed · 22

I

Implication · 1, 3, 4, 6, 7, 8, 10, 12, 14, 15
Inferential · 36, 38
Inquisitive · 44, 49

M

Metropolitan · 36
Mitigate · 24
Multidimensional · 1, 4, 6, 12, 13

P

Perceptual · 16, 34
Postmodern · 46
Psychology · 1, 10, 12, 29, 31, 32, 33, 34, 35
Psychosexual · 1, 3, 4, 6, 7, 8, 10, 12, 14, 15

S

Southwestern · 1, 3, 4, 6, 7, 8, 10, 12, 14, 15
Splutter · 27

V

Victimization · 9, 12

W

Westerns · 31



save our planet



Global Journal of Human Social Science

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



ISSN 975587

© Global Journals