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Highlights

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A Trauma-Informed Perspective

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Spirituality Resilience in Cambodia

Discovering Thoughts, Inventing Future

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Spirituality and Resilience in Cambodia: A Trauma-informed Perspective

By Zoe Wyatt & Mike Nowlin
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Abstract- A vast number of children and young people globally face the harsh realities of war, genocide, natural disasters and other such tragedies. Yet there is limited research and few published studies that look specifically at how spirituality can be utilized as a trauma-informed approach to promote resilience and wellbeing for young people. Earlier research conducted with teachers and clinicians working with traumatized children at Hagar International Cambodia indicated a convergence of trauma-informed themes. In particular, a religious and spiritual approach to resilience was identified as one of the key factors for children in their recovery from trauma (Wyatt, et al, 2017; 2018). Hagar is a faith-based human rights organization providing advocacy services for women and children who have survived the most extreme cases of human rights abuse (Hagar International, 2015). This research continues with young people who have been supported by Hagar, exploring the protective factors that promote wellbeing and resilience.

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Spirituality and Resilience in Cambodia: A Trauma-informed Perspective

Zoe Wyatt [α] & Mike Nowlin [σ]

Abstract- A vast number of children and young people globally face the harsh realities of war, genocide, natural disasters and other such tragedies. Yet there is limited research and few published studies that look specifically at how spirituality can be utilized as a trauma-informed approach to promote resilience and wellbeing for young people. Earlier research conducted with teachers and clinicians working with traumatized children at Hagar International Cambodia indicated a convergence of trauma-informed themes. In particular, a religious and spiritual approach to resilience was identified as one of the key factors for children in their recovery from trauma (Wyatt, et al, 2017; 2018). Hagar is a faith-based human rights organization providing advocacy services for women and children who have survived the most extreme cases of human rights abuse (Hagar International, 2015). This research continues with young people who have been supported by Hagar, exploring the protective factors that promote wellbeing and resilience. It is expected that for these young survivors of trafficking, gender-based violence and abuse, that religion and spirituality may offer a framework for life that bring meaning to individuals in the face of adversity. This article brings together current research and practice, in an exploration of spirituality and resilience for trauma survivors in Cambodia.

I. Resilience in a Cambodian Context

There has been minimal inquiry into how resilience is defined by varying populations outside of a Western framework and little is known about how the current construct of resilience applies to non-western populations, particularly within marginalized groups (Boyden & Mann, 2005; Ungar, 2004). Furthermore, there is a divergence of resilience research that is contradictory to adversity reactions detailed in the research of Western cultures. For example, the Western sense of autonomy in mental health support (ie. going to see a therapist), rather than the protective wall of community found in much of rural Asia may impact as to how PTSD symptoms are experienced. Ungar (2008) argues that the characteristics of resiliency differs significantly from culture to culture, largely impacted by the length of time exposed to adversity and the individual's capacity to locate adequate support, within a culturally meaningful environment that promotes wellbeing. Limited research exists on how marginalized youth in low and middle income countries, particularly those who are or have been involved in the sexual exploitation, are able to bounce back from adversity, when many have not experienced the quality of care and attachment necessary to promote essential development in their young lives. Moreover, it is argued that whilst health professionals working with trauma survivors may have access to psychosocial guidelines that operate in the West, they often fail to recogise cultural explanatory models that are being used by survivors towards building personal and group resilience (Overland, 2013).

The ill-treatment of children needs to be seen in the context of Cambodian history and culture, the devastation caused by the Khmer Rouge (KR) regime (1975-79), intergenerational trauma and the complex current socio-economic climate which does not lend itself to a simple explanation (Wyatt, et al, 2016). The devastating outcomes of the genocide inflicted by the Khmer Rouge regime and then the twenty years of international isolation that followed continue to have broader societal implications (Bockers et al, 2011; Field et al, 2013). This is largely due to half the population being under the age of 25, which causes numerous problems and leads to unrest, unemployment and higher levels of migration (US State Department, 2017). Cambodia continues to be a vulnerable nation for human trafficking, as a source, transit and destination country for traffickers (United Nations, 2017). This vulnerability and the increase in human trafficking can be contributed to a number of factors including poverty and high-unemployment (especially for adolescents and youth), increased sex tourism, a socio-economic imbalance between rural and urban populations and a lack of basic education and safe migration (Reimer et al, 2007). Cambodia is one of the poorest countries in Asia and 28.3% of the population survive on less than $2.30 USD per day (World Bank, 2017).

II. The Construct of Resiliency

There has been minimal inquiry into how resilience is defined by varying populations outside of a Western framework and little is known about how the current construct of resilience applies to non-western populations, particularly within marginalized groups (Boyden & Mann, 2005; Ungar, 2004). Furthermore, there is a divergence of resilience research that is contradictory to adversity reactions detailed in the research of Western cultures. For example, the Western sense of autonomy in mental health support (ie. going to

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see a therapist), rather than the protective wall of community found in much of rural Asia may impact as to how PTSD symptoms are experienced. Ungar (2008) argues that the characteristics of resiliency differs significantly from culture to culture, largely impacted by the length of time exposed to adversity and the individual's capacity to locate adequate support, within a culturally meaningful environment that promotes wellbeing. Multiple studies conducted on trafficked victims found that within collectivist cultures such as Cambodia, it is necessary that interventions adopt a holistic, interdependent and interconnected approach to health and wellbeing (Perrin, e al, 2001: Berry, 2006; Armendariz, et al, 2011; Overland, 2013). Particularly for those who are, or have been, involved in the sexual exploitation are able to bounce back from adversity, when many have not experienced the quality of care and attachment necessary to promote essential development in their young lives.

Moreover, it is argued that whilst health professionals working with trauma survivors may have access to psychosocial guidelines that operate in the West, they often fail to recogise cultural explanatory models that are being used by survivors towards building personal and group resilience (Overland, 2013). Overland (2013) conducted research into the phenomena of resilience of KR survivors, of which certain themes emerged from participants: social integration and a strong work ethic both build self-reliance, whilst religion, spirituality and culture provide a knowledge base and framework for understanding of these traumatic events. The stories of trauma survivors are important as few empirical studies of underlying resiliency factors has occurred within a population of young Cambodians who have a predominately Buddhist cultural tradition. In Overland's study of trauma and resilience using biographical accounts of KR survivors, the definition provided for resilience was: "those who appear to be doing remarkably well" (Overland, 2010, p.34).

This term was drawn from Antonovsky's (1987) earlier work on how people manage stress and 'stay well' in the face of adversity. Notably, Antonovsky's sense of coherence (SOC) has been used as an explanatory variable in multiple studies (Stru¨mpfer, 1995; Friborg, et al, 2003; Greene, 2015) whereby the survivor's ability to 'stay well' is dependent on their lens on the world. Perhaps for many Cambodians it is a matter of survival mode rather than "doing well" in society. Antonovsky argues that these core concepts of "doing well" is rationality, understandability, consistency and predictability must be present, so that life may become manageable, as it is meaningful (Geyer, 2013). How can this be applied in a Cambodian context where trauma and psychological disruptions are both complex and far reaching? Also taking into consideration, the current political and economic factors such as the KR trials and inability to secure a stable household income in Cambodia, would potentially be re-traumatizing for many, post the KR regime and living through 20 years of international isolation (Greene, 2015).

III. Children and Young People of Hagar International Cambodia

Despite significant trauma in their young lives, many of the children Hagar has supported have developed the ability to bounce back from severe adversity, cultivated the capacity to deal with adverse situations. Researchers globally have investigated resilience in children and young people to learn about the processes that support positive adaption and inform practice and policy in the process (Masten & Cicchetti, 2016). As resilience research has advanced, common factors associated with resilience emerged which included individual attributes of problem solving skills, self-regulation capabilities, sense of meaning in life, hope, faith and optimism all played a role (Wright, et al, 2013; Masten, 2018). In earlier research (Wyatt, et al, 2017) conducted with Hagar's teachers and clinical team into their own self-care working with trauma, hope, faith and spirituality was a common theme emerging during the interview process. Participants were a mix of Buddhist and Christian religions, yet it was evident in many interviews that spirituality played an important part in participants' emotional wellbeing; even though there were no specific interview questions about faith. Participants spoke about love and sharing their 'light' with the children, whilst others talked about reading and finding hope in the Bible after a challenging day (Wyatt, et al, 2018). One commenting that "God and faith is very important for me, this is how I take care of my spirit" similarly, other participants linked faith to feelings of calm and taking care of themselves emotionally with statements such as "I go to church… sometimes I cry but I turn to Jesus for help" and "I go to the pagoda and I feel calm" (Wyatt, et al, 2018).

IV. Religion in Cambodia

Traditionally Cambodia has been a spiritual country, with a unique complex blend of Hinduism, Buddhism and Animism (referred to locally as the Khmer religion). The early influences of Hinduism provide the Khmer with gods, Theravada Buddhism an ethical framework and animism an abundant spirit world (Coggan, 2015). All three together make up the rich tapestry of Cambodian spiritual life (Eisenbrunch, 1994). Since the time of ancient Cambodia, the search for harmony between the local animistic foundations, philosophic-spiritual contributions and the adoption of Theravada Buddhism has been evident (Keyes, 1994; Kent, 2008). Animism plays an integral role and is the cornerstone of folk Buddhism. The influence of animism is not just evident with Cambodian Buddhists, but also

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within the Khmer-Christian community. Recent statistics suggest there is still a relatively low percentage of Cambodians (2-4%) that identify as Christian, although an increasing number of registered Christian churches located in Phnom Penh area (Unicef, 2017). Even though Christianity is not considered a major religion in Cambodia (World Faith Development Dialogue, 2012), foreign evangelistic churches claim their numbers are growing rapidly and whilst actively seeking converts, it has been argued that the new religion in Cambodia is Christianity (Cormack, 2014). It appears that for some Cambodians prayer to a Christian God can operate like magic, whilst churches offer a sense of community and mutual help, that some argue is absent in traditional Khmer society (Cormack, 2014; Coggan, 2015). Furthermore, the attraction by some Khmer towards Christianity may also lie within a potential employment network; as many churches and Christian-based NGOs offer free education and English lessons.

V. The Link Between Faith and Resilience

There has been ample research conducted into religion and faith as protective factors that promote wellbeing and resilience. A review of spiritual practices in at-risk adolescents identified three prominent spiritual themes that were related to strengthening resilience: (a) experiencing a personal relationship with a higher power of their understanding, (b) finding a sense of meaning and purpose in life, and (c) incorporating personally significant spiritual practices (Williams & Lindsey, 2010). Werner (1993; 2001) studied Hawaii Islander children who practiced various religions (including Christianity and Buddhism) and were persistently resilient from an early age. What emerged in the research, was often spontaneous accounts of religion and faith in reference to coping and resilience (Werner, 1993; Williams & Lindsey, 2010). It is in the human capacity for meaning making in the midst of overwhelming suffering and adversity, where belief in a power greater than oneself is present, may be important for bolstering resilience (Hinton et al, 2011; Masten, 2015). These belief systems may also protect self-efficacy in the face of lost control with faith and spiritual practice being the cornerstone that help trauma survivors move forward with their lives. Masten (2018) found that religion may also improve wellbeing by promoting healthy behaviours and granting access to religious social support. Krause (2008) concurred with findings that spiritual practice is linked with an improvement of physical health, by directly lowering levels of stress cortisol in the body through mindful meditation. Anand (2009) found that Buddhism enabled resiliency through faith in the karma doctrine that "facilitates acceptance of a tragic situation" (2009, p.818). Highlighting that it's not only religion but also other spiritual beliefs, that help people through traumatic experiences (Rumbold, 2007; D'Souza & Kurvilla, 2006). With various dimensions of religious practice demonstrated in the research which linked wellbeing through participation in religious activities, social identity, divine sense of control and religious social support (Elliot & Doane, 2014). Religious institutions have been found to be protective factors for young people post-trauma. It has been found that social connectedness through church and other religious activities, influences youth from poor communities more than doctrine does (Armitage et al, 2012). Researchers have also found that that church attendance can have a positive effect on the physical, social, and emotional health and wellbeing of individuals (Armitage et al, 2012).

VI. Faith, Healing and Psychotherapy

The intersection between the faith of Hagar staff and the traumatised children they work with becomes intertwined with attachment theory. Through the relationship the children build with trusted Hagar staff, they may seek to emulate the same faith, thus developing a further protective system of attachment. Attachment theory was initially described by John Bowlby's (1982) work based on the many traumatized children post-WW2 that were separated from or lost their caregivers. Bowlby viewed attachment as a protective system critical for human survival and the bond between child and caregiver serves the function of safety, emotional security and learning (Bowlby, 1982). It has been well-documented that even the presence of at least one good relationship post-traumatic event/s can buffer the devastating impact on a child's developmental progress and ability to form adult attachments later in life (McGloin & Widom, 2001; Collishaw, et al, 2007; Alink, et al, 2009). Attachment plays a lifelong role in human adaption and may also serve as cultural conduits, transmitting religious, spiritual and cultural practices that may foster resilience over the course of a child's development (Alink, et al, 2009). Studies of children of war highlight the importance of religious practice, particularly practices involving reciting scripture and sharing a philosophy of life that promotes peace (Masten, 2015).

Post-trauma, children may look towards trusted adults who may become spiritual mentors, as they embody desirable characteristics. Through the varied lenses of religion and spiritual practice, children may find solace after the trauma they have experienced. This is evidenced in the self-reported 'knowing' that many Christians have, that there is a "positive rhythm and pattern in the universe, guided by a Supreme Being who cares for us" (Hayward & Elliott, 2009, p.197). Whilst in Buddhism, attachment is discouraged and dwelling on pain without an action plan rarely leads to relief

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(Thompson, 2006). This is contradictory to many psychotherapists belief that one must dig deep into pain to release it. However, it has been argued that ruminating on pain only makes pain larger (Schieman, 2011). Digging deeper sometimes leads to only a bigger hole and has the potential to embed memories of trauma further, essentially doing a great deal more harm than good. Pause for reflection and prayer, allows the individual to transfer focus from their wounds to how those wounds might cause some greater growth or insight (D'souza, & Kuruvilla, 2006). Stepping back from a problem, meditating, acknowledging it and attempting to understand its interconnection to the world outside allows an individual to chart a new course of action and leave their pain in the past ((D'souza, & Kuruvilla, 2006).

As Cambodia lacks a developed mental healthcare system similar to that found in many Western countries, there have been efforts made to introduce more Western psychological approaches to managing the effects of trauma in Cambodia since the nineties (Aggar, 2015). This has been particularly in response to help survivors of the KR cope with residual stress (Kent, 2006; Overland, 2010). However, there are a range of local practices highlighted in Agger's (2015) work that Cambodians already draw upon to calm the mind and mitigate some of the symptoms of stress, namely, meditation and mindfulness. It is these techniques that have helped inform Western psychological practice, yet the concept of mindfulness remains grounded in Theravada Buddhist tradition. Agger's research found that Buddhist mindfulness is interwoven into the broader cultural fabric and that "practicing mindfulness is inextricably linked to other cultural notions, particularly that of merit making, and that "both bring psychological benefit to individuals" (2015, p.554). As faith in some ways is synonymous with hope; both clearly see a future beyond the present. Faith is more rooted in accepting the present as a path to the future (Thompson, 2006). However, while hope tends to focus on escaping the bad parts of the present, to get to the better times ahead. Faith in a power outside of self, whether that be God or the teachings of Buddha, allow for detachment from worry and negative ruminating thoughts, acting as a catalyst for perspective and acceptance of what is.

VII. In Conclusion: Therapeutic Reflections from the Field

As practitioners in the field we need to get increasingly more comfortable with discussions about religion and spirituality if we are to be most effective in treating the mental health and recovery needs of the traumatized and other vulnerable populations. This can prove challenging given a growing worldwide xenophobia and cultural intolerance, making conversations with possible ideological variances potentially contentious, threatening, and emotionally unsafe. It is particularly essential when working with others from a cultural context or religious background different than our own that we are able to adjust our lens to be more accepting of such ideological differences. Within the therapeutic relationship we have to create an atmosphere of respect and acceptance, helping others draw upon their religious and spiritual practices to strengthen their resolve to heal, to activate their innate resilience mechanisms, even when said practices and beliefs vary significantly from our own. To merely avoid utilising such a therapeutic tool due to our own discomfort is essentially offering an obsolete treatment modality to those seeking our help.

We understand that healing potential comes through a combination of skilled interventions, therapeutic rapport, and by coming alongside the individual to help them to outlast the hardship by unlocking their resilience. Research tells us that faith and spirituality are key drivers for resilience building, and yet we often struggle to address it in treatment, citing "I don't want to be disrespectful", or allowing our own issues about discussing religion to interfere. As a matter of practicality, it is important to ensure your assessment forms and treatment plans don't merely ask a person's religion, but dig much deeper asking abouttheir core religious constructs and practices that are most meaningful, and how they might incorporate them into treatment planning to promote spiritual health and insights. We must effectively explore how one's beliefs and spiritual practices can bring hope and meaning to the hurting, to offer a path toward growth and healing. It is also equally important to understand which beliefs and practices might actually deter their growth and healing by causing feelings of shame, regret, or failure.

The therapeutic relationship has tremendous power to change the course for those who engage with us in treatment, so we must ensure that we are using the most effective tools to promote healing. Exploration of religious beliefs and spirituality are two exceptionally powerful tools to help build resilience when strategically promoted in a safe and accepting manner within the treatment context. As clinicians we need to regularly assess our own comfort levels on said topics; find questions and exercises to sensitively engage our beneficiaries in dialogue; and to maximize the impact of services by empowering one's belief in something greater than themselves to make sense of the events in their lives. Such activities are indicative of cultural competence, and only come through continuing education, a growing self-awareness, and thoughtful dialogue with those whose religious or spiritual practices vary from our own.

About the Authors

The lead author and researcher on this project is an Australian Mental Health Social Worker (AASW) and PhD Candidate with Deakin University Australia,

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working as a trauma and addictions consultant based in Thailand with The Cabin Group. A/Prof Elizabeth Hoban of Deakin University is the student researcher's primary supervisor and chief investigator on the project, with over 20 years research experience in Cambodia. Mike Nowlin is the Executive Director of Hagar USA, former Country manager of Hagar Cambodia and over 20 years working in the child protection and human rights space.

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The Difficulties Faced Saudi Students in the US

By Dr. Maryam Alomair

Introduction- There are many obstacles that face Saudi Arabian students at American universities. As a Saudi Arabian student, it is important for our home country to provide all financing for medical, educational, and any related expenses because they are vested inproviding an opportunity where people from Saudi Arabia can get a quality education from an excellent educational institution. Saudi Arabian students face obstacles including language barriers, technological adjustments, being separated from family and friends as well as adjusting to the cultural differences (Kim, 2011). It takes a great deal of commitment and motivation to achieve the accomplishment of obtaining a degree from an American university.

What are the difficulties that face Saudi Arabian students at universities? My reason for choosing this problem is that my husband's learning skills didn't improve in the institute. So, I want to explore the learning difficulties he encounters at the institute. I decided to look for the difficulties that face Saudi students at U.S. institutes by first making interviews with Saudi students at the institute.

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The Difficulties Faced Saudi Students in the US

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I. Introduction

There are many obstacles that face Saudi Arabian students at American universities. As a Saudi Arabian student, it is important for our home country to provide all financing for medical, educational, and any related expenses because they are vested inproviding an opportunity where people from Saudi Arabia can get a quality education from an excellent educational institution. Saudi Arabian students face obstacles including language barriers, technological adjustments, being separated from family and friends as well as adjusting to the cultural differences (Kim, 2011). It takes a great deal of commitment and motivation to achieve the accomplishment of obtaining a degree from an American university.

What are the difficulties that face Saudi Arabian students at universities? My reason for choosing this problem is that my husband's learning skills didn't improve in the institute. So, I want to explore the learning difficulties he encounters at the institute. I decided to look for the difficulties that face Saudi students at U.S. institutes by first making interviews with Saudi students at the institute. I wanted to ask them about the status of education in the classroom. I asked them about their teachers and how the teachers deal with them. In addition, Iexplored and inquired about the problem using different resources such as: peer-reviewed academic journals and academic articles. Moreover, I still have some question about this problem, for example:

- Does having male and female students in the same class affect their learning?
- Do all students encounter the same difficulties?

While working on this project, I learned a great deal. All students should learn how to adapt with the new life and make sure that their customs and traditions do not affect or control their educational experience. In addition, they should try to become enterprising and engage with the society they live and study in. Moreover, they need to make contact with the people and try to interact in social activities like charity and volunteering, or even sports. Eventually, they will become more confident in dealing and benefiting from the educational environment whether they had to deal with male and female teachers. Furthermore, they must acknowledge the importance of communicating with their friends in class rooms despite different cultures, genders, and social backgrounds between them (Kim, 2009). They will gain a greater chance to achieve a successful educational experience when they do as such.

Educators have duties to become open-minded to the variety of their students' customs and traditions. They should be tolerant, respectful, and nonbiased to the different cultures of their students (Khawaja & Stallman, 2011). Additionally, they must accept the fact that not all students come from the same background or have the same experience in life. Therefore, it is necessary for educators to make a significant effort to dismiss the stereotyping within different cultures. In addition, they have a responsibility to conduct research and investigate reasons why some students have a low level of performance. Getting this information will enable instructors to teach more effectively and students to succeed in their educational experience (Littlemore, Chen, Koester, & Barnden, 2011).

I think this issue has a deep relation to my job. In my country, Saudi Arabia, we have separate schools for girls and boys. Because of that, there are some girls that feel too shy to participation and talk. My duty as a teacher will be to meet with them and try to identify the cause of the shyness. It will be to determine if it is a psychological cause, social cause, or a lack of understanding for the subject. We should always encourage students to participate and interact in the classroom to accomplish their goals.

There are many ways that knowledge would be found and created. Initially, I would have meetings and conversations with managers and administrative staff of the university. That would enable me to identify what the cultural environment was from a professional perspective. I would also speak with the students to get their perspective as well. From there, I would create activities and implement changes that would assist in acclimating the students to a new culture.

The students would benefit from my planned activities and social initiatives. I would create social activities that include more than an icebreaker on day one. Each week, students would need to speak on a campus activity or event of interest for a few minutes during the beginning of class. It would help them to overcome shyness and increase their ability to communicate with the class. There could also be a short question answer segment to increase interaction to an even greater degree. Students would be learning about

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their educational organization and how it affects the community in which everyone lives.

There are additional interventions that can assist all students. The institution can host cultural community days where they focus on international students and the countries they come from. On these days, booths can be set up in the student union or in an area that is traveled heavily by students. Information will be made available about what the differences in cultures are compared to American cultures and why different cultures, dress and have the lifestyle that they do. Short online learning activities and surveys could also be made available so that students can ask and view information at their leisure when it comes to various cultures on campus. A blog could also be developed where students can ask questions, read information, and share their thoughts on cultural likes and differences.

II. Conclusion

In conclusion, there are many benefits to obtaining a degree but a great deal of challenges for the international student. There are things that could and should be done to assist in the transition of leaving one's home country and coming to America to gain an education. Students should be educated on American customs and lifestyles so that students will know what to expect beforehand. There should be continuous learning seminars and educational opportunities including field trips and hands on experience that help international students adjust to the new life style. Some people fail because of the barriers. I would leave them with some advice from my experiences. Don't let the customs control and consume your life. Change is always going to be a part of life. One must adapt because in the case of Saudi Arabia, the government has provided you with a phenomenal opportunity and this is your future. So, don't be afraid to live and learn.

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Policies on Employment and Age Declaration Scam: A Case Study of the Nigerian Security and Civil Defence CORPS (NSCDC) and United Bank for Africa (UBA)

By Okom, Emmanuel Njor & Aboh, Fidelis Isomkwo
University of Calabar

Abstract- The ceiling placed on age by government and non-governmental agencies when it comes to employment opportunities in Nigeria, which is usually between 20 and 30 years, has made a lot of applicants outsiders, bracketing them out of consideration in the job selection process, thereby pushing them to have their ages falsely declared in court. The problem is even more prominent in Nigeria where applicants can take up to a decade or more looking for jobs, by which time they get older. For example, in a 2016/2017 recruitment exercise by the Nigerian Police, a candidate applying for the post of a Cadet Assistant Superintendent of Police must be between 23 and 28 years of age. Also, in an advert by Fidelity Bank Plc in 2015 for jobs, one of its key requirements was: an applicant must be between 20 and 28 years. But the Nigerian Constitution Section 42 (2) says no Nigerian shall be deprived of any opportunity based on circumstances of birth. Age is a circumstance of birth. Discrimination on the level of age has forced many applicants to go to court and have their ages falsely declared in order to qualify for jobs advertised, which amounts to perjury – a crime punishable by the Nigerian state itself. Here then lies a social problem for research. This is a qualitative research which used key informant interview in gathering data from two selected organizations in Calabar metropolis. The work sought to ascertain whether there is a relationship between age limit placed by employers and age declaration scam committed by applicants. The paper concluded that all men are created equal and there must be no discrimination whatsoever. Government as custodians of the Constitution should stop the discrimination; they should enact laws against any discriminating employers - were the recommendations made, among others.

Keywords: age declaration scam, employment policy, age discrimination practice, NSCDC, UBA.

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Policies on Employment and Age Declaration Scam: A Case Study of the Nigerian Security and Civil Defence CORPS (NSCDC) and United Bank for Africa (UBA)

Okom, Emmanuel Njor [α] & Aboh, Fidelis Isomkwo [σ]

Abstract- The ceiling placed on age by government and non-governmental agencies when it comes to employment opportunities in Nigeria, which is usually between 20 and 30 years, has made a lot of applicants outsiders, bracketing them out of consideration in the job selection process, thereby pushing them to have their ages falsely declared in court. The problem is even more prominent in Nigeria where applicants can take up to a decade or more looking for jobs, by which time they get older. For example, in a 2016/2017 recruitment exercise by the Nigerian Police, a candidate applying for the post of a Cadet Assistant Superintendent of Police must be between 23 and 28 years of age. Also, in an advert by Fidelity Bank Plc in 2015 for jobs, one of its key requirements was: an applicant must be between 20 and 28 years. But the Nigerian Constitution Section 42 (2) says no Nigerian shall be deprived of any opportunity based on circumstances of birth. Age is a circumstance of birth. Discrimination on the level of age has forced many applicants to go to court and have their ages falsely declared in order to qualify for jobs advertised, which amounts to perjury – a crime punishable by the Nigerian state itself. Here then lies a social problem for research. This is a qualitative research which used key informant interview in gathering data from two selected organizations in Calabar metropolis. The work sought to ascertain whether there is a relationship between age limit placed by employers and age declaration scam committed by applicants. The paper concluded that all men are created equal and there must be no discrimination whatsoever. Government as custodians of the Constitution should stop the discrimination; they should enact laws against any discriminating employers - were the recommendations made, among others.

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I. Introduction

People have falsely declared their ages in court (or committed what is referred to as age declaration scam in this discourse) for several reasons. Some have over- or under-declared their ages to be eligible to be to be chosen into a football team, some others to get a visa in order to travel abroad, some in order to hold on to their jobs even when they are long due for retirement, others to qualify to run for a political post, others to be eligible for a job advert, and so on. For whatever reason, age falsification is a crime not just in Nigeria but in many other countries of the world. According to the Penal Code, Section 156, anyone who is legally bound by oath or by any definite provision of the law to make a pronouncement on any subject, who makes a false declaration which he knows or believes to be false is said to give false evidence, or is said to commit perjury, as is the with Criminal Code for southern Nigeria.

From the above, it is seen that giving false evidence in court (according to the Penal Code in Northern Nigeria) or committing perjury (according to the Criminal Code in Southern Nigeria) is a crime not just in age declaration scam but in telling any form of lies in court when bound by oath to say otherwise.

The question is: are there socio-economic or government-induced factors pushing people towards declaring their ages falsely? If they are, what is the government doing to curb this act which the law of the country itself forbids? If the government expects conformity from its citizens, and if the very same government discriminates people on the level of age when in the Constitution it says there shall be equal opportunities for all, and forces some of its citizens towards declaring their ages falsely, thus making them criminals, then there is a grave problem of credibility between what the government says and what it actually does. The issue becomes even more prominent when one sees that government which should enforce the law is otherwise involved in breaking the law, thus setting a bad example for other non-government employers to follow. Although people have falsely declared their ages for several reasons, this research work shall look at those employment policies which force prospective applicants to commit age declaration scam.

II. Statement of the Problem

In a nation like Nigeria, founded on the principles of freedom, equality, and justice, it is surprising that age is a barrier to the attainment of these fundamental principles of nationhood which are embedded in the Constitution. In Section 16 (1) (b) of

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the 1999 Constitution of the Federal Republic of Nigeria, it says the State shall ensure, as a matter of prime importance, the freedom, welfare and happiness of everyone of its citizens, based on equal status and opportunity, and following the principle of social justice. In another section, precisely Section 17 (13) (a), it says the Nigerian State shall, as a matter of policy, make sure that every citizen without bias to any group whatsoever "have the opportunity for securing adequate means of livelihood as well as adequate opportunity to secure suitable employment."

In the Nigerian Labour Act, CAP 198 of the Laws of the Federation of Nigeria of 1990, Section 33 (2) (e), the ripe age for employment is eighteen years. Understandably, the age of eighteen in the Constitution is the age of criminal responsibility. However, in line with the Constitution, the Labour Law does not indulge in age discrimination regarding recruitment of workers beyond the age of eighteen. It is surprising, for example, however, for a government institution such as the National Youth Service Corps to put the age limit of national service at thirty, cutting off a reasonable number of the graduates who would otherwise have loved to serve the nation. Even more disturbing is the fact that adverts placed by government institutions for recruits put the age limit at most 30 and at least 24 years. The problem here is that a preponderant majority of the workforce is cut out of consideration for work. What then is the value of their education, if it cannot provide them with the opportunity for work in order to earn a living, just because of the age barrier? It makes what the Constitution says a farce because, in theory, it states that the State will make policies to ensure adequate employment opportunities for all, while in practice the very state is frustrating some particular age groups out of employment.

The resultant effect of this age barrier is that some prospective job seekers are forced to engage in age declaration scam, different from their biological ones, to be qualified to be considered for work. And what this in turn means is that the State, against what it says in the laws, through its age barrier practices, forces a portion of its citizens towards perjury or false swearing, or false evidence in court through false age declaration.

Thus, age barrier by the government and other employment institutions pushes those bracketed out of the workforce toward perjury and the punishment slated for it, which, according to the Criminal Code, ranges from 14 years imprisonment to life imprisonment. So that in the long run, the State itself indirectly makes of its subjects ex-convicts who would never be legible for any government work.

If the Constitution encourages social justice and equal opportunities as it says in the lines of its laws above, and if in its recruitment adverts it poses a contradiction to this legal principle of equal opportunity through age barrier and forces some of its citizens to be deviant and non-conformists, then there is a big problem in the country between what is ideal and what is real. Here then lies the problem for this inquiry: that the State, which demands strict conformity to laws from its citizens, however, pressurises them, through its age-barrier practice, towards deviance and non-conformity.

III. Literature Review

Although not many books have been written on false age declaration as a result of job requirements, a few articles can be found online, to expose the fact that age discrimination in Nigeria has kept some Nigerians from getting the jobs of their dreams. According to Paschal (2016), in Nigeria today, once one is 28, one is not likely to get entry-level jobs in the country in any of the big companies. He said that for these companies, the age limit is even falling to 25 years maximum. He emphasised that these companies tend to favour younger graduates than older ones. In discussing top 10 employable qualities applicants must consider, Jarushub (2015), a Nigerian portal which focuses on career and management, also agreed that age is a critical factor in the Nigerian labour market. It concurs with Paschal (2016) that many jobs have age restrictions. It said that as one grows older, the number of job opportunities one would be eligible for would become progressively lesser. It argued that the younger ones stand better chances of landing with more jobs from which to choose.

According to Bishopjoe02 (2013), in a blog post on Niraland Forum, it is a usual practice by employment institutions to specify age requirements as part of their eligibility requirements. He said in most vacancies, the maximum age for entry-level applicants is usually pegged at 27/28 and in some ridiculous circumstances 24/25. He said, after consulting the 1999 Constitution, he found that this practice is unconstitutional as it is a form of discrimination. He went further to substantiate his view from the 1999 Constitution, by quoting from Section 42 (2), which clearly say that no Nigerian shall be subject to any disability or deprivation merely because of the circumstances of birth. He argued that dates of birth and the ages of Nigerians are circumstances of birth, so also is sex and ethnicity. He said employers have been getting away with this constitutional violation because nobody has challenged the practice; instead people go about doctoring their ages to meet up with these age requirements. Ogaemma (2011) in another blog on the same forum agreed with him that, because employers prefer workers from a certain age bracket, desperate job seekers doctor their ages to meet with the age requirements. He went further to mention those political offices for which the Constitution specifies some age limits, namely, the

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Presidential candidate must be 40 years and above, same as the Vice President; the Senatorial candidate must be 35 years and over, same as the gubernatorial candidate, while the House of Reps candidate must be 30 years and beyond. He argued that the ugly circumstances surrounding employment opportunities in Nigeria should make employers more sympathetic. He contended still that, taking into consideration the erratic educational system with its numerous strikes, most students, especially those in Federal and State higher institutions, end up graduating in their mid-twenties. When the one-year NYSC and the waiting period of prospecting for jobs (which could take years) are factored in, it would be discovered that a significant number of graduates would have exceeded the maximum age limits placed by prospective employers. Reacting to the post, one blogger (ow11, 2013) said: "Well NNPC, a government agency is guilty of this crime, and that says a lot if you intend to sue in a Nigerian court." He said that KPMG (Klynveld Peat Marwick Goerdeler) are also guilty of age discrimination, and prosecuting them abroad, he suggested, would cause a change.

Kevwe (2016), writing about the problem of age discrimination in Nigeria, in The Nation newspaper, said that in civilized nations, many labour laws have been made against age discrimination in employment issues. She said, for instance, the U.S Age discrimination in employment Act (1967) made it unlawful to fail to hire or sack someone on the grounds of age if the employee is over 40. Also, the U.K. Age Discrimination in employment Act of 2006 makes it unlawful to deny any age group employment, so long as that person is within the legal working age. She said that civilized nations of the world have made enviable strides in social justice by creating a level playing ground for all their citizens in the workplace. She argued that the adverse effect of age discrimination by prospective employers of labour in Nigeria is that it makes ". . . many Nigerians to declare false ages to be eligible for employment. . ." (Kevwe, 2016.) She argued that, in developed countries, employment practices depend on skills and abilities, but, in Nigeria, the government who should lead the way by not throwing away competent hands are the ones instead engaged in age discrimination. She said that it is disheartening and unpatriotic for the government to deny members of certain age grade employment, having been part of the population that voted them into power. She suggested that the President should issue a presidential directive banning all forms of age discrimination so that talented, passionate and patriotic citizens would be selected from the working age population to contribute to national development.

In comparing employment practices by foreign companies operating in Nigeria an in their home countries, Alalibo (2010) said these companies only indulge in age discrimination in Nigeria and not in their home countries. He said this is because their home countries have laws against age discrimination. He noted that a multi-national company operating in Nigeria advertised a job vacancy in its career section on the internet as follows: "We are looking for talented people seeking to make a difference. They must be young graduates who are under 26 years or experienced individuals who are under 32 years and capable of delivering excellent and value-added services to our clients." He observed that the same firm does not demand such of its United Kingdom applicants. He said that the UK, US, Australia, and some other countries have long legislated against age discrimination, but rather base their criteria of selection on skill and competence. He said while some Nigerians are agitating for such legislation in Nigeria, it is unfortunate that the government is not aware that it is contributing to the already existing employment problems by its age discrimination practices.

The "over-agedness" of job seekers in Nigeria is mostly due to the encumbering circumstances that twirl the poor population in the country. Most job seekers are orphans who have to pause several times in their educational journeys to work so as to pay their way through school, so that when they eventually graduate they are well over thirty. Some are bedevilled by exam failures, tertiary institution strikes, and inability to get jobs in time before they expire into "over-agedness". How then could the nation hold them responsible for circumstances of their birth and institutional failures to provide the enabling environment for early graduation from school? Okom (2014:64 – 65) in his novel, Outside the Gold Circle, presents the unemployment case of Lucky, a leading character in the novel:

"I finished primary school at the age of eleven," Lucky said. "Then I sat the West African Examination Council (WAEC) O' Level examination at the age of seventeen. I re-sat the examination a year after my first attempt. When I got my O' level papers I was nineteen years. Then I sat the Joint Admissions and Matriculation Board (JAMB) examination twice before I succeeded. I entered the university at the age of twenty-one. . . . ASUU strike kept me at home for two years. At long last, at the age of twenty-seven, I graduated from the University of Calabar. I did my National Youth Corps service . . . for one year. Then I entered the labour market at the age of . . . twenty-eight in 2006. I prayed earnestly to God, to get a good job between 2006 and 2008 but here I am still looking for a job up to 2011. Since 2009, I have been declaring my age every year; sort of telling lies to the nation. But I have to because I must get a job. My university degree – is it to be chewed like food? No . . . ."

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This excerpt points categorically to the fact that employment policies in Nigeria on age barrier necessarily force its desperate job-seeking citizens toward perjury – a contravention of the noble Law of the land, and a contradiction of the impeccable ideals dictated by the Constitution.

The rate of crime in Nigeria has been identified with the level of unemployment in the country. There is the likelihood that those who are discriminated on the level of age can turn to crime. Which means that age discrimination practice in Nigeria is a double-edged sword in that, one, it leads frustrated and desperate job seekers towards the false declaration of age which, in the face of Law, is perjury and, two, it leads jobless graduates to take to crime in order to survive. According to Dambazau (2007:92), "unemployment could lead to mental stress, apathy, and illness – factors that could pave the way to criminal behaviour." He said this is quite a fact in a society like Nigeria in which there is no adequate provision for social welfare so as to give temporary relief to the unemployed, which can become an instigator for criminal behaviour.

IV. Theoretical Framework

A few theories of crime shall be discussed here to lay the foundation for this research. The practice of age discrimination has far-reaching implications. Some theories here should be able to give us a grand foundational theoretical picture of this social problem.

The strain theory of sociology states that anomie results in society when societal pressure pushes social subjects to deviance. Robert K. Merton, a functionalist, is a disciple of this school of thought. If, as he puts it, it is true that there are institutionalized means of arriving at culturally defined ends, then social subjects live in a society that sets equal goals for its subjects without providing equal means for the attainment of such goals. The truth of this becomes more prominent when we examine critically the social problem at hand: Nigeria shares the common goal of success and expects its citizens to strive towards it, but the very Nigeria puts a stumbling block on the path of some of its citizens by indulging in age discrimination practice. Merton (1968) says "the social and cultural structure generates pressure for socially deviant behavior upon people variously located in that structure" (quoted in Haralambos and Holborn, 2008: 323.) How then can all attain the goal of success when the structure itself puts strain on some of its citizens? This strain put on some of them necessarily pushes them towards deviance and non-conformity. As Merton (1968:672 – 682) explains among others, that deviance is likely to occur when some social subjects accept the cultural goals but cut corners to attain them (innovators) and when some neither agree with the cultural goals nor subscribe to the means of achieving them (rebels).

In a balanced society, equal emphasis is placed upon both cultural goals and institutionalized means. However, in an unbalanced society like Nigeria where more emphasis is placed on goals at the detriment of means, the situation then is likened to a game of cards in which "winning becomes so important that the rules are abandoned by some of the players" (Merton,1968: 672 – 682.).

The Critical Criminological theory, represented by the Marxist criminologists can also help us to understand the social problem under investigation. The Marxist criminologists hold that power, prestige and affluence are key ingredients of influence of the rich in control of the state and its institutions towards the oppression of the poor. Lucky, the main character in Okom's Outside the Gold Circle captures this clearly when he said age barrier placed by government and other employers are meant to frustrate the majority poor. He said, "I think it (age limit) is a way of putting a barrier against poor people like us who often go to school late; who are often affected by . . . (ASUU) strikes, and who find it difficult to get jobs on time." In the book, Lucky saw expressly that, rich men's children who go to school early and who school abroad are not affected by the age discrimination. So, as long as the age discrimination practice lasts, it does not bother the rich.

The Marxist criminologists expose the fact that lack created the capitalist system for the proletariats could force them to crime. Since the poor workers labour so much for the affluent owners of the means of production yet have very meagre returns for their efforts, this scarcity of resources or poverty forces them towards deviance. When the capitalist system denies work to a particular group of persons because of their age, having spent so much for their education with no money left, the likely option is to resort to crime. Poverty has been identified by criminologists as a cause of crime. According to Dambazau (2008: 87), ". . . crimes, such as stealing or theft, burglary, and victimless crimes, such as prostitution, could be the consequence of poverty as a direct cause."

Another theory which gives a foundation to this discourse is the labelling theory in the Symbolic Interactionist perspective of deviance. The chain effect resulting from age discrimination could lead to labelling – a social condition where a social actor is regarded by others as a deviant while in essence the person so referred sees himself otherwise. A job seeker, for instance, who doctors his age through false age declaration, gets caught, is tried in court and goes to prison, comes out and gets labelled by society as an "ex-convict". But the person was only trying to do this for him to get a job to survive; he may never come to the self-acceptance that he is an ex-criminal. This reveals then the maximum harm caused by age discrimination practice. That,

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social groups (government and non-government employers) create deviance by making the rules whose infraction constitutes deviance, and by applying those rules to particular persons and labeling them as outsiders. From this point of view, deviance is not the quality of the act the person commits, but rather a consequence of the application by others of rules and sanctions to an "offender". The deviant is one on whom the label has successfully been applied; deviant behavior is behavior that people so label (Becker, 1963:9)

Another Theory of relevance is the Conflict Theory of Criminology, represented by Thorsten Sellin who views crime as a conflict of norms. He says, ". . . groups exist which are more or less in conflict with the dominant community group . . ." (Sellin, 1938: 74.) The complexity created by urbanization and modernity makes group norms of particular subcultures different from the legal normative rules of the mainstream cultural group. This cross border cultural conflict between the norms of the subculture and those of the mainstream culture creates deviance. Age declaration practice by employers is bound to create a sub-cultural group of desperate job seekers whose norm it is to doctor their ages to meet up with the age requirement of employers for employment, the norm of which violates the legal norm of Nigeria as contained in the Penal and Criminal Codes.

V. Methodology

a) Research Design

The study area is the Calabar metropolis of Cross River State. According to Tripod (2016), "Calabar Municipality lies between latitude 04° 15' N and longitude 8° 25' E." The two organisations in the metropolis used as a case study are United Bank for Africa (UBA), representing a non-governmental employer, and the Nigerian Security and Civil Defence Corps (NSCDC), representing a government employer. The key informant interview assisted the researcher in gathering data from respondents. Well-structured interview questions were formulated to elicit appropriate responses from respondents. The purposive and snowball sampling technique was used, as it is the most appropriate in reaching out to the right respondents. The researcher, in purposively locating the organisations, was duly directed to those appropriately placed in the organisations to supply the correct answers to the interview questions.

b) Results/Discussion

When asked whether their organisations had an age policy on employment, both responded in the affirmative. Reacting to the nature of the employment policy on age, UBA said it has two kinds of staff, namely, the frontline staff and service staff. For frontline staff, an applicant must not be more than 27 years while for service staff an applicant must not be more than 30 years. The NSCDC equally says it has two kinds of workers: for the rank and file, an officer must be between 18 – 25 years, while for officers' level an applicant must be between 22 – 35 years of age. They both say the age policies of their organisations are not public documents, but only accessible to their workers. They both agreed that their age policies have made some desperate applicants to falsify their ages, since they would not be employed otherwise. They both agreed that age falsification is a crime and a problem of immediate concern for Nigeria, but they said they had not prosecuted some defaulters they detected during their screening exercises because they knew they (the guilty applicants) were only trying to survive. They both agreed that late schooling and strikes in higher institutions are contributory factors to false age declarations, so defaulters should not be blamed. They added that age falsification is a normal thing in Nigeria, anyway.

The researcher tried to get court cases of those who had been convicted and sentenced, but the high court visited said it had not had such cases. This points to the fact that the laws on false swearing on age are blue laws; such should be struck off the law books by legislators.

VI. Recommendations

1. Government legislators should enact laws against age discrimination. This has become necessary, bearing in mind that age discrimination policies are against the tenets of the Nigerian Constitution, which should not be the case. All subsidiary laws must be in line with the Constitution, which is the grand norm of the country.
2. The government should deemphasise paid jobs and encourage private ownership by providing soft loans for the unemployed to start their own businesses, which will go a long way to check age falsification because of paid jobs.
3. The government should create enough jobs to take care of the volume of graduates coming out of school, which will help applicants to get jobs on time before they expire into over-agedness.
4. All government establishments engaged in age discrimination should desist from this practice, thereby setting an enviable example for establishments in the private sector which may want to indulge in age discrimination.
5. The government should have a unified pool of national information about every citizen in Nigeria, which will include their ages, so that when once given and entered into the pool, any person willing to falsify his/her age will be discouraged, since they know that they would always be found out.

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VII. Conclusion

The Constitution is founded on the principles of equality and justice to all, irrespective of age, colour, sex, religion, ethnicity, etc., reason being that those who conceived the Constitution believe that all men are created equal. Discrimination based on age is a form of injustice that has gone on unpunished for years in Nigeria. The time has come for government employers and other stakeholders to respect the noble ideals of the Constitution and defend them in word and deed.

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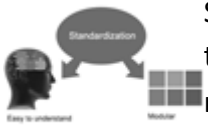

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Abstract

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

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

Keywords

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

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

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

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

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

Numerical Methods

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

Abbreviations

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

Formulas and equations

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

Tables, Figures, and Figure Legends

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

Figures

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

Preparation of Eletronic Figures for Publication

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

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

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

Tips for writing a good quality Social Science Research Paper

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

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

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

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

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

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



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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

.

Informal Guidelines of Research Paper Writing

Key points to remember:

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

Final points:

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

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

The discussion section:

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

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

General style:

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

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



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Mistakes to avoid:

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

Title page:

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

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

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

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

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

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

Approach:

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

Introduction:

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

The following approach can create a valuable beginning:

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

Approach:

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

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

Procedures (methods and materials):

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

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

Materials:

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

Methods:

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

Approach:

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

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

What to keep away from:

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



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Results:

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

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

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

Content:

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

What to stay away from:

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

Approach:

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

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

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

Figures and tables:

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

Discussion:

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

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

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

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

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

Approach:

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

Describe generally acknowledged facts and main beliefs in present tense.

The Administration Rules

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

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

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

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

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

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

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

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