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Readings Reader Formation

Corporate Social Responsibility

Highlights

Impact of Teacher's Personality

Strengthening Character Education

Discovering Thoughts, Inventing Future

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Community Leaders: Bane to Multinational Corporations Corporate Social Responsibility Policy Implementation in Niger Delta, Nigeria

By Dr. (Mrs) Okorie Christiana Uzoaru & Dr. Dokubo Chidinma

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Abstract- The study examined community leaders as bane to multinational corporate social responsibility policy implementation in Niger Delta, Nigeria. The research was guided by three research questions. The study is a qualitative research based on case study design. Population of the study is 100 respondents' which consist of 20 staffs of 2 multinational, 30 leaders of men Community Based Organisations (CBOs), 26 members of women community based organisations and 24 members of registered youth community based organisations which were purposively drawn from two states of Niger Delta, (Rivers and Bayelsa States). The sample size for the study was 80, comprising 50 staffs of the multinational corporations, 10 members of men CBOs, 10 members of women CBOs and 10 members of youth registered organisations drawn using snow ball sampling technique.

Keywords: community leaders, multinational corporation, corporate social responsibility.

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Community Leaders: Bane to Multinational Corporations Corporate Social Responsibility Policy Implementation in Niger Delta, Nigeria

Dr. (Mrs) Okorie Christiana Uzoaru[α] & Dr. Dokubo Chidinma[σ]

Abstract- The study examined community leaders as bane to multinational corporate social responsibility policy implementation in Niger Delta, Nigeria. The research was guided by three research questions. The study is a qualitative research based on case study design. Population of the study is 100 respondents' which consist of 20 staffs of 2 multinational, 30 leaders of men Community Based Organisations (CBOs), 26 members of women community based organisations and 24 members of registered youth community based organisations which were purposively drawn from two states of Niger Delta, (Rivers and Bayelsa States). The sample size for the study was 80, comprising 50 staffs of the multinational corporations, 10 members of men CBOs, 10 members of women CBOs and 10 members of youth registered organisations drawn using snow ball sampling technique. A validated interview schedule was the instrument used for data collection. The instrument had a reliability coefficient of 0.68. The recorded interview reports were analysed with content analysis transcription. Findings shows that multinational corporations in Niger Delta Region of Nigeria, actually have spelt out CSR packages for their host communities but attainment of the objectives are far from reality; that leader at all levels in the community prefer to be recognised than direct dealing with community needs; and that multinational corporation have been failing in the proper implementation of their CSR to host communities due to their affiliation to community leaders in expense of the community welfare.

Keywords: community leaders, multinational corporation, corporate social responsibility.

I. Introduction

Niger Delta Region of Nigeria is located in the south-south geopolitical zone of the country. The region consists of Rivers, Bayelsa, Delta, Ondo, Akwa Ibom, Abia and Imo States, and it is the region that produces crude oil which has been the lifeline of Nigeria economy. This region is also known for her home to multinational corporations, mostly oil and gas related corporations such as Shell Petroleum Development Company (SPDC), AGIP Oil, ExonMobil, and so on. The presence of the multinational corporations in the region mostly Rivers and Bayelsa state represents exploitation and untold hardship due to their operational activities that contributed to increased suffering by the host communities. The multinational corporations over the years exploited the ignorance of the rural communities to their own profit and impoverish the region. The abundance gas, hydrocarbon and water resources in the region that was supposed to bring development to the people have resulted to hardship and poverty in the area.

The operational activities of the multinational corporation have contributed to depletion and degradation of environmental resources of the people. Land and water resources which are the economic main stay of the people of Niger Delta have been negatively impacted on, resource depletion, extinction and degradation is visible in most of the rural communities. Many of the indigenous people who depended on water resources are now left with little or no sources of livelihood due to depletion as result of oil and gas exploration. The impoverish state of the communities where the multinational corporations operate have in recent times serve as eye opener to the community members and thus resulted to confrontation by mostly youths in the community. Incessant cases of Youths restiveness in Niger Delta usually emanate from grievances related multinational corporations exploitative activities. In attempt to promote conducive environment for their business, multinational corporations engage in different types of corporate social responsibility packages.

Corporate social responsibility has to do with corporation initiating actions that will influence positively on its host community. This is in accordance with the Commission of the European Communities (2001) definition of corporate social responsibility as a concept whereby companies integrate social and environmental concerns in their business operations and in their interactions with the stakeholders on a voluntary basis. Inyang (2013) observed that due to the dependency of business on society, certain responsibilities or obligations are imposed on the business organisations to discharge as part of their corporate social responsibility. This can also been seen as strategies in which corporations conduct their business in an ethical and society friendly way which according to Ismail

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(2009) involve a range of activities such as working in partnership with local communities, socially sensitive investment, developing relationships with employees, customers and their families, and involving in activities for environmental conservation and sustainability.

However, this study will cover CSR activities of multinational corporations in Rivers and Bayelsa States, specifically Shell Petroleum Development Corporation (SPDC) and Nigeria *Agip* Oil Company (NAOC). These corporations through the different memorandum of understandings (MOUs) they enter with their host communities were obligated to carry out certain level of voluntary and active contributions toward environment, social and economic improvement of community members where they do their businesses. But despite the agreements on MOUs and the modalities of addressing issues on the MOUs, conflicts and disagreements are usually associated with host community and multinational corporation relationship. Mostly the youths from the communities' cause lots of blockages, hostages and sometimes destruction of companies' properties as a result of non-compliance to corporate social responsibility package embedded in the agreement. The continual conflicts and confrontation between community members and multinational corporations prompt the researcher interest on this study.

a) Statement of the Problem

Commitment to yearnings and suffering of community members due to impacts of multinational corporation's operational activities on host communities is the main tenet of corporate social responsibility of the corporations to the people, and in order to comply with these obligations, multinational corporations in Rivers and Bayelsa States enter into MOUs with specific areas of interest which include education, employment, environmental maintenance, health care, and so on. The corporations dialogue with community leaders that represent the host communities to sign agreements and also map out modalities to meet up with the agreed terms. But despite the CSR embedded in MOUs, community members still suffer and most cases the restore to confrontations, blockages of corporation operating location, hostage of corporation personnel by youths from the communities to demand for what they think rightly belong to them that are been taking away by the corporations without proper compensations ;and also the neglect of their environment in which the multinational corporations have degraded through oil and gas exploration activities that have denied them their means of livelihood. It is based on this backdrop that this study is been carried out to find out the level of involvement of community leaders in SPDC and NAOC corporate social responsibility implementation to their host communities, and answer to this question is the problem of this study.

b) Purpose of the Study

The purpose of this study is to investigate community leaders as bane community leaders to multinational corporations' corporate social responsibility (CSR) policy implementation in Rivers and Bayelsa States. Specifically, the objectives of the study are to:

1. Find out the modalities of agreement on what constitute multinational corporations' CSR to host community.
2. Examine the agreed processes of CSR implementation between the multinational corporations and their host communities.
3. Examine the ways community leaders are involved in the multinational corporations CSR implementation processes.
4. Examine the effects of community leaders' involvement in multinational corporations CSR to the host communities.

c) Research Questions

The following research questions guided the study

1. What are the modalities of agreement on what constitute multinational corporations' CSR to host community?.
2. What are the agreed processes of CSR implementation between the multinational corporations and their host communities?.
3. In what ways are community leaders involved in the multinational corporations CSR implementation processes?.
4. What are the effects of community leaders involvement in multinational corporations CSR to the host communities?.

II. Literature Review

a) Community Leaders

A leader is someone who is entrusted with responsibility of leading other group members, he/she exert social influence to maximize the efforts of the group members to achieve group goal. In every facet of life, leaders are required to propel other members toward attainment of goal. A leader is supposed to possess qualities such as self-confidence, strong communication skill, creative and innovative in thinking, perseverance, willingness to take risk, level headed, reactive and open. Alam (2012) pointed out that leaders are crucial element because they are the one that stand in gap for their communities.

Community leaders according to Famakinwa, Adisa, and Alabi (2019, p.474) are "major key players in Nigerian rural development programmes who influence the thoughts, ideas, actions, behaviour and feelings of other people in their communities, and must be involved at every stage in any rural development programme before such can bring any meaningful result", In view of

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this, Mgbada and Agumagu (2007) explained that community leaders constitute a part of the power structure in the community and they influence and direct the activities of the community they represent towards the achievement of their target goals. Community leaders may belong to one higher economic class or the other but their primary responsibility is to ensure that progress is made in line with community needs. According to Alam (2012, p.630), local leaders roles includes:

1. Provision of social services to their local communities.
2. Mobilization of the local community for their local resources.
3. Organising the community for community developments.
4. Providing the basic health facilities to the local community for their better health.
5. Local leaders work to provide better education to the community.
6. Arrange for different skill develop centers to the local community members

Akwa and Kpalo (2013) also identified different roles community leaders in Nigerian rural community to include:

1. Pioneering of development projects;
2. Making decisions on different issues affecting the community;
3. Playing influential roles in sourcing for project funds;
4. Legitimising of extension programmes; making decision on suitability of extension projects;
5. Contributing land and other resources for projects and mobilizing community members' participation in rural development projects.

b) Concept of Social Responsibility

Corporate social responsibility is action by business organisation will influence positively on its host community. Corporate social responsibility (CSR) according to Ekanem (2013) is the soul of public relations practice which corporate organisations must exploit to excel or ignore to their peril. In view of this, Asemah and Edegoh (2014) asserted that corporate social responsibility is a concept whereby companies integrate social and environmental concerns in their business operations and in their interaction with their stakeholders on a voluntary basis. Jastrzębska in Okorie and Ikwuegbu (2019) observed that that CSR is concerned with commitment to issues of social and environmental relationship that exist between business and the business internal stakeholders (the owners, shareholders and employees) and external stakeholders (customers, suppliers, competitors, creditors, local and central authorities, foreign governments, nongovernmental organizations (NGOs). This is in support of Mohammad in Okorie and Ikwuegbu (2019) explanation that CSR of companies include:

1. Internal responsibility, or the actions a company takes in relation to its employees, suppliers, and product quality;
2. External responsibility, which refers to a company's relationships with community stakeholders and support for community-related development goals; and
3. Environmental responsibility, or a company's efforts to pro-actively manage its impact on the natural environment.

However, CSR has the potential of ensuring that multinational corporation adopts community relations needed to enhance social and developmental programmes to the host community. Kotler and Lee in Alfred (2013) defined corporate social responsibility, as a commitment to improve community well-being through discretionary business practices and contributions of corporate resources. Accordingly, Alfred (2013) observed that the projects and programmes provided by the indigenous and multinational firms operating in the region through corporate social Initiatives are mostly tailored to address specific or sporadic needs or events of and in the communities. Christian Aid in Imomotimi and Collins (2014) identified six factors behind the corporate enthusiasm for corporate social responsibility which includes:

1. Defending public image. According to the study, the first corporate social responsibility initiatives were a response to public pressure and media expose or poor company behavior;
2. Attracting investors as well as burgeoning ethical investment sector are increasingly paying attention to environmental and social practices of corporations as a basis for investing their stocks;
3. Making good public relations. That is, CSR has the capacity to deflect people's attention away from bad to good corporate behavior;
4. The issue of engaging campaigners. The interpretation is that, a company may engage in CSR as a response to nongovernmental organizations (NGO) campaigns against its practices;
5. Permit to operate in conflict prone areas like the Niger Delta, a corporation good work may earn it the social license to operate; and
6. Calls for the imperatives for regulating the conduct of corporations, voluntary good conduct by a corporation is used to obviate the need for regulation.

To Tharp and Chadhury (2008) corporate social responsibility is the processes in which organisations take responsibility for the impact of their activities on customers, employees, shareholders, communities and the environment in all aspects of operations and it is also called corporate citizenship which according to Catalyst Corporation in Tharp and Chadhury (2008)

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implies that company should be a good neighbor to the communities that are affected by its presence. In view of this Tharp and Chadhury (2008) pointed out that the compelling reasons why companies should engage in CSR is based on four arguments which are moral obligation, sustainability, license to operate, and reputation.

c) *Multinational Corporations and Corporate Social Responsibility in Rivers and Bayelsa States*

Shell Petroleum Development Company (SPDC) and Nigerian Agip Oil Company (NAOC) Limited carry out their oil and gas operational activities in the land and swamp areas of Rivers and Bayelsa States. These multinational companies through their operation degrade the environment of their host communities; in some cases dispossess them of their means of their mean of livelihood through oil related spillages. In other to ameliorate the untold hardships been suffered by the host communities, they enter into agreements with their host communities, this community-friendly model f relationship is called Global Memoranda of Understanding (GMoU). Through GMoU community support programmes and projects are provided as corporations CSR packages. The CSR programmes and projects cover the following areas:

1. Health care;
2. Education;
3. Infrastructure;
4. Voluntary skill training;
5. Agriculture;
6. Micro-credit;

The corporations use CSR as a means of paying back to the community and also sustaining their business. This is in support of Ojo, (2012) assertion that a company survival and the level of business success significantly depends on the improvement of the host communities.

III. Methodology

This study is a qualitative research and the research design adopted for this study is case study. This type of design involve the analysis of real world problems of which one has experience or is able to observe. CSR is an observable real life phenomenon. The population is 100 respondents' which consist of 20 staffs of 2 multinational corporations in Niger Delta region of Nigeria, 30 leaders of men Community Based Organisations (CBOs), 26 members of women community based organisations and 24 members of registered youth community based organisations purposively drawn from two states of Niger Delta, (Rivers and Bayelsa States). An interview schedule which was face and content validated by three validates was the instrument used for data collection. The instrument had a reliability coefficient of 0.68, which was achieved using Cronbach Alpha statistical tool. The researcher carried out two methods of interview which are In-depth interview (one-to-one) and focused group discuss into gather information for the study. In-depth interview was used to solicit information from the SPDC and NAOC staffs while focus group discussion was adapted to interview community members.

IV. Result and Findings

a) *Presentation of Result*

The recorded interview reports were analysed with content analysis transcription. Content analysis enables a systematic coding of data by organising the information into theme and then analysing the recorded interview under coded themes. The interview was categorized into four distinct themes, which are;

1. Modalities of Agreement;
2. Processes of CSR;
3. Community Leaders Involvement; and
4. Effects of Community Leaders Involvement.

The results and findings were summarized as follows

i. *Modalities of Agreement*

Majority of the respondents interviewed in both SPDC in NAOC were of the view that they enter into agreement with their host communities based on the content of Global Memorandum of Understandings (GMoUs). That they adopted social responsibility codes as part of their business engagements and expanded their corporate-community arrangements, from the provision of social amenities alone to that of community empowerment. Respondents from SPDC said that in any of the community where SPDC have location, the company provides succor the community members as CSR package to the communities. The packages include provision of scholarship to community children at various levels, provision of adequate health-care facility, comprehensive youth empowerment scheme, other skill training programmes, and so on.

This corroborates with the response of respondents in NAOC that based on the provision of the Land Use Act that compensation must be paid for any land acquired for the purpose of mining and laying of pipelines and the Petroleum Drilling and Production Regulation Decree No 57 specification that the payment of compensation for damage to buildings, economic trees or crops during oil production activities. That NAOC do enter into agreement with their host communities on specific areas of interest to the community.

Respondents from communities also agreed that SPDC and NAOC enter into agreements with them on CSR packages by signing memorandum of understanding on specific areas of interest to the host communities. That through the signed agreement SPDC

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and NAOC to an extent has contributed to development of their communities.

ii. *Processes of CSR*

Respondents from SPDC and NAOC attested that the processes of their companies CSR include the provision of widening range of services covering education, agriculture, health and water supply. Educational initiatives include the provision of teachers paid directly by the companies and the building of classrooms, payment special rates to teachers to encourage them to go and teach in rural areas where the governments are inactive, payment compensation to fishermen and farmers for the disruption of their livelihood, provision of potable water and electricity to every home on the island and so on. While respondents from the communities were of the view that the wealth being generated should also be used for community development but that SPDC and NAOC operating in their community see the CSR package they provide as burden; that we are demanding more than we supposed to. They impose CSR programmes and packages to our communities that sometimes do not have any positive community development impacts. This has been the reasons why disagreement arises often between host community and SPDC and NAOC.

iii. *Community Leaders Involvement*

Respondents from SPDC and NAOC asserted that since they cannot deal directly with everybody in the community, they only interface and dialogue with chosen leaders from the communities, that their corporations community liaison officers meet the community chosen leaders to dialogue on community needs based on the agreement on the MOU. That whatever things the leaders consent to that is embedded in the MOU is what they carry out as CSR in the host community. The corporations community liaison officers also said that the distributions of their CSR educational, employment, skills training, agricultural packages are usually been determined by the community chosen leaders who stands in gap between the corporations and host communities.

Respondents from the communities asserted that the main problem they encounter is issues of conflicts of interest that cut across the youths, women and chiefs in the communities. That these different groups within the communities want their own needs to be prioritise at the expense of collective community interest and since any CSR coming from the multinational corporations pass through the leaders (youths, women and chiefs), they make decision on the sharing formula not minding if it is equitably distributed or not. That in most cases, the chiefs connive with the paramount ruler to take what rightly belong to the community as CSR from the corporations they play host as their personal achievement and then give to their loyalist even when they are not qualified for such.

iv. *Effects of Community Leaders Involvement*

Respondents from the corporations asserted that due to conflicts of interest, selfishness on the part of the leaders, the communities are not actually experiencing much the impacts of their CSR and in most cases, the youths who are sometimes been used by the community chiefs block and stop their operational activities. Thereby making the corporations to incur lost due to stoppage of operations. They also said that sometimes, their workers are been held hostage by the community youths in their quest for demand "fait" treatment from the corporations'. While respondents from the host communities were of the view that the conflict and disagreement between communities and the corporations is rooted to the unpatriotic nature of their community leaders.

b) Discussion of Findings

The findings reveals that SPDC and NAOC corporate social responsibility packages are based on MOUs between the corporations and host communities and that he packages include provision of scholarship to community children at various levels, provision of adequate health-care facility, comprehensive youth empowerment scheme, other skill training programmes, and so on. This is in support of Imomotimi and Collins (2014) observation that

> With the growing popularity of CSR demands by host communities and the hostile relationship between oil multinationals and local communities, oil companies have adopted the practice of signing Memorandum of Understandings (MOUs) to guide their engagements with oil producing host communities. The MOUs basically refers to a document showing agreement between the multinational oil companies and oil producing host communities, as regards community development projects that will be executed by the oil multinationals in the host communities. (Imomotimi and Collins, 2014, p.15-16)

This is also in line with Alfred (2013) assertion that at present CSR projects and programmes are done through a rather community-friendly model called, Global Memoranda of Understanding (GMoU) in SPDC, Chevron, and other transnational firms like Statoil operating in the region., and that the community development programmes and projects through the GMoUs models. In view of this, it will be established that community-friendly MOU models have actually influenced relationships between corporations and host communities.

SPDC and NAOC through their CSR provide wide range of services covering education, agriculture, health and water supply. But they impose these CSR programmes and packages to communities; that sometimes these CSR packages do not have sufficient positive impact on host communities; and contribute to disagreement between host communities and the multinational corporations. Alfred (2013) disagree that

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insufficient CSR contribute to disagreement between host communities and the multinational corporations, rather that because of the present comprehensive backward nature of almost all the crude oil producing communities, raw and formalistic CSR generated projects and programmes alone cannot help to create the trust and social acceptance the oil firms need to operate freely in these communities. Despite this bottleneck, Alfred (2013) observed that:

> NAOC through the provision of environmentally friendly and easily sustainable and absolutely free 24 hours electricity; adequate and yearly employment of youths; (mostly children of major stakeholders such as kings and head chiefs); labour and supply contracts for chiefs and elders and other opinion leaders; a good number of scholarships opportunities annually for primary schools pupils, secondary schools students and for undergraduates and post-graduates; maintenance and building of new and old roads; the provision of clean drinking water for most of the major communities; renovations of schools; re-planting of deforested lands; support for the local health facilities; training of local manpower base and others; Agip has endeared itself to the people of the Island. (Alfred, 2013, p.127).

The finding also reveals that due presence of multiplicity of interest and demands, that they choose to deal directly with chiefs rulers, who according to respondents from the community leaders connive with themselves take what rightly belong to the community as CSR from the corporations they play host as their personal achievement and then give to their loyalist even when they are not qualified for such. This finding supports Imomotimi and Collins (2014) observation that oil companies take advantage of the naivety, lack of political will and corruption of the Nigerian state to breach with impunity most Memoranda of Understanding signed with oil bearing communities, resulting to Conflicts between communities. Conflicts between oil companies and host communities are attributed to failures on the part of oil companies to adhere to MOUs signed with their host communities. Thus host communities and corporations conflicts do affect corporation profit and corporation image and sustainability as well.

V. Conclusion and Recommendations

a) Conclusion

Conclusively, community leaders involvement in CSR of multinational corporations have contributed to improper implementations of CSR packages in Niger Delta region most especially, the proper implementation of SPDC and NAOC memorandum of Understanding with host communities in Rivers and Bayelsa States.

b) Recommendations

Based on the findings and conclusion, the following were recommended:

1. Since the MOU through which CSR are been carried out are duration based, the agreeing parties should also include the clause of accountability;
2. Any CSR package should be community driven initiative not imposition by providers;
3. SPDC and NAOC should carry out their CSR in a more equitable ways t reflect development in the community by avoiding favoritism strategy ; and
4. For smooth business operations that will promote profitability and sustainability, corporations should avoid conflict with host communities by respecting agreements.

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Reading Fluency: Differences between Oral and Silent Reading Comprehension

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Abstract- Became a fluent reader is one of the aims of the reading learning process. In previous researches, the relationship between oral and silent reading fluency and text reading comprehension has been investigated with different results. According to the variety of information about the topic, the purpose of this work is to compare oral and silent reading fluency to establish possible differences between reading modalities and the implications for reading comprehension. A sample of 171 children from 3rd, 5th, and 7th grade answered three tasks: a standardized word and non-word reading task, an oral reading comprehension task, and a silent reading comprehension task, both designed ad hoc. In order to compare the three groups of students, time measures and accuracy were calculated for word and no-word reading task, and time and comprehension measures were considered for oral and silent reading comprehension tasks.

Keywords: reading fluency, comprehension, word access, silent reading, oral reading.

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Reading Fluency: Differences between Oral and Silent Reading Comprehension

Dra. Julieta Fumagalli [α], Dr. Juan Pablo Barreyro [σ] & Dra. Virginia Jaichenco [ρ]

Abstract- Became a fluent reader is one of the aims of the reading learning process. In previous researches, the relationship between oral and silent reading fluency and text reading comprehension has been investigated with different results. According to the variety of information about the topic, the purpose of this work is to compare oral and silent reading fluency to establish possible differences between reading modalities and the implications for reading comprehension. A sample of 171 children from 3rd, 5th, and 7th grade answered three tasks: a standardized word and non-word reading task, an oral reading comprehension task, and a silent reading comprehension task, both designed *ad hoc*. In order to compare the three groups of students, time measures and accuracy were calculated for word and no-word reading task, and time and comprehension measures were considered for oral and silent reading comprehension tasks. Results show that 3rdgrade students need more time and are less accurate in word and non-word reading task, and are slower in oral and silent reading in comparison with 5th and 7th grade students. When reading modalities were compared, the results show that only 5th grade students are faster when they read silently. When reading comprehension modalities were contrasted,only 3rd grade students had the better performance when they read silently than when they read aloud. These findings show how reading fluency in oral and silent reading and comprehension differs and consolidates as students advance in school levels.

Keywords: reading fluency, comprehension, word access, silent reading, oral reading.

I. Introducción

Los modelos de desarrollo lector (Chall, 1983; Ehri, 2005, 2014; Metsala & Ehri, 2013) proponen que la fluidez lectora emerge una vez finalizadas las primeras etapas de aprendizaje de la lectura. En los primeros momentos de este proceso predominan las estrategias de decodificación, que se inician cuando los niños aprenden las letras y las conectan con una representación fonémica almacenada en la memoria. Los lectores principiantes se apoyan en estas conexiones, reglas de conversion de grafemas-fonemas, para leer todas las palabras a las que se enfrentan. Una vez que han logrado maestría para dominar estas reglas y automatizar los procesos implicados en la decodificación pueden almacenar las representaciones ortográficas de las palabras en el léxico mental (Ehri & McCormick, 1998) y son capaces de leer palabras conocidas y desconocidas correctamente y sin esfuerzo. En esta etapa del desarrollo lector, los niños reconocen la mayoría de las palabras a través de su representación completa, es decir, aplican estrategias de reconocimiento léxico automático y pueden destinar recursos cognitivos, que antes usaban en los procesos de decodificación, a mecanismos de procesamiento relacionados con la comprensión de los textos que están leyendo (LaBerge & Samuels, 1974; Perfetti, 1985; Perfetti & Stafura, 2014).

La mayoría de las definiciones de fluidez lectora coinciden en señalar a la velocidad y la precisión como sus componentes centrales (Hudson, 2011; Hudson, Pullen, Lane, & Torgesen, 2009; Hudson, Torgesen, Lane, & Turner, 2012; Paige, Rasinski, Magpuri-Lavell, & Smith, 2014; T. Rasinski et al., 2017; Rasinski, Rikli, & Johnston, 2009; Young, Mohr, & Rasinski, 2015; Zimmerman & Rasinski, 2012) y otras incorporan como relevantes en la definición del constructo a las medidas de comprensión de textos (Samuels, 2006) y la expresividad o prosodia al leer, que se refleja en la correcta segmentación sintáctica y semántica del texto (Benjamin et al., 2013; Kuhn, Schwanenflugel, & Meisinger, 2010; Schwanenflugel, Hamilton, Kuhn, Wisenbaker, & Stahl, 2004).

En las investigaciones sobre fluidez lectora, esta se encuentra generalmente asociada a la lectura en voz alta, ya que es la herramienta más utilizada para medirla (Benjamin, et al., 2013; Borzone & Signorini, 2000; Borzone & Signorini, 1991; De Mier, Borzone, & Cupani, 2012; Etxebarria, Gaminde, Romero, & Iglesias, 2016; Kuhn, et al., 2010; Miller & Schwanenflugel, 2008; Rasinski, 2003; Rasinski, 2006; Rasinski, 2010; Schwanenflugel, et al., 2004; Young, et al., 2015; Zutell & Rasinski, 1991). Sin embargo, estudiar solamente la lectura en voz alta brinda un cuadro inacabado del procesamiento lector, ya que los mismos procesos en los que se apoya la fluidez para leer en voz alta – precisión lectora, reconocimiento léxico automático, la habilidad para segmentar el texto en unidades de significado- son aspectos involucrados en la fluidez

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lectora silente y son necesarios para comprender en ambas modalidades (Abramson & Goldinger, 1997; García-Rodicio, Melero, & Izquierdo, 2017; Prior et al., 2011; Rasinski, 2006; Rasinski, 2010; Rasinski, et al., 2009). Por otra parte, la lectura silente es una herramienta que se pone en juego en la escuelaporque, una vez finalizado el primer ciclo de escolaridad primaria (1º a 3º grado), que coincide con la culminación del proceso de alfabetización inicial, se convierte en la modalidad preferida para realizar actividades en el aula y para estudiar en el hogar (García-Rodicio, et al., 2017; López-Escribano, De Juan, Gómez-Veiga, & García-Madruga, 2013; Rasinski, et al., 2017).

Por otra parte, se han realizado diversas investigaciones en las que se analiza el rendimiento en comprensión de textos según el material se lea en voz alta o de manera silente. La mayoría de estos trabajos se ha realizado en inglés (e.g. Elgart, 1978; Fletcher & Pumfrey, 1988; Hale et al., 2011; McCallum, Sharp, Bell, & George, 2004; Prior & Welling, 2001; Prior, et al., 2011). Entre ellos cabe destacar los realizados por Prior y colaboradores (Prior & Welling, 2001; Prior, et al., 2011) y McCallum y colaboradores (McCallum, et al., 2004). Prior y Welling (2001) estudiaron la comprensión lectora en niños de 2º, 3º y 4º grado con tareas de lectura en voz alta y silente y hallaron que en 2º grado no se registraban diferencias en el nivel de comprensión en función de la modalidad lectora, pero en 3º y 4º había una mejor comprensión al leer en voz alta. En un trabajo posterior Prior et al. (2011) evaluaron con la misma metodología a niños de 1º a 7º grado y hallaron que de 1º a 5º grado los niños comprendía mejor al leer en voz alta, en 6º grado no mostraban diferencias en el desempeño en comprensión según la modalidad lectora y en 7º grado comprendían mejor luego de leer de manera silente. McCallum, et al. (2004) evaluaron el rendimiento en comprensión de textos y extrajeron medidas de velocidad lectora a partir de tareas de lectura en voz alta y silente en niños de 6 a 13 años. Los resultados mostraron que la lectura silente era más rápida que la lectura en voz alta, pero detectaron diferencias en el desempeño en comprensión entre las modalidades lectoras. En italiano Carretti, Bosio, De Beni y Cornoldi (2012) también estudiaron el rendimiento en comprensión lectora en voz alta y silente en combinación con medidas de velocidad para leer. Los autores evaluaron niños de 4º y 5º y hallaron que la lectura silente era más rápida que la lectura en voz alta, pero no hallaron diferencias de rendimiento en comprensión entre las modalidades lectoras. En el caso del español, Borzone y Signorini (1991) estudiaron la comprensión lectora en niños de 3º grado luego de leer textos en voz alta y de manera silente y no detectaron diferencias en la comprensión según modalidad lectora. También en español, García-Rodicio, et al. (2017) evaluaron niños de 5º grado y 6º grado con tareas de lectura en voz alta, lectura silente y lectura de seguimiento (leer el texto mientras otra persona lo lee en voz alta) y no detectaron diferencias en la comprensión al comparar lectura en voz alta y silente.

Como refleja la revisión realizada, los resultados obtenidos no son del todo concluyentes, ya que todavía no se cuenta con suficientes evidencias para afirmar que una u otra modalidad de lectura sea más beneficiosa para la comprensión lectora. A partir de lo expuesto, el objetivo de este trabajo es examinar la relación entre la fluidez lectora en voz alta y silente, considerando medidas de precisión y velocidad, y la comprensión de textos en una muestra de 171 niños hablantes del español de 3°, 5° y 7° grado de Educación Primaria para establecer posibles diferencias de rendimiento entre las modalidades de lectura y su relación con la comprensión de textos según el nivel lector y escolar de los grupos. Para tal fin, los participantes serán evaluados con una tarea de lectura de palabras y no palabras estandarizada que permitirá obtener medidas de precisión lectora y velocidad, y dos tareas de comprensión lectora, una en voz alta y otra silente, paraextraer medidas de velocidad lectora de los textos e información sobre el rendimiento en comprensión.

II. Método

a) Participantes

Un total de 171 niños fue evaluado para esta investigación. La muestra se compone de 63 niños de 3° grado (40.6% de hombres) con una media de edad de 8.58 (D.E.= .38), 50 de 5° grado (40% de hombres) y una media de edad de 10.7 (D.E.= .41) y 58 de 7° grado (55.2% de hombres) y una media de edad de 12.54 (D.E.= .43). Todos los niños eran hablantes nativos de español y no presentaba déficits sensoriales, alteraciones neurológicas ni trastornos del lenguaje o del aprendizaje diagnosticados al momento de la evaluación. Los participantes asistían a una escuela privada de nivel socioeconómico medio de la Ciudad Autónoma de Buenos Aires. El nivel socioeconómico se estableció a partir del nivel educativo y las ocupaciones de los padres de los participantes siguiendo el criterio propuesto por (Sautú, 1991) según el cual al menos uno de los padres debe haber completado el nivel terciario o universitario de escolarización. Para la evaluación se contó con el aval de la Dirección General de Planeamiento Educativo del Gobierno de la Ciudad de Buenos Aires, los directivos de la escuela y el consentimiento de los padres de los niños participantes.

b) Diseño

La investigación es de tipo descriptivo, correlacional y transversal de acuerdo con la taxonomía estándar de las ciencias sociales (Hernandez Sampieri, Fernandez Collado, & Baptista Lucio, 2008), ya que

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tiene como propósito describir la relación entre la fluidez lectora en voz alta y silente y la comprensión de textos. Es transversal porque la medición se realiza en un único momento.

c) Procedimiento

Los alumnos respondieron de manera voluntaria e individual. Fueron evaluados en dos sesiones durante el horario de clases. En la primera respondieron la tarea estandarizada de lectura de palabras y no palabras, y en la segunda sesión las tareas de lectura y comprensión de textos en voz alta y silente.

d) Materiales

Tarea 1: Lectura de palabras y no palabras

Todos los participantes respondieron la tarea de lectura de palabras y no palabras del Test LEE (Defior Citoler et al., 2006) que consiste en la lectura de un listado de 42 palabras y uno de 42 no palabras (secuencias fonotácticas legales del español, pero que no remiten a una palabra existente). Esta tarea permite obtener medidas de decodificación y acceso léxico, así como medidas de velocidad lectora. Las producciones se registraron digitalmente y para el análisis se consideró la cantidad de ítems leídos correctamente y el tiempo implementado en la tarea. Los tiempos de lectura se analizaron se siguieron los criterios de (Carretti, et al., 2012) y se dividió el tiempo total de lectura medido en milisegundos por la cantidad total de sílabas de los 84 estímulos.

Tarea 2: Velocidad y comprensión lectora en voz alta

Con el propósito de obtener medidas de velocidad lectora y comprensión a partir de una tarea de lectura en voz alta, se seleccionaron *ad hoc* tres textos expositivos de libros escolares acordes al nivel escolar de cada grupo: *Dame la palabra 3* (Leibovich, 2012); *Letras en red 5* (Salussoglia, 2008) y *Ciencias Naturales I ES/ 7 EP* (Tomsin, 2013), respectivamente. Se decidió seleccionar textos de libros escolares a fin de que se tratara de materiales a los que los niños podrían estar expuestos en el aula. Los niños de 3°grado leyeron un texto de 141 palabras compuestas por 295 sílabas, los de 5° grado uno de 128 palabras y un total de 265 sílabas y los de 7° grado un texto de 212 palabras y 434 sílabas.

Luego de la lectura del material respondieron cuatro preguntas que evaluaban la macroestructura del texto y requerían para su resolución la generación de inferencias locales y elaborativas. Para la puntuación en comprensión se otorgó un puntaje específico según fueran respuestas completas o incompletas en ausencia del texto (4 y 3 puntos respectivamente), completas o incompletas en presencia del texto (2 y 1 puntos) e incorrectas o no respuesta (0 puntos).

Para analizar los datos obtenidos en la Tarea 2 se consideró el tiempo promedio de lectura, que fue calculado siguiendo los mismos criterios que en la tarea 1, y el puntaje correspondiente a la tarea de comprensión lectora.

Tarea 3: Velocidad y comprensión lectora silente

A fin de medir la velocidad y la comprensión de manera silente, los alumnos de 3°, 5° y 7° grado leyeron tres textos expositivos seleccionados con el mismo criterio implementado en la Tarea 2. Los niños de 3° grado leyeron un texto de 152 palabras y un total de 257 sílabas extraído de *Ta Te Ti Amigos para mí 3* (Repetti, Hurrell, & Briones, 2008). Los alumnos de 5° grado fueron evaluados con un texto de 238 palabras y 430 sílabas extraído de *Ciencias Naturales 5 en construcción* (Bosco, 2012) y los de 7° grado con un texto de 281 palabras y 599 sílabas extraído de *Ciencias Naturales I ES/ 7EP* (Mosquera, 2013). Para analizar los datos obtenidos se consideró el tiempo promedio de lectura, que fue calculado siguiendo los mismos criterios que en la tarea 1, y el puntaje correspondiente a la tarea de comprensión lectora, que siguió los mismos parámetros que en la tarea 2.

e) Análisis de datos

A fin de estudiar la relación entre la fluidez lectora, definida en términos de velocidad y precisión, evaluada a partir de la lectura en voz alta y la lectura silente de un texto, y la comprensión lectora en alumnos de 3°, 5°, y 7° grado de nivel primario se realizaron tres análisis estadísticos. En primer lugar, se comparó el desempeño de los tres grados evaluados en la tarea de lectura de palabras y no palabras para obtener medias de aspectos relativos a la decodificación y acceso léxico, y del tiempo de lectura implementado en esta tarea. Para tal fin, se efectuó un análisis factorial de varianza de un factor fijo, tomando como variable independiente al grado, y como variables dependientes el porcentaje de respuestas correctas en la tarea de lectura de palabras y no palabra, y el tiempo de lectura medido en milisegundos por sílaba. En segundo lugar, se llevó adelante un análisis de correlaciones entre las medidas de tiempos de lectura en voz alta y silente y su correspondiente medida de comprensión por cada uno de los grados. En tercer lugar, se realizó un análisis factorial de varianza de dos factores mixtos 2x2, tomando como variable intrasujeto a las modalidades de lectura (en voz alta y silente) y como variable intersujeto el nivel de escolaridad de los alumnos (3°, 5° y 7°). Finalmente se procedió a realizar un análisis de comparación entre las medias de comprensión de la lectura del texto en voz alta y silente en cada uno de los grados para lo que se utilizó la prueba *t* de Student. En este caso no se comparó entre grupos dado que, al tratarse de textos específicos para la edad de cada uno de los grados evaluados, el nivel de complejidad no era equivalente entre ellos.

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III. Resultados

En primer lugar, se muestran los estadísticos descriptivos de las medidas obtenidas en la tarea de lectura de palabras y no palabras del test LEE (Defior Citoler et al., 2006) para cada grado.

Tabla 1: Estadísticos descriptivos de las medidas lectura de palabras y no palabras, y tiempos de lectura de palabras y no palabras

	3er grado		5to grado		7mo grado	
	M	DE	M	DE	M	DE
Lectura de Palabras y no palabras	53.42	20.20	72.43	18.07	77.75	11.76
Tiempo de Lectura de Palabras y no palabras	210	62	178	24	176	22

El análisis de la comparación entre 3°, 5° y 7° grado en la tarea de lectura de palabras y no palabras muestra diferencias significativas entre los grados $F_{(2, 169)} = 34.04$, $MSE = 293.34$, $p < .001$, $\eta^2 = .29$. Al llevar a cabo los análisis post-hoc (empleando el método de Bonferroni) se observa que 5° y 7° grado se diferencian significativamente de 3° grado ($p < .001$), ya que presentan un mejor rendimiento. Sin embargo, entre ellos no se aprecian diferencias significativas. El análisis de la comparación de los tiempos de lectura para la tarea también muestra diferencias significativas entre los grados evaluados $F_{(2, 169)} = 11.94$, $MSE = 1774$, $p < .001$, $\eta^2 = .12$. Al igual que en el análisis anterior, 5° y 7° grado muestran un mejor rendimiento que se refleja en tiempos de latencia significativamente menores que los de 3° grado ($p < .001$). En este caso tampoco se observan diferencias significativas entre 5° y 7°grado.

A continuación, se presentan los estadísticos descriptivos de las medidas obtenidas para los tiempos de las tareas de lectura en voz alta y silente, y de comprensión en voz alta y silente por cada grado.

Tabla 2: Estadísticos descriptivos de las medidas tiempo de lectura y comprensión por grado

	3er grado		5to grado		7mo grado	
	M	DE	M	DE	M	DE
Tiempo de lectura en voz alta	460	197	353	82	170	22
Comprensión de textos en voz alta	50.98	18.30	62.75	21.24	68.97	23.44
Tiempo de lectura silente	467	224	214	85	207	26
Comprensión de textos silente	80.46	25.38	62.50	21.57	72.84	24.57

A fin de obtener información sobre la relación entre las medidas de tiempo de lectura y comprensión en las dos modalidades evaluadas, se realizó un análisis de correlaciones producto momento de Pearson. En las tablas que siguen (tabla 3, 4 y 5) se presentan los valores de correlaciones entre las medidas de tiempos de lectura y el desempeño en comprensión. En las mismas se observa cómo las medidas de tiempos de lectura en voz alta se asocian con las medidas de comprensión en esa modalidad lectora, así como las medidas de tiempo de lectura silente se asocian con su medida de comprensión correspondiente.

Tabla 3: Correlaciones entre las medidas de tiempos de lectura y comprensión para 3er grado.

	1.	2.	3.
1. Tiempo de lectura en voz alta	1		
2. Comprensión de textos en voz alta	-.39**	1	
3. Tiempo de lectura silente	.99**	-.40**	1
4. Comprensión de textos silente	-.54**	.44**	-.56**
** p < .01, * p < .05			

Tabla 4: Correlaciones entre las medidas de tiempos de lectura y comprensión para 5to grado.

	1.	2.	3.
1. Tiempo de lectura en voz alta	1		
2. Comprensión de textos en voz alta	-.43**	1	
3. Tiempo de lectura silente	.56**	-.44**	1
4. Comprensión de textos silente	-.30*	.06	-.36*
** p < .01, * p < .05			

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Tabla 5: Correlaciones entre las medidas de tiempos de lectura y comprensión para 7mo grado.

	1.	2.	3.
1. Tiempo de lectura en voz alta	1		
2. Comprensión de textos en voz alta	-.59**	1	
3. Tiempo de lectura silente	.95**	-.58**	1
4. Comprensión de textos silente	-.32*	.55**	-.31*
** p < .01, * p < .05			

Por otro lado, el análisis factorial de varianza de dos factores, tomando como variables independientes las modalidades de lectura (en voz alta y silente) y a los grados (3°, 5° y 7°) mostró un efecto de interacción entre las modalidades de lectura y los grados $F_{(2, 169)} = 214.89$, $MSE = 1105$, $p < .001$, $\eta^2 = .72$.

Al analizar la interacción encontrada, se observó que en 3° grado no hay diferencias entre las modalidades de lectura (*M* lectura en voz alta = 469, IC 95% = 428/491; *M* lectura silente = 468, IC 95% = 432/503). En 5° grado, el análisis señaló una ventaja significativa de la lectura silente al compararla con la lectura en voz alta (*M* lectura en voz alta = 353, IC 95% = 317/384; *M* lectura silente = 214, IC 95% = 173/254). Finalmente, en el caso de 7°, tampoco se hallaron diferencias entre las modalidades de lectura (*M* lectura en voz alta = 170, IC 95% = 137/204; *M* lectura silente = 208, IC 95% = 170/245).

Al analizar las diferencias por grado en cada una de las modalidades, se observa que, en la modalidad de lectura en voz alta, los alumnos de 3° grado tienen tiempos de lectura significativamente mayores que los alumnos de 5° grado ($p < .05$), y estos a su vez tienen tiempos de lectura mayores en comparación con los alumnos de 7° grado ($p < .05$). En la modalidad de lectura silente se observa que los alumnos de 3° grado tienen tiempos mayores de lectura en comparación con los alumnos de 5° y 7° ($p < .05$), mientras estos últimos no se diferencian entre sí.

Al comparar el nivel de comprensión del texto leído en voz alta y silente en 3º, 5º y 7º grado se observó que en los niños de 3º grado hay diferencias significativas en comprensión a favor del texto leído de forma silente $t_{(63)} = 9.90$, $SEM = 2.98$, $p < .001$. Esta diferencia no se observa en la comprensión de niños de 5º grado, $t_{(47)} = 0.58$, $SEM = 4.02$, $p = .56$, ni tampoco en los de 7º grado, $t_{(55)} = 1.89$, $SEM = 2.95$, $p = .06$. En ambos grados el nivel de comprensión alcanzado es similar al leer en ambas modalidades.

IV. Discusión

Con el propósito de estudiar la relación entre la fluidez lectora, definida como lectura precisa y rápida, y la comprensión de textos en voz alta y silente en una muestra de niños de 3°, 5° y 7° grado de Educación Primaria, se llevaron a cabo distintos análisis estadísticos.

En primer lugar, se analizaron las medidas de precisión lectora resultantes de la evaluación de los procesos léxicos y subléxicos a partir de la tarea de lectura de palabras y no palabras del Test Lee (Defior Citoler et al., 2006). En este análisis se observa, como era esperable, que los niños de 3°grado necesitan más tiempo para resolver la tarea y cometen mayor número de errores. Estos datos, al ser comparados con las medidas alcanzadas por los alumnos de 5° y 7° grado, estarían indicando que los alumnos de 3° aún no han logrado automatizar los procesos de decodificación y acceso léxico. Por esta razón, continúan destinado recursos cognitivos y atencionales a estos procesos (Ehri, 2005, 2014; Ehri & McCormick, 1998; LaBerge & Samuels, 1974; Metsala & Ehri, 2013; Perfetti, 1985; Perfetti & Stafura, 2014), lo que redunda en mayor tiempo y mayor cantidad de errores.

Las diferencias de rendimiento entre los niños de 3° y los de 5° y 7°grado se replican también en los resultados arrojados al comparar los tiempos de lectura requeridos para resolver las tareas de lectura en voz alta y lectura silente. En este caso también, los niños de 3° muestran mayores latencias que los niños mayores (5° y 7°).

Sin embargo, en los datos obtenidos para 3° grado, no se distinguen diferencias entre los tiempos de lectura en voz alta y silente, pero sí en las medidas de comprensión, ya que obtienen mejores puntajes al leer de forma silente. Estos datos no coinciden con los resultados obtenidos por Borzone y Signorini (1991), que no hallaron diferencias entre modalidades lectoras al evaluar niños de 3° grado, y tampoco concuerdan con los brindados por Prior y Welling (2001) que registraron un mejor rendimiento en comprensión de los niños de 3º grado luego de la lectura en voz alta.

Como se indicó al hacer referencia a los datos obtenidos en la tarea de lectura de palabras y no palabras, una posible explicación de los resultados hallados en la muestra de 3° es que, en esta instancia del proceso de aprendizaje de la lectura, los procesos de acceso léxico y de decodificación aún no se encuentren automatizados, por lo cual los alumnos de 3° continúan aplicando estrategias de decodificación tanto en la lectura en voz alta como en la lectura silente. Como se señaló en la introducción, estas estrategias basadas en la aplicación de las reglas de conversión de grafemas en fonemas constituyen un mecanismo lector más lento porque implican la segmentación de la forma

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léxica, la asignación de un fonema para cada grafema presente y luego el ensamblaje de estas unidades para la producción de la forma léxica, ya sea para la lectura en voz alta o para la silente. En relación a las diferencias halladas en comprensión estas podrían estar originadas en los requerimientos cognitivos que implica la puesta en juego de los aspectos relativos a los proceso de producción oral, a la prosodia y a la entonación lectora al leer en voz alta, procesos que en combinación con la falta de automatización de los procesos de acceso léxico y subléxicos irían en detrimento de la comprensión en esta modalidad.

En el caso de 5° grado, se hallaron diferencias entre las modalidades lectoras a favor de la lectura silente en relación a los tiempos implementados para resolver la tarea, pero no en el desempeño en comprensión porque no se hallaron diferencias entre las medidas de comprensión lectora en voz alta y silente. Estos datos coincide con los resultadosreportados por McCallum et al. (2004), quienes observaron un mejor rendimiento en lectura silente en términos de velocidad, pero igual rendimiento en compresión al comparar modalidades.

Las diferencias de tiempo en la resolución de la tarea de lectura en voz alta y silente en el caso de los niños de 5° podría explicarse a partir de distintas estrategias implementadas en una u otra modalidad. En esta instancia del proceso de aprendizaje de la lectura, es innegable que los niños de 5° ya recurren a estrategias de acceso léxico automático, aspecto que se refleja en los resultados obtenidos en la tarea de lectura de palabras y no palabras que dan cuenta de una lectura eficiente tanto en términos de velocidadcomo de precisión. Sin embargo, al leer en voz alta, los alumnos de 5°, que requieren más tiempo que los de 7º para realizar esta tarea, focalizan en los aspectos prosódicos y expresivos de la lectura, que posiblemente aún no se hallen automatizados y, por lo tanto, consuman recursos que se traducen en mayor necesidad de tiempo para leer.

La falta de automatización de los aspectos relativos a la lectura expresiva paulatinamente se iría diluyendo y daría paso a una estrategia de lectura ya centrada en la comprensión, tanto en la lectura en voz alta como en la lectura silente. Esta estrategia lectora es la que se encuentra presente en los alumnos de 7° grado que no presentan diferencias de tiempos entre las modalidades de lectura ni diferencias de rendimiento en las tareas de comprensión. Los alumnos de 7°, entonces, seríanlectores que ya han automatizado los procesos de acceso léxico y expresivos, lo que redunda en una lectura más veloz y en la posibilidad de construir del significado del texto al que se enfrentan de manera eficiente sin importar la modalidad con la cual se enfrenten al texto.

Los resultados obtenidos en el presente trabajo tienen implicancias en la práctica de la enseñanza de la lectura ya que ponen de manifiesto cómo se van consolidando las habilidades de fluidez lectora conforme avanza la escolaridad de los participantesy podrían servir de base para la propuesta de actividades áulicas orientadas al desarrollo de las habilidades de fluidez y a colaborar en el pasaje de la lectura en voz alta a la lectura silente apoyándose en las fortalezas de los alumnos de cada nivel. Para concluir, cabe señalar ciertas limitaciones del presente trabajo. En primer lugar, podemos hablar de la muestra. La ampliación de la misma con niños de menor edad (1° y 2° grado) así como con niños mayores (alumnos de nivel secundario) sería relevante para observar posibles diferencias. Asimismo, la utilización de distintos tipos textuales en la evaluación, recordemos que en este trabajo se utilizaron solamente textos expositivos, podría brindar mayor información sobre aspectos relativos tanto a la fluidez lectora en una u otra modalidad como en relación a las medidas de comprensión.

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A Dialogue between Aquiles and Percy Jackson in Homero and Rick Riordan: Epic Heroism, Contemporary and Readings Reader Formation

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Abstract- This paper intends from the dialogue with classic and postmodern literary readings, to present a proposal of poetic interpretation of the works The Iliad of Homer and The thief of rays, of Rick Riordan in addition to the Manichaeism Canon and Mass Literature. In this way, we intend to think the issue of literary criticism, from the characters Achilles and Percy Jackson, reflecting on the issues that the literary work can elicit in formation of readers.

Keywords: *hero. literature. reading. formation of readers.*

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Abstract- **This paper intends from the dialogue with classic and postmodern literary readings, to present a proposal of poetic interpretation of the works *The Iliad* of Homer and *The thief of rays*, of Rick Riordan in addition to the Manichaeism Canon and Mass Literature. In this way, we intend to think the issue of literary criticism, from the characters Achilles and Percy Jackson, reflecting on the issues that the literary work can elicit in formation of readers.**

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I. Introduction

Heroism is a question covered in literature and cultures for centuries of human history. From the classic heroes of canonical literature to the heroes of comics and media phenomena (eg, cinema, which really is the seventh art!), These paladins of justice have always been in vogue for the creative ideal of the human. In this sense, fantastic stories with heroes have always surprised readers of all ages. However, for most authors researching reader education and literary education, classical literature is in crisis, and is no longer so desired and read by children and young people, who mostly consume so-called bestsellers.

Our main aim in this work will be to provoke thinking from Homer's Greek epic *Iliad* and from the contemporary work *The Lightning Thief* (2008) by the American Rick Riordan the hero question in classical literature and of contemporaneity in the formation of readers, seeking to recover the interest in canonical literature and to establish dialogues between generations, cultures, literatures and readings.

The image of the hero seems to be something that is always present in most cultures. The hero is the one who overcomes all adversity. Even "the chill at the threat of death" (HEIDEGGER, 2010, p. 24). The presence of the gods is something that is constantly shining on your journeys. Classical examples can be observed in Greek epics and Judeo-Christian narratives. This is how we see Moses and Ulysses, the two heroes most often in their challenges rely on the blessings and curses of Yahweh and the gods of Olympus. Hegel (2001), on the other hand shows heroes not as individuals supported by angelic messengers, but as a subject within a materialistic perspective:

> It focuses on the historical situation. As an individual, with all his impulses and powers, he is nothing but the raw material of the Spirit of the World, which grasps him with an overwhelming historical passion. The abstract Spirit thus acquires the concrete power of fulfillment. [...] (HEGEL, 2001, p. 35)[1].

The wake and worldview that we will follow here will be the classic one, where the hero is the one who dances with the gods and talks with mortals and immortals, he goes beyond human forces, is moved by courage and altruism, and this is how he can kill the jellyfish or defeat a giant. They are the ones facing death and life, not retreating even considering their human and mortal state.

However, although the heroes show strength and power, each has its own characteristics, which will be expressed through their adventures and also by virtue of the context (world / culture). Thus each story is a rich and different narrative and reading that contributes to the formation of critical, human and open readers.

So this is how we believe that the two heroic characters, Achilles and Percy Jackson, have much to poetically educate us. But what would a poetic educate be?

> Educating is not a matter of school and curriculum. It is a matter of being, of humanizing being what you have received to be. The human of all men is inherent in all ages, peoples and their cultures. Since the outbreak of the human being in life, there is education because it concerns the outbreak of the world, being inseparable from the essence of the human being and the truth in the

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[1] Translated by the auctors from: "Nele se concentra a situação histórica. Como indivíduo, com todos os seus ímpetos e poderes, ele não é nada senão a matéria-prima do Espírito do Mundo, que o agarra com uma paixão histórica avassaladora. O Espírito abstrato assim adquire o poder concreto de realização. [...]"

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> happening of reality. To educate, therefore, always concerns the poetic realization of the human being as it prevails in the truth of the sense of being. (CASTRO, 2014, p. 15)[2].

In this article we will present how the phenomenon of epic heroism happens, how it arises in antiquity, how it presents itself in contemporary times and how it contributes to the formation of readers. For this, we will analyze Homer's work *Iliad*, in dialogue with Rick Riordan's *The Lightning Thief*, for the construction of this writing we will list the characters Achilles and Percy Jackson, making an analysis of the essence of being hero in the person of the two protagonists – the first, an epic (or classic) hero; the second, a contemporary (or modern) hero – and how his different stories poetically show us possibilities for the formation of readers.

This time, from a conception of poetic reading, we will preliminarily discuss the concepts of: epic, classic and hero, then the crisis of classical literature, the dialogue between the classic and the contemporary, and, finally, the relevance of these questions to the literature and the formation of readers.

II. Preliminary Concepts - Epic, Epic, Classic and Hero

To continue our journey it is important to talk about some concepts such as epic poetry, epic, classic. But after all, what would be epic? The term epic comes from the Latin *epicus*, refers to what belongs or is related to epic or heroic poetry. The epics feature the exploits (or deeds) of an archetypal hero who represents the collective values of a nation. The hero is one who, even in the face of imminent danger, is not intimidated but advances.

The Houaiss dictionary defines it as "epic poem, set of fabulous heroic actions" (2004, p. 292).

A classic is a work of art that never exhausts what it has to say, it crosses us, bringing with it the marks of the readings that preceded ours and behind it the traces they left in the culture or cultures they crossed (CALVINO, 2007,

P. 9-11). Just as a historian looks at history, classical literature dances in time / space and, while making us think about the past, inspires us to see paths to the future. Lajolo draws such a classic (2001),

> [...] originally classic was a concept that encompassed only Latin and Greek works. Only later did it include works written in the various European languages throughout the 14th, 15th and 16th centuries. However, at the present time an author or text need not be contemporary with either Euripides' Greece [...] or Racine's France [...]. Just that they are recognized as excellent by critics. (LAJOLO, 2001, p.20)[3].

The concept of hero for classic authors such as Plato and others is linked to the divine, "Heroes are demigods born of a god who fell in love with a mortal woman or a mortal who fell in love with a goddess" (ABBAGANANO, 1982, p. 498). Thus the great exploits of the heroes of the various mythologies and narratives could be explained by the presence of the gods. In Judeo-Christian histories, it was possible to see in the Old Testament Moses "the Hebrew messiah" in dialogue with the sacred performing miracles such as opening the Red Sea and others. The Jew believed that his people (Israel) were special and children of God. In the New Testament this manifests with the arrival of the Messiah Jesus Christ, the legitimate son of God. From it, the so-called Christians become heroes and martyrs, representing their master's ideals as love, hope, faith and others.

Hegel disagrees with the hero's relationship with the sacred because.

> The source of the hero's strength is still hidden beneath the surface of reality, he has direct access to the reality of the Idea and she inspires him to his deeds, filling his whole being with a concentrated will and thus making him the subject of history, his creator, who brings to light what is still hidden in the womb of time. It is the heroic man who pushes history forward. (HEGEL, 2001, p. 35).

In this way, the hero, whether aided by the gods or just "by the Spirit of the world for his own ends" (HEGEL, 2001, p. 35), always comes up amidst an extraordinary adventure triumphing! Whether beating the Lion of Nemea, or returning from death, the hero's coat of arms always shines and perpetuates itself in the culture, history and art of humanity. In this way, we believe that the hero is the one who walks the paths of mystery, going beyond the ordinary and working the extraordinary, and thus emanates from him an "open place in the midst of the being, in whose opening everything is different from usual and natural" (HEIDEGGER, 2011, p. 22,45).

III. Crisis Classic Literature

In this poetic wake we realize that as time goes by, the readings and various works of classical literature that extol the figure of the classic epic hero are becoming increasingly forgotten by generations of

[2] "Educar não é uma questão de escola e currículo. É uma questão de ser, de humanizar-se sendo o que recebeu para ser. O humano de todos os homens é inerente a todas as épocas, povos e suas culturas. Desde a eclosão do ser humano na vida, há educar porque ele diz respeito à eclosão de mundo, sendo indissociável da essência do ser humano e da verdade no acontecer da realidade. Educar diz respeito sempre, portanto, à realização poética do ser humano enquanto vigora na verdade do sentido do ser".

[3] [...] originalmente clássico era um conceito que abrangia apenas obras latinas e gregas. Só posteriormente passou a incluir também obras escritas nas várias línguas europeias ao longo dos séculos XIV, XV e XVI. No entanto, na atualidade um autor ou texto não precisam ser contemporâneos nem da Grécia de Eurípedes [...], nem da França de Racine [...]. Basta que sejam reconhecidos como excelentes pela crítica.

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readers of post modernity. For Cynthia Costa, the reading children make the following classification of what they read: "there are the nice books and the boring books" (COSTA, 2012, p.1)[4], that is, the books that are required readings, required by the teachers (which are usually classics of literature), and those they read spontaneously and for pleasure.For Sodré (1985), specialized literary criticism divides Literature into "two literatures, cultured literature and mass literature. from the latter, we can use the expression bestseller [...] "(SODRÉ, 1985, p. 6 - 7)[5].

So, for those who work with reader education, it is interesting to note that nowadays there is a growing lack of interest among children and young people for the classics of literature and, on the other hand, there is an exponential interest in bestsellers. Sartre believes that there is a relationship of complementarity and dependence between the author of a literary work and its reader. Because in writing, the writer needs the reader to willingly acknowledge the importance of his work by reading it. According to the author, it is necessary to appeal to the freedom of the reader to collaborate in the production of his work (SARTRE, 2004, p.39). But does it mean training readers? First of all it is up to us to question what is the act of reading? For Castro (2015):

> Reading, in a poetic sense, is always questioning oneself, but whose reading path exposes us and demands meaningful decisions about our living. At this point, the difference between the experience and the reading experience appears, as reading not only tells us something, but puts us in question. And that is understanding each other. (CASTRO, 2015, p. 111)[6].

Thus, we realize that the reading that forms human readers is the one that causes questioning and questioning, and this time it is with sadness that we see great classical works, which contain many rich questions for human formation, being forgotten and left on the shelves of the few old libraries in Brazil. It is with regret that we heard in his last course at the Collége de France (1979-1980) Roland Barthes that great literature was languishing in practice and teaching. (MOISÉS, 2011, p. 251).

In this scenario, it becomes relevant to think of alternatives to create spaces, whether physical or poetic, where the different types of literature that exist today can be remembered, rescued and appreciated, as works of art that are, at the same time, presenting proposals. with conciliatory elements to create an atmosphere of diversity and richness in reader education, where the classic is not regarded as outdated by the juvenile audience, and the bestsellers are not underestimated by literary criticism.

IV. Achilles and Percy Jackson - two Heroes, two times and Generations

In this topic we will briefly expose a biography of the authors of *Iliad* and *The Lightning Thief* and discuss the trajectory of Achilles and Percy Jackson. The different narratives are important to understand the relevance that each of the works contains as peculiar and rich readings with questions for the formation of the subject-reader.

It is scarce what is known precisely about the life and even the actual existence of Homer, the Greek poet-thinker. But it can be said that its significance to the Greek people is considerable, as it symbolizes a foundation for the cultural legacy of Western civilization, author of two of the greatest classics of universal literature of all time: *Iliad* and *Odyssey*. For Santana (2004, p. 1, 2):

> Some claim that he would have belonged to the eighth century BC, a time that corresponds to the revival of writing in Greece, but in fact it is difficult to specify when he would have actually lived, or even where. Ancient legends describe him as an aedo - singers who told the heroic stories of a people, always accompanied by a musical instrument common among the ancient Greeks, the forminx, poor and blind, wandering here and there, bestowing their hosts with the narration of their verses. He would have been in the habit of roaming the courts and public spaces of the cities of this time, describing the heroic acts of the Greeks, ancestors of the Greeks. His works left to posterity accounts of the wars waged by brave warriors for the conquest of Ilion, narrated in the Iliad, and the eventslater, as the fate of Odysseus and his comrades on their return home, told in the Odyssey, in the epic style celebrated by this poet.[7]

In Iliad, who stands out is Achilles. He is the greatest warrior of the Trojan War. His fury is the fundamental theme of the Homeric narrative, which is caused by his being taken Briseida, the slave he loved.

[4] "há os livros legais e os livros chatos".

[5] "Duas literaturas: a literatura culta e a literatura de massa. Como sinônimo desta última, podemos usar a expressão best-seller."

[6] "Ler, em sentido poético, é sempre questionar-se, mas cujo caminho de leitura nos expõe e exige decisões de sentido de nosso viver. Nesse momento, aparece a diferença entre a experiência e a experienciaçãoda leitura, poisestanãoa penasnosinformaalgo, masnospõeem questão. Eisso é compreendermo-nos."

[7] "Alguns afirmam que ele teria pertencido ao século VIII a.C., época que corresponde ao renascimento da escrita na Grécia, mas na verdade é difícil precisar quando ele teria realmente vivido, ou mesmo em que local. Antigas lendas o descrevem como um aedo - cantores que contavam as histórias heróicas de um povo, sempre acompanhados por um instrumento musical comum entre os gregos antigos, o forminx, pobre e cego, vagando aqui e ali, agraciando seus anfitriões com a narração de seus versos. Ele teria o hábito de perambular pelas cortes e pelos espaços públicos das cidades desta época, descrevendo os atos heróicos dos aqueus, ancestrais dos gregos. Suas obras legaram à posteridade os relatos sobre as guerras empreendidas por bravos guerreiros para a conquista de Ilion, narradas na Ilíada, e os acontecimentosposteriores, como o destino de Odisseu e de seus companheiros no retorno para casa, contados na Odisséia, no estilo épico, celebrizado por este poeta."

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From this stalemate he refuses to fight, and the war begins to be at the mercy of the Trojans. However, when his beloved Patroclus is killed in battle, he returns to war, and ends by killing Hector, brother of Paris. It is Paris who, by abducting Helena, gives rise to the beginning of the great war between Greeks and Trojans. Achilles returns to the fighting and, after ending Hector's life, casts his wrath on Hector's body for seven days to avenge Patroclus. In the end, appeased his anger, restores the body to Hector's father, Priam. So we see Achilles walk for revenge and then placate it. The paladin takes a heroic journey and dies in honor, never hesitating from duty.

Rick Riordan was born in 1964 and is a North American writer of a series of books in which he deals with mythologies, especially Greek, but with a teenage touch. Hence, his works are successful among this audience. The most well-known work that generated numerous films and awards in the cinema was the book series *Percy Jackson and the Olympians*. In this series, the author evokes beings from Greek mythology and mixes with adventures in contemporary times. Moving Mount Olympus, the holy abode of the gods of Greece, to the Empire States in the heart of New York.

Percy Jackson is a demigod, son of Poseidon - the god of the sea. He is a twelve year old who discovers his lineage, and is then challenged to be part of an adventure in which he will seek his discovery and affirmation of identity. He is the leader of a group of teenage demigods who are training to learn to master their powers and discover their destinies. After some confusion and misunderstanding, he is accused of stealing Zeus' lightning bolt, thus starting his adventure to find out who the real rogue is. Thus the publisher Intrínseca summarizes the work:

> The Lightning Thief, is the first volume of the saga Percy Jackson and the Olympians. The lightning thief was among the first on the New York Times bestseller list. The author combines legends of Greek mythology with adventures in the 21st century. In them, the gods of Olympus remain alive and still fall in love with mortals, and from this union are born half gods, half humans, like the heroes of ancient Greece. Marked by fate, they are hardly past adolescence. Few can find out their identity[8].

Both heroes represent not only two different stories, but two distinct eras and two generations. From this dialogue a rich network of questions can emerge; cultural, social, philosophical and ontological issues of the human. One of the main issues we can observe in the heroes Achilles and Percy Jackson is the issue of reading, which is closely linked to the practice of reader training. Both characters are living works that present a reading and interpretation of the human. Each is a possibility of forming readers, when we look at their journeys and adventures, we see ourselves in our daily groves, with our problems, dilemmas and issues. While adult scholars praise Achilles, children extol Percy Jackson, the former are those who "know everything", while the others are those whose gift is the "unknown."

We can learn about reading from these two characters, as well as from the great literary critics and especially from children, because they are those who inhabit the poetic, and, as Rosa (1994) says, when a child is born, a new world is inaugurated. Thus Achilles and Percy Jackson show us how reading is something beautiful, poetic, alive, and beyond prisons, for "reading is rebellious and slutty" (CHARTIER, 1998, p. 7) and is not tied to order of books, as Chartier says (1998). In addition, reading is the communion of diversity:

> All languages, like rites, say the different, but as languages always say the same, although they do not say the same things. Just because language always says the same thing is that one human being can speak different languages, translations can be made and there is the living tradition of memory. This is all reading. (CASTRO, 2015, p. 56)[9].

V. The Relevance of Epic and Contemporary Heroes within Literature and for the Formation of Readers

Epic heroes come from classical literature, also called by some authors the "great literature." The canon versus mass literature issue is still much discussed today, but our purpose is not to deepen this chasm, but to approximate these realities.

The contemporary hero is the one who finds resonance with today's juvenile audience, children and young people identify with them because these heroes seem to suffer the same dilemmas as their readers, the school routine, the triad childhood-adolescence-youth issues. As Barreto states about the famous work among children and young people Harry Potter.

> J. K. Rowling's book features a young man with the difficult mission of eliminating "You Know Who." We can identify that the "hero", the preteen Harry Potter, is a seemingly ordinary person. Because of its fragility, the reader quickly identifies with the protagonist. (BARRETO, 2012, p.1).[10]

Heroes, regardless of whether they are classical or modern, make us think of the humanity that

[8] Available in https://www.intrinseca.com.br/livro/409/. Acess in: 10/Jul.2018.

[9] Todas as línguas, como ritos, dizem o diferente, mas como linguagem dizem sempre o mesmo, embora não digam as mesmas coisas. Só porque a linguagem diz sempreo mesmo é que um mesmo ser humano pode falar diferentes línguas, traduções podem ser feitas e haver a tradição viva da memória. Tudo isso é leitura. (CASTRO, 2015, p. 56).

[10] "O livro de J. K. Rowling traz um jovem com a difícil missão de eliminar "Você Sabe Quem". Podemos identificar que o "herói", o pré-adolescente Harry Potter, é uma pessoa aparentemente comum. Por causa de sua fragilidade, o leitor se identifica rapidamente com o protagonista".

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constitutes the human being, what he is ontologically, with its anxieties, fears and perplexities. Another contribution of this work is the reflection of how life happens, but then we have to question what life is?

> We cannot delimit, define life. This implies giving it a limit, a finish, an exhaustion, that is, denying what life is: perpetual bestowal, eternal beginning of everything. All. For there is nothing outside of it that is no longer in it, or rather that it is no longer - even death, especially death, which gives it its meaning, principle, source, current, sea of living rivers. As an instant of generation, life must embrace the not yet lived, the not living, or the living and dead - consecrates death as a possibility of the possibility of becoming. (FAGUNDES, 2014, p. 253)[11]

In this way, to think the hero is to question the being and the possibilities of becoming. The hero is one who, in confrontation with death, makes an extraordinary consecration of life. All of these pieces of the puzzle called man, which are at its core, become a unit in the phenomenon of heroism.

Most of the works our children and young people are reading are bestsellers. And despite the pessimistic view of literary critics of these works, there are authors who believe that these readings have their value. For Walnut, for example:

> Reading best-selling books is often viewed with bias by intellectuals and the academic canon at large. However, disregarding the amount of importance such books will have in the reading life of individuals who consume this type of literature would be a wrong attitude, since it would imply the disregard of what they read. (NOGUEIRA, 2012, p.1).[12]

That is, it cannot be denied that the exercise of reading for pleasure is put into practice through such works, which often cannot be achieved with the reading of the classics. Nogueira also emphasizes that reading needs first of all to be enjoyable in order to enable discoveries and contribute to the construction of knowledge (NOGUEIRA, 2012, p.2).

One of the reasons why children are often enchanted by bestsellers is that they identify with the protagonist character of the work. What happens in Exupery's work, *The Little Prince*, one of the few classic works still read by the teen generation, where the protagonist is a child. And so most of these works call and appeal to children and young people because they are either about their everyday subjects (although Percy Jackson is studying at a demigod school, it is still a school!), or themes that the children of the world have. enchant, as in the case of Stephenie Meyer's novel *Twilight*, or the magic in *Percy Jackson and the Olympians: The Lightning Thief*. According to Aquino (2013), it is almost impossible for children and youth readers not to identify with current best sellers:

> Identification with today's bestsellers is instantaneous because their target audience is mainly the young reader. The characters in these books are mostly still in school, falling in love for the first time, trying to figure out who they are and what they like. Which young man would not identify with this? They enjoy reading about the same joys and difficulties they see in their daily lives, as they are in a self-affirming phase. (AQUINO, 2013, p.3).[13]

Thus, no matter how much the juvenile audience is not reading Homer, or what the school would like it to read, it cannot be denied that at least young people are reading. For Silva, "reading is a determining factor for the student's social life, as it is directly related to the ability to read to learn, as well as being decisive as to school success or failure" (SILVA, 2012, p.3). For Abreu, "the school teaches how to read and like literature" (ABREU, 2006, p.19), ie, this should be the appropriate locus to discuss with the reading subjects about these diversities and specificities of children's literature. After tracing the kind of literature that our schoolchildren are reading, some issues arise: how to work with bestsellers at school, while compulsory school reading is another? And should the classics be abandoned because of this new emerging paradigm? Should the school now embrace bestsellers as problematic classroom readings?

Firstly, we need to shed some bias against best sellers. For Nogueira, it is necessary to demystify the belief that these readings alienate and do not contribute to the formation of a reader by creating passive and uncritical individuals (NOGUEIRA, 2012, p.4). For Oliveira, when reading any literary work the reader experiences new sensations that probably would not have the courage or imagination to experience them without the protection of the fiction contained in it (OLIVEIRA, 2012, p.30). Therefore, there is a need to value the reading that children and young people elect. Second, there is a way to use bestsellers as a bridge to classical readings. Cintia Barreto, talking about *Harry Potter* and *Twilight*, says that these two books bring a

[11] "Não podemos delimitar, definir *a* vida. Isso implica dar-lhe um limite, um acabamento, um esgotamento, ou seja, negar o que *vida* é: perpétua doação, eternoprincipiardetudo. *Tudo*. Poisnãohánada foradelaquejánãosejanela, oumelhor, quejánãoaseja–mesmoamorte, principalmenteamorte, quelhe dá e lhe é o sentido, o princípio, a fonte, a corrente, o mar dos rios-viventes. Como instante de geração, vida tem de abranger o ainda não vivido, o não vivente, ou o que já não mais se vive e – morto – consagra a morte como *possibilidade da possibilidade* de devir".

[12] "A leitura de livros Best-sellers é normalmente vista de forma preconceituosa pelos intelectuais e cânone acadêmico de maneira geral. Entretanto, desconsiderar a dose de importância que tais livros venham a ter na vida leitora dos indivíduos consumidores desse tipo de literatura seria uma atitude errônea, já que implicaria na desconsideração de que eles leem."

[13] "A identificação com os Best-sellers infanto-juvenis de hoje é instantânea porque o público alvo deles é justamente o leitor jovem. As personagens destes livros em sua maioria ainda estão na escola, se apaixonando pela primeira vez, tentando descobrir quem são e do que gostam. Qual jovem não se identificaria com isso? Eles gostam de ler sobre as mesmas alegrias e dificuldades que enxergam em seu dia-a-dia, pois estão em uma fase de autoafirmação."

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structure already successfully used by Monteiro Lobato in 1920: the mix between the real world and the magical world (BARRETO, 2012, p.1), that is, it is possible to make a connection between the books sold by the media and the classics of literature!

Barreto understands that it is still possible to associate *Harry* with *Capitães de Areia*, by Jorge Amado; *Twilight* with *Romeo and Juliet*, Shakespeare, *Amor de Perdição*, by Camilo Castelo Branco, and *Iracema*, by José de Alencar (BARRETO, 2012, p.2). Apparently, the way forward is to begin to discover what's interesting about these readings that appeal to children and young people so that they can look for further reading, even though there is still a lot of prejudice about bestseller reading - including some Religious institutions even banned reading Harry, believing it to be an incentive to witchcraft (NOGUEIRA, 2012, p.4). One should not deny the reality of the socio-cultural context in which we live. And so, we must move from this reality to the reality we want, after all, as Nogueira says if it is the incentive to read the greatest magic in Harry Potter it can be considered a great achievement. (Ibid.). So if the reality is that our youth is reading, let's move from their reality to the reality we would like to build.

In this sense, we believe in the importance of the theme because of its contemporaneity. Reading about heroes, whether they are ancient or current, challenges us to think about the importance of classical and contemporary literature for the formation of readers. In this sense, the hero is a link between antiquity and post modernity, and we bet that generation after generation, culture after culture, civilization after civilization rekindles the flame of the hero as a poetic educator who sows seeds that germinate time after time. The hero is the quintessential poetic educator, because he teaches us and reminds us that we are free, and that freedom is the most precious gift of life:

> Every man, regardless of cultural differences, knows in his heart that freedom is divine, greater than he is. So much so that in every age and place there will always be those who have the courage to sacrifice their lives for freedom, as is the exemplary case of the tragic heroes. They immolate themselves to become, to conquer what, paradoxical as it may seem, ontologically they already are: free (otherwise they would not be men). Not worthis it worth dying for freedom? When slavery is not accepted, is death preferable to a shackled life? A slave life is an attack not only against itself, but against what is divine, sacred in it. Man is always given the possibility, whatever the circumstances in which he lives, of leaping into his present self: the free openness of freedom. (FERRAZ, 2014, p. 107).[14]

[14] "Todohomem, independentemented as diferenças culturais, sabe, noseuíntimo, que a liberdade é divina, é maior do que ele. Tanto é assim que, em todas as épocas e lugares, sempre haverá os que têm a coragem de sacrificar a própria vida pela liberdade, como é o caso exemplar dos heróis trágicos. Eles se imolam para se tornarem, para conquistarem o que, por paradoxal que pareça, ontologic amentejásão: livres (senãoofossem, nãoseriamhomens). Nãovale a pena morrer pela liberdade? Quando não se aceita a escravidão, não será preferívelamortea umavida agrilhoada? Umavidae scravaéumatentadonão somentecontrasiprópria, mascontraoque, dedivino, desagrado, nelahá. Ao homem sempre é dada a possibilidade, quaisquer que sejam as circunstâncias em que vive, de poder saltar para dentro de onde já está: o livre aberto da liberdade".

VI. Conclusion

Promoting thinking in the act of reading the fantastic narratives of heroes is an exercise in interpretation and questioning that contributes to the formation of readers. This shows us a shining path in which the hero is the messenger who carries in his wings the good news of poetic education. There are many possibilities, so we dare not exhaust the issue. However, we would like that even with the simplicity of this writing, somehow collaborated to provoke and foster among the subjects involved in the process of training readers the curiosity and interest in the subject problematized here.

We would like to hope that with this modest text, even if in the end, we can cooperate with the formation of teachers, researchers, students and human beings as readers' trainers.

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The Impact of Teacher's Personality and Behavior on Students' Achievement

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Abstract- The teacher is both an instructor and a learner. However, the learners in the classroom environment behave in response to the teacher method. The way in which he behaves, explains the lesson and interacts with the students during a course of study has a great impact on their success and achievement. Moreover, constructive teacher-student relationships have a large and positive impact on students' academic results. Actually, the best teachers are those who have good personality and good behavior towards their students and could combine between two subjects: teaching and educating.

This article aims at dealing with the most important factors which affect students' achievements. Based on the data obtained from an interview with some English teachers, some information about how should teacher-students relationship be, were collected. Then we suggest some strategies which effectively resulted in constructive teacher-student relationship and create interest and enthusiasm in the learning environment. In what way can teacher's personality and behavior affect students' achievement?

Keywords: teacher, student, classroom, personality, behavior, relationship, impact, achievement.

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The Impact of Teacher's Personality and Behavior on Students' Achievement

Dr. Karima Maazouzi

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I. Introduction

The term Personality derives from the Latin word 'persona' which means 'mask' that people wear. Its definition differs from one researcher to another. For example, according to Allport, "Personality is the dynamic organization within the individual of those psychophysical systems that determine his characteristics behavior and thought." (Allport, 1961, p. 28) However, for Weinberg and Gould, it is "The characteristics or blends of characteristics that make a person unique." (Weinberg and Gould, 1999) Furthermore, personality has an effect on the individuals' behavior, thought, emotion, and approach to socialization and the way of life. In its broader sense, personality is the quality or character of the mind and body, which makes one differs from the other and determines thoughts, emotions, and how to think and organize ideas to make decisions.

Teacher's behavior reflects his personality, and students behave according to it. If he is strong, they respect him, and if he is weak, they disrespect him. His personality may affect positively or negatively the students. He is considered as a model for his students. Any action done by him can have a great impact on students' behavior. Therefore he should be careful in his behavior with his students. He should select appropriate words while speaking and use polite requests. He should not only provide them with information but; also show them the right paths which lead them to success.

Students' achievement depends on the teacher's behavior towards them. Students are much more likely to learn when they have opportunities. Therefore the teacher should allow them to express themselves and be calm, patient and perseverant. He should have a good personality to assist the learners to develop their skills and improve their knowledge in all the different fields. As a result, the teacher's personality will not affect them negatively. In this respect, this study is designed aiming at knowing the various factors which have a big impact on students' achievement. Then, suggesting some strategies which help in the creation of a vivid and enthusiastic learning environment. What are the factors which contribute in the success of the learning environment? What is the impact of teacher personality on students' achievements?

II. Teacher's Personality and Behavior in the Classroom

a) The Teacher

Teaching is the process that facilitates learning and requires a balance of many factors in actual performance: knowledge, skill, and qualities of personality. As A. Bartlett Giamatti pointed out, "Teaching is an instinctual art, mindful of potential, craving of realizations, a pausing, seamless process. " However, a teacher is the person whose job is to give instructions and to make facts known, especially at school. The way in which the teacher presents himself can influence his colleagues, parents, and students. Often, students link the preference of a particular subject to the teacher and how the subject should be taught.

Good teachers should obtain a specified professional qualification. According to Parker .J. Palmer,"Good teachers join self, subject, and students in the fabric of life …..they can weave a complex web of connections between themselves, their subjects, and their students so that students can learn to contrive a world for themselves. " The best teachers know their subject matter well and prepare it with a variety of examples that bring lessons to life and make them vivid.

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They should not just make the learners memorize and produce knowledge. But, they have to master the pedagogical skills that help them to instruct the learners how to construct their output based on the input. They have also to show enthusiasm and care towards both students and the course material.

Teaching is a noble and respectful job. Yet, society may not provide teachers with respect and the rank they deserve; nor supply them with the facilities needed to perform their tasks properly. For example, as stated in Donald D. Quin quote: "if a doctor, lawyer, or dentist had 40 people in his office at one time, all of whom had different needs, and some of whom did not want to be there and were causing trouble, and a doctor, a lawyer, or dentist without assistance, had to treat them all with professional excellence for nine months, then he might have some conceptions of the classroom teacher's job." What about the personality of the teacher?

b) Teacher's Personality

Analyzing teacher's personality means to deal with two kinds of personalities; introvert and extrovert. For instance, an introvert teacher is more defensive and keeps a low profile. Furthermore, he prefers to be alone, and he is usually reserved. However, an extrovert teacher is that who is more social and talkative and can efficiently get along with other people, mainly his students, and he has a low rigidity. Moreover, an extrovert teacher is open-minded and confident, and he is preoccupied with the external world.

Accordingly, we can say that, an extrovert teacher is still an integral one, that is to say a teacher who has the capacity of deep inner contact and vast sympathy. It is a manifestation of the ″ inner being ″ or the ″ psychic being ″. As emphasized by Indra Sen ″In affection, the integral personality has the capacity of deep inner contact, and of wide sympathies this accrues to it from its deep central selfhood and the super-conscious ″.

So, the personality of the teacher cannot be separated from the teaching, and the taught. The teacher should have an attractive personality, appealing to higher values of life. In contrast, if the teacher has a weak personality he will fail to perceive advanced principals of life that conduct his behavior and his interaction with his students.

Teaching and learning process can be influenced by the teacher's personality and mentality either positively or negatively. If the teacher has positive traits in his personality as being a passion, patient, cooperative, and authoritative, he will be a successful teacher, and he could get his students' satisfaction. However, an impatient and introvert teacher couldn't have students' support. This negative attitude of the teacher will affect the students' learning and causes less interaction and agreement between the teacher and the learners. The behavior and the reaction of the teacher towards his students are among the most vital factors that can have a considerable effect on their achievements.

III. Teacher's Behavior

The positive and negative behavior exhibited by teachers determines to a great extent their effectiveness in the classroom, and ultimately the impact they have on students' achievement. Several specific characteristics of teacher responsibilities and behavior that contribute directly to effective teaching are:

The teacher is a model for the learner and the representative of the content and the school. A teacher who exudes enthusiasm and competence for a content area may transfer those feelings to the students. Also the teacher relation with the students has an impact on their experience in the class. The teacher personality is one of the first sets of characteristics to look for practical teaching.

Effective teachers who have students with diverse cultures acknowledge both individual and cultural differences enthusiastically and identify these differences in a positive manner. As a result, this positive identification creates a basis for the development of effective communication and instructional strategies. Social skills such as respect and cross-cultural understanding can be designed, taught, stimulated, and strengthened by the instructor.

A suitable learning environment should be provided for the learners so that the process of learning will be activated, supported, enhanced, and maintained. Teacher behavior will vary from teacher to teacher and from one learning situation to another this variable can be divided into the following components:

a) Teaching Style

Teachers have a private style of teaching which they carry from one learning situation to another, and they also moderate their style to follow the content which has been performed. Generally, teaching style is affected by the teachers' belief about what is good teaching, their personal preferences, personalities and potentials, and the content that they have to carry out.

b) Teacher's Expectations

Refer to inferences that teachers make about the future academic achievement of the students. Teachers respond on the basis of their existing expectations for the students rather than to changes in students' performance caused by sources rather than the teacher.

c) Teacher Competence

Teacher competence also can affect his behavior. Thus he will be able to plan coherent and progressive teaching programs that match students' needs and abilities, and they can justify what they teach.

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He also detailed knowledge and understanding of the relevant areas of school curriculum.

Indeed, teachers have different expectations from different students in terms of behaviors and achievements. Furthermore, the teacher can learn from his experience of practice and critical evaluation of relevant literature in his professional development. The relationship the teacher has with his students can help him to prevent problems from ever occurring.

IV. Teacher-Student Relationship

The relation between the teacher and the learner can vary depending on many characteristics since everyone has a different background and a different character. In fact, the teacher-student relationship should be formal and professional. Teacher-student relation should allow the teacher to understand the needs of the students and know them in term of their cultural background, intellectual profile, learning strengths, and their interest outside school. As a result, students will be able to find remedies for their problems.

According to Shulman, "To teach all students according to today's standards, teachers need to understand the subject matter deeply and flexibly to help students create useful cognitive maps, relate one idea to another, and address misconceptions. Teachers need to see how ideas connect across fields and to everyday life. This kind of understanding provides a foundation for pedagogical content knowledge that enables teachers to make ideas accessible to others."(Shulman, 1987)

In the theoretical framework of Shulman, teachers need to master two types of knowledge:

a) Content, also known as deep, knowledge of the subject itself.
b) Knowledge of curriculum development.

These two types of knowledge mean that content knowledge encompasses the understanding of subject matter structures and purpose. However, the curricular development means to achieve educational purposes: cause careful thinking about what is to be accomplished through the lesson, and make teaching more directed and organized. Consequently, an active relation between the teacher and students will be built.

On the other hand, students must hold the teacher in the highest esteem and give him consideration. They ought to help their teacher while performing his task, and they should not make noise within the classroom. They have also to be polite, respect both their teacher and their classmates, and make efforts to reach their objective that is success.

The relation between teachers and students can be more than a professional one. It requires the teachers' understanding of his students' behavior and students' confidence in their teacher. It should be a strong relation not only inside the educational institution, but also outside school. This relationship between the teacher and students must be based on respect. In the sense that, on one hand, the student should acknowledge the teacher's authority, on the other hand, the teacher should know the range of behavior that is right and acceptable for his position when he interacts with his students, and be cautious before taking any decision.

V. The Effects of Teacher's Personality on the Learning Process

a) How do we Learn?

Learning is defined as the process of acquiring knowledge either by instruction or study. It is more authentic and virtual if it begins with the problems that learners face. In the field of education, learning involves two main elements: an educator who actively transmits a message or knowledge and student who actively absorb this knowledge.

Within the classroom environment, good learners should listen carefully, with some intelligence, and pay attention to get all that the teacher says. Also, they prepare themselves to take risks, to try things out, and to see how it works. Then, successful learners can learn just when they ask questions to understand more judging the teacher when it is appropriate to do. Next, learners are much more likely to learn only when they make mistakes and accept corrections from others, either teachers or classmates because, sometimes, the correction may help them to learn. On the other hand, the teacher should give a big interest to the psychological side of the learner. He should not, for instance, shout at him, or laugh at his answers when he is wrong.

Indeed, to be able to acquire new knowledge, learners should not depend on the teacher in their learning. Instead, they have to bring their study skills and improve their capacities by thinking about the best way to translate the input they receive from the teacher using their ideas, which make them take control over their learning.

b) The Effect of Learning Environment on Cognitive Styles

Cognitive style is a term used in cognitive psychology to depict the way individuals think, perceive, and remember information. FN For example, in the educational field, if the cognitive style of the teacher and the learner are similar, this will assist the learner in learning effectively.

There are different cognitive learning styles. Everyone has his way of thinking and learning. However; this does not mean that there are no two persons who can share the same cognitive style. The differences depend on each person's linguistic and cultural environment.

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Learners differ from each other when learning. For instance, we may find visual learners who can learn only with the teacher's presence. Another type is auditory learners. In this case, they need to listen to what others have to say to learn. The third type is the tactile learners. This kind of learners can be executed through moving, touching, and actively exploring the world around them.

There are numerous learning or cognitive styles and cognitive models. Theorists' definition of cognitive styles differs from one to the other because learning is achieved at different dimensions. Furthermore, theorists define cognitive styles through the focus on different aspects. Various ways are used by individuals to organize information and respond to their cognitive style. Briefly, what is convenient in cognitive styles is that they are changeable. This fact makes it easy for the teachers and helps them to select suitable methods and strategies while performing their tasks.

c) Teachers' Beliefs about Learners and Learning

The perspective that most people have in their minds is based on the evidence that teachers' beliefs came from their personal experiences when they were students. Some of them suppose that teachers' beliefs may derive from family traditions and values, community participation, and professional development. However, the rest, think the majority of teachers hold their beliefs from their teachers.

The teachers may form their beliefs by referring to some arguments and sometimes without evidence. Expectations about learners include those related to what it means to be a student, what kind of relation the students should build with their teachers, what characteristics the students have to share, and how can students' differences affect the teacher's style of teaching.

Roland Meighan (1990) has suggested seven different ways in which teachers can construe learners. Here are the most important ones. For example, the notion of learners as resisters sees them like people who do not have the willingness to learn, i.e., they learn just because they have to do so. The possible way to overcome this resistance is through forcing and punishment. Then, the idea of learners as raw material means that the teacher builds the learners' way of thinking depending on their personal beliefs and wishes. Another vision sees the learners as client focuses on the nature of the relationship between learners and teachers. This case means that the learners have to know what they want to learn and how much time they will spend to learn while the instructor tries his best to assist them by possible and suitable means to meet their needs.

Meighan, also, suggests another point of view in which the teacher conceives the learners as individual explorers and as democratic explorers. These two conceptions vary from each other. As far as the first concept is concerned, the teacher is regarded as a helper or a facilitator who provides his students with appropriate input and resources that enable them to learn.

However, the second conception focuses on the notion that learners depend on themselves while learning, deciding their target objectives, and planning their learning methods. Teachers have beliefs about learners; meanwhile, they have other views about learning. These latter are related to the way people learn, the implication of to have learned, and which knowledge is the most valid to be achieved.

Some teachers were interviewed about their opinions towards learning. According to the answers of some of them, learning is a complex process since the learners cannot understand the methods that the teachers apply within the classroom environment. As a result, they may not succeed. According to a teacher who has experience of 30 years in the educational field, said that learning is not very hard as students think. It depends on their understanding during their study and how they revise their lessons. Another teacher claimed that learning is closely related to teaching and whenever the student knows his/her duties and responsibilities, the teacher helps them and makes an appropriate relationship with them and shows them the suitable way of learning that can pave for them the way to achieve great success. So, to have a delightful teacher-student relationship, negative teaching characteristics must be avoided, and the following suggested strategies should be applied.

VI. Negative Teaching Characteristics

Impatience: Impatient teacher talks fast, moves fast, and does not give a clear explanation of given instructions. He tends to either look the other way on the face of misbehavior, or reacts emotionally to it. He ruches through lessons, glosses over education, and out of necessity have lower expectations for students. These latter produce a restless, excitable classroom that is primed to cause trouble.

Quick to Anger: A single flash of anger can undo the rapport that the teacher builds with his students. When behaving in bad manners such as scolding, yelling and losing his cool, the teacher will be far from his students and undermine their trust and respect. The student will hate him and he will be less approachable, less influential, and unable to construct a behaved classroom.

Rigidity: This kind of teachers takes everything seriously and don't accept to admit mistakes. This behavior can have negative effects on students and exhibit them to learn.

Indeed, we can say that the personality of either students or teachers plays a dominant role in the

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classroom environment. So, our task is to select the best manners that help us to deal with things properly. It is convenient to say that the role of the teacher cannot be expressed in mere words. He has many roles to perform, such as, organizing and controlling the learners. He should also be someone who guides students rather than someone who is totalitarian in the classroom. What strategies should be suggested to create interest and enthusiasm within the learning environment?

VII. Strategies to Obtain Enthusiastic Learning Environment

a) Be a Passionate and Enthusiastic Teacher

When a teacher is passionate and enthusiastic, he will receive delightful feedback about the content he is teaching. Excitement is contagious. When a teacher introduces new content enthusiastically, he will attract his students and increase their learning.

b) Have a Good and Positive Attitude

Teachers should have the habit of dealing with their students in an attractive and ambitious manner. They have to forget about their problems when they reach the door of the educational institution. Everyone has terrible and hard personal trials that are difficult to handle, but it is necessary that their own secret issues do not interfere with their ability to perform the teaching task. Consequently, students will generally be positive since they have a teacher with both good and positive attitude, whose target is the fruitful achievements of his students

c) Treat Students with Respect

The teacher should be a respectful person. For example, he should not yell, insult, or beat his students. Behaving in such a way will lead to a loss of respect from the entire class. Teachers should handle situations professionally. He should deal with problems individually, wisely, and respectfully. The teacher must treat his students in the same way. It is essential for the teacher to be fair and consistent when dealing with students. Among the keys that are convenient and useful for teachers are to deal with them in the same manner, and understand and accept the way they are acting.

d) Be a Humorous Teacher

Teachers should incorporate humor into their lessons. Teaching and learning should not be boring. To make the class vivid requires sharing an appropriate joke related to the content the teacher wants to transmit. This character of laughing will make your students respond and admire your way of teaching. They will become ambitious, and like your class because they love fun and learning.

e) Make your Courses Attractive and Funny

To spend time in a classroom where instructing and note-taking are the norms, is so tedious. Students enjoy the learning environment, which is exciting and funny. They admire creativity, engaging lessons that grab their attention and feel at ease during the learning process. They are enthusiastic about technology-based lessons. Moreover, they prefer suitable learning activities where they can learn by doing.

f) Give priority to Students' Interest

Instructors should use students' interests and passions to their advantage by incorporating them into their lessons. Students' interests should be given great importance. When the teacher knows what his students are interested in, he has to find creative ways to integrate them into his lessons. This way will motivate students, involve them in the learning process and increase their participation. Students will appreciate the efforts the teacher has made to include their interest in the learning process.

g) Be a Cheerful and Helpful Teacher

The teacher should have a good personality and a cheerful person to attract students' attention and feel at ease when attending his lectures. It is interesting if he tries from time to time to ask them if they have problems or they need his help. Moreover, learners who are poor and handicaps need the assistance of the instructor and the educational staff as a whole.

VIII. Conclusion

The concept of personality has crossed the educational field and become a vital part of both teaching and learning. These two processes can be successful only if some factors are taken into consideration including, the internal factors such as age, personality, as well as the external ones such as the needs of the person to learn, the teacher and the classroom grades, taking into account the pedagogical instructions.

Teaching is a noble profession and both a science and an art. The teacher can make teaching more enjoyable and constructive if he has a good personality and tries his best to perform his job in a righteous way. Furthermore, fruitful results will be obtained if he considers himself not just as an instructor who provides students with knowledge, but also, as a person who cares about the learners' needs and behaviors. The best teachers are those who can maximize students' learning potential in the classroom environment. This can be achieved by developing a positive, respectful and strong relationship with their students beginning on the first day of the school year to foster academic success.

It is worth saying that the instructor who decides to devote himself to the career of training learners to

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have good achievements should have virtuous personality, righteous behavior, respect, and "love and willingness to learn. "Love of the learner, the subject to be taught, and teaching job. Overall, it's noteworthy to say that the role of the teacher is extremely crucial, as stated by Brad Henry, "A good teacher can inspire hope, ignite the imagination, and instill a love of learning.''

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Humanistic Approach to Principal's Leadership and its Impacts in Strengthening Character Education: Lessons from Indonesia

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Abstract- This research described the basic inspiration behind the implementation of a humanistic approach to the principal's leadership and the steps of the principal's humanistic approach that have an impact on optimizing the implementation of the program for strengthening character education. This research used a qualitative approach, a case study design. To achieve the research objectives, data collection was performed through in-depth interviews, participant observation, and documentation studies. Data analysis used a modified analytic analysis method. Data validity was based on the level of credibility, transferability, dependability, and confirmability. The research findings explained that the principal's humanistic approach is inspired by personal excellence (integrity, wholeness, and self-authenticity) and the humanistic spirituality of inspirational figures.

Keywords: *humanistic approach, principal's leadership, strengthening character education.*

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Humanistic Approach to Principal's Leadership and its Impacts in Strengthening Character Education: Lessons from Indonesia

Yulius Rustan Effendi [α], Ibrahim Bafadal [σ], I Nyoman Degeng Sudana [ρ] & Imron Arifin [ω]

Abstract- This research described the basic inspiration behind the implementation of a humanistic approach to the principal's leadership and the steps of the principal's humanistic approach that have an impact on optimizing the implementation of the program for strengthening character education. This research used a qualitative approach, a case study design. To achieve the research objectives, data collection was performed through in-depth interviews, participant observation, and documentation studies. Data analysis used a modified analytic analysis method. Data validity was based on the level of credibility, transferability, dependability, and confirmability. The research findings explained that the principal's humanistic approach is inspired by personal excellence (integrity, wholeness, and self-authenticity) and the humanistic spirituality of inspirational figures. Besides that, the application of the principal's humanistic approach had adequate impacts in optimizing the implementation of a program for strengthening character education and influenced the strengthening of the student's character. Through the principal's humanistic approach, school becomes an environment for empowering student's character.

Keywords: humanistic approach, principal's leadership, strengthening character education.

I. Introduction

Character education performed since 2010 in Indonesia has been revitalized through a program for strengthening character education by the Indonesian Ministry of Education. Although the national education policy has been revitalized, the program for strengthening character education has not been implemented optimally at the school level. Based on the findings of Koesoema (2015); Ministry of Education and Culture (2017), the failure to implement the program for strengthening character education in schools is caused by two weaknesses of the principal's leadership, namely; first, the principal has not yet found an approach model that humanizes human. Several indicators of weakness in the principal's approach; a) does not humanize the followers, because it only focuses on the leader, glorifies the leader, and ignores the principle of human equality, ignores the maturity and personality of followers; b) based on the concept that the leader runs power over followers, which was carried over since the authoritarian Suharto regime; c) result-oriented and regards followers as followers instead of humans, because their morality needs encouragement; d) emphasizes the leader, followers are only the result of leader's behavior; e) leader fails to explain the personal development of followers or their well-being; f) leader and followers are not on the same level and there is a clear hierarchy between them, as a result, followers only wait for the leader's order (top-down). Second, the principal has not been able to design an education that means humanizing humans with character. As a result, school principals are less innovative in implementing the 2013 Curriculum which was conceptualized by the Indonesian Ministry of Education; the strengthening of character education has not yet received a central position in the school curriculum and is insignificant, so that students' self-development becomes stunted, character values are not integrated in learning, school environment does not become an environment of character empowerment, active participation of parents and the community in supporting the formation of student's character in school is very low.

Responding to the weaknesses of the principal's leadership, it is crucial and urgent for a school principals to use a humanistic approach as a step in building the student's character (Veugelers, 2007; Ministry of Education and Culture, 2017). This is certainly time-consuming because the humanistic approach is considered new to be implemented by school principals in Indonesia. Most school principals in Indonesia use the humanistic approach label, but there is no apparent leadership approach in its practical application, thus confusing the followers to join in.

Although not all school principals in Indonesia can apply the humanistic approach, we found two principals of private schools in Malang City, East Java, Indonesia, namely the Catholic Junior High School

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Santa Maria II and the Catholic Junior High School Sang Timur who have implemented the humanistic approach effectively in recent research. The two principals adopted the humanistic approach based on self-excellence (integrity, wholeness, self-authenticity) which was shown in an attitude of openness, existentialism in new experience, consistency, flexibility, creativity, and constructive. Besides that, they were inspired by the humanist spirituality of the founding fathers of the spiritual congregation as the spirit that drives the humanistic values of all members of the school community. It is also shown in the performance of the two principals who humanize their followers (working with no pressure, respect, and care for followers). Eventually, the followers join in a framework that characterizes humanistic values, which has an impact on optimizing the implementation of a program for strengthening character education.

Based on the inspiration that underlies the humanistic approach of the two principals, this research focused on describing the reasons of the two principals, how they think, introspect, behave, act, interact, and most importantly lead, and what principles they use. In this research, the researchers identified themes, categories, and dimensions that explained the humanistic approach of the two principals, and arranged this constituency into a strong framework that comprehensively explained the performance of the two principals to meet the research objectives.

The contribution of this research is to position humanistic values derived from self-excellence and the humanist spirituality of the sisters who founded the religious congregation, as a basic inspiration that supports the humanistic approach of the two principals. In addition, in the light of recent research, the results of this research are recommended for all principals in the Education Office of Malang City, East Java and throughout Indonesia, they need to use the humanistic approach model in carrying out leadership roles, because it has been proven effective in optimizing the implementation of program for strengthening character education in schools.

II. Materials and Methods

a) *Principal Humanistic Approach*

The presence of a leader in an organization is significant in handling changes. Changes do not occur due to the leader's actions towards people, but the leader's actions along with people (Colbert, Nicholson, and Kurucz, 2018). In this context, the presence of a leader supports the relationship and dialogue between leader and followers in several dimensions of humanity, such as; followers find meaning and vision in the workplace, persuasive communication, participation and autonomy, fair treatment, constructive responses, goal development and personal growth, becomes a role model (Peus and Frey, 2009).

The role of the principal in dealing with the advancement in education today, as is the case in Indonesia, only carries out an administrative role and does not yet determine a leadership model (Wahjosumidjo, 1992). Even though Indonesia has passed the reform era, after the end of the authoritarian Suharto regime, the indoctrination system of an educational leader is still perceived (Mutrofin, 2007). Wait for instructions and orders from superiors (top-down), followers work under a leader's pressure, work to get a leader's attention, work after receiving orders, work with hypocrisy become a reality of bad leaders (Endah, 2012). The role of such leaders stunts the existence of follower's humanity as an equal and perfect being as well as becomes a barrier to the growth of human inclusiveness (Mutrofin 2007).

This condition urges principals to position themselves as a wise person in applying the leadership model. The principal's discretion is judged based on; a) moral imagination, in the form of the ability to see ethical problems and consequences in a situation; b) understand the system or perspective about a situation that is quite realistic and holistic c) aesthetic sensibility or the ability to see and assess design and aesthetic problems and consequences in a situation (Werhane, 2008).A leader must have moral imagination because managing and organizing education are human activities so that it is deeply and inseparably embedded in moral values and problems. Human activities in the educational environment always occur in the context of public interests and wider situations, hence integrally related to ethical considerations. Therefore, the priority in managing education is to look at human activities, full of emotions, rationality, spirituality, and care, as well as relationships with others, and how to create value in positive competition in education (Waddock, 2016).

The humanizing system, integrating ethics and responsibilities are part of an inseparable whole, and bringing humanities into educational leadership is significant for future leaders. In this context, both the human dimension and the professional dimension are equally important. Therefore, both professional and personal lives are integrated into the existence of a leader. Thus, moral imagination explicitly opens the strategic steps of an approach for an educational leader on the act of giving meaning and direction to the lives of all school components (Werhane, 2002). Leaders have a moral obligation to live a human life and protect people (Pirson, 2017). It is also confirmed by Werhane (2008)that aspects of the humanistic approach that need to be developed in the educational environment include: appreciation and unconditional recognition of the values of human dignity of all school components, ethical reflection integrated into decision making, normative legitimacy to take action and decision in educational organizations; school does not only target academic achievement, but also consider the value of

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human character, the existence of transparency, truth, and humanistic communication through the similarity of words and actions. These components are an integral part of moral imagination.

Emphasis on moral imagination is understood as a model approach that realizes organizational members as individual human beings; which explains, reflects and respects the subjectivity, relationality, individuality and personality of members; acting in relation to self-determination and human dignity of these people; and aims to build a constructive community of people and on human growth (meaning welfare, self-actualization and self-transcendence of organizational members) as the goal (Melé,2016).

Thus, it can be said that the humanistic approach is meaningful because it ignores leaders-centralism and deification-leaders as well as prioritizes humanitarian ethics (Waddock, 2016). By placing humans at the center of leadership research, this research can make a far more meaningful contribution to leadership in practice, and help educational organizations realize human potential and increase social capital in building trust, integrity, harmony, and morality in followers.

b) The Principal's Humanistic Approach in Strengthening Character Education

Indonesia in the post-reform era has experienced a multidimensional crisis, specifically the moral decline in the economic, political, and education sectors (Endah, 2012). Moral conflict causes moral deviations among students in Indonesia, such as; intolerant attitudes, student fights, drugs, promiscuity, cheating, stealing, skipping school, dressing immodestly, not ethical in speaking, decreasing national cultural values (Koesoema, 2010). The moral decline among students can lead to a judgment that schools, parents, or society has failed to prepare the future generation of the nation. Responding to this fact, schools need to proactively change the new paradigm in the direction and purpose of education, namely on the formation of students' knowledge and character. School responsibilities in this regard is to optimize program for strengthening character education in line with the Republic of Indonesia Government Regulation number 87 of 2017 on Strengthening Character Education, chapter I, article 1, which emphasizes that " program for strengthening character education is a pedagogical activity that integrates heart, feeling, mind, and body and is implemented through a collaboration between the internal components of the school, parents, and society in line with the drive to developmental through the National Mental Revolution Movement".

This Government Regulation needs to be implemented in schools through intensive coordination with all components of the school, including the role of principal. The role of school principals in Indonesia has long declined so that it can threaten the existence, sustainability, competitiveness, and progress of the quality of education (Mutrofin, 2007). This generates a negative stigma to the role of principal. The negative stigma to the role of the principal does not seem to need to be reactively responded because the stigma may indeed reflect the truth of the substance of the principal's role. The best response is to reform, formulate and change the principal's approach model. The change in question is revising the conventional approach to a humanistic approach, to empower the potential of educational institutions to become a reliable force in escorting, delivering, and realizing the success and improvement of the educational institutions' quality.

The principal's contribution as the key to success is shown in four key elements of the humanistic approach framework: confidence in progress (human capacity for progress and improvement); reasons (including justified knowledge, learning, and beliefs); inclusiveness (universal acceptance into dialogue with all people who are able to reason); and focus on individualism (the idea that each person is inherently valuable, regardless of the collective identity determined by ethnicity, religion, race, and class.

In the context of strengthening character education, according to Koesoema (2015), the principal's humanistic approach is applied to: 1) make a well-organized organization so that it remains relevant to the interests of members in addition to the interests of the overall organizational progress; 2) design a program for strengthening character education that includes: (a) personal development activities; (b) character learning activities through the establishment of joint policies relating to the standard set of core values of school characters, designing learning tools, applying character learning models, and evaluating character learning; (c) activities in the school environment, and (d) activities in the community environment; 3) close and harmonious interaction between leader and members to promote unity and living in harmony; 4) build partnerships by avoiding oppressive working conditions through maintaining work situations that build self-confidence; talking less and doing more; reducing the habits of anger, jealousy and envy, and motivating teachers to work more effectively instead; avoiding the habit of blaming teachers and be able to correct the their mistakes to prevent boredom at work, but instead must be able to create a working atmosphere that makes teachers interested and comfortable doing their work based on a noble value system, so all elements in the school are willing, without coercion, to participate optimally in achieving school's ideal goals; 5) building partnerships between school, the government and community through habituation programs in conditioning the school environment with character. In this case, the contribution of principal in the partnerships will make the school as an environment for

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sowing virtue, a place for growing and rooting the superiority of moral values and intelligence of faith and thoughts (mutual respect, virtue ethics, self-orderliness, and appropriateness of words and actions) can be realized; 6) paying attention to the conscience of members with all their hopes, needs, and abilities.

c) *Methods*

i *Research Design*

This research used a descriptive-analytic qualitative research design to collect data and describe it in written or oral, then arranged in sentences based on interviews with informants. The presence of researchers was a measure of success in dissecting in several cases. The researcher acted, with the help of others, as a key instrument in collecting data from people actively involved in the two schools examined (principals, teachers, staff, students, parents, school committees, communities, and school foundations). The sampling technique in this research, the purposive sampling, was applied using the chimney technique. The data collection process started from broad data collection then narrowed down according to the focus of the research. During one year, this research was conducted in two schools in Malang City, East Java, Indonesia: Catholic Junior High School Santa Maria II, and Catholic Junior High School Sang Timur.

ii *Data and Sources of the Data*

The sources of the data were from primary data obtained from key informants in the form of words of oral or verbal language and from secondary data in the form of documents as a complement to the primary data. The selection of informants was performed with several techniques; first, purposive sampling, selecting informants who master information in-depth, reliable as a valid data source. Data sources used in the research were 40 informants, including: 1 school principal (2); 5 teachers (10); 3 employees (6); 3 students (6); 2 students' parents (4); 2 school committees (4); 2 alumni (4); 1 school supervisor (2); 1 lecturer as a consultant. Second, snowball sampling, looking for information continuously from one informant to another so that the data obtained is getting more in number and more complete and in-depth, and stops when the data obtained is considered saturated. Events or activities at school were directly observed.

iii *Data-analysis techniques*

The technique used in data analysis was working with data through the process of systematically searching and organizing interview characters, field notes, and other materials collected by the researchers. The analysis was continued by analyzing data, arranging, dividing into units, synthesizing, looking for patterns, finding what was meaningful and what was examined and reported systematically. At this stage, data analysis was performed and used in such a way as to obtain the truth of the data to answer the research focus. The inductive method was used to manage qualitative data. The inductive method allowed the arrangement of data in the form of data condensation, in the form of the process of selecting, focusing, simplifying, abstracting, and/or changing the data appearing in full research from written field notes, interview transcripts, and documents. Then, the data was presented, allowing conclusions and actions made. Temporary conclusions were based on matrices that had been made to find patterns, topics or themes by the research focus.

iv *Checking the Validity of Data*

The validity of the data in this research used several measures, including: First, a measure of credibility (level of trust). The purpose of data credibility is to prove the data suitability with the facts in the research. To establish the validity of the data, the researchers used the following inspection techniques: 1) extending involvement, thus allowing an increased level of confidence in the data that had been collected. By extending involvement, accurate information and subject trust were obtained. Therefore, the researchers expanded participation that had been explained in the research background. 2) Perseverance in observation means that researchers in detail looked for and found characteristics and elements in situations that were highly relevant to the problem being studied. 3) Triangulation facilitated data checking by comparing it with something else. This was performed in several stages, including: (a) source triangulation, performed by means of: (1) comparing observation data with interview data; (2) comparing what was said in public with what was said privately; (3) comparing what people say about the research situation with what they say all the time; (4) comparing one's circumstances and perspectives with other people's views; (5) comparing the results of interviews with the contents of related documents. (b) The triangulation method was performed by checking the level of confidence in the research findings based on several data sources with the same method. (c) Triangulation theory compared facts with one or more theories as a comparative explanation. 4) Peer examination through discussion with peers. 5) Analysis of negative cases by collecting examples of cases that were not based on patterns and trends of information collected and used as a comparison. 6) Examining members, to check whether the data recorded and interpreted by the researchers was appropriate and the truth was recognized by key informants. Second, transferability was performed through careful research reports that referred to the focus of the research. Third, dependability was performed to check or evaluate the accuracy of researchers in conceptualizing data constantly. Fourth, confirmability was performed through a test to assess the research results, mainly related to the description of research findings and discussion.

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III. Results and Discussion

a) Background to the Application of Humanistic Approach

The two principals at Catholic Junior High School Santa Maria II and Catholic Junior High School Sang Timur implement a humanistic approach that is considered as unique and distinctive. It is said to be unique and distinctive because as members of the Catholic religious congregation, the two principals showed personal excellence (integrity, wholeness, the authenticity of self) that appears in an attitude of openness, existentialism in new experiences, consistency, flexibility, creativity, and constructive. The aspects of personal excellence of the two principals support the humanistic approach principles, as stated by Peus and Frey (2009): a) open, so followers (teachers and employees) can find meaning and vision as educators, followers are entitled to transparency through open information and communication, b) supportive, accommodating, empathetic, gentle and kind, c) encouraging participation and autonomy among all team members, d) upholding a sense of justice, e) providing constructive feedback, f) jointly developing goals and personal growth and function as a role model. In the current era of advancement in education, the role of leaders is crucial in achieving changes, and it must be recognized that the achievement of changes is the result of joint activities between leaders and followers (Aktouf and Holford, 2009). A leader is not only identified by leadership style, but also by aspects of personality including awareness of oneself and others, and appreciation of diversity, flexibility, and paradoxes. Recent studies have shown that personality traits of a leader influence the work performance of subordinates in general (Blickle, Meurs, Wihler, Ewen, Merkl, and Missfeld, 2015) validated the empirical relationship between personality, leadership, and organizational effectiveness through the leadership value chain. Thus, a leader's humanistic approach provides an effective and powerful way through personality colors (Haynes, Hitt, and Campbell, 2015). The leader personality dimension determines the aspects of the decision and determines whether the decision making is centralized or not (Byrne, Silasi-Mansat, and Worthy, 2015).

In addition to personal excellence, the basic inspiration that encouraged the two principals to use a humanistic approach was because of the drive to revive the humanistic spirituality of the founding fathers of the congregation who ran the schools. At Catholic Junior High School Santa Maria II, the appreciation of humanist spirituality is inspired by Sister Julie Billiart (Sister of the founder of the congregation) that is "loving our fellow humans as the image of Allah". Sourced from the Bible: "So God created mankind in his image, in the image of God he created them; male and female he created them" (Genesis 1:27 New International Version). Humanistic values that are raised by the principal including; democratic spirit, solidarity, social sensitivity, pluralistic brotherhood, tolerance, dialogue, respect for human rights, and respect for life. These humanistic values are implemented in the vision of the school; "Realizing a quality, faithful, related, knowledgeable, and cultured school through the appreciation of Christian virtues; love, truth, justice, peace and the integrity of creation".

At Catholic Junior High School Sang Timur, the appreciation of humanist spirituality is inspired by Ms. Clara Fey (founder of the congregation) through her longing for "Abide in Me." Sourced from the Bible: "Remain in me, as I also remain in you. No branch can bear fruit by itself; it must remain in the vine. Neither can you bear fruit unless you remain in me". (John 15:4 New International Version). Humanistic values that support the principal's approach are to accept others as a learning community, in an atmosphere of brotherhood, family, and joy with no pressure. Implementation in the vision of the school; "The realization of a superior, accountable school in competition with the spirit of true brotherhood, kinship, joy, and simplicity to develop into a whole person".

The relationship of spirituality in the workplace and leadership has become increasingly important, thus attracting much attention in the last decade (Strack, Fottler, Wheatley, and Sodomka, 2002). The dimension of humanist spirituality brought to life by the two principals is a form of certain work feelings that energize action (a moving spirit) (Dehler and Welsh,1994). This dimension of humanist spirituality is the spirituality in the work environment, not spirituality in the full belief system (Sass 2000). Thus, spirituality at work can be objectively explored and studied scientifically and can be applied by stakeholders (Ashmos and Duchon, 2000). In relation with a humanistic approach, humanist spirituality at work can enhance organizational learning (Grzeda and Assogbavi,2011), integrate and develop communities (Fry, Vitucci, and Cedillo,2005)), serve the needs of others at work, and build shared commitment, and revive expressions of compassion, wisdom, and harmonious communication that oppose all egocentric, sociocentrism, or anthropocentric forms.

Reviving spirituality in the work environment strongly supports the strengthening of character education, because it refers to the act of integrating human mind, body, and soul (Ashmos and Duchon, 2000; Ministry of Education and Culture, 2017) as a basic desire to find meaning and purpose in life. In this context, the principal who revives humanistic spirituality in the school can turn the school from just activities driven by vision and mission to a place in which individuals and collective spirituality are encouraged and spiritual development is integrated into daily work life (Sass, 2000; Fry et al., 2005). Thus, the principal's humanistic approach driven by self-excellence and

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humanist spirituality forms the mindset that: (1) a person's life has meaning, purpose, and makes a difference, (2) a person is understood, respected, and accepted without conditions. 3) commitment, ethical reflection in decision making, and normative legitimacy through joint action influence the effectiveness of education in which human welfare, educational social responsibility, and school institution performance cannot only coexist but are maximized. These three dimensions of the humanistic approach are an integral part of moral imagination (Werhane, 2008), which aims to examine the consequences and ethical implications of school interests, interpersonal relationships, and society to design learning programs that are centered on the formation of student characters (Koesoema, 2016).

b) Forms of Activities for Strengthening Character Education and Steps in the Humanistic Approach of Principal's Leadership

In implementing a program for strengthening character education, the two schools referred to guidelines directed by the Indonesian Ministry of Education and Culture, which includes; personal development activities, class activities, activities in the school environment, activities in the community environment (Ministry of Education and Culture 2017).Personal development programs were carried out through several activities, such as: a) regular school activities, including: cleaning classes and toilets, holding the flag ceremony; b) spontaneous activities, including: disposing garbage properly, not making noise in class, not doing violence, being polite, not stealing, dressing modestly; c) exemplary activities.

The humanistic approach of school principal's leadership in self-development programs is based on the awareness that humans are essentially perfect and requires intrinsic aspirations to actualize themselves (Maslow, 1971; Nemiroff, 1992). This is demonstrated through the humanistic approach steps of the principal, such as: (1) collaboration with all school components who directly involved in decision making, guiding and directing student behavior, (2) building a shared commitment in an exemplary behavior, (3) creating an atmosphere of intimacy in communication, (4) self-control, not getting annoyed with the teachers, employees, and students easily, (5) providing counseling for students who have problems lovingly.

In this context, a leader needs to realize that the success is not achieved due to the work of the leader, but the collaboration of leader and followers (Blanchard, Essary, Zigarmi, and Houson2006). Also, exemplary behavior becomes the standard of trust and participation of followers to the leader (Wahjosumidjo, 1992). It is also important to realize that a leader does not need to build a gap from followers, but sees followers as equal human beings, having the same personal and social dependency. So, it is necessary to build persuasive communication (Danim and Suparno, 2009; Acevedo, 2012). In teacher and student mentoring activities, they jointly develop personal growth and realize that all human beings are perfect, so they need self-control to respect each other in the process of mentoring (Dierksmeier, 2016; Ministry of Education and Culture, 2017). Thus, humanistic values, which are formed in the principal, such as: understanding teachers, employees, students, parents, school committees, school supervisors, the community as human beings, so that it is necessary to respect their subjectivity, relationality, individuality and personality; and acting with the aim of jointly building the community and human growth (welfare, self-actualization) as the ultimate goal (Aloni, 2011; Mele, 2016).

Strengthening character in integrated classroom activities through learning activities and classroom management requires collaboration between school principals, teachers, students, parents, and school supervisors (Ministry of Education and Culture, 2017). In this activity, the humanistic approach steps of the two principals included: (a) together with teachers, staff, school committee, and students' parents, supervisors, and lecturer as the consultant for designing learning tools that contain character education. 2) Offering parents to share practical knowledge of moral life to the student, and the time is scheduled by the school. 3) Together with subject teachers supervising "brotherhood-pedagogical", by (a) the teacher and the principal take turns presenting subtopics from the same theme; (b) the teacher is asked to present all the material, and the principal together with students make conclusions accompanied by the inculcation of character values, or vice versa; (c) the teacher and the principal jointly present the subtopics, students are asked to submit conclusions accompanied by reflections on the content of character values contained in the material discussed. 4) Together with a subject teacher supervising "pastoral environment", by presenting a school supervisor and two parents of students. Supervision is carried out in outdoor, and learning material is given together, discussed together, and makes conclusions together. 5) In applying good clear management, the humanistic approach of the two principals appears in (a) Building a shared commitment termed "bona fide" which means with a good and trustworthy purpose. That is, in managing the classroom, the teacher's attitude must be oriented towards good goals, and the teacher must be able to be trusted by students. This is shown through attitude; inviting students to listen toward the learning, respecting the opinions of friends, ethical ways of asking questions, creating a comfortable classroom environment, learning from one another (peer tutors), guiding students with love. (b) Building a shared commitment to realizing "utilitatem" (common good). Through this principle, in managing classrooms, teachers need to foster

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individual freedom and relationality, as well as respect for the free initiative, dialogue, participation, cooperation, and maintaining harmony.

In addition, in the learning activity, teacher as a facilitator applies learning models developed by Stiefel (1975); Gage and Berliner (1991); Rogers and Freiberg (1994), such as: a) Building students' independence in learning by designing unstructured learning models and directing students to arrange them according to their own thinking concepts, making task choices for students to work on, studying together and guiding fellow friends with their knowledge, designing learning models based on problems raised by students. b). Exploring students' learning characteristics by encouraging students to discover values contained in the material that has been stated by students. c). Building interpersonal character through open learning, responding to students' emotions, encouraging interests by asking questions to satisfy students' curiosity, avoiding mental stress. d) Building communicative character in oneself, through dialogue and open discussion, appreciating students' conversation in expressing opinions, e) Building social character by giving responses or feedback in the learning process. f) Conditioning learning spaces and learning designs that position students as learning resources and teachers as facilitators. g) Building character skills in learning by designing various learning designs that are active, creative, and innovative to be developed by the students themselves. Based on those statements, it can be summarized that the humanistic approach is a way of teaching where the student's self-actualization is the primary goal. Students are viewed as human beings who have feelings, emotions, beliefs, values, and responsibilities and teachers are to give them trust and respect climate to express those in the classroom so that they can optimize the best of themselves. Also, it combines the subject matter taught with the personal dimensions of the students so that the students can feel free, relaxed and unthreatened during the teaching process.Maslow (1987) says that humanistic teaching believes that learner s state of mind and personal response to the activity of learning is central to the success or failure in learning.Humanistic teaching has a basic belief that the learner s feelings are as important as their mental or cognitive abilities. If students feel hostile towards the subject of the study, the materials, or the teaching methods, they will be unlikely to achieve much success. And the humanistic approach can counter this unbeneficial situation.

Reviewing the steps of the humanistic approach of the two principals in-class activities, it is seen how the principal built relationships that led to positive moral orientation, because teachers are considered capable to self-regulate, aligning moral values with action (DeCavalho, 1991). The principal's humanistic approach that entrusts teachers integrates character education in classroom activities, postulates the nature of holistic education because it combines the educating process with human development (Davila and Elvira, 2012). Building humans in the concept of humanistic pedagogy, placing school as a field for student character development and assessing that the purpose of learning is to interpret relationships with self, school environment, family, and society (Gage and Berliner, 1991; Jingna, 2012).

Furthermore, to build a positive school culture, the two schools program various types of extracurricular activities, such as: organizing recollection, retreats, spiritual camping, eucharistic celebrations, confession of sins, providing an honest canteen, taking choirs in the church, initiating solidarity actions to help friends who are economically weak, raising fund for orphanages, running democracy electing school administrators, opening family dialogues with students' parents, looking for donors to finance underprivileged students, cooperating with alumni associations to finance students or parents who are sick and underfunded, making contributions to the deceased family members of students or teachers, forming blood donor groups.

In optimizing this program, the humanistic approach steps taken by the two principals were: (1) realizing the joint decisions contained in the school's strategic plan to organize the programmed activities; (2) entrusting the work team to work in accordance with the area of responsibility; (3) fostering a spirit of cooperation between work teams; (4) creating persuasive communication both inside and outside the school environment; (5) supporting and getting involved in every activity implementation; (6) living and developing the values of faith; (7) building self-sensitivity for solidarity and favoring those in need; (8) promoting the spirit of democracy to reach mutual agreement; (9) inviting alumni to discuss school development, and student conditions; (10) fostering values of honesty; (11) conducting joint evaluation in accordance with mutual agreement, to reflect and internalize the meaning of each activity performed.

Based on the description of the strategic humanistic approach steps of the two school principals, in building positive school culture, humanistic values emanate clearly. This fact is shown in attitudes such as: building cooperation, mutual respect, responsibility, persuasive communication, solidarity, self-sensitivity, and compassion in every action. These humanistic values shape a positive school culture (Nemiroff, 1992; Aloni, 2011; Koesoema, 2015), in line with the inspirational humanistic spirituality of the founding fathers of the congregation who manage the school, namely "loving fellow human beings as the image of Allah" and "abide in me". These values are philosophies that give meaning and recognition of the dignity and value of every human being in the school environment (Westheimer, 2011). In this context, the principal's

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humanistic approach in building a positive school culture becomes the basic foundation of a holistic-humanistic education (Nava, 2001). The school environment is a character learning environment, a place where students are welcomed into unique personal differences, a tolerant life, and mutual respect because they have unique physical, emotional, intellectual and spiritual abilities (Sahenk, 2010).

Activities in the community environment are applied in the form of: a) "ad infinitum" activities (up to infinity), meaning that educational activities are not limited to the school environment, but are ongoing with the families of students. This is performed by visiting the students' homes. This activity is scheduled every Sunday and arranged by the head of the public relations work team. b) Building the sensitivity of "Amor Vincit Omnia" (love conquers all) by giving scholarships and providing a dormitory for free to underprivileged students; b) establishing cooperation with the police to provide material about the dangers of drug use, and orderly traffic. c). Establishing cooperation with medical personnel (doctors, midwives, sanitizers), for health checks. (d) Sending greeting cards for every religious holiday. e) Inviting parents to celebrate religious celebrations at school. Inviting religious leaders to give religious lectures. f) Conducting social services in public places. f) Conducting JUMPA BERLIAN activities (Jumat Pertama Bersih Kampung-First Friday Clean Environment).

To optimize the program, the humanistic approach steps of the two principals are: (1) building cooperation with students' families in ongoing mentoring activities; (2) building a network of cooperation between schools and the community to anticipate and protect students from the dangers of drugs, traffic safety on the road, and maintain student health; (3) maintaining tolerance in the internal scope of schools, and between schools, parents and the community; (4) providing scholarship funds to students who can not afford; (5) caring for the natural environment; (6) living up to and practicing religious values in accordance with their respective beliefs.

The humanistic approach steps of the principals are based on actions of social moral ethics, joint decisions on good knowledge and not only based on assumptions, and making approaches to find meaning and purpose of cooperation with the families of students, alumni, the police, the medical team, religious leaders who care about education (Koesoema 2010; Ministry of Education and Culture, 2017). Besides, the students' behavior in the middle of the community shows a peace-loving attitude; respect for brotherhood in the diversity of tribes, religions, languages, and cultures; loving the environment; being fair, and good deeds (Ministry of Education and Culture, 2010). Finally, schools become a forum that provides a balance in shaping the character of students, so that the relationship between school and parents and the community is stronger (Shriner, Banev, and Oxly, 2005; Aloni, 2011). Thus, it can be concluded that through the humanistic approach of the principal, the image of the school has changed meaning into a forum for empowering student characters. Schools become a conducive environment to the practice of learning to love, independence, discipline, ethical thinking, uphold the moral values of humanity, promote loyalty, responsibility, and care for others(Koesoema, 2015).

c) *Impacts of the Humanistic Approach of Principal's Leadership*

Impacts of the principal's humanistic approach on the self-development program are described in the following table.

Table 1: Impacts of the Principal's Humanistic Approach on the Personal Development Program

S.No.	Forms of Principal's Humanistic Approach	Impact	
		Program for Strengthening Character Education	Student Character
01.	Realizing cooperation in joint decision making to guide and direct student behavior	Performed optimally through cooperation and work based on the results of joint decisions	Order, discipline, and responsible respect others, good manners, love clean environment
02.	Building a commitment not to disappoint self and others	Performed optimally based on a joint commitment	Perform behavior that does not disappoint self and others
03.	Becoming a role model	Performed optimally through self-example	Reflect character obtained from the exemplary model
04.	Providing counseling for students who have problems with affection	Performed optimally through cooperation in mentoring activities	Change of character

Source: results of interviews with principals, teachers, students, students' parents, document archives (presence of self-development activities, and student guidance books), and observations of student behavior in the school environment, observations of student behavior at home by parents reported during the interview.

Based on the table, self-development activities were carried out optimally. Optimization of the self-development program is seen through the collaboration of school principals with all school components (Koesoema, 2015; Ministry of Education and Culture, 2017). The cooperation is based on the results of joint

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decisions, in which each component is equally responsible for their duties and roles. The principal together with the teacher and employees worked on duty in turns; each homeroom teacher created a daily work schedule for students, controlled student work, checked student attendance in every activity, each group was responsible for the flag ceremony activity, classroom environment, as well as lavatory and classrooms cleanliness and order. Also, the commitment to be a role model in behaving well (timely, attending the class in a good manner, being responsible for carrying out tasks, wearing proper attire, speaking politely) is very visible. Furthermore, the principal, homeroom teacher, and guidance counseling teacher succeeded in assisting problematic students, which was shown by a change in behavior in a good direction.

Personal development activities directly influence the strengthening of student character, such as students are disciplined when entering and leaving school, responsible for assignments entrusted, disciplined in class, respecting friends, polite in speaking and dressing, favoring the clean environment, having a commitment to improving behavior (Ministry of Education and Culture, 2017).

The impact of the principal's humanistic approach on class activities programs is explained in the following table.

Table 2: Impacts of the Principal's Humanistic Approach on Class Activities

S.No.	Forms of Principal Humanistic Approach	Impact	
		Program for Strengthening Character Education	Student Character
01.	Integrated into learning activities		
a.	Conducting a meeting to prepare character learning tools	Implemented optimally by involving all parties in developing learning tools	-
b.	Entrusting parents, sharing practical knowledge about good moral behavior with students and scheduled school authorities	Implemented optimally by involving parents in guiding the student character	Perform behavior according to the moral life experience input shared by parents
c.	Together with the teacher supervising the pedagogical fraternity and pastoral environment	Performed optimally through cooperation in the presentation of material together	Discipline, responsible, critical, applicable
d.	Supporting joint decisions in giving students a final assessment	Performed optimally based on joint decisions in giving the final grade of students	Balance of academic competence and good character
02.	Class management	Run optimally based on a joint commitment	Perform behavior that does not disappoint self and others
	Making a joint commitment called the "bona fide" that means with good and trustworthy goals, and "utilitatem" (common good).	Performed optimally by building a shared commitment	Have the ability to work in a team, respect others' thoughts, behave ethically in class, order, learn from one another
03.	Learning Activities		
	Learning together, and giving teachers the freedom to innovate and preparing evaluation time by joint scheduling, to reflect on all learning actions, and to ask for constructive support from other teachers	Performed optimally by learning together, innovating, evaluating in the form of reflection and constructive input	Open to innovative and creative learning designed by the teacher

Source: results of interviews with teachers, students, parents, school supervisors, document archives (attendance, violation notes, and student guidance books), and observations of student behavior in the classroom

The impacts of the principal's humanistic approach on classroom activities programs are: teachers have character learning tools; parents who had been appointed to share their moral lives to students cooperate well according to the schedule set by the school, which results in the internalization of moral values in students; supervision of "pedagogical fraternity" and "pastoral environment" were well performed and the results were pleasing to students; give students an objective and balanced final grade, which includes cognitive, affective, and psychomotor domains; the teacher shows the principle of "bona fide", so that the presence of the teacher pleases students, as evidenced by the acquisition of learning achievements and good student behavior; the teacher shows a clear commitment to realize "utilitatem" (the common good), so students feel free in expressing opinions, cooperation between students goes well, and harmony of life among students is visible; teachers are creative and innovative in applying learning models (Ministry of Education and Culture, 2017).

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Class activities influence the strengthening of student characters, such as good moral life; attending the class in a good manner, doing assignments with full responsibility, being critical in asking questions and discussion, building an applicable mindset; building a balanced development between academic competence and good character; behaving in a way that does not disappoint self and others; being able to work together, respecting others' thoughts, behaving in an ethical manner in class, order, learning from one another; being open and ready to follow innovative and creative learning designed by teachers (Ministry of Education and Culture, 2017).

The impact of the humanistic approach of the two principals in building positive school culture is presented in the following table.

Table 3: Impacts of the Principal's Humanistic Approach in building School Culture

S.No.	Forms of Principal Humanistic Approach	Impact	
		Program for Strengthening Character Education	Strengthening of Student Character
01.	Performing joint decisions by coordinating each activity	Performed optimally based on joint decisions, to organize activities	Cooperation, responsible
02.	Entrusting teamwork	Performed optimally in the spirit of mutual trust in teamwork	believe in self and others, take responsibility
03.	Cultivating the spirit of cooperation between work teams	In an ongoing process through collaboration between teamwork	Cooperation
04.	Persuasive communication	Performed optimally through persuasive communication	Open in the community
05.	Supporting and being engaged in activities	Performed optimally through support and involvement	Respect togetherness
06.	Cultivating the values of faith	Performed optimally in various spiritual activities	Have faith and piety
07	Building self-sensitivity and being more solid	Performed optimally by arousing self-sensitivity to solidify with others	Sensitive and solid with others
08.	Promoting the spirit of democracy	Implemented optimally through the inculcation of democratic values	Democracy
09.	Holding alumni gathering	Performed optimally by fostering togetherness	Adaptation
10.	Cultivating honesty values	Performed optimally through the planting of honesty values	Honesty
11.	Conducting joint evaluation	Performed optimally thorough evaluation to reflect and internalize the meaning of each activity carried out	Reflective, and understand self-respect

Source: results of interviews with principals, teachers, students, parents, school committees, school supervisors, document archives (decree letters, memorandum of understanding, school strategic plans), and observations of student behavior in the classroom

The humanistic approach has positive impacts in optimizing character-building programs in the school environment, such as well-organized extracurricular activities; the creation of a spirit of cooperation among teamwork so that it is solid and responsible at work; persuasive communication between school principals, teachers, staff, school committees, parents, and the community; all parties support each other and get involved in every activity; the values of faith are getting strong and resilient; all school components have awareness and sensitivity to help each other, both related to learning activities as well as other interests; the spirit of high democratic life; establishment of cooperation between schools and alumni to think about and build a better quality of education; Evaluation activities are going well to reflect and internalize the meaning of each activity performed (Koesoema, 2016; Ministry of Education and Culture, 2017).

Activities in school environment influence the strengthening of student characteristics such as; being able to perform collaboration; being responsible with the task, believing in yourself and others, being easy to get along and open; respecting for togetherness, having faith and piety, having sensitivity and solidarity with others, having the spirit of democracy, showing adaptability; honesty, reflective and self-respecting behavior (Koesoema, 2017; Ministry of Education and Culture, 2017).

The impact of the two principals' humanistic approach in optimizing activities in the community is explained in the following table.

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Table 4: Impacts of the Principal's Humanistic Approach on Activities in the Community Environment

S.No.	Forms of Principal Humanistic Approach	Impact	
		Program for Strengthening Character Education	Strengthening of Student Character
01.	Establishing cooperation with student families	Performed optimally through home visits of students' parents	An open individual
02.	Providing scholarship funds	Performed optimally through fundraising from the government, alumni, and school foundations	Sensitive, and have a passion for achievement
02.	Establishing cooperation with the police	Performed optimally through providing materials of the dangers of drugs and orderly traffic by the police	Free from drugs and has an orderly traffic
03.	Establishing cooperation with the medical team	Performed optimally through health inspection activities	Healthy
04.	Maintaining a tolerant atmosphere in scope	Performed optimally through sending greeting cards, and religious celebrations at school	Tolerant
05.	Cultivating the habit of maintaining a clean school environment	Performed optimally through Jumat Bersih activities	Love clean environment
06.	Living and practicing religious values	Performed optimally through the sharing of coaching activities, and religious celebrations	Have faith and be pious
07.	Cultivating the values of faith	Performed optimally in various spiritual activities	Have faith and piety

Source: results of interviews with the principal, teachers, students, parents, school committee, document archives (invitation letter to the police, the medical team, guest book, schedule, and family visit letter).

The humanistic approach has positive impacts in optimizing the character-building program in the community, such as cooperation with parents in-home visit activities was scheduled and running well, and a sense of kinship was built; every semester the school announced names of students who receive scholarships from government, alumni, and school foundations; there were no cases of drug use, and there were no reports from the public and the police to the school regarding the traffic violations committed by students; students lived healthily; the atmosphere of tolerance was very harmonious; school environment was clean and tidy; every activity of fostering and religious celebrations were well implemented; student faith was built (Koesoema, 2015; Ministry of Education and Culture, 2017).

Activities in the community influenced the strengthening of student character, such as: create an individual who is open, sensitive, drug free, drive safely, has a spirit of struggle to pursue achievement, knows how to take care of him/herself, loves religious tolerance, favors a clean environment, has noble and pious religious character (Ministry of Education and Culture, 2017)

IV. Conclusion

Based on the findings and discussion and in the light of recent research, it is explained that the humanistic approach dimension of the principal's leadership comes from personal excellence (integrity, wholeness, self-authenticity) that appears in an open attitude, existentialism in new experiences, consistency, flexibility, creative and constructive, and reviving the inspiring humanist spirituality of figures. Based on personal excellence and the appreciation of this humanist spirituality, the humanistic approach of the principal's leadership focuses on unconditional respect for the human dignity of all school components, ethical reflection integrated into decision making, normative legitimacy in taking action and decisions within the educational organization. These three humanistic dimensions are an integral part of moral imagination.

Implementation of the principal's humanistic approach has positive impacts on optimizing the implementation of the program for strengthening character education in the form of personal development activities, classroom activities, activities within the school environment and activities in the community. All forms of these activities influence the strengthening of student character. Thus, the image of school has changed into a forum for empowering human beings and characters. A school is a place that provides a balance of student character (individual learning and group learning, analytic thinking and intuitive thinking, content, and process, as well as meaningful learning and assessment).

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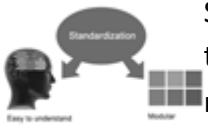

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Authors can submit papers and articles in an acceptable file format: MS Word (doc, docx), LaTeX (.tex, .zip or .rar including all of your files), Adobe PDF (.pdf), rich text format (.rtf), simple text document (.txt), Open Document Text (.odt), and Apple Pages (.pages). Our professional layout editors will format the entire paper according to our official guidelines. This is one of the highlights of publishing with Global Journals—authors should not be concerned about the formatting of their paper. Global Journals accepts articles and manuscripts in every major language, be it Spanish, Chinese, Japanese, Portuguese, Russian, French, German, Dutch, Italian, Greek, or any other national language, but the title, subtitle, and abstract should be in English. This will facilitate indexing and the pre-peer review process.

The following is the official style and template developed for publication of a research paper. Authors are not required to follow this style during the submission of the paper. It is just for reference purposes.

Manuscript Style Instruction (Optional)

- Microsoft Word Document Setting Instructions.
- Font type of all text should be Swis721 Lt BT.
- Page size: 8.27" x 11'", left margin: 0.65, right margin: 0.65, bottom margin: 0.75.
- Paper title should be in one column of font size 24.
- Author name in font size of 11 in one column.
- Abstract: font size 9 with the word "Abstract" in bold italics.
- Main text: font size 10 with two justified columns.
- Two columns with equal column width of 3.38 and spacing of 0.2.
- First character must be three lines drop-capped.
- The paragraph before spacing of 1 pt and after of 0 pt.
- Line spacing of 1 pt.
- Large images must be in one column.
- The names of first main headings (Heading 1) must be in Roman font, capital letters, and font size of 10.
- The names of second main headings (Heading 2) must not include numbers and must be in italics with a font size of 10.

Structure and Format of Manuscript

The recommended size of an original research paper is under 15,000 words and review papers under 7,000 words. Research articles should be less than 10,000 words. Research papers are usually longer than review papers. Review papers are reports of significant research (typically less than 7,000 words, including tables, figures, and references)

A research paper must include:

a) A title which should be relevant to the theme of the paper.
b) A summary, known as an abstract (less than 150 words), containing the major results and conclusions.
c) Up to 10 keywords that precisely identify the paper's subject, purpose, and focus.
d) An introduction, giving fundamental background objectives.
e) Resources and techniques with sufficient complete experimental details (wherever possible by reference) to permit repetition, sources of information must be given, and numerical methods must be specified by reference.
f) Results which should be presented concisely by well-designed tables and figures.
g) Suitable statistical data should also be given.
h) All data must have been gathered with attention to numerical detail in the planning stage.

Design has been recognized to be essential to experiments for a considerable time, and the editor has decided that any paper that appears not to have adequate numerical treatments of the data will be returned unrefereed.

i) Discussion should cover implications and consequences and not just recapitulate the results; conclusions should also be summarized.
j) There should be brief acknowledgments.
k) There ought to be references in the conventional format. Global Journals recommends APA format.

Authors should carefully consider the preparation of papers to ensure that they communicate effectively. Papers are much more likely to be accepted if they are carefully designed and laid out, contain few or no errors, are summarizing, and follow instructions. They will also be published with much fewer delays than those that require much technical and editorial correction.

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



Format Structure

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

All manuscripts submitted to Global Journals should include:

Title

The title page must carry an informative title that reflects the content, a running title (less than 45 characters together with spaces), names of the authors and co-authors, and the place(s) where the work was carried out.

Author details

The full postal address of any related author(s) must be specified.

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.

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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.

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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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