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Impact of Conflict Resolution

Perception on Social Movements

Highlights

Traditional Children's Games

Emotional Competence of Adolescents

Discovering Thoughts, Inventing Future

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Emotional Competence of Adolescents from Underprivileged Socio-Economic Background

By Ms. Sanjoni Sethi
Amity University

Abstract- Although underprivileged groups are considered at disadvantage for capital, facilities, and utilities; very few Indian studies have made an attempt to study emotional competence as an outcome of residing in poor geographic location. The purpose of study is to understand emotional competence in adolescents of lower socio economic background. This is achieved by exploring emotional aspects of personality, emotional triggers, skills to regulate emotions and coping mechanisms. Semi-structured interviews as part of body map, a qualitative tool was carried out with six adolescents from underprivileged background. Interpretative Phenomenological Analysis (IPA) was used to analyze transcripts along with body maps of participants. Overall, research findings reveal that location does effect emotional competence in adolescents. Further, emotional competence is not age appropriate suggesting clinical implications for adolescents from underprivileged background.

Keywords: emotional intelligence, body maps, underprivileged, adolescents, sociological conditions.

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Emotional Competence of Adolescents from Underprivileged Socio-Economic Background

Ms. Sanjoni Sethi

Abstract- **Although underprivileged groups are considered at disadvantage for capital, facilities, and utilities; very few Indian studies have made an attempt to study emotional competence as an outcome of residing in poor geographic location. The purpose of study is to understand emotional competence in adolescents of lower socio economic background. This is achieved by exploring emotional aspects of personality, emotional triggers, skills to regulate emotions and coping mechanisms. Semi-structured interviews as part of body map, a qualitative tool was carried out with six adolescents from underprivileged background. Interpretative Phenomenological Analysis (IPA) was used to analyze transcripts along with body maps of participants. Overall, research findings reveal that location does effect emotional competence in adolescents. Further, emotional competence is not age appropriate suggesting clinical implications for adolescents from underprivileged background.**

Keywords: emotional intelligence, body maps, underprivileged, adolescents, sociological conditions.

I. Introduction

Emotion is dynamic and it constitutes multiple aspects. It is characterized as a physiological as well as social phenomenon (Silva, 2006). It is a state of physiological arousal which evoke emotional experience in response to one's biological drives. On the other hand, emotions allocate a significant value to an individual in relation to belief system; cultural connotations and social considerations. Izard (2007) defines emotion to be a "system of social communication" (Izard, 2007, p.264). Displayed emotions (example, aggression; crying; and smiling) communicate subjective experiences felt by individuals in order to evoke response from others present in their social environment.

Human survival is based on three properties of emotion, organization; motivation; and regulation. It is suggested, emotion influences personality. It is often observed certain individuals are capable of experiencing some emotions more frequently than the rest of us. For example, anger experienced often by individuals following expression of such emotion into practice makes it a part of their personality by others. Thus, many educationists time and again put forth that personality acts as a significant predisposition in experiencing emotions (Hume, 2008). For instance, individual readily experiencing guilt and fear while their peers stay calm in the same situation depicts the frequency of experiencing emotions vary amongst individuals. Personality holds a trait component predominantly is involved in emotional experiencing (Hume, 2008).

In addition to experience, individuals can also be predisposed to experience emotion in varying intensity such as experience emotions more intensely than others do. For example, the way individuals respond differently in a cinema set up. An individual continues to cry after a movie while others remain calm on feeling the sad emotion few hours ago.

Professionals and scholars in Psychology begin to understand emotion from an evolutionary approach, Darwinian perspective (1872) (Cornelius, 2000). The evolutionary perspective emphasizes on the survival value attached with emotions. Contemporary theories of emotion explain the universal existence of facial expressions. In particular, six of such emotions are identified, happiness, sadness, fear, disgust, anger and surprise known as the "Big Six" (Cornelius, 2000). These primary emotions have high functional value because of the adaptive role in survival and in emergence of other emotions.

Further to Darwinian perspective, physiological theories of emotion include Lange (1967), proposed three aspects or components to emotions, cognitive; actions; and feelings, respectively. Lange's theory suggests that actions of the body contribute to one's emotional feeling. Other theorists have proposed other physiological and cognitive explanations for the same.

Contemporary theorists adopt social constructivist approach which is diverse in nature. Averill (1980) purposes emotion to be an outcome of learned socio-cultural norms. Embedded in both, western and non-western societies; these emphasize role of social relationships; interpersonal and intrapersonal issues; and adaptive functioning of personality. Averill characterizes emotion such as anger to be socially rooted to form an individual personality (Cornelius, 2000). In addition, Stets and Turner (2005) emphasize the interplay between social structures which affect emotional arousal. Sociological analysis reveals social setting (location) influences individual emotion. Universal characteristics and cultural variations both have an impact on bodily sensations of emotions (Poortinga, 1992).

Similarly, developmental theorists argue various aspects of personality for survival purposes should be strengthened from early childhood. Saarni (2011)

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explained emotional development milestones in relation to social interaction in children. According to Saarni, middle childhood (7-10 years) shows advancement in problem solving strategies; start appreciating norms and become aware of multiple emotions. While development of knowledge of emotion scripts (social sensitivity) occurs in preadolescence (10-13years). Therefore, achievement of emotional skills is a developmental process which does not occur in isolation. It is cultivated and reinforced by social context.

Certain emotional skills mature and strengthen in particular age range (Saarni, 2011). Typically, adolescents recognize various emotional strategies to perform in daily life. Further, researchers have found emotional intelligence to be shaped by family and society in the Indian context (Sibia, Misra & Srivastava, 2004). Recent study by Bilc, Cioara and Miu (2015) concluded emotional regulation was highly affected in children from poor social community. The contemporary understanding of rural community (poor economic status) is not restricted and limited to the lower income family. Rural community as individuals residing in living conditions where, there is lack of schooling; limited access to transportation; partial or minimal medical services and other civic utilities; and physical isolation. Thus, a child's development is considered to be affected by situations that make them suffer through emotional distress (Schreuder, 2010). This could result in an emotional handicapped adult later in life. Thus, there is not sufficient research which compares emotional competence strategies in adolescents. In order to achieve this, the present research will use embodiment of emotional aspects. The goal is to explore how social conditions influence emotional development in children. The research purports to understand emotional competence in adolescents of lower socio economic background.

i. To understand the emotional aspects of personality shaped by sociological conditions.
ii. To identify emotion triggers and strategies for emotional regulation/expression.
iii. To explore the coping strategies of underprivileged children.

II. Literature Review

Literature includes recent works of contemporary authors along with works of evolutionary theorists on emotions. The study reviews work published since late twentieth century (1970's onwards) to present empirical work.

Emotional competence is an essential concept in contemporary times considered to be a fundamental feature of personality. It comprises of emotional identification; regulation and evaluation in any context. Poor living conditions include limited admittance to educational services; provision of medical measurements and poor cognitive skills. The physiological domain depicts changes in neuro-structural mechanism in relation to body-emotion experience. While, constructivist aspect explores social engagement. Adolescence is the primitive and vital age group which goes through frequent and intense emotional changes. Neurobiological alterations experienced in this age are associated with increased emotional vulnerabilities. In comparison to others, adolescents show social reorientation in brain areas (Telzer et al., 2014). The process of socialization was studied using brain scans of both, parents and adolescence to understand the role of emotions. Telzer (2014) mentions social environment (eg: parents) influence emotional competence in adolescence.

The ability to manage one's emotions in socio-cultural locale is a significant requirement in an intercultural setting. Lanteigne (2011) found socio emotional problems in adolescents (male and female). He categorized it as 'Suppressive' (high experience, high arousal, low expression), the adolescent participants display social anxiety; avoidance and non-acceptance of their emotions. This makes them competent for job interviews, however, inhibits their social interactions to make friends. The 'Experience – Expressive' (high experience, low arousal, high expression) have limited awareness about emotions hindering regulatory behavior (Lanteigne, 2011).

Further, it was found that adolescents who have the inability to identify, describe and express emotions in families with lower levels of cohesion are clinically labelled as alexithymic(Telzer et al, 2014). Self-conscious emotions such as shame and guilt are considered to be socio-culturally consistent when it comes to expression and interpretation (Scheve & Luede, 2005).

According to Frank (1988), when individuals suppress emotions, it could negatively affect formation of coalitions, negotiations, collective teams and actions within a social group. Irrespective of location, school going adolescent girls of Karnataka were found to have problematic behavioral conduct. Researchers screened 120 urban and 120 rural adolescent girls (school going and non-school going) using SDQ (strengths and difficulties questionnaires) assessing five behavioral scale constructs (conduct problems; hyperactivity; emotional symptoms; peer problems and pro-social behavior). These scales were positively correlated with fear; aggression; and sadness. Further, they found rural girls do not readily share their difficulties (Dhoundiyal & Venkatesh, 2009).

Until now, SES was characterized by financial domain. However, contemporary theorists define SES as difference which exists in availability and use of resources between higher and lower SES. It is perceived as services, facilities, parental opportunities and goods which are provided to children from a high SES family in

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order to better their living conditions (Brooks-Gun & Duncan, 1997). For a holistic understanding of SES, it is important to consider other co-occurring factors including mental illness and hazardous environmental conditions. These co-factors mediate the effect of SES further (Garbarino, 1999).

Biopsychological perspective confirms literature on association between childhood poverty and emotion dysregulation. Kim et al. (2013) found negative physical and psychological associates of emotion with adult neuronal processes. Children who were born in poverty conditions, showed emotional dysregulation in adult life because of the reduced prefrontal cortex activity in brain and poor suppression ability of amygdala (Kim et al., 2013). On the other hand, National Centre for Children in Poverty (NCCP) reported lower income family characteristics can negatively affect socio-emotional development in children. This negative affect often results in behavioral problems; emotional dysregulation and poor comprehension (Cooper, Masi & Vick, 2009). Maladaptive functioning, vulnerability of depression and acts of delinquency are often observed in low SES adolescents (McLoyd, 1997). Child abuse, aggression among peers and violence in community settings are often witnessed by low SES children (Garbarino, 1999). Social order is reduced in lower SES due to existing co-factors explained by social disorganization theory (Sampson, 1992).

A survey investigation by Jamadar and Sindhu (2015) on tribal adolescents of Karnataka found emotional intelligence and creativity being impacted by socio-economic status. Higher SES showed better emotional intelligence and creativity as compared to lower SES. Further, adolescents aged16-19 years were better than 12 – 15 years.

Body mapping allows embodying emotions of traumatic experiences (Crawford, 2010). The activities designed allows emotional expression in children creatively (Hemmings, 1995). It is partially considered to be a child centered methodology (Mitchell, 2006; Gamlin, 2011). Children working in labor fields and residing in poverty embodied their illness to their bod and social context. Thus, body maps seem to be an explorative instrument for this research, especially to be used with children. The selective advantage of the tool is detailed account of experience obtained.

III. Methods

a) Research Method

A qualitative research design has been used. The key feature of a qualitative paradigm is phenomenology. The research followed an exploratory qualitative research design which allows understanding of context; flexibility; personal experience and subjective interpretation.

b) Participants

The researcher used general health questionnaire (GHQ) to screen the access population. Participants consisted of a mixed sample of six adolescents aged 10 - 15 years. Participants were recruited after theoretical saturation was reached. These adolescents were residents of low SES. Rapport was established prior to the commencement of research and during body mapping interview. Participant criteria included, adolescents residing in low SES since birth; attending school and at least one of the parent employed. Further, age and communication in basic English/Hindi are essential. In order to avoid dropouts, a dance-movement training session for underprivileged adolescents. Additionally, data collection took place at the venue of the participants reducing traveling and other cost influences.

c) Sampling Technique

A mixed sampling method was adopted. Researcher identified adolescents from lower geographic SES to comprise target population. Prior familiarity and convenience sampling allowed to draw out accessible population. Further, stratification was used to differentiate family compositions including, single parent; and working parents. Finally, purposive sampling was used to select the sample.

d) Instruments

Body mapping is a multipurpose qualitative instrument adapted by Solomon (2002) as a narrative process to understand the story of HIV women living in Cape Town, South Africa. It is considered to be an art-based therapeutic tool. Participants communicate their overall story via creation of different symbols and meanings attached to their experience (Gastaldo, Magalhaes, Carrasco & Davy, 2012). A body map is a life – size representation of one's self using different symbolic slogans in order to put across one's experiential story. Davy et al. (2014) states body mapping allows data collection in a creative manner without causing any harmful conditions in a confrontable approach (Davy, Magalhaes, Mandich, Galhiego, 2014). Based on research design, this semi-structured interview used three key elements, a testimonial (first person narrative experience); a life size body map; and defining characteristics of visual representations. Researcher established an interview guide based on the three objectives of the study. Each participant took part in three individual sessions of one hour each. Homework was also assigned to participants. This research used body manual procedure and guide adapted by Gastaldo, Magalhaes, Carrasco & Davy (2012) which provides more flexibility; detailed manual and ease access to guide. It permits use of manual for research purposes.

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e) Procedure

Intrigued by western traditions on emotions, researcher reviewed past literature. Foremost, researcher took written/verbal permission from University, head of SES area, parents and adolescents. Then rapport was established with community members. Later, data collection inclusive of informed consent; obtaining demographic details; instructing on interview process and creating body maps. In the end participants were debriefed to ensure no harm or damage. The collected data consisted of transcripts and video recordings. The transcripts included interviews, body map, observation memos and homework/session scripts. Transcripts were validated by participants.

f) Analysis of Result

Foremost, interviews were transcribed and Interpretative Phenomenological Analysis (IPA) performed. IPA, developed by Smith (1995) to discover social cognitions in individual experience. It focuses on ascribed meaning put forth by participants in relation to environment. Interviews were transcribed tracing symbols, language, body postures and colors used by participants. Notes and homework scripts were supporting evidences. Objectives and responses were important to create preliminary themes. Researcher created codes manually by re-reading transcripts. Themes were grouped and sub-ordinate themes were identified. Divergent themes were listed to explore further. Finally, themes were tabularized and interpreted.

g) Ethical Approval and Informed Consent

A written proposal was submitted and a pilot was conducted. Data audit was conducted at Christ University by Professors to give the ethical consent. Informed consent was taken in writing and verbally. Participants were shown an exemplar body map to avoid use of names of individuals, and location. Standardization was maintained as same interview guide was used for participants. No monetary incentives were offered. Instead, a dance movement workshop was given. Incentive of this nature is considered to be a reimbursement to the research participants for completing the process and is accepted by the government and industry sponsored research trials (Zweben, Fucito, O'Malley, 2009). At last, participants were debriefed. Anonymity and confidentiality were maintained. Triangulation technique was employed to analyze data to avoid liner understanding. Researcher followed code of ethics enlisted by American Psychological Association and Body Mapping Manual.

IV. Results and Discussion

The studyaims to explore how social conditions influence emotional development in children. The first participant is a 13 year old boy who explores meanings, identifies colors and interprets situations in light of health care. He constructs his desires influenced by financial concerns. He bears responsibility of challenges affecting his personality. 'Black Color' is selected to trace body outline which makes participant feel "*dull*" and is also a representation of his "*skin color*" as informed. Although participant began sharing positive aspects about black color, he connotes black with dullness. He further defines dullness to be equivalent to sadness. Non-western countries like Japan find color black associated with lower social status. It is deciphered as a sign for societal disruption, dirt, unpleasantness and crime (Russell, Wilson, Hall, 1992). Participant represented this on his body map with red color as indicator of anger. Darker colors are closely associated with negative emotions like sadness and anger (Boyatzis & Varghese, 1994). Red color is considered to be stimulating in nature (Ballast, 2002).

Participant projects anger onto other people even in context of smoking in slum. He chooses to rationalize his anger as he observes others to do the same in slum. 'Defenses' and "health' are important themes. He finds breathing concerns for all school goers due to smoke in their area. Color-emotion preference like for participant is associated with contextual setting(Pope, Butler, Qualter, 2012). Dialysis treatment of his father and smoking has instilled fear and pain in participant. He finds sadness to emerge when there is pain. Red color is associated with anger, while black is strongly associated with fear, sadness and disgust (Mohammad, 2011).

Romano (1976) found that children in cases of parental illness suppress their emotions as they begin to take on the role of care takers for their parents (Romano, 1976). Participant states, "*I do not think about pain*" and represented this on his legs in the body map. He has represented them outside of his body. He clearly conveys am opinion and visually ranks it the lowest. He prioritized his father's health on the chest and wrote a moral message for shopkeepers selling cigarettes on the legs. In this situation of stress, participant finds his strength and support from God, parents and friends.

Participant created a cross near his heart on the map to symbolize God. He drew a sofa to symbolize two essential figures, his father and house. He describes this symbol to be "soft" so he can easily sleep on it. Participant might indicate his father's sensitive condition or mirror the needs he desires from his ill parent. Research reveals that children with parental illness could be anxious, depressed, fearful, risk of getting the condition, and show changes in socio-behavioral patterns (Aldrigea & Becker, 1999). There is also a need for achievement in participant to earn money for his father's treatment. Romano (1976) found not only emotional suppression in such children but false maturity takes place. Participant adopts the care taker role during such stressful conditions. He takes

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responsibility of the house and acts as 'man of the house' (Romano, 1976).

Coping is one of the themes for participant. He resorts to playing cricket to settle himself. He marked "*tension*" in brain on his map as "*covert marks*". To cope with his he focuses his energy on his game. He states, "*whenever anyone is sad, they should do what they like*". At last, participant struggles between real versus ideal. He expects clean roads, smoke free area, and no fights in his slum. However, the opposite is true. Similarly, his personal life mirrors external environment. He expects honesty, bravery, good health and unchanged relationships with friends,

In summary, participant inclines to emotions such as anger, fear and sadness with regard to sociological conditions of residence. His father's health condition and local habit of residents seem to be emotional triggers which he expresses as signs of tension. He has strong defense mechanisms that might appear to provide immediate gratification, however, could become maladaptive coping patterns. Other coping strategies include faith in God, friends and hobbies (eg: cricket). Researcher understands participant views place of residence, socio-economic status and family condition (eg: primary male figure's ailment) as significant contributing factors to the presentation of negative emotions.

The second participant is a 15 year old boy with a similar family condition. His father suffers from a kidney failure. Participant also traced his body with black color narrating how he finds "*home to be black, outside to be black and his body*". Particularly, undesired emotions are closely related with the color black (Boyatzis & Varghese, 1994). Participant associates with black color at home, in his area and within his body. It might indicate darkness in these three domains. His feelings reflect three emotional states. There is anger associated with his area, loneliness within himself, and sadness with regard to his father's dialysis condition. This could suggest that these three are influential aspects.

Participant experiences "*all night disturbance*" in his area which causes distresses. He states, "people are not nice here" and wants to change. He represented this on his chest in the map. He also drew tress on the chest for healthy living. There is a dichotomous relation between life and death. He pasted, "*keep surrounding clean, don't drink and don't smoke*" outside of his body trace. He tries to block the outliers in his life which harm him or his loved ones. 'Health' is an important theme for participant. Emotional distress in children affects their development (Schreuder, 2010). Possibly participant finds himself to be responsible for his father and family's health. He disclosed to avoid sharing about 'marks' on his body with family members. It was his way to not *"scare"* them. Although suppression can have negative effects, it is also a mature defense mechanism (Bowins, 2004). Suppressing emotional experiences result in negative coalitions, negotiations and actions in a social unit (Frank, 1988). Family for participant is a critical social unit. His family resembles an enmeshed family system. Participant's attachment is represented by a ring on body which has his parent's initials on it. He also states he *"does not want to lose them*". His faith in God has helped his family reduce their problems. People from lower SES report more psychological benefits from religiosity (Ellison, 1991; Krause, 1995).

In summary, participant inclines to emotions such as anger, loneliness and sadness with regard to the sociological conditions of area and home environment. His father's health condition, separation from loved ones, and lacking a sense of belongingness seem to be emotional triggers regulated by emotional suppression. His coping strategies include faith in God, friends and constant parental support. Researcher understands participant displays bipolar emotions.

The third participant is a 13year old girl who used meaningful symbolism to describe herself. Her financial situation influences her life. She created a wall on her chest describing as weak. This causes "*fear*" and "*tension*" experienced physiologically as well. Body maps allow communication of emotions by embodying visually (Hemmings, 1995; Crawford, 2010). She narrates, "*we don't have our own house*" suggesting physical and mental insecurity. The need for protection and safety is the basic necessity after physiological needs in one's life (Maslow, 1943).

Participant lacks a significant figure in her unsafe house. As she shares, "*my mother has fever and we have spent on it… she wants to make me doctor but we don't have money*". Health, money and education remain dominant themes. A house can provide shelter and a guardian can offer personal protection (Maslow, 1943). Family condition makes participant helpless. Her elder sister seems to replace primary role models. Participant idealizes physical appearance such as "*long hair and big eyes*" of her sister to the extent she incorporates her color preferences for tracing. Family members influence emotional competence is adolescence (Telzer et. al., 2014).

Participant chose an anklet as her symbol to describe the variations in her mood. She stated, "*One time my mood will be angry, at that time anybody will talk to me, I'll hit them*." Rural school going girls displayed behavioral concerns like short tempered and fights (Dhoundiyal & Venkatesh, 2009). Lack of secure attachment could cause participant to react. Insecure attachment, inadequate parenting and stressful conditionstrigger aggression in impoverished families. It is a consequence of maternal hostility (Renken, Egeland, Marvinney, Mangelsdorf & Sroufe, 1989).

Participant also shows her disapproval to the marks on her body. She drew some near her eye and legs in the map. She wanted to free herself from the

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bandages, "*I was thinking I should open it and I should be free.*" Physical appearance in early adolescence is an important aspect forming global self - esteem (Harter, 1990). She mirrors her struggle to be free from the stressors at home as well. At formal operational stage of Piaget's theory, participant fantasizes a bigger house, trees and makes herself the center of attention. Behaviors such as daydreaming, self-consciousness, and exhibitionism are examples of adolescence ego centricism (Galanki, 2001).She imprinted her hands with black color as "*skin color*". She also worried about socially being judged by research as informed in first interview. Remarks by family and peers effect in cognitive appraisal of children about themselves and identity (Robinson, 1995).

Participant shows increase likelihood to be around friends and seek reassurance. Intimate peer relations and peer acceptance to be of increased concern to adolescents (Crockett et al., 1984; Furman & Buhrmester, 1992; Veronneau & Dishion, 2010). She often cries in isolation when hurt and expects peers to show concern. Participant also writes about her thoughts and feelings. There is a need of belonging and a space to vent. At the end of the interview she also stated, "*what in my heart I said you all and my heart is free*". Body maps allow communication of emotions especially as a child centric tool (Gamlin, 2011).

Thus, various emotions emerge in participant's personality with regard to her sociological conditions governing at home. Emotional triggers include unstable relationships; and change in routine. Participant engages in various emotional expressions such as fighting and crying considered immature ways of coping. Overall, researcher finds lacking ability to re-integrate emotions along a spectrum.

The fourth participant has been brought up in a conservative family since 15 years. She seeks parental approval for her choices and demonstrates family idealization. The participant narrates her journey growing and learning in the four walls of her house. 'Family' is an important theme for participant. It is both her symbol for home and life visually represented in the heart. She finds herself extremely happy when around family such that she "*prefers to stay with her family only*". There is a secure attachment base in the family and the participant feels protected. Excessive security could also lead to dependence. Dependency in children is acquired when gratification is achieved by attention, approval, help and facial gestures of the significant other (Ainsworth, 1969). There are unsaid family rules, "*when elders of the family talk, we are not allowed to speak*."

Parents extend idea of protection in wearing black threads on body. Participant drew on her ankle, wrist and neck in map. It is observed as a common practice in slums to use different mediums to protect neonates and children from evil eye such as using plastic bangles, anklets, and kohl (Dubey & Desetty, 2015). Participant believes in house ownership and territorial protection. House ownership is considered to be a status symbol which increases family pride, security and expression (Linneman and Megbolugbe, 1993). 'Attachment' is an important theme amongst friends and family for participant. She hurts herself when friends or family members disappoint her and are in pain themselves. Although participant forms secure attachment, she suppresses herself to share feelings. Adolescence suppressing emotions indulge into avoidance as they are not able to regulate internal experiences. They are self-conscious (Lanteigne, 2011). Guilt was observed during interviews in participant to lack ability to do something for her family. Guilt and shame are two self-conscious emotional expressions (Scheve & Luede, 2005).

Participant identifies abusive language, fights and alcoholism to be the issues her parents want to protect her from. Social order is also found to be reduced in such areas (Sampson, 1992). She does not find the right way of addressing these concerns. She appears to have low confidence because she finds herself "*with no courage*". This could be a result of overprotection by parents. She wants to change society but finds people do not to listen to her which is symbolic to her situation at home due to an enmeshed family system. Participant's emotional competence has only been nurtured around her attachment figures. There is emotional redundancy due to limited exposure witnessed. Emotional expression takes place in the form of crying spells and self-harm while maladaptive coping strategies are being used such as suppression. Researcher observed vulnerable personality traits including dependency as her family culture.

The fifth participant is a 13 year old girl who narrates her experiences on being molested by family and strangers. She finds no symbolic meaning in objects that could be associated with her. She felt disgust during body tracing. However, she gradually changed her opinion.

Participant was molested by her maternal uncle. She recalls he "*touches everywhere*". It instilled fear in participant. She worries, "*people in my area will beat me, I am full scared*". Children who are sexually bullied have greater psychological issues and the risk is greater when it is a relative (Kumar et al., 2012). Participant traced her body with a dark color and chose the heart to write about her experience. Darker colors are associated with negative emotional relations (Hemphill, 1996). Participant shows anger towards people in her slum, "*feels bad when they touch me and want to slap them*". She identifies molestation and fights to be core concerns. She depicted these acts with a negative symbol with a color she dislikes. Contextual factors play a role in color selection. Emotions and color share a reciprocal relationship combined with cognition, it brings in feelings and memories of a particular situation (Wiesel

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& Daphna – Tekoha, 2000; Elliot, Maier, Moller, Friedman, & Meinhardt, 2007).

Participant has no contact to vent. She found this interview helpful as stated, "*today I will be sharing it, I can't tell this to anyone, I'll feel bad.* She uses suppression, self-talk and crying to release her pain. Rural community girls are also found to not share their difficulties (Dhoundiyal & Venkatesh, 2009). She finds difficult to relate with objects in her environment. This might indicate her helplessness as she narrates, "*I can't do anything*". This extends to primary family members who fail to make her feel secure and special. Participant might be unable to cope with cognitive discrepancies and uses neurotic defenses. These are used when individuals are experiencing internal or external created stress (Bowins, 2004). Family conditions create pressure for participant to use self blame. She blames herself to be a burden on her family. She dislikes to perform household chores such as "*wash clothes and wash utensils*" as a girl child. Unfortunately, participant finds her support from God and herself.

Participant expresses fear and anger as part of sociological conditions at home and community. She practices self-harm and crying. These are triggered by molestation and household expectations. Self – criticism and self – blame might be consequences of her trauma. Current arguments at home and belief systems reinforce such acts as participant focuses on death measures as escape.

The sixth participant is a 14 year old girl. She struggles with financial difficulties and marital discord between parents. While there are these concerns, participant finds parents to be supportive. She has a secure attachment with family and friends. She traced her outline with color preference of a deceased childhood friend. She cherishes her dad's wallet as a symbol. Her father is the bread earner and she clearly understands constrains.

Participant bears responsibility of resolving conflicts between parents at home. Participant shows higher self-conscious emotions like guilt (Scheve & Luede, 2005). She feels guilty, "*I am the daughter that is why guilty*". Participant reflects monetary gain a son can add to the value compared to a girl in family. Along with family concerns, participant finds she relies on parents to safeguard her from eve-teasers in slum. She drew a red color face depicting anger. She adds, "*wants to slap them*".

Protection is an essential theme. Participant wears a black thread on her neck to protect herself. She created a prayer book as a symbol to safeguard family. She wrote her prayer, "*please protect me*" as a core belief. Participant uses burkha to provide her courage and makes her feel safe as she is covered. Participant resorts "*crying to god"* for any stressful condition. Lower SES shows higher religious coping (Krause, 2003), connect (Krause, 2002), and interaction (Pollner, 1989).

Participant shows fear, helplessness, and guilt as part of her emotional personality. The sociological conditions triggers include eve teasing and fights. She uses multiple mediums to feel protected. Researcher suggests participant does not have mature developed ways to express emotions except crying. She requires scope for emotional ventilation, self-awareness and ways to express.

While each story has an idiographic representation of participant emotions, feelings, and struggles; there are some common elements which have been revealed. All six participants have experienced three primary emotions, anger, sadness, and fear. These three emotions are considered undesired or pessimistic emotions. This indicates participants from lower SES are vulnerable poor emotional affect. NCCP finds negative affect between lower income groups and socio-emotional functioning (Cooper, Masi & Vick, 2009). In fact, two participants also exhibited self-conscious emotions which are found to be socially consistent.

Participants used darker colors known to elicit undesired emotions and act as activating stimulants. Likewise, three categories of emotional triggers include, stressful life events; issues in area; and challenged needs. The first trigger is a combination of financial difficulties and health concerns in families. Participants expressed financial challenges faced to educate themselves. Deprivation affects self-concept and self-esteem due to lack of education as a result of personal and social relations (Kundu, 1984). The second trigger is a combination as eve-teasing, fights and garbage. The third trigger focuses on safety needs such as attachment and safe neighborhood.

To regulate emotions, participants use strong defense mechanisms. Suppression and isolation have been commonly used by participants. Two common emotional expressions include crying and aggression. Aggression was visible in fights, communication and self-harm. Participants do show emotional awareness about existence of multiple emotions. However, it lacks insight in relevance to social roles. Therefore, participants present emotional skills usually mastered by children in their middle childhood (7 – 10 years). Few participants show pre-adolescent emotional development (11-13 years) (Saarni, 2011). Personality characteristics; family support and external support contribute to resiliency factors (Garmezy, 1993), Participants use coping strategies to overcome challenges in slum. All participants reported faith in god helped them and their families. Thus, the research findings provide concrete examples of how sociological space such as location can elicit certain emotions in individuals and affect emotional competence in adolescence development.

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V. Summary and Conclusion

Research purports to understand emotional competence of adolescents and social condition affects emotional development. Findings reveal that location may affect emotional competence in adolescents. Primary emotions identified are fear, anger, and sadness which arise due to stressful life events, issues in sociological environment, and challenged needs of participants. Participants show limited awareness of these emotions and do not regulate them age appropriately. Emotional expression includes aggression, crying and self-harm. Overall, coping mechanisms include support systems, religiosity, and personality characteristics not being used to potential.

a) Implications

The findings can be used to increase awareness in parents and teachers of underprivileged areas about maladaptive patterns. It also allows to study emotional reactions as a result of location triggers. Further, clinical implications include use of body maps as a therapeutic tool. Participants reported body maps allowed them to express their emotions. It provided a space for ventilation and acted as a process of catharsis. At last, body maps can be used for educational purposes.

b) Limitations

Body map is a new tool, neither exhaustive literature is available nor do many professionals know of its use. The interview is divided into three segments for each participant. This makes participant availability difficulty and increases chances of drop-outs. At last, tool incurs costs for the material.

IPA includes subjective bias of researcher which is a weakness. Double hermeneutics as a criticism of IPA is valid in analysis of results as well as during data collection. Although sample size is small, data collection and analysis has been in-depth for each participant.

c) Future Recommendations

Future research studies can assess therapeutic value of using body maps. A comparative study between economic groups could help to understand use of coping skills and emotional competence in children. At last, gender specific emotional expression based on locality studies are also recommended.

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Appendix I

Images of Participant Body Map

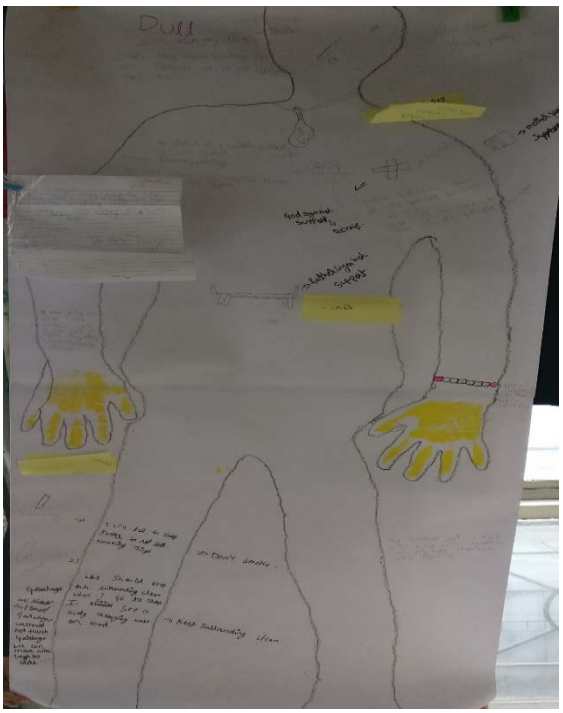

Image.1: Body map for participant 1

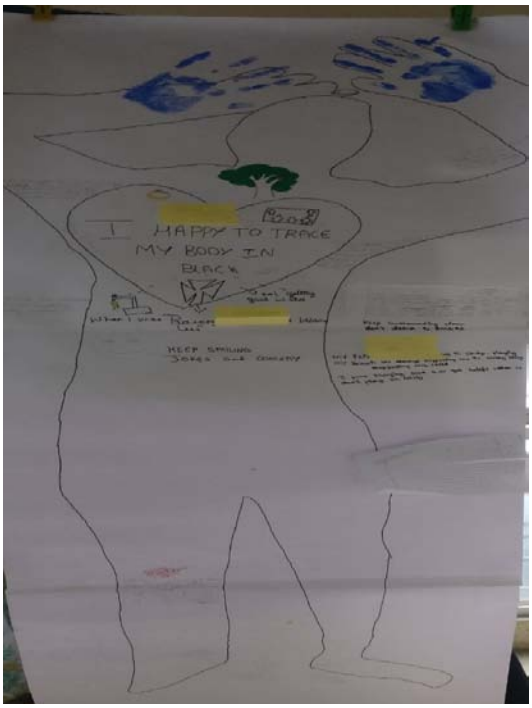

Image. 2: Body map for participant 2

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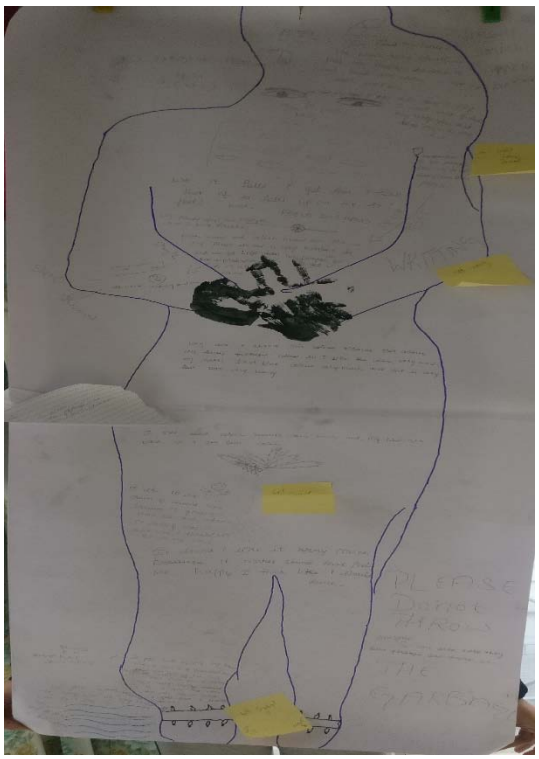

Image. 3: Body map for participant 3

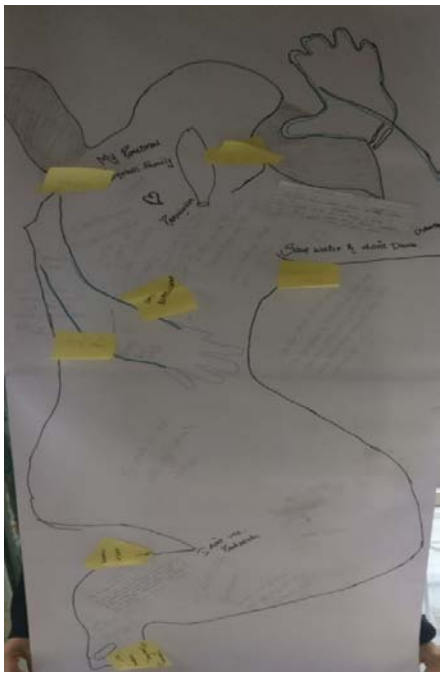

Image. 4: Body map for participant 4

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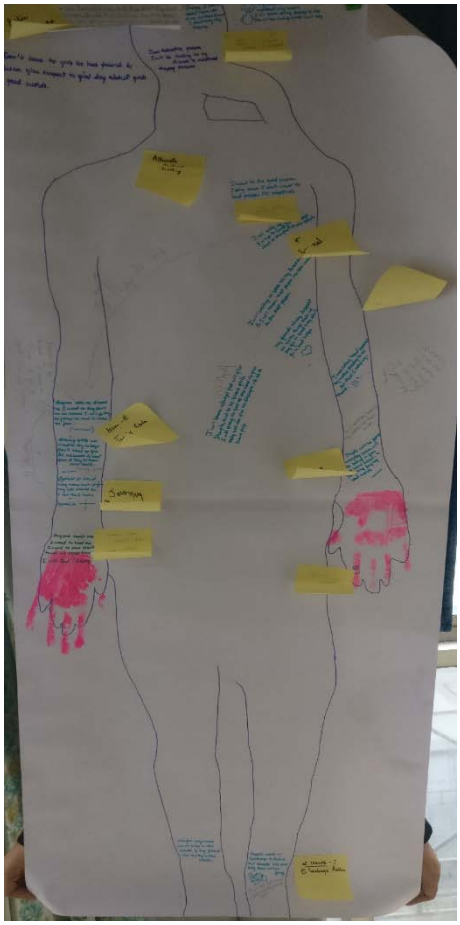

Image.5: Body map for participant 5

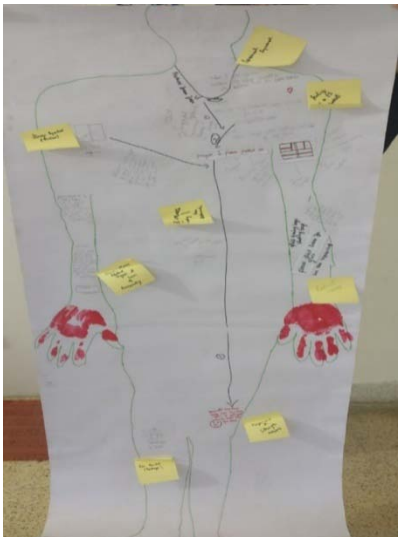

Image. 6: Body map for participant 6

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Appendix II

Tables of Participant Themes

Table 1: Individual themes for participant 1

Themes	Sub- themes	Quotes/ Remarks/ Comments	Body Map Rep.
Black Color	Dull	"Dull feel ho rahahai."	writes "DULL" with the color red
	Skin Color	"yeh color mere skin ki color se matching rehtahai"	
Reflection of feelings	Anger	"Main humesha gusse mein rehta hoon, isiliye"	
	Happiness	Conversations about friends "mera mann happy!" Bahut accha lagta hai - cricket	
	Upset/Sadness	"mujhe bura lagta hai"- Smoking "Pain sadness hai."	
	Fear	"Hum school se aate hai, toh humein affect karta hai saas lene mein. School jaate hai, tab yeh sab liver ko jaata hai aur poora damage karta hai. Smoking ka pollution mujhe kaha effect hota hai, mujhs eaisa darr lagta hai."	
	Pain and Suffering	"main jab bhide kho yahaan fighting hota hai, mujhe bahut suffer hota hai. Mujhe pain hota hai. Ek koek maar dete hai"	
Defense Mechanism	Projection and rationalization	"Red color ke baarien mein bataoga, ki bahut gussa mein hai… Sab log jo yahan rehte hai" "bahaar toh ganda rehta hai, andar achhaa rehta hai"	
	Suppression	Aur dard ke baarien mein main sochta nahi.	
Sensitivity/ Softness		"Mujhe toh sofa pasand hai..usmein hi main daily sota ho. Naram hai woh!"	Home symbol – stomach - drawn
Health	Message	"Mere papa ko daily dialysis ke liye jaate hai" "Smoking se humaarien health ko problem hota" "don't smoke, keep surrounding clean"	Legs – written Fathers health – chest (written)
Issues	Smoking	"mera bhai ka friend aise hi smoking karte hi margaya, uske friends abhi hi karte hai aur karte rehte hai"	Near legs - Outside body near the leg, drawn cig

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		"God ne banaya, kaiko smoking karne waale. Kaun hai yeh log jo ciggerette banate hai? Gussa aata hai kaun banata haiyeh sab"	
	Fighting	"yahaan pe toh hare k din ke baad fighting hoti rehti hai"	Near legs - Written outside near legs
Marks	Tension		Brain – written
Reality Vs Desire	Garbage Vs cleanliness	"toh yeh garbage yahi pe rehta hai" "Na main ngo mein rehta toh, toh mein green color daalta, who clean road rehti, acha rehta, phool hota hai." "wahan pe toh poora kachra fail ke rehta hai. Usse dekhte hi mann mera kya hai, church ko bhiya haan aana hai."	Legs (environmental symbol) Slogan related to it (next to life symbol)
	Idealism :Bravery/Honesty	"Friend ne diya, friend forever!" "kabhi honesty rehna hai, zyada bravery, aur, kya kaam kare toh bhi honesty se karna hai"	
Support/Strength	God	"Exam start karne se pehle pray kar leta hoon" "God haina. Main zyaada believe karta hoon"	Heart – plus sign drawn
	Friends	"friends who mujhe honesty dete hai"	Hand – friendship band
	Parents	"who jaise bolte hai, waise hi karta hoon"	Mother – shoulder outside book Father – sofa – stomach
Coping/ distractibility	Cricket	"jab cricket koj aata ho, tab yeh tension apnse alag rakhta hoon" "main bolna hai, ki tum jab jab sad raho, tab who karo jo pasand hai. Usse theek lagta hai."	Face – cricket bat drawn on face
	Need for achievement	"Think karta rehta hoonki match kaise jeetna hai" "pehle mujhe full padhna hai, fir paise kamaakar daddy ka operation karauga"	
Transfer learning	Learned Behavior	"Mere papa bolte hai, aur bhi jane hai hospital hai, god ko bolo sabke liye pray ko. Sabke liye pray karo"	

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Table 2: Individual themes for Participant 2

Themes	Sub- themes	Quotes/Remarks/ Comments	Body Map Rep.
Skin Color	Black	"black color mein, mere ghar ka color bhi black hai, bahaar bhi poora black hai. Body bhi"	Close to heart - written
Self as hero		"uske uppar baithne mein ek feel rehta hai"	
Close Relationships : Attachment	Parents	"uss ring mein ma'am, meri daddy aur mummy ka initial hai ma'am. (A and G)" "main unko khoona nahi chahta hoon."	Ring – near to the heart – refer to coding single sheet Family photo Personal + Home symbol
	Area of living	"Abhi main iss gali mein rehke, inn human beings se baat karke, ek relationship rehta. Dusra jagah jaata, udhar kaun rehta toh maloom nahi hota, toh baat karne mein bhi idhar udhar nahi hota" "Yahaan acha sirf relationship lagta hai"	
	Friends	"one day I was angry with my friend, so I did not speak to him and I was very sad then"	Outside body trace
	Extended family	"We all used to live together. That is why. First we all could talk, baat kar sakte hai. Ab toh koi nahi hai."	
Area	Change	"I will become very well, I will change from the slum area" "yahaan log ache nahi hai"	Chest – written
	Fights	"ghar mein reh toh neeche sound karti hai, wahaan roz ladaai hoti hai gali mein" "All night disturbance."	
	Trees	"trees important hai lungs ke liye breathing ke liye(starts drawing) near the chest."	Environmental symbol – chest
	Message	"keep surrounding clean, don't drink and don't smoke"	Outside body – written + pasted
Reflection of feelings	Anger	"gussa aata hai" "paani kaun dale gussa aaya tha"	
	Loneliness	Agreed to feel lonely – mentioned in body map	
	Sadness	Related to father's health	
Health	Water Problem	"paani baaraa bar nahi aata hai, aaye toh not clean"	Water tap drawn – heart
	Father	"my father is a dialysis patient"	

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	Self	"not feeling well because of water because colored water"	
Marks	Suppression	"bola toh darr rahe the, they will get scared and scare me"	Leg and hand – drawn
Strength and Support	Parents	"bahut important hai, kyuki who aur kisi ko nahi, humko beta bolkar sunaate hai."	Family symbol + personal symbol
	Friends	"friends are supporting me outside, my body (from outside)"	Outside body trace – written
	God	"kab se Jesus ki photo humaare in ghar mein hai, tab se musibat kam hai"	Heart – life symbol – cross drawn
	Faith/Belief	"god ko pray karke, aage bade"	

Table 3: Individual themes for participant 3

Themes	Sub themes	Quotes/Remark/Comments	Body Map Rep.
Family Role Models		"I like my big sister very much miss. So which color she likes, I also like"	Elder sister
Expressed Emotions	Aggression	"I hit them, for girls, boys , everybody"	
	Happiness	"if I am happy, ill not hit anybody"	
	Crying	"ill be sitting, ill be sitting sadly, they'll ask, ill be not saying. Then ill be crying, then ill say miss"	written
	Sadness		
	Writing	"ill be writing in book miss"	
	Talking/Venting	"what In my heart I said you all and my heart is free" Refer to memo for observation	
Need of Belonging	Friends	"in other areas there will not be friends miss" "then they'll fight for me so ill think they are with me"	
	Family	"there are all our relations miss"	
Social Judgement	Fear	"darr ho raha hai miss..galat answer keh diya toh"	
	Skin Color	"hands are only black miss"; "I am black in color miss"	
Personality	Mood Swings	"ill be, one minute ill be happy miss, one time my mood will be sad. One time my mood will be angry, at that time anybody will talk to me miss, ill hit them miss."	Anklet – wearing since childhood (simple) – Drawn with black (sounds connotes her moods) – refer to single code sheet
	Simplicity	"simple miss"	

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	Carefree presence	"I was thinking I should open it and I should be free."	
Status		"we don't have our own house miss" She wants a big house.	
House Problem	Small (space)	"for doing work it is very small miss"	Walls (house is small, not very strong) – chest (drawn) – home symbol
	Weak (Strength)	"And the houses are not strong"	
	Fear	"kahi mere uppar na gir jaaye, darr lagta hai"	
	Tension (mind)	"tension deti hai"	Brain - tension
Formal Operational Issues	Self as Hero	"Sitting on trees…Main apna book yahaan rakhke padhti hoon miss, wahaan fresh air hota hai" "In family no problem should be there."	Coconut trees – Drawn (stomach) – environmental symbol
	Idealism	"if we do prayer know miss, if anything we ask god will give us" "we can break this and construct big house"	
	Body Marks	"I feel bad that mark is there"	Eyes and legs – injury marks
Cultural Factors		"we should take in our hand and then only we should pray miss."	Hand
Personal Challenges	Financial Situation	"my mother has more fever, more money we have spended on it. My father and me have more tension."	Hand – money symbol drawn
	Health	"she wants to me make doctor but we don't have more money"	
Issues (Garbage)		"in our area more they throw garbage and smoke"	Legs – public message written
Support/Strength	Friends	"my friends they give me strength" "they are close with me , they'll be there and helping me"	Heart – friendship band
	Family	"family, prayer and GOD miss"	Heart - written
	God		Hand – written
	Heart		

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Table 4: Individual themes for participant 4

Themes	Sub Themes	Quotes/Remarks/Comments	Body Map Rep
Personality Traits	Shy	"main toh silent hi rehti hoon"	
	Quiet		
	Easily angered	"gussa bahut jaldi aata hai"	
	Lacks Confidence	"humko toh himmat nahi,"	
Family		"Main family ke saath rehna hi pasand karti hoon"	Family symbol + Life symbol – drawn and written
Status		"yeh toh humaara own house hai"	
Parenting	Permission	"humko toh himmat nahi, humaare mummy papa hi solve karte hai..humaare mummy papa jis time par baat karte hai uss time hum baat nahi karte.." "mere ma baap hi toh mera sahara hai, inke permission ke bina main kahaan	
	Protection	"Humaare mummy papa toh relative ke ghar tak nahi bhejte humein"	Black Thread – neck, wrist, ankle
	Beliefs + Safety	"jab bahaar nikalti toh log nazar lagaate hai toh black color bahut pinaate hai mummy papa" "koi bhi dekar mujhe nazar na lage isiliye pasand hai. Mere mummy papa ko bhi isiliye pasand hai."	
Strong Attachment	Parents	"jab bhi mummy aunty kaam kar rhi hai, mere mummy papa bolte haij ao tum so jao, isiliye takleef hoti hai" "main bhi dekh kar unko roti hoon.." "Meri family toh humesha mere support karte hai, koi takleef nahi dete hai. Meri family sab kuch mere hai. Aur friends jab bhi main udaas hoti hoon toh wohi mujhe hasate hai, aur wohi mera problem solve karte hai.. "	Heart – Written
	Friends	"yeh nishaan dekhti hoon woh hi yaad aate hai samreen"	"Don"
Expressed Emotions	Self-Harm	"jab mere friends mere se baat nahi kar rahe the, gussa ho gaye "the, toh unki tension mein maine kaat li thi"	Right hand - Pencil sign of a line made on the wrist of right hand
	Crying	"jab main rotti hoon"	Right hand next to cut

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Defense Mechanism	Suppression	"aur dil mein rakhke roti hoon aur dusron ko nahi bolti.." "jab main rotti hoon, toh woh rote hai, nahi dekh paayegey, isiliye ma'am.. unhe takleef hoti hai isiliye main nahi bol paati.."	
Reflection of feelings	Sad VS Happy	"mujhe bura lagta hai" inte din nahi baat kare, isiliye sad..itne din baat kare nahi kare aur ab kar rahe hai..isiliye happy!	
	Anger		
	Fear	"jab toh main nahi bol paati, darr lagta hai, nahi bol paati main"	
	Guilt	Refer to memo – parental pride	
Issues	Fights	"yahaan toh full ladte rehte hai jhagarte rehte hai"	Legs - "I don't like fighting"
	Abusive Communication	"mujhe toh bachpan se hi bad words aur fighting pasand nahi hai isiliye main pairon pe lagaai"	Environmental Symbol
	Alcoholism	"people will drink alcohol and they fill fight more in our area.." "main bhi chahti hoon ki humaare area mein aur relatives alcohol kam karde"	
Thoughtful		"main sochti hoon unko badalna chahti hoon"	
Ideal		"ki bad words nahi use karna, yeh toh galat baat hai.."	Legs - Slogan

Table 5: Individual Themes for Participant 5

Themes	Sub Themes	Quotes/Remarks/Comments	Body Map Rep
Expressed Emotions	Self-Harm	"i cut it here hand because my mother was scolding to me"	Hand – Drawn
	Crying	"ill be crying why they'll be doing for me"	Hand – slap them!
	Writing	"any problems i will be writing my problem, full of a paper i will be writing my problem and then i will tearing paper or fire in i will burn it"	Heart – emotions arise
	Self-Talk	Look into the mirror in her room	
Relationships	Relatives	"uncles and aunties, I want to talk to them. Ill not be talking..Ill be scared with them."	Heart – blue color
	Friends	"They know more about me than I know."	
Self- Identity	SES	"I am little bit middle class"	
Need for Achievement	Pride	"because of mother only I am	
	Education	getting education also. Because of mother only I was proud of my mother."	

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Issues	Molestation	"they will touch plus I will feel bad.."	Hand – slap them! (green color – does not like green color)
	Eve Teasing	"they are also having brothers and sisters why they will tease for us"	Hand – they beat also (minus sign drawn)
	Fights	"in this area bad people will be eating ganda.. they will be fighting"	
	Garbage	"we want to tell to people dont put garbage in the area, we want to say to them"	Legs - Drawn
Ideal VS Real Self Concept	Self-blame	"now I was thinking because of I did mistakes my mother will get a bad name"	
	Embarrassment	"I was feeling bad about myself i feel shame. why miss, their mother also scold them they did not cut their hand"	
	Objectifying	"No symbol in my body, I don't like anything.. this mean… no one makes me feel that.."	
	Bravery	"I want to be brave."	
Strength VS Helplessness	Lack of Support	"I want to say why are you not helping one girl.. but I can't do anything about it.."	
	Girl Child/ Household Chores	"they were saying wash the vessels, then wash clothes all that they were saying..i am not interested in all this work"	
	Myself	"myself only I am only getting this strength"	Stomach – written
	God		Heart - Slogan
Reflection of Feelings	Fear	"in my area I am full scared.. in my area full of scared when they'll beat me"	
	Sadness	"anyone touch me that time ill be sad" Discomfort while tracing of body	
	Anger	"I will get angry means, I want to beat them.."	
Black and White Concepts/ Polarized Thinking/ Idealism	Positivism VS Negativism	"I didn't do positive things, but ill choose in my life there should be positive things… they will say negative things and bad words they will say. for that symbol also i put negative, minus sign.."	Plus sign – symbol life
	Death	"oh I want to die sometimes ill be thinking.."	
Defense Mechanism	Reaction Formation	"no important and special ill not feel.."	

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	Suppression	"today Ill say, then I cant tell this to anyone (laughs) ill feel bad for that"
Hope	Change/ Intellectualization	"okay I am feeling.. they'll do all this I don't know. But some boys can do this"

Table 6: Individual themes for participant 6

Themes	Sub-themes	Quote / Remarks	Body Map Rep
Attachment/Support	Deceased Friend	"who meri best friend thi usne chhod diya,. Uhh, uska death ho gaya"; Body map outline with light green as deceased friends favourite color	Bodytraced outline color – light green
	Parents	"humaare parents bahut khush rakhte hai humein, koi dukh nahi dete, koi mushkil nahi padane dete" "mummy bolti hai rone ko jaise main tere saath hoon…mere saath koi aur hai, aisa mehsoos hota hai"	Heart; Happy – someone is with me
	Dad's Wallet	"usmein kuch yaad gaar hai who bachpan ke (smiling) wageera wagera kuch humaarien papa ne sambhaal ke wallet mein rakha hai" "bachapn ki yaadien, parents ka pyaar, sab kuch hai, jab main giri toh rote hai.."	Heart, Pasted Cutting of the symbol (drawn as homework)
Protection	Taveez	"darrlagne se aur kuch bhi problem ho toh main isske saath rehti hoon"	Neck - Black threaded chain
	Kuran	"humaaren ghar ko protect karta hai aur humein bahut pasand hai"	Right Hand – read it using that – family symbol of protection (drawn)
	Slogan – Prayer	"please protect me"	Heart – written this!
	Accompanied	Refer to memo	
Financial Situation	Spouse Conflict	"mujhe acha nahi lagta jab husband wife ladte hai paison ke liye"; "who dono baat nahi karte, aur mummy khaana nahi khaati" "Who sirf ladte hai, paise paise karte hai toh humein bezaarlagtahai. Aur who jab baat nahi karte tab hum unko milaane ki koshish karte hai(smiles)"; Participant feels upset and engages in patching them up	Hands – used for exchange of money : Symbol of Money Drawn
Girl child	Household chores Burnt mark	"jab hum roti bana rahe the tab huayeh, who roti paltaate hai na, tab tavaa lag gaya tha"	Left hand elbow - Crying

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	Guilt	"beti hoon na isiliye" "Mujhe guilty feel hota hai..meri shaadi ke liye na isiliye"	Hand – money !Guilty – concerns of my marriage as a daughter,
	Stomach pain	nobody understands the pain she goes through when stomach hurts	Stomach – Written
Courage/strength	Burkha	"burkha jab koi buri nazar se dekhe toh humein bachata hai"	Protect from evil eyes (shares important than life) – Refer to first individual coding guide
Eve teasing (personal experience)	Anger	"kyu kiitna gussaaa tahai unn par (facial expression of extreme disgust).. ek shatt maaro (giggles)"	Left Thigh - Written Red color pen + Sad Face Drawn
	Fear	"mujhe bahut jaldi darr lagta hai haan" "Ek din main jaa rahi thi toh do teen ladko ne mujhe cherha tha. Ekkaanjaryeh, biryani pakaaigi, what kya kya kehke bol rahe the. Isiliye main unke liye message de rahi thi"	
	Helplessness	"hum kuch nahi kar sakte"; "jab kisiko ladta hua dekhe toh mann karta hai bolne ka first ki mat ladhiye. Ladko ko toh hum nahi bol sakte, par mummy daddy ko hum bolte hai. Please don't fight"	
EE	Crying	"allah se bolkar ro dogi"	
Meaning Making/Significance	Draws connections Comparison/appearance of body mark	Refer to memo	

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Table 7: Master themes table

Category	Master Themes	Findings
Emotional Personality	Emotions	Anger, Sadness, Fear
		Self-conscious emotions : shame and guilt
		Black and red color
Emotional Triggers	Stressful life Events	Financial Situations and Health Concerns
	Issues of the Area	Eve-teasing, Fights, Garbage
	Challenged Needs	Security and Safety Needs
Emotional Regulation	Defense Mechanisms	Suppression, Rationalization, Isolation, Projection,
Emotional Expression	Crying	Stressful and Threatening Scenarios
	Aggression	Fights and Self-Harm
Coping Strategies	Support Network	Family Members and Peers
	Religiosity	Faith and Prayer
	Personality Characteristics	Emotional Sharing

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The Effect of the Threat Perception on Social Movements

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Abstract- The social movements arising from the social discontent comes to the forefront among the subjects that have begun to be studied after the 1960s within the sociology discipline. The explanation for the reasons of the social discontent which causes the emergence of the social movements may change according to the sociology schools. While the matters canalizing the society to step into reaction were assessed, the threat perception fed by the emotions which lead the actors to act was overlooked and thus this situation brought about mistakes in the examination of the movements. It is necessary to question the approaches on social movements in terms of the threat perception. This approach will bring the importance and necessity of the role of the emotions in human behavior to the attention of the researchers, as well.

Keywords: *social movement, social discontent, emotion, threat perception, social action.*

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The Effect of the Threat Perception on Social Movements

Tehdit Algisinin Sosyal Hareketlere Etkisi

Prof. Dr. Abdullah Korkmaz

Özet- Sosyal hoşnutsuzluktan kaynaklanan sosyal hareketler konusu sosyolojinin 1960'lı yıllardan sonra incelemeye başladığı konuların başında gelir. Sosyal hareketlerin ortaya çıkmasına sebep olan hoşnutsuzluğun sebeplerinin izahı sosyoloji okullarına göre değişebilmektedir. Toplumu tepkiye yönelten hususlar değerlendirilirken aktörleri harekete geçmeye yönelten duyguların beslediği tehdit algısı dikkatlerden kaçmış ve bu durum hareketlerin incelenmesinde hatalara yol açmıştır. Sosyal hareket yaklaşımlarını tehdit algısı açısından sorgulamak gerekmektedir. Bu yaklaşım aynı zamanda insan davranışlarında duyguların rolünün önemini ve gerekliliğini araştırmacıların dikkatine sunacaktır.

Anahtar kelimeler: sosyal hareket, sosyal hoşnutsuzluk, duygu, tehdit algısı, sosyal eylem.

Abstract- The social movements arising from the social discontent comes to the forefront among the subjects that have begun to be studied after the 1960s within the sociology discipline. The explanation for the reasons of the social discontent which causes the emergence of the social movements may change according to the sociology schools. While the matters canalizing the society to step into reaction were assessed, the threat perception fed by the emotions which lead the actors to act was overlooked and thus this situation brought about mistakes in the examination of the movements. It is necessary to question the approaches on social movements in terms of the threat perception. This approach will bring the importance and necessity of the role of the emotions in human behavior to the attention of the researchers, as well.

Keywords: social movement, social discontent, emotion, threat perception, social action.

I. Introduction

Two concepts stand out in the study of social movements: actor and social action. The actor is considered as person who carries out social action by taking part in social movement. Since the considered thing is individuals and their behaviors, that is, social behaviors, human behavior must be explained firstly for the correct analysis of social movements.

The social behavior of each person is shaped according to the way s/he perceives the world from the most suitable point for her/him. Unless one understands the world of an individual and her/his way of seeing the world, her/his movements and behavior may seem strange and incomprehensible to others. An individual's perception of the world is the result of physical and social environment, physiological structure, goals and efforts and past experiences (Krech et al., 1983: 25). It is necessary to count in the past experiences inherited from the experiences of other people –starting from the close circle the individual– among the past experiences, which are factors affecting the perception of the individual, who is a social being.

There are two factors that determine the perceptions of individuals. Structural factors are the content of the physical monitions faced by the individual and the emotional effects that they evoke in the nervous system. Functional factors of structuring perception are mainly the elements that arise from the individual's needs, mood, past life and memory (Krech and Crutchfield, 1970: 85).

Although two different persons' visions about the world are not exactly the same, there are common points in these visions of people. The main reasons for this situation are that everyone has alike nervous system and everyone has more or less certain requests and common problems that require solutions. For this reason, the worlds of understanding of individuals belonging to a certain cultural world can also be similar because their wishes, needs, goals and efforts are more or less similar, and their physical and social environments are also similar and they have the same learning experiences (Krech et al., 1983: 26).

In order for the behavior of an individual to change: (1) S/he must encounter a problem situation, (2) There must be significant changes in the state of physiology, and (3) Dynamic factors must be activated in recalling process (Krech and Crutchfield, 1970: 117). People perceive, construct, evaluate and react to stimuli from the outside world. Perceptions inevitably affect our lives, clothes, and dreams. Perceptions are created when we interpret the outside world and objects in the way they reflect to us. Where the interpretation exists, the only truth in objectivity disappears.

When an obstacle is encountered on the road to the target, the reconstruction of the world of understanding is in question, and the nature of the construction is in a way to remove the tension (anxiety caused by the obstacle). It cannot be expected that the reconstruction of the world of understanding would

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always be in the direction of adaptation, and many times tensions have disruptive effects on the reconstruction of the world of understanding. Whether a blocked target would cause anxiety, or a threat perception, depends on many factors. These factors include the severity of the tension caused by the inability to meet the need, the characteristic response style of the individual against the inhibition, and the perception of the element that hinders the target. In the case of negative emotions in the perception process, there is anxiety about future dangers and threats, self-concerns and feelings of not being able to predict future dangers and to control them when they become realities.

Anxiety is an indication of an individual's awareness level. It is a new possibility of existence with the threat of extinction. The era of rapid changes and flows in the 21st century changes the structure and functioning of the individual and all social institutions, and behavioral reference systems lose their effectiveness. This situation nourishes the threat perception.

Anxiety is the general concern about a possible future danger. The adaptive value of anxiety is that it can cause us to plan and prepare for possible threats (Butcher et al., 2013: 330). It should not be overlooked that anxiety does not produce results similar to that of fear. According to the science of psychiatry, one of the causes of anxiety stems from the feeling of perception of a dangerous situation in the outside world. This is due to the absence of a needed object in the environment or the existence of an object in the environment that jeopardizes the sustainability of life. Anxiety is an inevitable part of life and continues from birth to death (Gençtan, 1988: 161). How a concerned person reacts depends on the knowledge and beliefs valid in the culture of the said person. The processes that cause people's concerns about not reaching their social, political and cultural goals strengthen the perception of threats that exist innately in humans.

The threat perception explained above based on neurobiological data is activities aimed at preventing people from achieving their economic, social and political goals, and are threats especially to their existence. Threat perception can be on the corporate level as well as on the individual level. When those, who occupy the peak status that determine the policies of the institutions and supervise the practices, start to worry about the function areas of the institutions or the requirements of the function procedures, perception of the threat at the institution level would arise and strengthen. While this situation causes the reconstruction of decision makers' world of understanding, the restructuring process will produce results according to the nature of the threat perception. Experiencing such a process will affect the functionality among the institutions and as a result, the system will tend to take a new position.

In the analysis of the social, ignoring the individuals as arbitrariness or ignoring the elements arising from human nature while explaining the behavior of the individuals will take the researcher away from the scientific explanation of the one.

II. Explanation of Social Movements

When the social movement is considered as "the collective behavior style acting to create a new lifestyle, a new model in society" (Türkdoğan, 2013: 14), it can be described as collective actions that individuals, who have agreed upon within the framework of the attitudes and manners inclining to same purpose, put into practice.

Social movements that sociology is interested in began to sprout in England at the end of the 18th century and began to take root in Europe, North America and elsewhere in the 19th century (Tilly, 2008: 25). The resource mobilization theory, which occupies an important place among the social movement approaches, has become a dominant paradigm to study collective action. This paradigm provided significant theoretical benefits in securing resources and understanding the social movements with the characteristic possibilities of rational actors engaged in instrumental action through a formal organization.

The discussions that the resource mobilization approach is not sufficient to explain today's movements have paved the way for the emergence of new approaches. These developments created an intellectual space for complementary or alternative perspectives to analyze social movements. One such alternative is social structuralism, and it brings a symbolic interactionist approach to collective action research, emphasizing the role of framing the social activism activities and cultural processes. The new social movement theory is based on Europe's traditions of social theory and political philosophy. This approach has largely emerged in response to the inability of classical Marxism to analyze collective action. For new social movement theorists, two types of reductionism have prevented classical Marxism from adequately understanding contemporary forms of collective action (Buechler, 1995: 443). First, the economic reductionism of Marxism was to assume that all politically important social action would come from the basic economic logic of capitalist production, and that all other social realities were best secondary in shaping such actions. Marx, while explaining the proletarianization process, does not take into account that actors are arbitrary, but argues that the actions of individuals are shaped through the system of production relations (Touraine, 2014: 140). Second, the class reductionism of Marxism is to assume that social actors will be defined by class relations based on the production process and that all other social identities are secondary in forming social actors.

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These issues led Marxists to base the proletarian revolution on the sphere of production and marginalize any other social protest. In contrast, new social movement theologians have placed politics, ideology and culture as collective identity identifiers at the core of movements that are seen as the origin of social movement actions (Buechler, 1995: 445).

It is necessary to pay regard to Manuel Castells (Spain), Alain Touraine (France), Alberto Melucci (Italy) and Jurgen Habermas (Germany) (Williams, 2006: 91) as theorists who consider their new social approaches in the context of their intellectual traditions.

The focus of Castells is the impact of capitalist dynamics on the transformation of the urban space and the role of urban social movements in this process. He argues that urban issues have become central because of the growing importance of collective consumption and the absence of state intervention to promote the production of non-profitable but vitally necessary public goods. In this context, Castells sees the rise of urban social movements in a dialectical struggle with the state and other political forces seeking to reorganize urban social life. For this reason, he describes the city as a social product that is the result of conflicting social interests and values (Castells, 2008: 210). On the one hand, he tries to define the city as the area of the dominant interest groups, in line with the goals of capitalist commodification and bureaucratic domination; on the other hand, social movements based on the people try to defend popular interests, establish political autonomy and maintain cultural identity. Castells argues that other sources of identity and exchange, including the state, as well as group identities on the basis of gender, ethnicity, nationality and citizenship, are the cornerstone of class relations. According to Castells, urban protest movements develop around three main themes (Buechler, 1995: 445): First, some demands focus on collective consumption patterns regulated by the state; therefore emphasis is placed on the usage values in community contexts that challenge the logic of capitalist exchange. Second, other demands focus on the importance of cultural identity and its regional ties; thereby counteract standardization and homogenization associated with the form of bureaucratic organization by establishing and defending real forms of society. Finally, it refers to the political mobility of citizens who emphasize self-management and autonomous decision making and seek more decentralized forms of government.

Alain Touraine claims that with the passing of the meta-social guarantees of social order, more and more of society comes to be seen as the product of reflective social action. "The growing capacity of social actors to construct both a system of knowledge and the technical tools that allow them to intervene in their own functioning makes possible the increasing self-production of society, which becomes the defining hallmark of post-industrial or programmed society. The control of historicity is the object of an ongoing struggle between classes defined by relations of domination. Such classes take the form of social movements as they enter this struggle. In post-industrial society, the major social classes consist of a popular class of consumers and clients and a dominant class of managers and technocrats. For these classes, the principal field of conflict is culture, and the central contest involves who will control society's growing capacity for self-management" (Buechler, 1995 446). It is believed that as the state become the repository of society's ever-increasing capacity to control historicity, the central conflict in post-industrial society will come to center around this institution. Touraine refers to the role of the system that wants to maximize production, power, money and knowledge, and of those who want to defend and expand their personality in new social movements. This issue can be qualified as a center-periphery conflict. In industrial society, while this conflict is centered around material production, there is uncertainty about the "other" required for social movements to occur in post-industrial society (Williams, 2006: 91). Touraine argues that there is no single class or group that represents a future social order and that different oppositional social movements are united simply by their oppositional attitude (Buechler, 1995: 445). He sees contemporary social movements as evidence of a protest from the economic to the cultural field, with the privatization of social problems. In other words, Touraine (1985) argues that movements based on difference, specificity or identity too easily dismiss the analysis of social relations and the denunciation of power, and in another study (1988), he implies that these movements are in the search for identity. The typical outcome is an anxious research for identity, and an individualism which can exclude collective action (1985). They are purely defensive unless they are directly linked with a counter-offensive that is directly political, and appeals to self-determination (Büechler, 1995: 446).

Jurgen Habermas (1984,1987) proposes the most elaborate theory of modern social structure by distinguishing between a politico-economic system governed by generalized media of power and money and a lifeworld still governed by normative consensus (Williams, 2006: 93). The problem for Habermas is that in modern society, system imperatives and logic intrude on the lifeworld in the form of colonization, so that money and power come to regulate not only economic and political transactions but also identity formation and normative regulation (Habermas, 2001: 849). Habermas argues that colonization process alters each of the basic roles arising from the intersection of the politico-economic system and public and private lifeworld: employee, consumer, client and citizen. Habermas suggests that the relationship of clients to the welfare

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state is a model case for this colonization of the lifeworld, since money and power control the extent and kind of spending on welfare policy; it damages and bureaucratizes social relationships (Büechler, 1995: 446). Habermas's explanation is, in a sense, the expression of the fact that chaos, hopelessness and anxiety in the individual's perception world trigger the threat perception.

According to the evaluations made by Habermas regarding the social system, the increasing possibilities and means of public authority allow the state to intervene in various areas of life increasingly. People, who start to feel anxious to lose what they have in the face of the public's intrusive attitude, have a protest attitude towards the lifestyle they will be forced to live (Habermas, 2001: 851). This point highlights the defensive aspect of the new social movements emphasized by Habermas.

Alberto Melucci argues that the modern world (post-modern) brings new forms of social movement, reactions, and computing. Movements are triggered by new places of conflict intertwined with everyday life; the conflict itself includes symbolic codes, identity claims and personal or flashy claims. Social movements play an important role as messages expressing opposition trends and methods in a society that is increasingly shaped by information and signs. Focusing on the personal, spiritual or expressive aspects of modern life specific to new social movements is the implicit rejection of the instrumental rationality of the dominant society. Perhaps the most important systemic effect of new social movements is to make a modern form of power behind the rationality of administrative procedures visible; in this way, collective action emphasizes the social nature of the world and the possibility of alternative arrangements (Buechler, 1995: 447). Melucci's positive view of today's social movements and messages reveals the importance of free spaces between political power and everyday life where actors can strengthen collective identities through both representation and participation.

One of the most prominent issues in Melucci's approach is that today's social movements are identity oriented. In an identity oriented perspective, the demands and characteristics of actors differ. Melucci portrays the actors of the old social movements as "tragic characters who, in the stage of history, take the role of heroes or traitors, but always tend to great ideals or a dramatic destiny". The actors of the new movements, on the other hand, have turned to themselves rather than the outside world. While the old social movements have an economically defined class base, the social base of the new movements consists of different classes. While old movements mobilize entrepreneurs, workers and middle class, new social movements find support from the new middle class (young generation and higher education level groups) (Çayır, 1999: 19). "Today, social movements seem to have shifted their focus from class, race and other more traditional political issues to cultural ground. Social studies that have emerged in developed societies over the past two decades have developed a cultural challenge to the dominant language, the rules that regulate knowledge and shape social practices, rather than expressing themselves through political action. The crucial dimensions of daily life (time, space, interpersonal relations, individual and group identity) have been involved in these conflicts, and new actors had laid claim to their autonomy in making sense of their lives" (Meluci, 2014: 80).

III. Reflection of Threat Perception to Social Movements

Analyzing social movements in terms of threat perception requires prioritizing the actors of collective actions. It is necessary to discuss the social movement explanations, taking into account the references of the actors' behaviors, the characteristics of the time frame of the actions and the imperatives of the social system.

We can think of social action guided by the basic principles defined by actors. According to this perspective, values affect how players define specific goals and identify both effective and morally acceptable strategies. Moreover, the values would provide the motivations necessary to continue the action. Someone socialized according to a certain worldview has a stronger motivation to act. The properties of a particular system of values will shape the components of the action. Collective actions can be associated with the lack of social integration in the system, on the one hand, and with the inability to reproduce and strengthen the core values of the system. On the other hand, collective action can be interpreted as a means of emerging tendencies towards social reintegration rather than separation. In other words, from this point of view as evidence of the creation and consolidation of new value systems, the success of the global justice mobility may be linked to the spread of new values, with equal attention to social justice, human rights and environmental protection. Empirical evidence of value change has revealed a remarkable set of analyzes of the characteristics of the new policy, the emergence of green parties and the supporters and activists of the new movements.

The link between post-materialist trends and new social movements has also been questioned. Hostility to the law and order policy appears to be a distinctive feature of these movements. They have turned to social movements on several occasions to promote freedom of expression and direct democracy. However, they have equally supported other movements (e.g. against war, nuclear energy or environmental pollution) that are difficult to examine, regardless of

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engaging in personal and collective security, or in other words completely independent of "materialist" concerns (Porta and Diani, 2006: 64-67).

While explaining the causes of the new social movements, the perception of the threat posed by the anxiety about the things that would be possibly occur (according to the participants), which takes part in the background of the reaction against the increasing effectiveness of the public, should be taken into consideration. Social movements respond to value system and cultural changes in general. The relatively clear distinction between public and private in industrial society has allowed social interests, political freedoms and civil rights to be explained as a whole, without any qualification. The difference in lifestyles and the growing social identity problem constitutes another resource for social movements. In a world where class loyalties are fragmented and political ideologies are in crisis; cultural consumption, using leisure time, ways to regulate one's emotional orientation, eating habits or clothing styles can be powerful factors for diversification. In other cases, collective action on lifestyles is related to the defense of values and traditions that are threatened (Porta and Diani, 2006: 64).

In order to define collective action, we need to reveal the motivations that motivate people in these situations. Often, individuals are motivated by the personal benefit that they will draw from the results of collective action at the price of their participation in collective action. On the other hand, if each participant limits her/himself to the direct costs and benefits of cooperation, individual withdrawal prevails over individual cooperation. If all of those involved in collective action are rational and self-interested people, disintegration will occur (Elster, 2010: 466). Although not always interrelated, the importance of new social movements is related to the defense of certain behavior models and moral rules rather than the protection of economic interests, and the capture of political power.

The effects of socio-economic characteristics upon social and political conflicts have often been addressed by looking at political cleavages; that is, at the main politicized conflict lines (Porta and Diani, 2006: 35). Political cleavages have traditionally created a model of collective action in which actors fought against each other in order to protect their material or political interests and defined themselves as members of a class, a faction or a group member. While explaining the reason for the conflicts, Smelser was drawing a framework characterized by this dominant understanding when describing collective behavior as an irrational, exceptional and hysterical response to structural strains emerging from modernization process. This understanding indirectly tells us that the social base of the conflict is made up of alienated, marginal and reactionary sections of society, that irrational and emotional responses can be delayed by means of social control, and that institutions can be protected, in other words, that resistance is destined to fail and this resistance will weaken when everyone starts to benefit from the blessings of the modernization process (Offe, 1999: 73).

The main problem in the analysis of the relationship between structure and action is whether social changes have made it easier to develop certain relationships and feelings of solidarity and of collective belonging to identify specific interests, and to promote related mobilization. The idea that culture's impact on collective action can be reduced to values has been controversial. It has been observed that culture influences action not by providing values that regulate action, but also shaping a repertoire of styles, skills, and vehicle habits from which people construct strategies of action. In other words, culture creates a world of understanding that enables people to orient themselves in the world. The world of understanding includes beliefs, ceremonies, cultural and ideological elements, and informal practices such as narratives, stories, daily rituals and language. The content of cultural models, of which values are a key element, is of secondary importance here in relation to the vision of culture as a set of instruments used by social actors to make sense of their own life experiences. These are the problems neglected by an analysis that focuses only on values in the study of collective action. Systems of similar values may support collective action under certain conditions but may fail to provide adequate motivation in others. For example, participation in environmental movements may not be at the same level in two countries with similar development levels (Porta and Diani, 2006: 73). Due to the different characteristics of the actors' world of understanding, their skills and flexibility in adapting to different environmental conditions clearly emerge there.

IV. Evaluation and Conclusion

Perception of threat, in other words, anxiety felt by people when they think that they may be harmed in issues concerning them, is a token affecting the individual and collective actions of people. The perception of threat affects the reconstruction of the world of understanding both of the individual carrying out action and their interlocutors.

Considering the institutional feature of the elements of the social structure, it is seen that the functions change according to the conjuncture and this change is directly proportional to the intensity and severity of the demand for the functions of the institutions. The change also causes differentiation in the status structure of institutions and the importance and reputation of the status. Failure to meet the functions demanded by individuals from institutions also leads to increased social discontent and anxiety in the process. While the spread of anxiety causes threat perception on

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the one hand, it also prepares the ground for collective action.

It is necessary to apply to the testimony of history for the analysis of the facts and events caused by the perception of threats caused by anxiety.

The common belief of social movement theorists is that the industrialization process, especially in England, is characterized by the intense period of social movements. The period under consideration is an era when Marx asserted that the capitalist system is preparing its own end, and people believed that maintaining capital stock should be prioritized, and foreign trade should be organized with the theory of "Comparative Advantages", and the product created in the industry should be in favor of the capitalist. Considering the fact that there is a concern about the slowdown in capital accumulation, and that the labor takes more than the capitalist is disadvantageous to the capitalist, a process is in question in which a policy is adopted and implemented to ensure that the worker receives enough wages to meet her/his physical needs to sustain the system.

The policies adopted by decision-makers who believe in the correctness of the system to eliminate possible threats to the system, on the other hand, made the life of the workers difficult and increased the perception of threat. The perception of threat led the workers to collective actions. Would there be social movements in question if there were no practices that led workers to worry about their future and thus to strengthen their perception of threat? The protest actions in the period created the concern that people may show favor to socialist system understanding, which is a threat to the system. Concern about the future of the system caused by social movements has led to increased threat perception of public authorities and public administrators have made new arrangements to eliminate the threat. In this context, sociological jurisprudence such as providing municipal services to poor districts (1890), granting broader powers to labor unions (1890-1900), occupational safety (1891), limiting the working time of women and children (1895), compensation for workers and legal regulations for the protection of children (1906), such as granting pensions to employees (1908) and acceptance of sickness and disability insurance (1911), have been enacted. The events caused by the social movements and cause to increase in the threat perception of the public have caused changes in the functional areas and procedures of the institutions.

The anxiety of individuals who occupy social status and, as a result, the effect of threat perception on the social system is not limited to social movements. It is not possible to argue that the anxiety caused by revolution export strategy of the Soviet Union after the Second World War was not affected by the implementation of the social policies required by the understanding of the Social State. Otherwise, the question of why the understanding of social state after the collapse of the Soviet Union is not as important as used to be will be obliged to be explained only with the difficulties faced by the liberal world, and the necessities of financial policies.

The necessity of taking "threat perception" into account as a variable in sociological analyses has revealed itself in recently experienced "15th of July Coup Attempt" in Turkey. The coup attempt has caused decision makers to worry about the country's future. The anxiety caused by the incident strengthened the threat perception, and the increased threat perception led to the redefinition of the function areas and procedures of the institutions, especially in the fields of law and security. The concerns of the authority were attributed to the mass by means of communication and the measures taken against the threat were made to be supported by the public.

Sociological analyses to be performed without considering the feelings, attitudes and behaviors of people prevent to make correct determinations. As adopted in the dominant sociological paradigm, the assays to be made with the assumption that human behaves rationally will be incomplete. While examining the actions of people, besides being a social entity, biological and psychological characteristics should also be taken into consideration. In this framework, threat perception should be included in as a variable in the analysis of social movements.

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Tribute to Traditional Children Games of Tamil Nadu

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Abstract- In modern days there is a striking difference between the children of the previous generation who have abundant treasure of natural source of various games and this generation who lacks nature games. During the latter half of the 1900s kids used to play both indoor and outdoor games that are the games of the soil. In later years, these games were neglected by the arrival of Cricket, Tennis and Football. None play games such as Goli, Ghilli, Dhaya kattam, Paramapadham, Pallanguzhi, Paandi, Aadupuli aatam, Sotangul and Thatangal and many more such games.

Keywords: indoor games, outdoor games, board games, property games, team games, method of playing and benefits of games.

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Tribute to Traditional Children Games of Tamil Nadu

Dr. A. Muthu Meena Losini

Abstract- **In modern days there is a striking difference between the children of the previous generation who have abundant treasure of natural source of various games and this generation who lacks nature games. During the latter half of the 1900s kids used to play both indoor and outdoor games that are the games of the soil. In later years, these games were neglected by the arrival of Cricket, Tennis and Football. None play games such as Goli, Ghilli, Dhaya kattam, Paramapadham, Pallanguzhi, Paandi, Aadupuli aatam, Sotangul and Thatangal and many more such games.**

Keywords: indoor games, outdoor games, board games, property games, team games, method of playing and benefits of games.

I. Introduction

These games reflect rich culture and tradition and render ancestral knowledge and impart values and virtues. Besides, it improves our observational skills and math skills and other soft skills. These traditional games have a unique design so as to develop a lot of skills like logical reasoning, thinking, building relationships, sharing, perseverance, concentration, basic mathematics, aiming physical fitness, balancing attitude and acceptance. In such a way these games act as learning aids. Though people did not go to school they know the way of life, they manage households with an extended family, manage business and they are the decision-makers. They infuse children with virtues to protect the family's name and fame and taught them the reputation, dignity of their culture and tradition and to adopt the situation. Each one is aware of their role within the family and also in the society. Elders are revered and youngsters are paid attention and children are taken care of. These games facilitate children in socialization which is a proponent in getting along with the society as well as creating a friendly ambiance. They impart tolerance and patience to overcome troubles and harvest their accomplishment. They teach us to win and also to lose, improve the sensory skill, count and add motor skills, identify colour, develop hand-eye and leg co-ordination and finally it arrives at fun.

While playing the game, one got a chance to learn about our culture and history and environment-friendly. These games are suitable for all ages. Hence, it unites all despite age, class and other differences. Though modern games are played around the world in a stadium and auditorium, most of the unaffordable parents and kids sit and watch in their living room, without part take in such games as it seems expensive and required a lot of funds and so only few can be benefitted. But, these games are the pride of our culture and tradition. These traditional games could be classified as indoor games, outdoor games, board games and property games.

Indoor games:

They are still played in villages. It develops unity and strength among the kids in supporting their team. It improves their team spirit and adjustment, managing the group and achieving the task in playing. It nurtures patience, perseverance, acceptance of mistakes, generosity, dedication, recognize and respect the values of others and the opponent team. These children's games are almost team games that develop team spirit and leadership qualities. Let me list out such games children used to play in villages even now.

- Thirudan police: A police has to find out who is the thief in the game with some clues.
- Raja Rani: Group game played by both boys and girls.
- Oru kodam Thanni: A team game, which promotes children in keeping the environ green by watering the plant and planting the saplings.
- Poo parikka varugirom: Team game, tells about the flowers and months of our culture and give and take policy.
- Pappu kanji: This game teaches them sharing what they have with others.
- Aaku paaku vethala paaku: Team game, children learn that unity is strength.
- Kulai kulaiyai mundirikkai: It is a type of hide and seek game.
- Kokku para para: Team game, requires concentration and avoids boredom.
- Nandu pudichu vilaiyadu: It is a fun game.
- Vidukathai: Team game, It is a puzzle game and one who knows the answer is rewarded.
- Mooka pudi: A person holds the breath as he drowned in water to be found by his opponent.
- Colour colour what colour: Children are familiarized with colours in this game.

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- Uyir Koduthal: In this game, children help the other children by providing extra chance for them to continue the game for a longer time.
- A team game where one child gives another child a chance to initiate him.
- Kichi kichi thambalam: It is an indoor game. A child has to find out the object which was hidden by opponent.
- Thayam: It is a group game played by two or four members with spinning the dice.

Indoor game

- Paramapatham/The snake and the ladder:
- Pambaram: It is a top game.

There are other games such as: *Pallanguzhi, Mangatha, Name place animal thing, Soodu Kottai, Killiyanthattu, kollankottai, Yaanai, yaanai, Alagar yaanai, Kola, Kolaiya Munthrikka.* All are team/group games.

Outdoor Games:

- Hide and Seek: Group game.
- Kho-Kho: A team game.
- Nondi- Hop and Catch, group game.
- Pacha kudura: It is a kind of series of high jump
- Kabadi: It is a team game for youngsters.
- Oadi Pudithal (Run and Catch).
- Maram Yeruthal/Tree Climbing- Catching children who are claiming the tree.
- Seval Sandai: It is a cockfight.
- Kanna Moochi: Closing the eyes of the finder till all children hide themselves and let the finder to find removing the blinds from the eyes. Group game.
- Kola Kolaya Mundirikaai: It is also one of the kinds of hide and seek game.
- Kiliyandhatu and Kaliyal: Group game played in Southern Tamil Nadu.
- Kayaru Thanduthal: Jumping the rope as two ends of the rope is tied so as to Increase the height for each jump.
- Kayaru Iluthal: It is a rope pulling game to prove the strength of two teams.
- Unjal Aaduthal: Playing in the swing.
- Maintaining Balance: Carrying pot on head and walk without holding the pot in hands. The pot should not fall down.
- Oosi Korthal: Injection thread in the needle-improves concentration.
- Tattankal/Sottngal: Group game: Children use small stones they toss and catch these stones.

These games are played indoor as well as outdoor depending upon the size of the property and size of the house. These traditional games of Tamil Nadu could keep our children away from tablets, smartphones and laptops.

In Tamil Nadu, there are many rituals followed during the wedding. These rituals are finished in the early morning itself. After the rituals, the bride and the bridegroom family get a lot of leisure time to sit and chat with relatives and friends kith and kin. They used to conduct a game to engage the guests from both the bride and groom side.

Board Games:

These games are played both indoor and outdoor usually under the trees in the village using boards or drawn in the ground using colour powder or chalk piece.

- Aadupuli aatam
- Paramapatham
- Langakattai
- Sozhi Urutal

Property Games:

These games are played with some properties like *Pambaram, Goli/Glass Marble, Kayiru Thanduthal, Shells,Tamarind Seeds.*

Outdoor:

- Pambaram
- Jallikattu
- Goligundu
- Gilli thandu
- Nongu vandi
- Cycla tyre
- Thennai Olai Rocket
- Uri adithal
- Kal addithal: It involves a pile of stones that are stacked on top of each other. One member of a team throws a stone to knock the stones over.
- Kolikunndu: It is played with round glass marbles and the motive is to collect as many marbles as possible by shooting and stretching other marbles with the ones you have –two teams.
- Kittipul/ gilli–danda: This is similar to cricket and baseball which is popularly known as gilli, it is played with a small piece of wood reduced on both sides as Gilli and a large piece of wood that is used to hit the Gilli known as danda. The aim of the game is to hit the gilli as far as possible-Two teams.
- Pambaram is a game involves spinning a wooden top 'Pambaram which has grooves in its lower half and a nail at the bottom on which the pambaram spins. A thick string is wrapped around the grooves on the lower half and pulling the string makes the topspin.
- Kattam Thandusal/Hopscotch: It is a popular ground game where players throw a stone or small object into a numbered spaces of patterns of square and rectangle marked on the ground and then hop or jump over the spaces on one or two legs to retrieve the object.

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- Ozhindhu Vilaiyaduthal/Hide and Seek: It is a popular kids game where kids hide themselves in an area to be found by one or more seekers. The seeker closes his/her eyes and started counting numbers till other kids hide themselves, after hat he/she tries to find the hidden players –Group.
- Thirudan Police/Thief and Police game: Two Teams -There are two teams in the game, one the team of thieves and the other Police, the Police tries to catch the thief, after catching, the turn changes to the others (the thief becomes police) and the police becomes thief if they get caught.
- Oyir Koduthal/ Lock and Key: The aim of the seeker is to touch the other players, giving them wish, as soon as wish is given the person stays there until teammates come to give him/her asit. The game ends when all players have been caught and there is no one left to grant a rit.
- Nondi (Two Teams): The team that wins the toss defends first. The opposing team sends a player to tag as many defenders as he can while hopping on one foot. The team that tags the most defenders are considered winners.

Gummi, Fire in the mountain, Thayam, Tattankal etc. are the main games of the little girl.

Funnel game

Playing in the water: This includes saving the head of the drowning head of water for some time in the well, pond and in the river.

Ball: In ancient times, men played in coconut fiber, cotton, and small amounts of iron. The girls played with flowers. Traveling on horseback and playing ball. The game of polo now depends on this genre.

Swing : Swing game. From Alam paste to Ambon, they were used as playing instruments.

Kathaadi: Cut the palm leaf into a windmill and run it in the direction of the wind.

Gummi: Women sing around with clapping hands rhythmically

Uppu mootai is a familiar game for many where one has to carry another on his back and walk. In a generation that seems to be immersed in smartphones and tablets, games like that tangal, pallanguzhi and uppu mootai which were once played in almost every household have become a rarity.

A variety of these traditional games were held in the form of school competitions at the Hindu Spiritual and Service Fair at schools and colleges. Although video games may be the go-to for many kids, the students themselves admitted that these native games were a better alternative. “Our eyes aren’t strained, we get some vitamin D and we also maintain a healthy weight,” observed children.

In contrast to most mobile or computer games that isolate children with technology, these games are also a social exercise where students are forced to play together or work in teams. Sitting in front of a tablet or computer for hours due to its addictive quality is only going to increase obesity which is increasingly becoming a problem. Not just this. People also pointed out that each of the native games have different benefits. A game like *pallanghuzhi* involves fast addition and multiplication while *tattanghal* and other board games involve fine motor skills, counting and quick hand-eye coordination.

Children really know when they play that these games actually gave more exercise to the brain and also not strain their eyes. Given such limited awareness about these games in the current generation, experts even suggest that these games be introduced in schools and homes as they are the best social exercises. Some schools are already practicing this. A game like Pandi (hop-scotch) forces a child to play with others, and all it requires is some chalk and stones.

There are also easy ways to discharge the stress and need not be materialistic. Games do not have to be necessarily only football, cricket, throw ball or volleyball. These kind of native games also should be given importance and is something that crosses the age barrier unlike many physical sports.

II. Method of Playing the Traditional Games

Pallanguzhi - Passuppandi: It is an indoor game, played by two people. It is a strategic game with skillful moves and memory about the position and number of coins kept in the opponent’s pit. The game board has 14 pits.

Benefits: Enhances coordination, memory, observation skills, maths and motor skills.

Sonalu Kattam: The goal of the game is to make all the game pieces reach the center (turn fruit) and the first person to do so wins. It is an indoor/outdoor game, played by 4-8 persons as individuals or groups of two usually.

Benefits: Enhances concentration, strategic skills and quick thinking.

Thattangal-Ezhamkal: It is an indoor game played by two or more people. The player has to keep seven stones in the hand. The game starts with one stone being thrown in the air while other stones below are grabbed by the time the other lands. The player can’t drop any stones while picking and catching and if he does, it passes to the next player. It involves several rounds and the goal is to complete all steps without failing and the first person to complete it wins.

Benefits: Enhances coordination and concentration skills of children and develops sensory skills and hand-eye coordination.

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Thanjavur Kattam (also referred to as Pagadai): It is an indoor game, played by 2-4 persons. The goal of the game is to bring all the six coins home before the opponent does. Cowries (used as dice) are used to move the six coins along the board by the players and players can cut each other in the process to race ahead of others.

Benefits: Enhances quick thinking and decision making Traditional Tamil games like – Kho-Kho, Kabadi, Nondi (one-leg hopping), Skipping, Sagar-gote (five stones) and many more don't require expensive equipment to play, nor does it require any uniform or specific shoes and accessories, all that is required is people to play with and space to play in.

a) Builds life skills

Playing conventional games have always brought kids together, encouraging teamwork and social interaction. Most old school games require agility and movements such as swinging of arms and jumping. It boosts exercise and improves eye-hand and leg coordination. Team games like Kabaddi and Kho – Kho require kids to come up with tactics to defeat their opponent, in turn, helping them to strategize and resolve their differences.

b) Pass our heritage

It is equally important to teach our kids about our culture and tradition as it is to teach them new age concepts. It is vital that they know their roots and have a sense of pride about it. By playing traditional games, children can connect with their heritage through sports and this has a deep lifelong positive impact on them.

c) Bridge generations

Sports is a great connector – across countries, ages, religions and even across socioeconomic statuses too. Sports bridge all gaps pulling people and connecting them emotionally. Playing traditional games as a family brings the family closer and the bond stronger. Children need unstructured playtime and introducing conventional games to the family routine can be a great bonding activity for all. Children who have strong family relationships grow well at all other aspects of life as well.

Traditional games are an extension of Yoga in a practical form as it focuses on physical well-being, refining the senses, strengthening the body and balancing your breathing. All traditional games generally encourage one or more of these three.

Unstructured play has a vital role in developing various aspects of children's growth, behavior, and interpersonal skills. Therefore, there is urgency in re-establish traditional play in children's lives. These *games* can also be of great benefit to them as kids require physical activity, social skills, creativity, imagination, competition, camaraderie and many more benefits that could fill an entire article. In a nutshell, *traditional* children's *games* stimulate the children's growth, physically as well as intellectually.

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Impact of Conflict Resolution Measures to the Kanuri Community. A Study of Borno State

By Yagana Bulama Mohammed & Fiama Jasper Mshelia

Abstract- In the current situation within the strategic location of the Kanuri people. The issue of conflict has brought a distressing stage to the masses and has rendered people invariant. I am thereby making it commendable to realize the importance of Conflict resolution in the setting and settling of peace within the localities. This necessitates the need for States and Governments too, as a matter of policy, enact laws to address the issue. On the other hand, where traditional values prevail, cultural mechanisms become the norms in conflict resolution mechanisms. In most African societies, culture takes precedence in every sphere of human life, including conflict resolution.

Keywords: *conflict, resolu tion, tradition, violence.*

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Impact of Conflict Resolution Measures to the Kanuri Community. A Study of Borno State

Yagana Bulama Mohammed [α] & Fiama Jasper Mshelia [σ]

Abstract- **In the current situation within the strategic location of the Kanuri people. The issue of conflict has brought a distressing stage to the masses and has rendered people invariant. I am thereby making it commendable to realize the importance of Conflict resolution in the setting and settling of peace within the localities. This necessitates the need for States and Governments too, as a matter of policy, enact laws to address the issue. On the other hand, where traditional values prevail, cultural mechanisms become the norms in conflict resolution mechanisms. In most African societies, culture takes precedence in every sphere of human life, including conflict resolution.**

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I. Introduction

The quest for Peace and Security include all activities, within the specific framework of conflict resolution mechanism, which consciously targets the attitudes and behavior of parties to a conflict as well as community peace and stability with the primary or secondary goal of increasing security, preventing violence or contributing to its resolution. Here, there are three types of activities: namely promoting dialogue, promoting security, and promoting communal harmony. The methods of performing conflict resolution mechanisms in the traditional African societies are principal; mediation, adjudication, reconciliation, arbitration, and negotiation (Olaoba, 2005).

According to SIDA (2006), the promotion of peace and security includes activities carried out at any stage of a conflict, that is, submerged tension, rising tension, violent conflict, or post-conflict. It includes conflict prevention, conflict resolution mechanism, and peace-building activities.

In the traditional societies, mediation was used as a tool for preserving cultural norms and values (Olaoba, 2005). It prevented disputes from festering, maintained peace, and preserved traditional values. The court system is introduced with the advent of colonialism and urbanization. Urbanization relegated mediation to the background though a customary dispute resolution mechanism is still recognized in the Nigerian Legal System.

While I acknowledge the inevitability of conflicts, it is, however, sad to note that they may escalate to full-fledged wars. These necessitate the need for States and Governments too, as a matter of policy, enact laws to address the issue. On the other hand, where traditional values prevail, cultural mechanisms become the norms in conflict resolution mechanisms. In most African societies, culture takes precedence in every sphere of human life, including conflict resolution.

Every society, especially in Africa, has its traditional conflict resolution mechanism. Nigeria, with its rich cultural heritage, has its traditional ways of resolving conflicts (examples Kanuri, Shuwa, Hausa, Yoruba, Igbo, etc,). Nigeria has no doubt it has its share of conflict since the pre-colonial days, and in recent times, it is grappling with conflict from domestic to more sophisticated armed conflict. More pronounced is the insurgency in the Northeast. It is tenable that the locale, especially in Borno, constitutes a large number of the insurgents. There are also the obvious domestic conflicts that has led to broken homes, violence against spouses and children, which hurts society, especially in respect of peaceful coexistence but with that the Kanuri community is sustained. Major ethnic group in Borno that is not immune to the conflict in their various forms in the Northeast and Borno state is the Kanuri. Kanuri is endowed culturally and, in centuries has maintained the cultural practices transmitted from one generation to another.

Overtime, Africa and Africans have culturally developed diverse mechanisms of conflict resolution mechanism at local community levels. Such traditional elements of conflict prevention and resolution have been neglected or, in extreme cases, abandoned by the people. These largely own the advent of Western culture and values during and after colonial adventurism. Nigeria has had her share of the conflict in the last decade, this time violent extremism in the North East, among others, particularly in Borno State.

Given the above scenario, States, local councils, and smaller communities, in most cases, rely heavily on police action and direct military intervention and protection where and when there is violent conflict; other equally important traditional remedies are applied. This study therefore, sets to look at the efficiency of such mechanisms.

The study of conflict in Africa has not always been mindful of the need to consider the interaction of local and international factors in the evolution of conflicts between African Nations. African conflict is not susceptible to prediction, although it will be explained. Overt manifestations of conflict are seldom unremitting, even in relation to rival cultures (Robert, 1981, p. 3).

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Conflict is a particular relationship between states or rival factions which implies subjective hostilities or tension manifested in subversive economic or military hostilities (Quincy, 1971).

Conflict can be describe as a condition in which there an identifiable group of human beings whether tribal, ethnic, linguistic, religious, socio-political, economic, cultural or otherwise are in conscious opposition to one or more other identifiable groups because these groups are pursuing what to be incompatible goals (Ibid). More importantly, conflict arises from the interaction of individuals who have partly, incompatible ends in which the ability of one actor to gain his ends, depends on important degree on the choice or decisions that other parties will take. A conflict could be violent on uncontrollable dominant, or recessive, resolvable or insolvable under various sets or circumstances (Omotosho, p.2). A.A. Mohammed argues that Conflicts are inevitable wherever severe resources are unequally distribute among competitors and inequity is reflected in the cultural and political relationships between groups. With regards to various issues in dealing with conflict, it is important to bear in mind not just overt, physical violence, but also the sometimes subtly disguised forms of structural and cultural violence (Adam, 2000, p.13). Conflict management, in general and conflict resolution mechanism, in particular, are almost entirely determined by our understanding of the composition of a conflict and not only by symptoms (Kotze, 2000, pp.77-86).

Albert's position on conflict was that there is nothing wrong with conflict, it is a critical mechanism by which goals and aspirations of individuals and groups are articulated; it is a channel for a definition of creative solutions to human problems, and a means creative solutions to problems and a means to the development of a collective identity (Albert, 2001, p.3).

II. Importance of Traditional Conflict Resolution Mechanism

Conflict resolution mechanism provides an opportunity to interact with the parties concerned, with the hope of at least reducing the scope, intensity, and effects of conflicts. During formal and informal meetings, conflict resolution mechanism exercises permit a reassessment of views and claims as a basis for finding options to crisis and divergent points of view. Those who organize conflict resolution mechanism exercises or meetings usually constitute the third party in a triangular arrangement and consist of traditional rulers (Shehu, etc,).

Conflict resolution mechanisms in plural societies can be quite complex, principally because of the determinant effects of culture and language symbolism. According to Airuch and Black (Onigun & Albert, 2001, p.16), —it is quite dangerous to relegate culture to the background in conflict resolution mechanism. Although culture is a marker of social differences, it should be regarded as an obstacle to conflict resolution mechanisms in multi-ethnic/multi-cultural societies.

The conflict resolution mechanism performs a healing function in African societies. It provides the opportunity for the examinations of an alternative decision to resolve differences. Failure to resolve conflict over access to commonly valued scarce resources, and over divergent perceptions of socio-political situations, has the high potential of degenerating into genocide or fratricide as it occurred among Kanuri-Shuwa-Arab Rabi in Kanuri land and Boko Haram in Northern part of Nigeria and Tiv-Jukun of Nigeria, and the Hutu-Tutsi of Burundi and Rwanda (Punier, 1995).

Conflict resolution mechanism promotes consensus-building, social bridge reconstructions, and the re-enactment of order in society. Conflicts hardly break up societies (Otite, 2001, p. 9). For conflict resolution mechanism, the obvious implication is to view conflicts as non-isolated events in their social context. Such a perspective is not narrowly focus on conflict and its resolution. It takes into account the cultural setting and the social context. It looks at the history of preceding events, which have led to the conflict concerned. And while concentrating on the conflict itself and the process of resolving it, it takes possible implications for the future seriously. A wide look is taken not into one which includes the disputing parties; possible consequences for others in their families and social network are also put into consideration. Potential effects on relationships and interests are envisage.

Cross-examination was a mechanism employed in the process of conflict resolution mechanism in traditional African society. It was a means of weighting evidence through cross-checking and corroborating of the facts of the conflict (Olaoba, 2000, pp. 6-8). In the Kanuri maxim, a good sense of justice is associated with the cross-examination which is expressed as follows:

Agbejoenikan da, agbaosika -wicked and evil is he whose judgment is base on the evidence of one party to a case)

Consequently, in traditional African societies, particularly, Kanuri land, in conflict resolution mechanism undue favor to the disputants was discouraged.

In traditional African Society, extra-judicial methods are employed in the conflict resolution mechanisms. These took the form of ordeals and the invocation of supernatural forces to expose all sides to the conflict. Olaoba has shown quite clearly that oath-taking, which was one of the extra-judicial methods, usually assisted the judge or adjudicators in locating areas of weaknesses in the conflict.

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In the traditional judiciary system in Kanuri land, fines of damages are not usually awarded by the mediators in civil cases. The utmost aim is to restore peace by settling disputes amicably. In other words, restoration of harmony is what is paramount in the traditional judicial system. Sometimes, however, mediator's award simple fines as an intervention butit failed. The autonomous traditional ruler (Shehu) and his cabinet also intervened. The land conflict, before the disastrous war had passed through the court's strategy, political, bureaucratic, and the military without solution and peace in sight before the traditional strategy was applied (Nwolise, 2005, pp.159-161).

III. Conclusion

The Kanuri experience different dimensions of conflict in their interactions with their communities. The practice of having peace has remained a source of conflict between them and their neighbours. Interestingly, too, they appreciate their circumstances and have evolved numerous traditional mechanisms to manage and resolve the various conflicts that occur in their community.

Nongu, a unique characteristic of the Kanuri, is a very important and effective instrument of managing and resolving conflicts at the intra-group and inter-group levels. Other methods include avoidance/withdrawal, mediation, sanctioning, oath-taking, and, in extreme cases, violent raids. These methods have not remained static. Dynamic modern political, social, and economic developments have transformed them to withstand the changes experienced within the Kanuri society. The procedures have undoubtedly remained useful to them.

It is at this moment I will suggested that further researches be undertaken into the nature of conflicts and their resolution patterns in the Kanuri community not only in Borno but wherever they are. A clear understanding of the concept of Nongu will assist leaders and mediators in resolving conflicts that involve the Kanuri.

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4. Manuscript to be submitted must include keywords, an abstract, a paper title, co-author(s') names and details (email address, name, phone number, and institution), figures and illustrations in vector format including appropriate captions, tables, including titles and footnotes, a conclusion, results, acknowledgments and references.
5. Authors should submit paper in a ZIP archive if any supplementary files are required along with the paper.
6. Proper permissions must be acquired for the use of any copyrighted material.
7. Manuscript submitted *must not have been submitted or published elsewhere* and all authors must be aware of the submission.

Declaration of Conflicts of Interest

It is required for authors to declare all financial, institutional, and personal relationships with other individuals and organizations that could influence (bias) their research.

Policy on Plagiarism

Plagiarism is not acceptable in Global Journals submissions at all.

Plagiarized content will not be considered for publication. We reserve the right to inform authors' institutions about plagiarism detected either before or after publication. If plagiarism is identified, we will follow COPE guidelines:

Authors are solely responsible for all the plagiarism that is found. The author must not fabricate, falsify or plagiarize existing research data. The following, if copied, will be considered plagiarism:

- Words (language)
- Ideas
- Findings
- Writings
- Diagrams
- Graphs
- Illustrations
- Lectures

- Printed material
- Graphic representations
- Computer programs
- Electronic material
- Any other original work

Authorship Policies

Global Journals follows the definition of authorship set up by the Open Association of Research Society, USA. According to its guidelines, authorship criteria must be based on:

1. Substantial contributions to the conception and acquisition of data, analysis, and interpretation of findings.
2. Drafting the paper and revising it critically regarding important academic content.
3. Final approval of the version of the paper to be published.

Changes in Authorship

The corresponding author should mention the name and complete details of all co-authors during submission and in manuscript. We support addition, rearrangement, manipulation, and deletions in authors list till the early view publication of the journal. We expect that corresponding author will notify all co-authors of submission. We follow COPE guidelines for changes in authorship.

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Appealing Decisions

Unless specified in the notification, the Editorial Board's decision on publication of the paper is final and cannot be appealed before making the major change in the manuscript.

Acknowledgments

Contributors to the research other than authors credited should be mentioned in Acknowledgments. The source of funding for the research can be included. Suppliers of resources may be mentioned along with their addresses.

Declaration of funding sources

Global Journals is in partnership with various universities, laboratories, and other institutions worldwide in the research domain. Authors are requested to disclose their source of funding during every stage of their research, such as making analysis, performing laboratory operations, computing data, and using institutional resources, from writing an article to its submission. This will also help authors to get reimbursements by requesting an open access publication letter from Global Journals and submitting to the respective funding source.

Preparing your Manuscript

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.

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Informal Guidelines of Research Paper Writing

Key points to remember:

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

Final points:

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

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

The discussion section:

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

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

General style:

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

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



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Mistakes to avoid:

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

Title page:

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

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

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

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

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

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

Approach:

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

Introduction:

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

The following approach can create a valuable beginning:

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

Approach:

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

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

Procedures (methods and materials):

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

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

Materials:

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

Methods:

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

Approach:

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

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

What to keep away from:

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



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Results:

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

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

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

Content:

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

What to stay away from:

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

Approach:

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

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

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

Figures and tables:

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

Discussion:

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

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

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



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

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

Approach:

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

Describe generally acknowledged facts and main beliefs in present tense.

The Administration Rules

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

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

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

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

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

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

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

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