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Development of a Deep Sleep Simulating

Discovering Thoughts, Inventing Future

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The Character of the Priest in Greene's Novel "The Power and the Glory" and Bakatheer's Novel "Salamat Alqes"

By Haifa Mohammed Khaled Al-Aghbari

Abstract- This research aims to discuss the character of the priest in two novels; one is English "The Power and the Glory"(PG), and the other is Arabic "Salamat Alqes" (SQ). The objectives of this research are to study; to what degree the priests have followed their religions, whether the priests are strong enough as they should be as religious persons or not, to what degree the circumstances around them effect on them, and are they able to follow their religions as they are or not. The researcher divides the research into three parts; the first part is the introduction that gives a summary of each novel and the meaning of a priest. The second part analyses and compares the two characters based on the five true religious characteristics that are to (be charitable, be compassionate, be spiritual and pure, have self-control, and finally practice your religion). Finally, the conclusion. After analyzing the two characters, the researcher notices that real religion appears in hard situations. The two characters have been through hard situations, but they never lose their faith. Moreover, both characters effect on others. The two writers send a crucial message that strong believers may suffer, have bad times, but their strong faith will help them overcome whatever they go through.

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The Character of the Priest in Greene's Novel "The Power and the Glory" and Bakatheer's Novel "Salamat Alqes"

Haifa Mohammed Khaled Al-Aghbari

Abstract- This research aims to discuss the character of the priest in two novels; one is English "The Power and the Glory"(PG), and the other is Arabic "Salamat Alqes" (SQ). The objectives of this research are to study; to what degree the priests have followed their religions, whether the priests are strong enough as they should be as religious persons or not, to what degree the circumstances around them effect on them, and are they able to follow their religions as they are or not. The researcher divides the research into three parts; the first part is the introduction that gives a summary of each novel and the meaning of a priest. The second part analyses and compares the two characters based on the five true religious characteristics that are to (be charitable, be compassionate, be spiritual and pure, have self-control, and finally practice your religion). Finally, the conclusion. After analyzing the two characters, the researcher notices that real religion appears in hard situations. The two characters have been through hard situations, but they never lose their faith. Moreover, both characters effect on others. The two writers send a crucial message that strong believers may suffer, have bad times, but their strong faith will help them overcome whatever they go through.

I. Introduction

a) *Meaning of Priest*

A priest is known as, in Webster dictionary, "one authorized to perform the sacred rites of a religion especially as a mediatory agent between humans and God"[1]. Priests should be trustworthy. In general, priests must be role models. They are often asked for their opinion and advice. They should not get married. They also should be caring and helpful. Furthermore, in Islam, religious men must be good models and are asked for their advice and opinion. However, they have their job that is based on their religion. Nevertheless, those who are religious and do not think of getting married, people give them the nickname of "Alqes (the priest)" as in Bakatheer character " Abdurrahman".

b) *The Power and the Glory*

The Power and the Glory is a novel about a priest who refuses to convert his religion in a state that forbids religious rituals. He keeps eight years moving from a place into another in order not to be caught and killed. During his journey, he faces lots of things that make him suffer a lot to the degree that he does things he is not allowed to do as a priest, such as being drunk and having a child. He suffers a lot because of these things till the end of his journey when he is caught and killed.

c) *Salamat Alqes (SQ)*

Many critics consider the novel Salamat Alqes as a love story. They connect it with the story of its writer Ali Bakatheer. Dr. Hameed (15:2010) says :

> It is an ethical reaction to a young man that comes from a conservative society, Hadramot. He is shocked by the sensual love that is represented in the Arab movies and novels. So it is not strange for Bakatheer to choose this topic to represent the innocent love in the story of Salamh.[2]

Abdurrahman is called "Alqes (the priest)". He is known by it among people. Abdurrahman Alqes is an example of a young man who grows up worshiping God, staying in Mosque and praying.

Abdurrahman hears a voice of a slave woman that attracts him. Later, he meets her and falls in love with her. However, when he is about going to buy her and make her free to marry, he discovers that she is sold. From this point, his suffering starts. He tries his best to get her, but circumstances are against their love. Finally, they accept the idea that they will not be with each other and hope they will meet in the afterlife.

II. Characteristic of Religious Men

The most important thing to respect a person's belief is his way of behaving. Based on the behave, one can judge the person. For example, the pious woman, in PG, in the jail does not like the priest because he is not the example she feels she can follow. For her, "the sooner you {the priest} are dead the better." (PG: 131) When she talks to the priest, she tells him that "You and father Jose. It's people like you who make people mock at real religion" (PG:131). However, her way of understanding what is a real religion is wrong. Real religion is not based on how many books one can read. Real religion is based on love and how a person behaves and reacts which is something she cannot understand. So, the researcher will discuss both priests in the two novels based on

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the five true religion characteristics that are (be charitable, be compassionate, be spiritual and pure, have self control, and finally practice your religion), to see to what degree the two priests follow these characteristics though they have hard circumstances, and whether they remain religious men that deserve to be respected and trusted or not.

a) Be charitable

To be a real religious, one should help and take care of those who are in need. Looking at the priest in (PG), he is a person that takes care of others and helps them. When the priest is going to hear the gringo, he decides to leave money for poor people. He tells the schoolmaster:

- "You know people here better than anyone. If I leave a gift, will you spend it on things that do no harm I mean books, blankets- not books?""They need food more than books."
- " I have forty-five pesos here ..."The mestizo wailed, " Father, what are you doing?"
- " Conscience money?" The school master said." Yes."
- " All the same, of course I thank you. It's good to see a priest with a conscience. It's a stage of evolution." he said. (PG: 182)

The priest uses to feel guilty for the mistakes he has made. He also knows well that he will be caught and killed, so he prefers to spend the money he gains on poor people rather than keeping it for himself. He thinks to spend the money on something that is good for people and may help them. He knows well that poor people need food more than the religious books, so he insists that the money he leaves will be for what they need more.

Moreover, he thinks of animals, too. After fighting with a bitch for a piece of meat and getting it, he thinks:

> I will eat just so much and she can have the rest. He marked mentally a point upon the bone and tore off another piece. ... the priest reached the point he had marked, but know it seemed to him that his previous hunger had been imaginary: this was hunger, what he felt now. A man's need was greater than a dog's: he would leave that knuckle of meat at the joint. But when the moment came he ate that too after all, the dog had teeth: it would eat the bone itself. He dropped it and left the kitchen. (PG:145)

He keeps thinking of the bitch while he is eating, but his bad circumstances are the reason for eating all the meat, for he has nothing to eat for days.

Looking at Abdurrahman Alqes "the priest" in (SQ), he is also kind and helps others. His circumstances are not the same as the priest's in the (PG). He collects money to make Salamh, the one he loves, free to marry her. However, when he comes to his friend Ibn Suheel, the owner of Salamh, he discovers that Ibn Suheel loses all of his money, so he sells Salamh. Though Abdurrahman is shocked for losing Salamh, he never forgets that his friend Ibn Suheel needs money so he offers the money he collects to him.

- Abdurrahman said after a willed sign appeared: "I know that I will not get her all my life. I will be patient till Allah (God) does what should be done. So can you accept what I will give you? It is not hard for you if Allah wishes."
- Ibn Suheel said:" Ask what you want. I swear by Allah, I will not prevent anything for you if I can."
- Abdurrahman took the money and offered it to him saying: "Take this from me to help you in some of your affairs till Allah helps you get rid of what you are in."
- Ibn Suheel said with a strict tone:" If it is this what you want, I am sorry I can't accept for you need it more than me." (SQ:91)

Abdurrahman wishes to give the money to Ibn Suheel, but the later refuses.

b) Be compassionate

To be compassionate means to feel and understand the suffering of other people, and help them to ease their pain. It also means you have to leave selfishness and start thinking of the people around you. Looking at the priest in the (PG), he is kind and ready to do anything to help others. From the beginning of the story, he is about leaving the place he is in to be safe; however, when he feels that there is a woman who needs him, he misses the boat.

- Mr. Tench said, "You'll have a job not to miss the boat."
- "I shall miss it," he said. " I am meant to miss it." He was shaken by a tiny rage." ...
- " But if she is dying.." Mr. Tench said.
- "I know these people. She will be no more dying than I am."
- " You can do no good." ...
- "You know nothing ," the stranger said fiercely. "That is what everyone says all the time_ you do no good." The brandy had affected him. He said with monstrous bitterness, "I can hear them saying it all over the world."
- "Anyway," Mr. Tench said, " There will be another boat. In a fortnight. Or three weeks." (PG: 17)

Though the priest is not happy and is a little bet angry that he will miss the boat and thinks that he does no good to any, he could not just leave. He thinks of the woman and prefers to be in danger to help her rather than to be selfish and safe. Furthermore, at the end of the novel, though he knows

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well his return means his death, he couldn't ignore the gringo needs of him, so he goes back with the half-caste leaving behind him his chance to be safe. The priest thinks, " It wouldn't really have been a good dream- that confession in Las Casas when he would have had to admit, as well as everything else, that he had denied confession to a dying man."(PG: 180,181) He thinks what is the good of confession if he does not help the person who is in need even if this help means he loses his life. Sabau & Dima-laza (439:2012) claims

> Each time he is called back to perform the religious sacraments to a dying person the whisky priest's consciousness struggles with his doubts, with his urge to arrive to a safe place. After a long interior struggle, he finally chooses to succumb to God's will and sees all these obstacles as a part of God's plan for him.[3]

Moreover, When the priest moves in the huts, he sees an Indian woman with her child, who is shot. He tells his mother, " We must have water. To wash him. You needn't be afraid of me. I will do him no harm."(PG:151) He tries his best to save him, but unfortunately, the child has died. The priest moves on, but he feels that he must not leave the woman alone. He thinks:" I shouldn't have left her alone like that. God forgive me. I have no sense of responsibility: what can you expect of a whisky priest?"(PG:156) As a result, he goes back though he is shivering, sweating and soaked with rain. When he arrives at the place, he has left them in, he discovers that the woman has left the child with a small lump of sugar near the child's mouth. The priest is tired and has a fever. He feels shy to take the lump of sugar, but "The priest bent with an obscure sense of shame and took it"(PG:156). Though the child is dead, the priest feels shy to take his sugar piece. He could not just move to leave her behind. He tries his best to help those who need him.

Looking at Abdurrahman, he is also a kind person that cares about others. As Mr. Ki (186: 2017) clarifies:

> Abdurrahman is a devout worshiper who devoted himself to worship God. He is a man who remembered God when he is alone and thinks of God secretly and publicly. He was distinguished by noble morals, pure chastity, and good treatment. He is a great person who many Muslims imitate his morals and behavior.[4]

When the singer Jamila comes to Mecca, Abu Alwafa and his friends ask Abdurrahman to talk to Wali to kick her out of Mecca. Abdurrahman accepts though he is planning to stay in the Mosque that day.

- Abu Alwafa said:" You know your position among people for your goodness and righteousness. You are Faqih (scholar) in religion though you are still young. That is why people called you Alqes. They consider you the successor of Ibn Abi Rabah. However, you know the singer Jamila came to this safe country sitting in our neighbor's house' Ibn Suheel. She made me busy of my prayers last night and the night before because of her worthless singing. So could you please talk to Wali to kick her out before she rots our young men and women." ... Abdurrahman said:" but I decided to stay in the mosque (Itikaaf in Masjed) this day."
- Abu Alwafa replied:" I'tikaaf is Sunnah, but this is imposed on you, my son. So you should start with what you impose before the Sunnah."
- Abdurrahman kept silent for a while. then said: "Ok Abu Alwafa. Though I feel it is useless." (SQ: 36)

Moreover, the first time he talks to Ibn Suheel, he finds it a chance to give him an advice to stop listening to songs and spending nights in fun. Abdurrahman says advising Ibn Suheel, "I wish that you do something good to yourself by leaving fun and singing, so you get to rest and others do, too. "(SQ:55) Later, when Ibn Suheel becomes his friend, he helps him. They work together to collect money. He also helps the one he loves "Salamh" to be a good person and to overcome his lose. For her, Abdurrahman is the turned point to accept and think of the ideology of religion. Abdurrahman advises her to take care more of her religion. Salamh, in the end, promises him to pray all prayers and fast and stop drinking to meet him in the afterlife.

- Salamh said: "Do you think Omaween's palaces would make me forget you? By Allah, no, Ibn Ammar. You are better than me. You worship Allah near Alkaba. You find in talking to Allah the substituted of me and everything in this meaningless life but for me, no idea how I can meet Allah."
- "Why Salamh? Don't you fast Ramadan?"
- "Yes, I do, Abdurrahman."
- "And pray the five prayers?"
- "Sometimes, yes. Sometimes, no."
- "No, Salamh no. I won't leave you until you promise me that you will not leave any prayer forever... Don't you love me, Salamh?!"
- "Yes. Abdurrahman, I love you."
- "Don't you love to be for me, and I will be for you?"
- "This is what I wish Abdurrahman, but how is the way to that while Kalifa has bought me, so I have lost my wish to be with you."
- Then Abdurrahman says while tears have gone out of his eyes:" Yes. We have lost every wish to be together in this life, but in the afterlife, there is hope, Salamh. It is a big hope."

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- Salamh replied: "But how a singer like me who spends her hours in singing and drinking with others can hope for the afterlife?"
- Abdurrahman told her: "About drinking you can stop it. About singing you are forced and this is your job. I hope that it will not affect you since you care about your prayers and fasting. You become stronger with worshiping Allah. Then Allah will help you get rid of singing. I will ask Allah to forgive you, and I will give money to the poor instead of you whenever I have extra money. I will worship Allah as hard as I can wishing that I will not feed up or lose the will."
- Salamh said: "You have a kind heart and a great soul, Abdurrahman. You deserve that Allah listens to you and gives you what you want. I swear by Allah, I will stop drinking. I will take care of my prayers and fasting. I will keep myself away from guiltiness. I will give poor people the money that I get wishing that Allah forgives the rest."(SQ: 121,122)

So this is Abdurrahman who thinks of others and helping them to be better.

c) Be spiritual and pure

To be pure and spiritual, one should keep away from the sins of the world. Because of the circumstances the priest in the (PG) goes through, he has done some sins. He becomes drunk. He has an illegal daughter. He feels that he loses his faith through time. He suffers a lot because of that. He feels he is useless because he is drunk. "That is what everyone says all the time_ you do no good. "The brandy had affected him. He said with monstrous bitterness, " I can hear them saying it all over the world." (PG:17)

He never feels he may be a martyr because he feels that he is not good. When he is talking with Maria, she tells him, "Suppose you die. You'll be a martyr, won't you? What kind of a martyr do you think you'll be? It's enough to make people mock."

That had never occurred to him - that anybody would consider him a martyr. He said," It's difficult. Very difficult. I'll think about it. I wouldn't want the Church to be mocked..." (PG:79) He also tells the people in the jail. "Martyrs are holy men. It is wrong to think that just because one dies ... no. I tell you I am in a state of mortal sin. I have done things I couldn't talk to you about. I could only whisper them in the confessional. (PG: 126,127)

The priest keeps giving excuses to all he knows except himself. Even Padre Jose, he feels that he is better than him. "If I ever offended you, Jose, forgive me. I was conceited, proud, overbearing- a bad priest. I always knew in my heart you were the better man."(PG:118) Moreover, he gives excuses to the half-caste, who cheats him and works with the police to catch him "This man intended to betray him for money which he needed, and he had betrayed God for what? Not even for real lust"(PG: 99) He also gives excuses to the woman in the jail he meets and feels sorry for her. "She had, after all, as many excuses as the half caste. (PG: 131)

He suffers because of his love for his daughter, he feels that he must love all the same, but he could not. He said,

> Oh God, help her, Damn me, I deserve it, but let her live forever." This was the love he should have felt for every soul in the world: all the fear and the wish to save concentrated unjustly on the one child. He began to weep; it was as if he had to watch her from the shore drown slowly because he had forgotten how to swim. He thought: This is what I should feel all the time for everyone, and he tried to turn his brain away towards the half-caste, the lieutenant, even a dentist he had ones sat with for a few minutes, the child at the banana station, calling up a long succession of faces, pushing at his attention as if it were a heavy door which wouldn't budge. For those were all in danger too. He prayed, "God help them," but in the moment of prayer he switched back to his child beside the rubbish dump, and he knew it was for her only that he prayed. Another failure. (PG: 208)

He, as Zgierska (172:2014) explains, " torn between the love for his daughter and his idea of priest duties. He is not able to forgive himself for loving his sin." [5]

He also does not like himself being proud and does not think about others. He prayed in the half-light:" Oh God, forgive me- I am a proud, lustful, greedy man. I have loved authority too much. These people are martyrs- protecting me with their own lives. They deserve a martyr to care for them- not a man like me, who loves the wrong things. "(PG: 95) Siddiqi (2009:127) clarifies that

> The love of the priest which according to him is important for any mystical uplifting for his state in the eye of God. But before the priest learned the significance of love, it was his sense of duty that taught him the necessity of love and total surrender to the power of God.[6]

So, all that he goes through and suffers from, proof that he is pure and spiritual. He suffers because of his sense of God.

On the other hand, Abdurrahman never does any bad thing. He gets to benefit from the love he has to Salamh to become better. He refuses to kiss her though he has a chance. He knows well that God is there, and they should not make any mistake.

Once, they are together alone. Salamh tells him she loves him and wants to kiss him; he tells her not to

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forget that Allah is there. He never gives a chance to the devil to play on his mind.

Salamh said:" Ibn Ammar, I love you."

After Abdurrahman hesitated a little bit, he told her "Allah knows that I love you, too."

She said after looking at him and slopping her head, "and I love to put my mouth on yours."

He told her looking down: "Allah knows I would like to do that, too."

Salamh moved near him and caught his hand saying, " What prevents you? No one is there" .....

Abdurrahman shook and looked sharply at her saying, " Do you forget Allah, Salamh"(SQ: 80,81).

In this scene, one notices that Abdurrahman never forgets God even that he gets the chance to be with his lover alone. His belief is stronger than his love.

Moreover, when both characters (the priest and Abdulrrahman) lose hope, they start praying to God. When the priest loses hope that Padre Jose is coming to listen to his confess, he starts talking to God trying to confess.

> The priest sat on the floor, holding the brandy-flask. Presently he unscrewed the cap and put his mouth to it. The spirit didn't do a thing to him-it might have been water. He put it down again and began some kind of a general confession, speaking in a whisper. He said , "I have committed fornication...." (PG: 207)

He is deeply a believer. He says to Carol: "It's impossible. There's no way. I'm a priest. It's out of my power. "(PG: 40)

And when Abdurrahman feels that he loses the hope of marrying Salamh after she is sold to Kalifa, he gets up in the night praying and asking Allah to help him in his problem.

> When all slept, Abdurrahman moved from his place near his friend Ibn Suheel to the roof of the house. He chose a corner that no one could see him except Allah. The night was too cold to the degree that the bones are hurt. Abdurrahman suffered from it because he wore a light shirt, but he didn't feel anything because of the fire inside his chest. He started talking to Allah, crying, and praying. He prayed to Allah and asked Him to help him, and make him accept what He chose for him. He asked Him to help him get rid of the devil and his thought. He cried and cried, prayed and worshiped Allah a lot till he forgot everything expect Salamh, who he wished to be within the afterlife after he lost the hope to be with her in this life. He prayed deeply till he felt that there was a light appeared in the sky for a moment then disappeared and heard a voice echoing 'Ameen' (SQ: 120)

Abdurrahman's strong believe helps him overcome the hard situation he goes through. Moreover, though he sits with those who drink wine and say bad poems, he never does like them, he learns poetry and writes some poems that are pure and without using bad words.

d) Have self-control

To be a truely religious person, one must learn and be able to control himself. The priest tries to control himself and not hurt others; however, in some situations, he could not do that because of the tense he lives in. He gets angry when Mr. Tench tells him that he will do no good. He tells him: "That is what everyone says all the time_ you do no good." The brandy had affected him. He said with monstrous bitterness, "I can hear them saying it all over the world." (PG: 17). He is totally sad and angry because of the suffering he feels.

Moreover, he gets angry when the villagers refuse to make him sleep. He starts crying." Oh, let them come. Let them all come," the priest cried angrily. "I am your servant." He put his hand over his eyes and began to weep. (PG:45) Ironically the villagers think that "There he is in my hut now weeping for our sins." (PG: 45)

Though he loses his temper sometimes, he never hurts others.

Abdurrahman; on the other side, does his best to control himself. When Abu Alwafa starts to blame him because of his love for Salamh, he stops visiting him in order not to hurt him or be bothered.

> It is difficult for him to stop the strong friendship that he has with the Shiek {Abu Alwaf}. They spend a long time together worshipping God and helping each other doing good things, but things happened not as he wants so in order not to hurt his friend at that age, he decided to stop visiting him. He thinks that is better than hurting him in a useless argument. "(SQ: 74)

When he discovers that Salamh is sold, he tries his best to control himself. He does not shout or get angry. Later, he prays to God, asking for His help to keep as strong as he is.

> He started talking to Allah, crying and praying. He prayed to Allah and asked Him to help him and make him accept what He chose for him. He asked Him to help him get rid of the devil and his thought. (SQ:120)

His strong belief helps him to accept the idea that he will not marry Salamh. He has hope that they will meet in the afterlife. That is why he keeps reminding Salamh of the verse ' Friends on that day will be foes, one to another, except the Righteous.' (Az-Zukhruf: verse 67, translated by Abdullah Yusuf Ali)[7]. Moreover, when he remembers his mother, he feels sad. However, his belief in destiny makes him strong as Orabi (83:2017) clarifies

> Fate is one of Islam pillars; a believer should accept it without making him stop his will which is also one of God's wills. This believer sees that the one, who does

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everything in this world is God. God who does what he wants and what he wills, so Abdurrahman Alqes when he remembers his mother who grows him in a good manner and does her best to do so. She also does her best to afford him all he needs to make him free for educating and worshiping God. He misses her and feels sad for losing her, but he accepts her losing by being patient and accepting God's will. Whenever he remembers her, he prays and worships God, and all he does is praying for her and asking God to have mercy on her. [8]

e) Practice your religion

Real religion is not what you know; it is what you do. The priest lives in a place where it is not allowed to practice religion. He spends eight years moving from a place into another to avoid being caught and killed. However, whenever he gets a chance to practice his religion, he does. He says masses and baptizes children, and when he is about dying, he asks for a priest to confess. Because he could not find one, he spends the night before his death, trying to confess to God and asking him for forgiveness. He prays to God most of the time.

The most important thing is that the priest practices real religion when he tries hunger and hard life; he breaches people and knows well what every word means. "For a matter of seconds he felt an immense satisfaction that he could talk of suffering to them now without hypocrisy- it is hard for the sleek and well-fed priest to praise poverty." (PG: 71)

Moreover, For the priest, the core faith of Catholics is to love, and he does love all people, even those who they hate him and want to kill him. He keeps giving excuses to all and pray that God forgives them all.

Looking at Abdurrahman, he has good chances to practice his religion, for he lives in Mecca. He goes to the mosque and prays all prayers there. And whenever he is sad and needs to talk to God, he goes to "Alkabah" and moves there as one of Muslim religion performing. When he feels that he has no chance to marry the one he loves, he spends the whole night praying to God and asking him for help. However, because of his love, Abdurrahman begins to understand that he has a new feeling when he reads the Quran or worshipping Allah.

> He used not to care about this life, avoiding its faultiness and pride. But asceticism is not alike! There is a difference between the asceticism of the known one of this world who faces its lesions, and the unknown one who is away from it. Now, he goes to market, work in trade and he fears Allah in everything he does. How could he have the degree of honesty and truth in treating if he didn't be in what he had been? (SQ: 88)

Abdurrahman also keeps strong in front of all the things that may make him makes mistakes. He tries his best to get an advantage of the love he has to Slamah. He starts to understand the Quran better; he starts knowing that worshipping God in the mosque is not only what he should do, so he goes working to gain money.

III. Conclusion

To sum up, though the two characters have been through different situations, that the priest is chased by the police and wanted to be killed for he is a priest and Abdurrahman who goes through a love story of a girl that is totally different from him and could not marry her,

- Both characters do not lose their faith.
- Both keep blaming themselves for doing something bad.
- The two characters use to pray to God asking for forgiveness
- They use to give others excuses.
- Both characters discover that worshipping God is not their only mission in this world. After practicing real love and how people live, they discover that they become nearer to God. And they really could feel God.
- Because of their real religion, the two characters effect on the people around them. The priest effects on Carol, Luis and even Mr. Tench. As Grob (4:2016) clarifies, "It is evident that many of those whose lives have been intersected by the priest and the God he carries with him- Tench, Carol, even the lieutenant- discover within themselves, the deepest level, an intuitive responsiveness to the priest significantly alters their behavior or belief." [9] and Abdurrahman is a good influencer to many, so many people hope that they may have sons like him. As Ki (186:2017) clarifies, "Abdurrahman is a great person who is imitated by real Muslims because of his great morals and actions."[10] Abdurrahman also effects on Salamh, the one he loves. He gives her advices how to save herself. He makes her nearer to Allah. He reminds her of Allah and how she should be.
- Finally, both characters send a core message that those who have strong faith deeply in their heart will not lose this faith whatever they go through.

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Newspaper Coverage of the Education Sector in Nigeria

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Abstract- The education sector of a state serves as a basic for its development in different spheres. Thus, the mass media are saddled with the responsibility of presenting a well-rounded report of issues pertaining to the sector as they unfold. This study focused on newspaper coverage of the education sector in Nigeria. The newspapers content analysed were Daily Sun, The Nation, The Guardian and Vanguard. The period studied was 1st January to 30 June, 2017. The research method used was content analysis while agenda setting theory and development media theory served as the theoretical base of the study. The purposive sampling technique was used in arriving at the 208 editions of the four newspapers studied. Findings from the study showed that the newspapers did cover the education sector positively and adequately. The study, also, found that out of the 257 stories on the education sector, 256appeared on the inside pages of the newspapers and 205 were not illustrated. The depth of the stories within 1 – 5 inches were 187with news, 196 stories, as the dominant story genre. More so, scholarship/learning has 71 stories which made it the most covered educational issue. Based on the findings of this study, it is recommended among others things that newspapers should endeavour to place essence in the interpretation and analysis of news reports on the education sector.

Keywords: *newspaper, coverage, education, sector.*

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Newspaper Coverage of the Education Sector in Nigeria

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Abstract- The education sector of a state serves as a basic for its development in different spheres. Thus, the mass media are saddled with the responsibility of presenting a well-rounded report of issues pertaining to the sector as they unfold. This study focused on newspaper coverage of the education sector in Nigeria. The newspapers content analysed were *Daily Sun, The Nation, The Guardian* and *Vanguard.* The period studied was 1st January to 30 June, 2017. The research method used was content analysis while agenda setting theory and development media theory served as the theoretical base of the study. The purposive sampling technique was used in arriving at the 208 editions of the four newspapers studied. Findings from the study showed that the newspapers did cover the education sector positively and adequately. The study, also, found that out of the 257 stories on the education sector, 256appeared on the inside pages of the newspapers and 205 were not illustrated. The depth of the stories within 1 – 5 inches were 187with news, 196 stories, as the dominant story genre. More so, scholarship/learning has 71 stories which made it the most covered educational issue. Based on the findings of this study, it is recommended among others things that newspapers should endeavour to place essence in the interpretation and analysis of news reports on the education sector.

Keywords: newspaper, coverage, education, sector.

I. Introduction

Education is fundamental to the smooth running of any nation. It builds the mind and equips an individual or group of individuals with the requisite skills, and knowledge on which they could contribute meaningfully, and productively to nation building. UNESCO (2000) conceptualized education as the total process of developing human ability and behaviours. This definition reinforces the potency of education in enhancing the competences inherent in people and empowering them with the needed approach to use it not just for their benefit but the society at large. The UNESCO International Standard Classification of Education (1975) as cited in Nwogu (2013) saw education as "comprising organized and sustained communication designed to bring about learning" (p. 266). Thus, effective communication is a requisite for education.

Education is key to the development of any nation. Thus, Kingdom and Maekae (2013) stated that a nation develops in relation to its achievement in education. This is one of the reasons contemporary world attention has focused on education as an instrument of launching nations into the world of science and technology and with consequential hope of human advancement in terms of living conditions and development of the environment.

More so, it is common knowledge that investment in education is necessary for national development. This is why education is seen as a major instrument for achieving the goals of unity, political stability and equality of opportunity and for circumventing situations which may give rise to conflict (Thompson, 1983 as cited in Nwogu, 2013, p. 273). Musaazi (1986) as cited in Amaje (2012) remarked that both "the United Nations (UN) and the African Union (AU) agreed that the first step to development is the education of citizens of each country around the world" (p. 5).

Abiogu (2014) stated that the Federal Government of Nigeria, declared in its National Policy on Education, which was published in 1977 and revised in 1981 and 1990, and guides the Nigerian education sector, that education is an instrument par excellence for achieving national development. It is noteworthy to state that "the policy document has been revised to ensure that the policies address the perceived needs of the government in power and to try to ensure that the education sector is supportive of government development goals" (Moja, 2000, p. 2).

This brings to light the critical nature of the education sector to the general workings of the society as far as its advancement is concerned. However, successive governments have tried to address the issue of educational development through some educational-related programmes and policies. Education in Nigeria is generally stratified into three sectors, which are basic, post-basic/senior secondary, and tertiary education. The responsibilities for administering the education sector in Nigeria are shared among the federal, state and local governments (FGN, 2009).

Odia and Omofonmwan (2007) however, stated that when the issue of Nigeria educational system today is raised, the first set of thoughts that come to mind are: Decline in standard, deterioration of facilities, examination malpractices, mass promotion syndrome and the like before any other thing else. The causes of these could be attributed to government insensitivity to education needs, government and private institutions, open encouragement of low productivity and the lack of

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the spirit of hard work among growing number of students.

Paucity of funds is also one of the fundamental causes of the problems that the education sector has been suffering over the years. Adedigba (2017) reported that Nigeria's education sector has been allocated much lower than the 26% of the national budget recommended by the United Nations.

Adedigba (2017) pointed out that the allocation is lower than the 7.4% the government gave the education sector in the #7.4 trillion 2017 budget. University lecturers have been protesting poor funding of universities and the failure of government to implement an agreement it signed in 2009 with the Academic Staff Union of Universities (ASUU) to improve facilities and enhance staff welfare at the institutions. This problem which has translated into incessant strikes in universities has its root in the lack of adequate funds to the sector." Nigeria in her attempts to transform the education sector has formulated several education policies. Billions of Naira voted to transform the education sector and various policies have shown no little improvement" (Amaje, 2012, p. 6).

It is important to acknowledge the fact that the media are inextricably linked to education. The media serve as a channel through which people are educated. The education role of the media is one of its primarily responsibilities to the populace. Thus, the media help educate people on various issues with which they need to live properly and relate with one another in the society. This education spans across the spheres of politics, health, religion, environment, science and technology, culture, economy among others. For example, national dailies, through their reports, strive to educate people on the policies and programmmes of the government and how they can benefit from them, the causes, prevention and cure of diseases, people and their diverse cultures etc.

Following the foregoing, the media have a major role to play. The media are bestowed with the social responsibility and agenda setting roles in reporting and putting in perspective issues of critical importance as they concern the education sector. This invariably helps in mobilizing and raising the consciousness of the government and the public on the need to work assiduously in reviving the education sector for national development.

However, Adeyemo (2015) stated that "it is believed that the media do not give adequate coverage to education as a sector, perhaps, this accounts for why newspapers in Nigeria only dedicate a day in a week to address education issues unlike politics, advertorials, business and sports which constitute daily contents of news tabloids" (p. 2).

Therefore, it is based on the afore-stated that this paper is positioned to determine newspaper coverage of the education sector in Nigeria.

a) Statement of the Problem

The education sector is one of the most vital sectors in any given nation. It is the sector which produces people who work in other sectors such as health, economy, labour and employment, power among others.

In a survey of the opinions of 5,507 stakeholders of the education sector in Nigeria, Duke (2011) found that standards have fallen at all levels of education, with the tertiary level as the most hit. In a presidential retreat for members of the Federal Executive Council, FEC, President Muhammadu Buhari stated that Nigeria's education sector is seriously in bad shape and requires greater attention and improvement (Agbakwuru, 2017). This bad shape could be attributed to the myriad of challenges faced by the sector. Odia and Omofonmwan (2007) outlined the challenges to include: Poor funding and thus poor educational infrastructures, inadequate classrooms, teaching aids (projectors, computers, laboratories and libraries), paucity of quality teachers and poor/polluted learning environment. In addition to these challenges, the sector is plagued with numerous social vices such as examination malpractices, cultism, hooliganism and corruption.

The mass media, as the fourth estate of the realm, can be used effectively to improve the quality education in the country. Moerdyk (2012) averred that the mass media perform the role of an educational watchdog and thus, help build an efficient education system through improved communication.

However, available literatures tend to suggest that there are no much studies on newspaper coverage of the education sector in Nigeria. Therefore, it is of essence to determine if newspapers adequately perform their role of covering the sector. It is based on this premise that this study is positioned to fill this gap by ascertaining the frequency of coverage, level of prominence, the story genre that receives more attention, direction of coverage, depth of coverage and the educational issue mostly covered by newspapers.

b) Objectives of the Study

This study generally aims to find out how selected Nigerian newspapers covered the Nigerian education sector. Specifically, this study seeks to:

1. Find the frequency of coverage given to the education sector by the selected newspapers;
2. Determine the level of prominence given to the education sector by the selected newspapers;
3. Find the type of story genre that received more attention in the coverage of the education sector;
4. Ascertain the direction of the reportage of the education sector by the selected newspapers;
5. Determine the extent in terms of depth the selected newspapers report the education sector; and
6. Ascertain the educational issue mostly covered by the selected newspapers.

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c) *Research Questions*

The research questions are meant to serve as a guide to the researcher in answering the questions under investigation. They, therefore, include the following;

1. What is the frequency of coverage given to the education sector by the selected newspapers?
2. What is the level of prominence given to the education sector by the selected newspapers?
3. What type of story genre received more attention in the coverage of the education sector?
4. What is the direction of the reportage of the education sector by the selected newspapers?
5. What is the depth of the coverage of the education sector by the selected newspapers?
6. What is the educational issue mostly covered by the selected newspapers?

d) *Literature Review*

Literature review is done to identify the gaps in literature which gives a work relevance and to show understanding and ability to critically evaluate research in the area under study.

i. *Education and National Development*

Education is like a torchlight which illuminates the path to national development. It brings about the sensitization and enlightenment which enable government, organization, individual or group of individuals to know the needed developmental projects to give to a community and how best to go about it. The educational height of a people is directly related to the level of development that they have.

Based on this premise, Abiogu (2014) declared that "education is believed to be the bedrock of any country's development. It is considered as the cornerstone for meaningful and sustainable growth development and achievement in art, science and technology" (p. 372). Ozturk (2001) affirmed that education in every sense is one of the fundamental factors of development and no country can achieve sustainable development without substantial investment in human capital. Thus, education enriches people's understanding of themselves and world. It improves the quality of their lives and leads to broad social benefits to individuals and society. These in turn translate to sustainable and meaningful national development which set a nation on a path of excellence and serve as a prototype to other nations in their quest for all round national development.

Agreeing with the foregoing, Thompson (1983) as cited in Nwogu (2013) stated that "it is common knowledge that investment in education is sine-qua-non with national development. This is why education has been seen as a major instrument for achieving the goals of unity, political stability and equality of opportunity and for circumventing situations which may give rise to conflict" (p. 273). It is pertinent to note that no development takes place in a nation where conflict has taken a seat. Conflict or war downplays national development. The government, organisations or private individuals cannot take up developmental projects in times of conflict or war. However, with sound education, people will understand the essence of peace and therefore, sit on a round table to discuss their differences in order to arrive at peaceful resolutions.

However, Lawal and Oluwatoyin (2011) defined national development as the "overall development or a collective socio-economic, political as well as religious advancement of a country or nation. This is best achieved through development planning, which can be described as the country's collection of strategies mapped out by the government" (p. 238). Lichman (1972) and Markovitz (1977) in Kingdom and Maekae (2013) stressed that "a developed society is the one that has succeeded in providing a source of living for the majority of its inhabitants and that in such society, premium is attached to elimination of poverty, provision of food, shelter and clothing to its members" (p. 314).

When national development is designed to be sustainable, it goes a long way in addressing the most pressing needs of a people and also lays a reliable foundation for the insurance of their future. Lawal and Oluwatoyin (2011) averred that development is critical and essential to the sustenance and growth of any nation. A country is classified as developed when is able to provide qualitative life for her citizenry.

ii. *Media Coverage of the Nigerian Education Sector*

The media occupy a critical position in the functioning of the various sectors of any given nation. This is why media practitioners, professionals, technocrats, scholars and the general public recognise the essence of the media in the society as purveyors of information and agenda setters. Thus, the media tell us what to think about and how to think, which constitute the theoretical issues of agenda setting and framing. Following this, Dennis and Merrill (1999) clearly asserted that "the media are quite powerful" (p. 4).

Doko and Ozohu-Suleiman (2017) stated that "throughout the years, the media have become trustworthy sources of information for individuals around the world" (p. 40).Therefore, as part of the perceived role of the mass media, they are obligated to present ideas and information that will enlighten and widen the horizons of the citizens to prepare the citizens to take independent and rational decisions for self-actualization. They are obliged to provide reasoned independent information to the citizens while carrying out watchdog roles on the government (Asemah, 2011).

The media also interpret the meaning of events and put them into context, and also dish out their consequences. Specifically, newspaper as a mass medium is a necessity in every society so as to carry out enormous responsibility with which they have been

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commissioned to uphold. Newspaper is also a vehicle by which members of the public express their view, belief, opinion, and criticism about a government and its policies including different sectors of the nation of which education is not an exception. It is through the newspaper reports that members of the public are kept abreast of current and topical issues of public importance (Nwosu, 2003).

Ayodeji (2012) stated that newspapers set agenda for public discussion by bringing to their notice, important issue that is bound to have profound effect on their surrounding and immediate environment. Therefore, the media in any society exercises surveillance over the environment, illuminate social, economic and political fabric of a nation and stipulates public opinion on key issues. Thus, Sambe (2008) explained that the print media especially newspapers is not only relevant but is responsible for most of the opinion formed on public issues in any contemporary society.

More so, Nwosu (2003) stressed that most newspapers provide coverage of issues that are very important and likely to be emphasized through their placement, headlines, and extent of coverage. It is pertinent to note that the first page is usually preserved for the top item on each day's agenda. Another way of giving an issue prominence and emphasis is to present such matter as an editorial comment, subject matter of discussion by a columnist, letter to the editor. Similarly, Ciboh (2005) asserted that newspapers give a wide coverage to various activities in the society through its adequate publication.

iii. *Challenges of the Education Sector in Nigeria*

The education sector in Nigeria is deepened in a myriad of challenges. This has caused the standard of education in the country to always be on the downside. Boyi (2014) supported this by declaring that in Nigeria there seems to be a daily decline of educational standards.

Prominent among the challenges that has crippled the education sector in Nigeria include:

a. *Poor Funding*

Poor funding has remained a huge challenge to the Nigerian education sector, for years. No meaningful project could be carried out without adequate funds. Ozigi (1977) as cited in Adeyemi (2011) corroborated this stance when he argued that "no organization could carry out its functions effectively without adequate financial resources at its disposal" (p. 295).

Saleh (2013) noted that in 1997 band 2000 statistics show that federal government expenditure on education was below 10% of overall expenditure. Adeyemi (2011) listed the percentage of annual federal budgetary allocation to education from 1995 to 2000. Thus, in 1995 (13.0%), 1996 (10.8%), 1997 (11.5%), 1998 (9.6%), 1999 (11.1%) and 2000 (8.7%). In 2001, it was 7%. While in 2006, it was 8.77%. In 2008 and 2009, it was 10.02% and 8.08% respectively. According to Adedigba (2017) President Muhammadu Buhari allocated only 7.04% of the 8.6 trillion 2018 budget to education.

b. *Dearth of Qualified Teachers*

The teaching profession is not attractive and valued in Nigeria. Most people take up teaching jobs because they have not been able to secure their dream job. And they ones who are in the system carry out their teaching duties with apathy and eye service. These afore-stated have contributed immensely to the tremendous fall in the standard of education in Nigeria. David (2017) opined that in Nigeria, the poor working condition, poor remuneration and allowances have discouraged capable and qualified teachers from taking up teaching jobs, they would rather apply for other better paying jobs than teaching, while the few teachers who have taken up the teaching profession did so due to lack of better jobs.

c. *Corruption*

For decades, Nigeria has remained one of the most corrupt countries in the world. The education sector has long been ravaged by corruption. Thus, the fall in the standard of education in Nigeria. Nwaokugha and Ezeugwu (2017) stated that corruption in the education sector terribly creates infrastructural deficits that result in poor instructional delivery and making many people not to have access to education which in addition to being a fundamental human right is a spring board for their empowerment and emancipation. Inability of a people to have access to education systematically renders useless the ability of the people to engineer national development as generations of citizens are left frustrated, disgruntled and disenchanted in addition to manifesting terrible immorality in the forms of militancy and insurgency.

d. *Politicization of Education*

Politicization of education is a big challenge to the education sector in Nigeria. Governments do play politics with the running of education and this does more harm than good to the sector. Saleh (2013) stated that many educational institutions are opened and run in many states on political ground or other flimsy reasons. Thus, today in universities, colleges, polytechnics, monotechnics, secondary and primary schools are sometimes guided by politicians, not academic performance. Even parents do use their political offices or influences for the education of their children. Politicians also influence the recruitment exercise of teachers. Many people today are after securing jobs for their children just to have meal ticket without bothering whether they are qualified or not.

e. *Infrastructural Decay*

Boyi (2014) described infrastructure as the physical and spatial enablers of teaching/learning. They

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include classrooms, libraries, laboratories, workshops, play fields, school farms and gardens as well as provision of water and sanitation. These have to be of the appropriate quantity, size and quality to meet the minimum standards for promoting any meaningful teaching and learning condition. The rotten and dilapidated nature of the infrastructures in different schools do not inspire a conducive atmosphere for learning. Isibor (2013) stressed that lack of infrastructural facilities are common sights in our higher institutions.

f. *Incessant Strikes*

Institutions of learning in Nigeria are familiar with strike. This eventually affects the academic calendar. It also demoralizes the students and make them engage in different social vices such as kidnapping, arm robbery, prostitution among others. Most times, the Academic Staff Union of Universities (ASUU), Academic Staff Union of Polytechnics (ASUP), and Colleges of Education Academic Staff Union (COEASU) including the non-academic staff union of these bodies do go on indefinite strike. This sees to the shutting down of academic or non-academic work in tertiary institutions.

e) Empirical Review/Review of Studies

The studies carried out by researchers on the coverage of the education sector were reviewed critically.

A study on *Content Analysis of Newspaper Coverage of Education Issues in Nigeria* (*The Punch and The Nation* newspapers) by Ademeyo (2015) a total of 536 issues were content analysed in both papers. Thus, 4 stories appeared on the front page, 530 stories appeared on the inside page while only 2 appeared at the back page. This shows that the papers did not attach prominence to the coverage of the education sector.

Adeyemo (2015) found out that the various themes covered especially critical issues bothering on standard upgrade, curricular monitoring, teachers' welfare, staff strike and students' unrest were not passionately and critically examined by the papers. Perhaps, those issues are not part of media agenda or they are not business or advertorial driven. This calls for an interaction between the media and the education sector. Adeyemo (2015) in furtherance of this finding, opined that "it is believed that the media do not give adequate coverage to education as a sector, perhaps, this accounts for why newspapers in Nigeria only dedicate a day in a week to address education issues unlike politics, advertorials, business and sports which constitute daily contents of news tabloids" (p. 1).

The paper did recommend the following in relation to the coverage of the sector. Thus, education reportage should be more proactive and less reactive because much of coverage is episodic and driven by events. Education beat reporters should periodically visit tertiary institutions to publish outstanding earth-breaking research findings especially findings that bother on school reforms, teachers' quality and classroom practices. Newspaper gatekeepers should be more passionate about education sector by doing educational editorials at least quarterly borne out of investigative journalism on important aspect of education reforms. Education coverage should be issue-based especially issues of staff welfare, curricular implementation, crisis in education sector, standard upgrade, course offering and other issues that directly affect teaching and learning.

An Analysis of Newspaper Coverage of Federal Government, Academic Staff Union of Universities' Crisis in Nigeria (July-December 2013), (*Daily Trust, Vanguard, The Nation* and *The Guardian* newspapers) by Muhammad and Ozohu-Suleiman (2013) corroborated the finding of Adeyemo (2015) as they found out that newspapers have failed to provide adequate information required to educate and aid public understanding on the general problem in the higher education sector.

Nwaokugha and Ezeugwu (2017) researched on *Corruption in the Education Industry in Nigeria: Implications for National Development.* They opined that corruption in the education industry terribly creates infrastructural deficits that result in poor instructional delivery and making many people not to have access to education which in addition to being a fundamental human right is a spring board for their empowerment and emancipation. Infrastructural deficits and inability of a people to have access to education systematically renders useless the ability of the people to engineer national development as generations of citizens are left frustrated, disgruntled and disenchanted in addition to manifesting terrible immorality in the forms of militancy and insurgency.

In a study on the topic *Financing of Education in Nigeria: An Analytical Review,* Adeyemi (2011) found out that the funding of the education sector has not been up to 17% in any given year despite the UNESCO minimum standard of 26% of national budget.

Kingdom and Maekae (2013) in their study of *The Role of Education in National Development: Nigerian Experience*, opined that as the education sector is not properly funded, it cannot efficiently contribute to national development. They stressed further that the contributions of education to national development has been limited by poor funding, politicization of the system, unsteady political environment and corruption in Nigeria.

In another research work, *Overarching Patterns in Media Coverage of Education Issues,* O'Neil (2012) found out that "the news media represents education issues as fundamentally economic concerns and consistently employs what previous frameworks research defined as the *consumerist* frame" (p. 10). In the coverage sampled in the work, the *consumerist*

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frame promotes the idea that, to improve education outcomes, the education system should be run like a business in the private sector. This frame appeared in approximately one third of the coverage sampled.

In relation to the finding of O'Neil (2012), Aigbedion, Iyakwari and Gyang (2017) did a study on *Education Sector and Economic Growth in Nigeria: An Impact Analysis.* The study revealed that the education sector has a positive impact on economic growth in Nigeria. This implies that economic growth can be enhanced by improving education investment in Nigeria. This finding is in line with the assertion of Ozturk (2001) thus, education plays a very crucial role in securing economic and social progress and improving income distribution.

Nwuneli and Idowu (2005) did a study – *Reporting of Education Issues in the Nigerian Media.* The study adopted three methods: Personal in-depth interviews, questionnaire survey of education editors and correspondents/columnists and content analysis of national circulating newspapers (*Comet, Daily Trust, The Guardian, New Nigeria, This Day, Punch, Vanguard, Daily Champion and Daily Trust*) with education section or supplements.

The study revealed that funding, negative attitude of public officials, inadequate space and market sensitivity have been identified as constraints to the media's ability to cover education effectively. The newspapers identified funding/provision facility as the core challenge plaguing the education sector in Nigeria.

Odia and Omofonmwan (2007) in their research on *Educational System in Nigeria: Problems and Prospects*, they recommended that for meaningful development to take place in the educational sector; the government need to re-address the issue of funding.

Prominent among the empirical studies above is the issue of educational underfunding. This has crippled the advancement of the sector and made it to lag behind in contributing its quota to national development. This was clearly stated by Kingdom and Maekae (2013) above. It is pertinent to note that the issue of underfunding is the fulcrum of the challenges faced by the sector. When the sector is well-funded, it will have lesser challenges and thus, be on the right lane to match the educational standards of Western countries.

Moreover, inadequate coverage of the sector as noted by Adeyemo (2015) and Muhammad and Ozohu-Suleiman (2013) is one of the greatest minus the sector grapples with. When minimal coverage is given to the sector, people will not be informed of the latest developments it is faced with. Thus, less attention would definitely be given to it because the government and relevant stakeholders would not be pressured by the press to look into the needs of the sector. This could be traced to one of the reasons the federal government appears less concerned in keeping to the recommendation of UNESCO in allocating a minimal of 26% of annual national to the sector.

f) Theoretical Framework

This research work is situated on two theories: Agenda setting and development media.

i. *Agenda Setting Theory*

Anber (2012) asserted that the agenda setting theory, originated in 1922 when Walter Lippmann wrote about agenda setting in his book, 'public opinion'. It is on this foundation that Maxwell McCombs and Donald Shaw built the agenda setting theory (Baran and Davis, 2012). The theory came to limelight following an article they wrote in 1972 based on a research they carried out.

Asemah (2011) posits that "the agenda setting theory argues that the media may not tell us what to think, media may tell us what to think about" (p. 176). Lipman (1922) as cited in Okunna (2002) added that the media help to "put pictures in our heads" (p. 21). This explains the power of the mass media to set the agenda and raise issue of public importance. This function is closely related to public opinion generation, since it is often the mass media that raise issues upon which public opinion is expressed.

This theory is important to this study because educational issues are of public importance; which the masses and government as well have to know about and based on the amount of coverage given to it, the media, therefore, work in emphasizing how much important it is to the development of the people and the society.

ii. *Development Media Theory*

According to Wogu (2008) "development media theory was propounded by African experts with the aim of channelling communication to development needs in third world countries. The theory believes in regulating press freedom according to socio-economic needs of the society" (p. 75). Baran and Davis (2009) stated that the theory is a normative theory calling for government and media to work in partnership to ensure that media assist in the planned beneficial development of the country.

Mcquail (1987) as cited in Wogu (2008), listed the major tenets of the development media theory as follows:

1. Media must accept and carry out positive development tasks in line with nationally established policy.
2. Freedom of the media should be open to economic priorities and development needs of the society.
3. Media should give priority in their content to the national culture and language(s).
4. Media should give priority to news and information gathering and dissemination tasks.

The development media theory is important to this study based on the premise that a good coverage

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of events in the education sector in Nigeria has the potential to bring development to the sector. Hence, newspaper coverage of the Nigerian education sector.

g) Methodology

i. *Research Design*

The research method adopted in this study is the content analysis method of research. This is because it deals with the examination of the manifest content of communication.

ii. *Population of the Study*

The population of this study comprises all the editions or issues published by the four selected newspapers: *Daily Sun, The Nation, The Guardian,* and *Vanguard* newspapers from 1st January to 30th June 2017 which amounted to 724 editions.

iii. *Sample Size*

The sample size for the study is 208 editions of the four selected newspapers. This implies that 52 editions each of the newspapers – *Daily Sun, The Nation, The Guardian and Vanguard* –were selected for the study using purposive sampling technique.

iv. *Sampling Technique*

Purposive sampling technique was adopted as the sampling technique for this study. Mondays and Thursdays, in the weeks of the months (1st January to 30th June, 2017) under study were purposively selected to be studied. This is because the selected newspapers publish stories from the education sector on those two days.

Table 1: Details of the Selected Days in the Months

Month	Monday	Thursday	Total
January	2nd, 9th, 16th, 23rd, 30th	5th, 12th, 19th, 26th	9
February	6th, 13th, 20th, 27th	2nd, 9th, 16th, 23rd	8
March	6th, 13th, 20th, 27th	2nd, 9th, 16th, 23rd, 30th	9
April	3rd, 10th, 17th, 24th	6th,13th, 20th, 27th	8
May	1st, 8th, 15th, 22nd, 29th	4th, 11th, 18th, 25th	9
June	5th, 12th, 19th, 26th	1st, 8th, 15th, 22nd, 29th	9
Total	26	26	52

Therefore, 52 editions multiplied by 4 – which is the number of selected newspapers – amounted to the 208 editions that will be studied.

v. *Instrument of Data Collection*

The code sheet was used as an instrument of data collection. It is the most appropriate tool for analyzing manifest contents of messages and information.

vi. *Content Categories*

The precise make up of content categories, according to Wimmer and Dominick (2011) varies with the topic under study. The content categories used for this study includes:

a. Tertiary Education Stories (TES) –these are education stories from universities, polytechnics and colleges of education.
b. Secondary Education Stories (SES) – these are education stories from commercial, technical and secondary schools.
c. Primary Education Stories (PES) – these are education stories from primary schools.
d. Pre-Primary Education Stories (PRES) – these education stories from nursery and pre-nursery schools.

vii. *Unit of Analysis*

The units of analysis for this study include: news stories, editorials, letters-to-the-editor, feature stories, pictures: photographs, cartoons, charts and graphs, and opinion articles.

h) Unit of Classification/Categories

The units of analysis were coded into categories which will serve as a guide for the study. Thus:

Frequency of Coverage

A (01)Tertiary Education Stories
A (02) Secondary Education Stories
A (03) Primary Education Stories
A (04) Pre-Primary Education Stories

Placement (Prominence)

B (01) Front Page
B (02) Back Page
B (03) Centre Spread
B (04) Inside Page

Illustration

C (01) Photographs
C (02) Cartoons
C (03) Charts
C (04) Graphs
C (05) Not Illustrated

Story Genre

D (01) News
D (02) Features
D (03) Editorials
D (04) Letters to the Editor
D (05) Opinion Articles

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Direction of Coverage

E (01) Positive
E (02) Negative
E(03) Neutral

Depth (Length of Coverage)

F (01) 1 – 5 Inches
F (02) 6 – 10 Inches
F (03) 11 – 5 Inches
F (04) 16 Inches and above

Educational issues Covered in the Newspapers

G (01) Research
G (02) Scholarship/Learning
G (03) Funding
G (04) Staff Welfare
G (05) Admission into Schools
G(06) Crime and Conflict
G(07) School Strike
G(09) Policy implementation
G(11) Others

i) Description of Sample

The period studied was 1st January to 30th June 2017. All data analyzed were collated from the four national newspapers studied – *Daily Sun, The Nation, The Guardian* and *Vanguard*. Out of the 208 sample editions of the newspapers selected for the study, there were 257 stories (from the four newspapers) on the Nigerian education sector.

Research question 1: What is the frequency of coverage given to the education sector by the selected newspapers?

Table 1: Frequency of Coverage * Content Categories Cross Tabulation

Frequency	Content Categories				Total
	TES	SES	PES	PRES	
Frequency	143	76	31	7	257
Total	143	76	31	7	257

Research question 2: What is the level of prominence given to the education sector by the selected newspapers?

Table 2: Placement of Stories * Content Categories Cross Tabulation

Placement	Content Categories				Total
	TES	SES	PES	PRES	
Front Page	0	1	0	0	1
Back Page	0	0	0	0	0
Center Spread	0	0	0	0	0
Inside Pages	143	75	31	7	256
Total	143	76	31	7	257

Research question 3: What type of story genre received more attention in the coverage of the education sector?

Table 4: Story Genre * Content Categories Cross Tabulation

Story Genre	Content Categories				Total
	TES	SES	PES	PRES	
News	122	67	30	7	196
Features	9	4	0	0	43
Editorials	4	2	1	0	7
Letters-to-the-Editor	1	0	0	0	1
Opinion Articles	7	3	0	0	10
Total	143	76	31	7	257

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Research question 4: What is the direction of the reportage of the education sector by the selected newspapers?

Table 5: Direction of Coverage* Content Categories Cross Tabulation

Direction	Content Categories				Total
	TES	SES	PES	PRES	
Positive	101	63	29	6	199
Negative	23	8	2	1	34
Neutral	19	5	0	0	26
Total	143	76	31	7	257

Research question 5: What is the depth of the coverage of the education sector by the selected newspapers?

Table 6: Depth of Coverage * Content Categories Cross Tabulation

Depth	Content Categories				Total
	TES	SES	PES	PRES	
Inches 1-5	124	66	27	5	187
Inches 6-10	9	7	1	2	54
Inches 11-15	4	1	2	0	7
Inches 16 and above	6	2	1	0	9
Total	143	76	31	7	257

Research question 6: What is the educational issue mostly covered by the selected newspapers?

Table 7: Educational Issues Covered * Content Categories Cross Tabulation

Educational Issues Covered	Content Categories				Total
	TES	SES	PES	PRES	
Research	11	4	0	0	15
Scholarship/Learning	42	27	17	3	71
Funding	22	8	3	0	43
Staff Welfare	2	0	1	1	7
Admission into Schools	8	15	0	0	29
Crime and Conflict	13	9	0	0	21
School Strike	26	7	0	1	37
Policy Implementation	16	5	1	1	25
Others	3	1	9	1	9
Total	143	76	31	7	257

II. Discussion and Implications of Findings

Research question one sought to know the frequency of coverage given to the education sector by the selected newspapers. Data presentation in table 1 displayed that most of the educational reports by the newspapers were on Tertiary Education Stories (TES), 143. This was followed by Secondary Education Stories (SES) which were 76 while Primary Education Stories (PES) and Pre-Primary Education Stories were 31 and 7 respectively.It is pertinent to reaffirm that a total of 257 education stories were found in the 208 editions of the four newspapers studied. Thus, the frequency of coverage given to the education sector was adequate.

Contrary to this finding, Nwuneli and Idowu (2004) averred that "Nigeria newspapers do not give considerable coverage to educational issues in the country" (p. 29). Also, Adeyemo (2015) posited that "the media do not give adequate coverage to education as a sector, perhaps, this accounts for why newspapers in Nigeria only dedicate a day in a week to address education issues unlike politics, advertorials, business and sports which constitute daily contents of news tabloids" (pp. 1-2).

The implication of this finding is that as they newspapers give adequate coverage to the education sector, people and even the government stand a great chance of attaching relevance to the issues bordering on the sector. This is corroborated by the agenda setting theory which states that "audience not only learn about public issues through the media, they also learn how much importance to attach to an issue or topic from the emphasis the mass media place upon it"

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(McCombs and Shaw, 1972, as cited in Ojobor, 2002, p. 21). Therefore, as much emphasis is attached to the coverage of the education sector it will directly play on the relevance people and government attach to what is happening in it.

Research question two sought to ascertain the level of prominence given to the education sector by the selected newspapers. In the placement of stories, it was found that almost all the stories were placed on the inside pages, 256. Only one story was placed on the front page – which was a SES. There were no stories placed on the back pages and centre spread. This portrays that the prominence attached to the placement of the stories on the education sector is very low. Front pages are very strategic in attracting the attention of readers. People easily get to buy newspapers and read them due to the stories they see on the front page. Also, newspaper readers do believe that any story that is given a front page treatment is important and critical to the workings and happenings in the polity. This is based on the understanding that "newspapers are a major force in forming public opinions on matters affecting national and international efforts towards economic progress and global understanding" (Olusoji, 2012, p. 6). Thus, the non-placement of much stories on the front pages puts a stamp on the fact that the newspapers did place low prominence on the coverage of the education sector.

The research finding of Adeyemo (2015) on *Content Analysis of Newspaper Coverage of Education Issues in Nigeria*, supports the finding on the placement of education stories, mostly, on inside pages of newspapers by the selected newspapers. Thus, he found out that 99% of the published education stories by *The Punch* and *The Nation* newspapers were placed on the inside pages of the newspapers.

On the illustration of stories, a majority of 205 stories, were not illustrated while only 52 stories were illustrated with photographs. None of the stories were illustrated with cartoons, charts and graphs. This finding tallies with that of placement of stories as it gives credence to the fact that the level of prominence attached to the coverage of the education sector by the newspapers is low.

Pictorial illustrations serve as attention grabbing devices to newspaper stories. They attract people's attention to read. Newspaper editors are known to attach pictures to stories that they want to attach importance to and want people to read them. Stories without illustrations hardly elicit the attention of newspaper readers. Photographs help to tell a story in a better and understandable manner.

The implication of these findings are that the possibility of people being lured into reading stories on the education sector will be very low as not everyone flips through the newspaper to read stories that did not appear on the front page. Bearing in mind that people hold stories which were given a front page treatment in high regard and believe that they are very crucial to the society, they may likely not ascribe such essence to stories on the education sector as most of them appear on the inside pages. More so, people may not have the motivation to read any story that was not published with a photograph.

Research question three sought to find the type of story genre that received more attention in the coverage of the education sector. In the presentation of data as seen in table 4, the story genre that received more attention out of the 257 stories studied is news.

News, been the dominant story genre, with 196 of the entire reports on the sector, points to the obvious fact that the coverage of the education sector was not given much interpretation and analysis. The research finding of Ademeyo (2015) on *Content Analysis of Newspaper Coverage of Education Issues in Nigeria* corroborates this finding. Thus, Ademeyo found that most of the education stories published by *The Punch* and *The Nation* newspapers were straight news and they accounted for three quarter of the published education stories.

The coverage was merely on news reports which only informs people on the happenings in the sector without educating them on the significance, effects, expectations, implications, lessons, consequences among others; inherent in the reports. The implication of this finding is that as less attention was given to interpretation and analysis of the reports on the sector, the reports may not yield fruits in making people to understand the varied angles of the information conveyed and in influencing government, organisations and/or bodies in implementing policies and pursuing actions targeted at making the education sector better. While explaining newspapers' influence in giving interpretation and analysis to reports, Ukonu (2013) posited that "newspaper influence is exerted the most through opinion and interpretative writings, which guide and mould social discourse" (p. 12).

Research question four sought to ascertain the direction of the reportage of the education sector by the selected newspapers. From the presentation in table 5, it was found that out of the 257 stories analysed, a majority of 199 were positive. Thus, the direction of the reportage of the education sector by the selected newspapers was positive. This was followed by 34 stories which were negative while 26 stories tilted toward a neutral direction. This means that reports on the education sector were positioned in good light. Thus, the coverage was largely favourable to the education sector.

This finding implies that the selected newspapers covered the education sector in such a way that the reports will serve as a tool towards building a goodwill to the education sector. However, the negative

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reports are not principally meant to paint the sector bad. They are meant to make public the rot in the sector and thus, champion a cause towards righting the several wrongs in it. For example, a report which exposes the embezzlement of funds by a certain official in the Federal Ministry of Education is not just tilted towards positioning the ministry as corrupt but to curb if not terminate corruption in the ministry and thus, make it more functional and productive for the benefit of the education sector.

Research question five looked at the depth of coverage of the education sector by the selected newspapers. It was found that the depth of coverage given to the education sector by the selected newspapers was mostly within the range of 1 – 5 inches. The number of stories within this range is 187.

This finding accentuates the afore-stated finding in *research question two* that the level of prominence attached to the education sector by the selected newspapers is low. This is based on the short spaces which the education stories occupied in the selected newspapers. It also gives credence to the finding in *research question three* that news is the story genre that received more attention in the coverage of the sector. News reports are always straight to the point without opinions, interpretations, analyses, or explanations which might make it lengthy. Thus, the shortened nature of the stories.

The implication of this finding is that based since almost all the stories were given a small depth of 1 – 5 inches, it is not out of place to assert that the coverage of the Nigerian education sector is highly abridged.

Research question six was positioned to find the educational issues covered by the selected newspapers. It was found that the most covered educational issue is scholarship/learning. Out of the 257 stories analysed, a majority number of 71 stories were on scholarship/learning. This was followed by funding which had 43 stories, staff welfare had 37 stories, admission into schools had 29 stories, policy implementation had 25 stories, crime and conflict had 21 stories while research had 15 stories, others had 9 stories and staff welfare had 7 stories.

Crime and conflict issues cannot help the education sector to grow and match up with the education standards obtainable in developed countries. When issues like research and staff welfare which are important toward the betterment of the sector are under-reported, it is a clear indication that the media are yet to understand that they have an important role to play in taking the sector out of the dungeon of its falling standards. Research is of essence in every human endeavour. It can go a long way in uplifting the sector. When the media report the important research findings of lecturers in different tertiary institutions, it will not only be beneficial to the sector but the society at large. The under-reportage given to staff welfare is one of the main reasons why teachers' welfare in schools are still not given high priority. The members of staff in the sector needs incentives that would inspire them to work better. The coverage of issues that will facilitate a better working condition for them oils the sector.

Even as the coverage given to funding cannot be dismissed as poor, it is still not encouraging as funding is a big important factor that can change the workings of the education sector for better. Nwuneli and Idowu (2005) found that critical issues like education funding is not properly focused by the media. Under funding is one big problem that the sector has been grappling with for years. It is actually the fulcrum on which other challenges the sector faces creep from. The federal government have not been able to meet up with the UNESCO recommendation of allocating 26% of national budget to the education sector. Adedigba (2017) revealed that President Muhammadu Buhari allocated only 7.04% of the 8.6 trillion 2018 budget to education. Thus, if education funding could be given more attention by the media, it will help mount pressure on the federal government to do the needful.

This finding, however, implies that as the newspapers channel attention to reports on learning, they play down on sensitive issues like staff welfare and research which can help position the sector for better.

a) Conclusion

This study concludes that the newspapers were merely out to dish out news of the latest developments in the education sector without an attachment of suitable amount of interpretation and analysis to them. The newspapers, despite reporting education stories, mostly, once in a week, they had it as a tradition to position majority of them on the inside pages which downplayed the prominence level of the coverage. The low amount of illustrations attached to the stories gives credence to the fact that the media are yet attach essence to education reportage just like they do to other sectors such as politics, sports, economy among others. Moreover, the failure of the newspapers in giving much coverage to important educational issues points to their nonchalance in contributing effectively towards the upgrade of the education sector in Nigeria.

b) Recommendations

Following the findings of this research, the following recommendations are given.

1. Newspapers should endeavour to place essence in the interpretation and analysis of news reports on the education sector. This would make the government and people understand the different shades of meanings, causes, effects, significance, implications etc of the stories making round in the sector.

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2. Newspaper editors should strive to devote more days of the week for the publication of stories from the education sector. This is predicated on the fact that all the newspapers did devote, mostly, one day in a week especially Thursdays, for the publication of education stories.
3. Newspapers should use more pictures in their coverage of the sector. There should be more injection of appropriate photographs to depict and explain reports. The use of information graphics in terms of charts, graphs etc should be used to capture issues on the education sector.
4. Newspapers should focus more in covering very pertinent educational issues. The low attention given to educational issues such as research and staff welfare by the newspapers does not in any way breathe fresh air to the Nigerian education sector.
5. Newspaper editors should expedite effort in placing education stories on the front page of their newspapers. This would help attach importance to what is happening in the education sector and spirit the attention of the government, Non-Governmental Organisations (NGOs) and well-meaning individuals to come to the its aid where necessary.
6. Newspaper journalists should devote more attention to conducting investigative reportage of critical issues that are happening in the sector. This will not only help get rid of the mess in the sector, it will see that the bad eggs are fished out and prosecuted according to the dictates of the law.

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Development of a Deep Sleep Simulating Silence Technique for Discovering Peace

By Dr. Ritu Sharma
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Abstract- An investigation was carried out to find out the conditions conducive to deep sleep and to work out a deep simulating technique for discovering peace in waking state. The results showed that till the element of I-ness and my-ness along with an effort to sleep exists, sleep does not come. The moment these elements disappear on their own, sleep sets in. In the deep sleep, one is in extreme peace state as his association with the body and its associations with the world is completely cut off. Besides the sleeper also goes beyond time, mind and sense of doership and enjoyership. The experience of the deep sleep showed that the peace is inside us but needs to be discovered. The deep sleep simulating technique is worked out to discover peace even in the waking state consisted of sitting in utter silence for ten to fifteen minutes to start with, in a nobody state without any sense of ownership of body and its associations or relations at a belief level. While sitting in silence, one does not do anything nor does he expect anything to get or lose and accepts the happenings as such with an open mind without any reservation , in other words with an indifferent attitude, thus paving the way to go beyond likes and dislikes of mind. This silence technique was tested on twenty adults in a yoga class conducted during 2018 and 2019 in the morning hours. The results showed that all of them experienced rest, contentment and peace.

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I. Introduction

Every human being goes through the various conditions such as waking, dream and deep sleep. One experiences happiness as well as miseries during the states of waking and dreaming but experiences sheer happiness and peace in deep sleep. In the waking state, both the body and mind are in active state while in dream state only the mind is active. In contrast, during deep sleep both the mind and body are at rest or dormant as though they are in an inactive state. After getting up from sound sleep, one always says that he was very peaceful during the sleep and he was not aware about his own body, its associations and any connection with anything around him showing thereby that he was completely disassociated from the world. This suggests that the peace lies within him and not outside in perishable materials. Now the question arises as to whether one can achieve such deep sleep peaceful conditions even when one is in waking state. Thus investigation was carried out to critically analyse the process of deep sleep and in turn, a deep sleep simulation silence technique was worked out and was duly tested. The results obtained are presented in this paper.

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II. Materials and Methods

Humans were selected as a laboratory for doing this piece of research. The experience during the waking and deep sleep conditions was analysed and formed as the basis of this investigation in order to work out the deep sleep simulation technique. Twenty adults were selected during 2018 and 2019 and deep sleep simulation technique was tested on them by asking them to sit for ten to fifteen minutes as per the steps detailed in this paper.

III. Results and Discussions

When we feel tired, we want to take rest and invariably go to sleep. Before the sleep begins, one unknowingly withdraws his attention from outside world towards his own self. Till the element of I-ness cum My-ness prevails and effort to sleep exists, sleep does not set in. When these elements disappear on their own, it is observed that sleep sets in very smoothly. This shows that sleep is a natural effortless process. When the sleeper wakes up, he says that he was extremely peaceful and happy during the deep sleep.

Further analysis of deep sleep reveals the following experiences –

1. *Going beyond space:* During deep sleep, the sleeper does not know whether he was sleeping in bed or on floor, at home or outside. This shows that he had gone beyond space.
2. *Going beyond time:* The sleeper does not know as to when or how much time did he sleep? It is only after waking up that he relates that he was not aware of the time. This again shows that he had gone beyond time.
3. *Going beyond body:* The sleeper loses awareness of his own body and its relations and possessions. He does not know whether he is male or female; young or old; healthy or unhealthy; father or mother; brother or sister. Further he also loses his identification with possessions, whether he is rich or poor; literate illiterate or any other consideration etc. When the sleeper is without body and its possession and relations, his state is termed as no-body state i.e absolutely free from my-ness as well as I-ness

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4. *Going beyond mind*: When the sleeper does not think and has no desires. The desire is the function of mind and comes only when the sleeper is in waking state. Thus he is beyond the mind and its desires also.
5. *Going beyond actions:* When the sleeper has no desires or expectations to get or lose, he does not do any actions. So he is also in action free or non-doing state. In the deep sleep, peace is there but the person experiencing the peace is not there.

The above experiences of the sleeper in deep sleep show that he is free from my-ness of the body, its possessions and relations, and also free from desires and actions. Freedom from body leads to freedom from attachment, hatred, anger, greed, illusion and ego etc. The freedom from desires leads to self dependence, equanimity, generosity, and contentment (Gita 2/55). While the freedom from actions leads to rest thus making the sleeper, peaceful and full of energy. The results suggest that happiness or peace of the person does not depend on the body and worldly accumulations but lies within one's ownself, and this needs to be discovered. The teachings of Gita also underline the truth that the freedom from myness and ego is a pre-requisite for getting peace. However after the sleeper wakes up, he gets again identified with the My-ness of the body and acquires a somebody state with the belief of owenership of body and its possessions etc. As a result he continues to feel happy or disturbed depending on the conditions he is facing. The essential differences in the feelings of a sleeper and a waker are given in Table 1.Simultaneously, a technique to maintain a peaceful nobody state even in the waking state was worked out and is described below:

Table 1: Analysis of Nobody and Somebody

S.No.	Nobody (person in deep sleep state/Sleeper)	Somebody (person in waking state/Waker)
1.	It exists but without body and its possessions and relations and is in non-myness (nirmam) state.	It exists with body, mind, relations and possessions etc and is myness (mamta) state.
2.	It is without mind so does no thinking work and has no desires, thus is in desirelessness (nishkami) state.	It has mind, so does thinking and has desires thus is in desires (kami) state.
3.	It has no instruments (body and mind) to work. So it cannot work and is in action free (nishkriya) state	It has both body and mind to work for fulfilling needs of food, clothing and shelter of body so is in working (kriya) state.
4.	It is fully free from attachments and is in attachment free, (asang) state	It is submerged or bound with the worldly actions and materials as well as their possessions.
5.	It is very happy and peaceful independent of wordly achievements and accumulations.	It is sometimes happy and sometimes peaceful. Its peace is dependent on wordly achievements and accumulations.
6.	It is not subject to any change and does not undergo the process of birth and death	It is subject to change and undergoes the process of birth and death

IV. Deep Sleep Simulation Technique

It consists of different steps which are aimed at withdrawing one's attention from outside to inside of one's ownself.

1. Sit in silence in a comfortable posture, may be in cross-legged position on a carpeted floor or chair. The posture of sitting should be very comfortable and should not require any efforts. Otherwise the attention of the person will be drawn towards that effort (Dashora, 1977). For this one should keep both his hands in the lap with right hand palm on the left hand palm (Siddharth and Puri,2014). Body should be fully erect with smile and cheerfulness on the face while spinal cord straight.
2. One should decide to change his belief that he is in a nobody state and physical body does not belong to him. Therefore one should not exercise his ownership rights on the body and its possesions as none of these accompany us during the death. Moreover, while living also, these possessions do not ever say that they belong to the person. All these things are given to us for serving humanity. Ones decision of disowning the body and possessions etc to remain in nobody state leads to our diversion of attention from outside to innerself.
3. While sitting in silence, think that you are going to sleep but not to actual sleep. Such thinking will again pave way in withdrawing our attention towards centre of eyes of the body.
4. Do not do anything or entertain any desires or expectations as we do in deep sleep. If something is done inadvertently, do not pay any attention to it. Do not claim any sense of its doership as we have to go beyond doing or undoing (Gita, 3/18). It is easy to stop physical actions but to stop mental actions it requires understanding. In this context it is very essential to differentiate between doings and happenings. Doing is in our hands as it involves sense of doership while happenings do happen without our consent of doership. For instance, while sitting in silence the thoughts are coming on their own when we do not want them to come.
5. Before such thoughts could be handled it is important to find out their origin. Such thoughts are outcome of impressions imprinted on the mind by

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our likes and dislikes because of the past deeds or future worries. These impressions cause abnormalities and agitation in the mind which want to become normal by emitting them in the form of thoughts. Such thoughts find time to come out while sitting in silence when one is not engaged in any working. So one should not get frightened but needs their handling with care.

6. Handling the thoughts- When the thoughts come in mind, one should not start fighting with them as to why and how are they coming. The fighting will complicate the problems causing more disturbance as they will come more vigorously. Instead of fighting one must accept them without any judgement because the judgement leads to their categorisation into good and bad ones thus creating positive and negative emotions. This will attract our attention and make us move far away from our innerself towards judgement. It is said and believed that judgement is opposite to acceptance and should be avoided. One should adopt a letting go attitude (let the thoughts come and go without any obstruction from our side). So do not either oppose or support or hold on to them, be open to accepting them as they are without any reservation with an indifferent attitude (Gita, 6/25). This attitude leads to our freedom from the thoughts and consequently results in peace and rest.

Besides this, do not merge with the thoughts or get identified with them. The thoughts come and go and may affect only the mind. Like the body, the mind also does not say that I do not belong to you. Remain simply a knower of the mind. The knower is always separate from the object, mind being known (Gita 13/1). So by accepting the thoughts as such and remaining as a witness to them one will be free from their association thus remaining within one's own self. After five to ten minutes of sitting in silence, the thoughts start receding and soon a stage may come when mind becomes thoughtless and the intellect becomes equanimous. In the starting, this state of remaining within oneself may stay for a few seconds but with practice it may stay for longer periods providing peace. Again caution should be exercised that one does not enjoy the peace but remains in an indifferent attitude. This way the peace will increase in intensity. If the person enjoys this peace there is danger of his falling asleep. One should, therefore, not enjoy this peace. Let it come or let it go and one should not bother about attaining it.

7. How to handle the external noise- While sitting in silence, the noise occurring in the environment also disturbs. The external noise is also not under our control as the incoming thoughts. Such noise could also be handled as we handle the thoughts. We should not oppose or support the noise and simultaneously not get identified with it. We should remain indifferent to noise and maintain separation from it. By this way, the noise if any experienced while sitting will lose its disturbing effect.

While sitting in silence one should not insist or desire or become impatient for attaining stillness of mind. Rather such desires again attach ourselves to other objects, thus reinforcing somebody state and in turn the process of stilling the mind. If some desires do arise, do not get frightened by them and do not pay any attention or adopt letting go attitude also towards them. All the above steps aim at bringing us from somebody to a nobody state.

A comparison of the deep sleep with the simulation technique shows that the sleeper while experiencing the peace is in unconscious state whereas the person experiencing the peace in the waking state is in conscious state.

Testing of technique: The results of the persons who underwent this technique showed that all of them experienced extreme rest and peaceful state. Some of them lost their body consciousness entirely, not being aware of their body, or arms or hands. But the degree of losing of such awareness of the body and attaining stillness of the mind varied from person to person. Persons were aware about the happenings occurring in the mind or outside but such happenings did not distract their attention from their own self. They remained within themselves in an equanimous state (Gita13/31). This state was full of love but divide of duality, judgement and criticism. (Robert , 2007).

V. Conclusions and Suggestions

From the results it can be concluded that deep sleep is an effortless, natural process consisting of withdrawal of attention from outside to inside and brings the person free from body, mind and actions resulting into discovering peace showing thereby that peace is inside us and not a subject of outside. Accordingly a technique of simulating deep sleep conditions involving various steps to bring the person from somebody to nobody state, was tested and the results found were quite promising.

The same technique can be used for students so that their study habits can become better and their competence at cognitive abilities goes up.

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Internet Meme as a Campaign Tool to the Fight against Covid-19 in Nigeria

By Aondover Eric Msughter

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Abstract- The outbreak of Coronavirus known as Covid-19 witnessed a digitalized era of unprecedented campaigns in Nigeria. Citizens engaged in using social media during the period to sensitize people and to call on the government to help prevent the spread of the virus. Facebook appears to be among the platform tremendously used by Nigerian to create awareness on Covid-19 in the country. People used social media platforms globally to respond to the threat posed by the coronavirus pandemic. Within this context, the paper discusses the application and implication of internet memes as a campaign tool for the fight against Covid-19 in Nigeria. The paper examines internet memes as a unique form of narratives to help avert the wide spread of the virus. The study captures and highlights the usage of photograph memes on Covid-19. The paper employs semiotic and qualitative content analysis methods. The paper anchors on the theoretical lens of the visual rhetoric of multi-participant popular online content. Internet memes on Covid-19 explore issues that contain visual metaphors aimed at establishing what Nigerians are passing through as well as stimulating government participation. Social media usage in connection with the pandemic in Nigeria is by creation, uploading, and sharing of internet memes on Covid-19.

Keywords: *awareness, covid-19, campaign tool, communication, internet memes, nigeria.*

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Keywords: awareness, covid-19, campaign tool, communication, internet memes, nigeria.

I. Introduction

The outbreak of coronavirus known as Covid-19 witnessed a digitalized era of unprecedented campaigns in Nigeria. Citizens engaged in using social media during the period to sensitize people and to call on the government to help prevent the spread of the virus. Facebook appears to be among the platform tremendously used by Nigerian to campaign against Covid-19 in the country. Covid-19 has created a global health crisis that has had a deep impact on the way people perceive the world in their everyday lives. Not only the rate of contagion and patterns of transmission threatens the sense of agency but the safety measures put in place to curtail the spread of the virus, which require social distancing, washing of hands, the use of masks, among others. Social media, in this regards, has zipped information, and misinformation around the world at unprecedented speeds, fueling panic, racism, and hope. Social media has become a space for collective grieving for the contestation of Covid-19.

Technological transformation and citizens' participation in communication on coronavirus is one of the notable aspects of contemporary campaigns in Nigeria. Cinema, television, magazines, newspapers, and the social networking sites are awash with numerous visuals including but not limited to photographs. One of the distinct features of social networks, especially Facebook, is its popularity, affordability, accessibility, and the capacity of sharing and distribution of information, messages and photographs for the consumption of the users (Gwandu, 2019). The proliferation of the information and communication technologies gadgets has contributed to the active participation of citizens in the creation and dissemination of media content, hence the emergence of what is globally recognized as citizen journalism. The usage of social networking sites has facilitated the ventilation of opinions, and improved the participation of the hitherto passive recipient into active members in the business of production and consumption of communication messages (Nnaane, 2014).

Technological developments in the field of internet impact the large group of people that uses this media source to obtain health information. Social media is such a new development and drastically changes websites from a static source to a many-to-many communication channel. The use of information communication technology especially, via social media, has transcended the use of words alone to the creation of images on Covid-19. Many of the social networking sites users do so without regard to the issues of decency, decorum, or ethical consideration. One significant effect of this development is that Nigerian citizens can scarcely avoid noticing the presence of these Internet memes. The Internet memes are so ubiquitous and unavoidable part of the networked social environment of coronavirus campaign communication on the Internet which forced people to become, if not producers or distributors at most, consumer of these Internet memes.

Social media renders enormous contributions to the fight against Covid-19 in Nigeria. These contributions could be positive or negative. Within this context, there is a paucity of research in the area. Most of the researches done in the related area were studies of photographs of Covid-19, as presented in

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Newspapers, News Magazines as well as mainstream media (Hand in Gwandu, 2019). This calls for a thorough study of the visual rhetorical analysis of how social media users apply Internet memes as tools to the fight against Covid-19 in Nigeria.

II. Objectives of the Study

Based on the gap identified in the literature, the following objectives are set:

1. To find out if Internet meme is used as an attack tool.
2. To study Internet memes as a platform for sharing sensitive ideas.
3. To investigate if Internet meme is used as a pull prank.
4. To ascertain whether Internet meme is used to derail a topic.

III. Operational Definition of Terms

Covid-19: This is an infectious disease caused by a type of virus that is capable of causing fever, cough and breathing as reported in form of Internet meme on Facebook.

Campaign tool: These are series of operation that are intended to achieve the goal of fighting Coivd-19 in Nigeria via social media like Facebook.

Internet meme: Is a type of meme that is used on social media like Facebook which consist of image, photographs or in form of cartoons and macros with a concept or catchphrase of Covid-19.

Nigeria: This is an African country on the Gulf of Guinea which has many natural landmarks confronted with Covid-19 pandemic.

Social media: These are websites and application that enable users to create and share content in form of meme on Covid-19 in Nigeria.

IV. The Benefit of Using Social Media to Create Awareness on Covid-19: Literature Review

Omoruyi (2015) observes the prevalence of internet memes on prominent personalities by the users of social media in Nigeria. Gwandu (2019) states that the inappropriate manipulation of scientific digital images typically does not arise from intent to deceive or to obscure information. More often, the inappropriate manipulations are simply due to ignorance of the basic principles." It seemed to this author that often, what is needed is an explanation of why manipulations are right, or wrong. In more ways than the traditional media, social media networks, particularly Facebook and Twitter, played central roles in the fight against Covid-19 in Nigeria. Omoruyi (2015) notes the use of internet memes in the campaigns via social media, especially Facebook is apparent. Other studies on social media bordered on citizen participation in social media for the fight against Covid-19 campaigns.

While the efficacy and efficiency of traditional media campaigns are well documented in the literature, social media use such as Twitter or Facebook, use remains significant in dissemination messages to the public on coronavirus. Traditional media campaigns are used widely to inform the public on Covid-19 for a wide variety of objectives and have shown positive outcomes in terms of reach, public awareness, and to an extent, behavior change. As more consumers turn to the internet to get information on Covid-19, health organizations have begun to turn to social media as a tool for connecting with the public. An emerging topic which very few studies have analyzed is the efficacy of Internet memes to campaign against Covid-19. Preliminary reports have demonstrated considerable reach associated with social media applications and have the potential for engaging specific target audiences. However, given the rapid and exponential growth of social media use, the development of best practices by public health organizations are crucial for adapting social media to every day public health practice (Anand, Gupta and Kwatra, 2013).

Reports suggest that social media is a very feasible option that is relatively easy to adopt but requires adequate, and appropriate human resources to maintain. A lot of overarching benefits of social media were identified for the general public, patients, and health professionals. Social media users have the potential to increase the number of interactions, and thus, are provided with more available, shared and tailored information. Social media can generate more available health information as users create and share medical information online. Blog sites create a space where individuals can access tailored resources to deal with health issues. Social media can widen of access to those who may not easily access health information via traditional methods, such as younger people, ethnic minorities and lower socioeconomic groups. The important aspect of using social media for health communication is that it can provide valuable peer, social and emotional support for the general public and patients. For example, social media can aid health behavior change, such as sharing information on Covid-19 among members of the public. Cousineau and Paris in Anand, Gupta and Kwatra (2013) reported that people used health-related social networking sites to discuss sensitive issues, and complex information with health professionals.

A report commissioned by the Region of Peel Public Health department reviewed the current and potential uses of social media on the public health stage. The review had emphasized the shift towards participatory methods for health consumers from the "traditional gatekeepers" of health information. Given the

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variable quality of health information available through social media, public health organizations can provide credible information to consumers how, and when they want it as their main motivation for reaching out via these channels. The potential to reach target audiences is also a factor, given that Facebook boasts the potential to reach over 500 million members of the exact audience you are targeting. Public health is also taking advantage of the reach of social media by enlisting it for "Infoveillance" (Marshall, Owen and Bauman, 2004).

Organizations can use social media for syndrome surveillance by monitoring the frequency of searches related to a particular illness, enlisting the public to report infections or symptoms, and mapping outbreaks with new tools and data mined from existing social networking sites. Furthermore, surveying the public's beliefs regarding a public health topic can provide critical information informing the types of messages that will be most effective. In public health surveillance, social media can provide communication in real-time and at relatively low cost. Social media can monitor public response to health issues, track and monitor disease outbreak like Covid-19, identify misinformation of health information, identify target areas for intervention efforts and disseminate pertinent health information to targeted communities. Health professionals can aggregate data about patient experiences from blogs, and monitor public reaction to health issues. Social media may have particular potential for risk communications as they can be used to disseminate personalized messages immediately thus making outreach more effective (Anand, Gupta and Kwatra, 2013).

There is the potential that information on social media may contribute to health care policy making, as medical blogs are frequently viewed by mainstream media. The main uses of social media focus on increasing interactions with others and facilitating, sharing and obtaining health messages. The general public mainly used social media for themselves, family members, and friends to obtain and share information on a wide range of health issues. Patients can share their experiences through discussions forums, chat rooms, and instant messaging or online consultation with a qualified clinician. Some health professionals were reported to use social media to collect data on patients and to communicate with patients using online consultations (Newbold and Campos, 2011).

Another benefit of social media for health communication is the accessibility and widening access of health information to various population groups, regardless of age, education, race or ethnicity and locality, compared to traditional communication methods. Social media allows users to generate peer-to-peer discussion in a way not enabled by traditional websites. Kietzmann, Hermkens, McCarthy and Silvestre (2011) have suggested that organizations need to recognize and understand the social media landscape and where the conversations about them are already being held (cognize), develop strategies that are suitable, work out how often and when they should enter into conversations and be aware of what others are doing and act accordingly.

Different studies have highlighted different benefits for health communication, but there are not enough studies indicating its long-term effects. As there is an expected increase in the use of social media, there is a dearth of research supporting the effectiveness of social media applications on an Internet memes. Most studies conducted were observational and analyzed the current health-related "conversations" taking place over social media. There is a deficit of peer-reviewed research on the use of Internet memes which is significant to this study.

a) Participation in Social Media by Health Care Professionals

Social media provide health care professionals (HCPs) with tools to share information, to debate on health care policy and practice, to promote health behaviors, to engage with the public, and to educate, and interact with people regarding their health issues (Bernhardt, Alber and Gold, 2014). HCPs can use social media to potentially improve health outcomes, develop a professional network, increase personal awareness of news and discoveries, motivate patients, and provide health information to the community (Fogelson, Rubin and Ault, 2013). Physicians join online communities where they can read news articles, listen to experts, research medical developments, consult colleagues regarding patient issues, and network. In this perspective, they can share cases and ideas, discuss practice management challenges, make referrals, disseminate their research, or engage in health advocacy. For instance a survey of more than 4,000 physicians conducted by the social media site by Fogelson et al., (2013) found that more than 90% of physicians use some form of social media for personal activities, In contrast, only 65% use these sites for professional reasons. Nearly a third of physicians have reported participating in social networks.

Unlike physicians, pharmacists have been relatively slow to adopt social media. Much of the growth in the professional use of social media among this group appears to involve pharmacist-specific social networks. The surveys have shown that many pharmacists use Facebook. Although this use is most often for personal communications, more than 90 pages on Facebook are related to the pharmacy profession, such as the Pharmacists Interest Page, the American Pharmacists Association, and the Cynical Pharmacist. Only 10% of pharmacists use Twitter, and a search for pharmacists on LinkedIn identified 274,981 profiles (Grindrod, Forgione, and Tsuyui, 2014).

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b) The Use of Social Media by Hospitals

People appreciate businesses that speak in a human voice. Nevertheless, many healthcare organizations have been slow to adopt social media, mainly because executives have not yet realized the benefits of these platforms. Studies have shown that teaching hospitals and those with high bed capacities adapt more rapidly to social media (Bennett, 2013). Social media can help hospitals in different ways. It can increase patient volume, reach a new audience, introduce new services, create awareness, improve outcomes, provide excellent customer service, and maintain the reputation of health organization. An example of using social media platforms is Facebook, which is technically a free advertising resource that may be utilized for local, national, and global exposure of practice or healthcare organizations. It can offer paid advertisement placement, which is different from a search engine, pay per click adverts since Facebook can better target advertisements in its user's news stream, based on having information about their users and users' preference (Bennett, 2013).

Hospitals across the globe are turning to social media as a means of distributing their message, educating people and their patients, and marketing their services. Barry (2010) identified the primary social media uses for 1800 hospitals using social media: supplying information to a general audience (97%), providing content about the entire organizations (93%), announcing news and events (91%), furthering public relations (89%), and promoting health (90%). Hospital systems such as the Mayo Clinic, Henry Ford Health System, Innovis, and Scripps Health use blogs or interactive, informal communication Web-based pages, linked with Facebook, Twitter, and YouTube to expand their reach to people and the patients.

The importance of social media for health organisations relates to their need to manage their online reputation while combating then spread of misinformation and opinions based on a fallacy. While a growing body of scholarly evidence links online heath information to positive health-related behaviors, the growth and ease of social media platforms have also resulted in concerns about the quality and reliability of the information provided through this medium (Lustria, Smith and Hinnant, 2016).

c) The Dangers of Social Media in Creating Awareness on Covid-19

Poor Quality of Information: The main limitation of health information found on social media, and other online sources is a lack of quality and reliability (Sajadi, 2011). Authors of medical information found on social media sites are often unknown or are identified by limited information. Also, medical information may be unreferenced, incomplete, or informal. While evidence-based medicine de-emphasizes anecdotal reports, social media tend to emphasize them, relying on individual patient stories for collective medical knowledge. Similar problems exist with traditional online media; however, the interactive nature of social media magnifies these issues, since any user can upload content to a site. Social media users may also be vulnerable to both hidden and overt conflicts of interest that they may be incapable of interpreting (Sajadi, 2011).

Social Media Risks: Here are some dangers in using these relatively new platforms in healthcare.

a. *Message control.* The speed at which messages can spread through social media allows for a little time to think, react, and control situations as could be done in traditional media. Therefore, it is important to think carefully before posting any information. If unsure about the content of your post, ask someone who can provide guidance. For example, the communication department may be of help.
b. *Privacy and security breaches.* Privacy and security are top consumer concerns when sharing their health information through social media. Healthcare providers should do the following when using social media. Use privacy settings to protect personal information and content as far as possibly. Monitor their internet presence to ensure that personal and professional information published on their sites and content posted about them by others is accurate, and appropriate. Online actions and content can negatively affect the reputation with possible far-reaching consequences on their medical career. Keep professional and appropriate boundaries when interacting with patients online and ensure that patient privacy and confidentiality are maintained (Singh, Wal, Awani and Tiwari, 2016).

Damage to Professional Image: A major risk associated with the use of social media is the posting of unprofessional content that can reflect unfavorably on HCPs, people, and affiliated institutions. Social media convey information about a person's personality, values and priorities, and the first impression generated by this content can be lasting. Perceptions may be based on any of the information featured in a social media profile, such as photos, nicknames, posts, and comments liked or shared, as well as the friends, causes, organizations, games, and media that a person follows.

Weaknesses in Health Care: Opponents of online social communities for patients argue that some patients may not understand the limitations of the Internet. Some worry that because standards of care have not been established for health information on social media Web sites, people may be vulnerable to false information provided for them online. People need to fully understand that any advice provided on social media

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sites is limited by the fact that it is not based on their individual medical history. At this point, guidelines that explain to what extent physicians can provide care online and what they are liable for have not been established or implemented. In the United States, for example, physicians are licensed by individual states.

However, on social media sites such as AmericanWell.com, which provides video conferencing between physicians in the continental United States and patients in Hawaii, health information is available for anyone regardless of their location (Singh et al., 2016). Health care providers also face limitations and barriers if they want to share Covid-19 stories using social media. The Health Insurance Portability and Accountability Act (HIPAA) of 1996 ensure patient confidentiality, stating that physicians can use patient data without their consent only for three purposes: treatment, payment, or health care operations. Therefore, HIPAA requires physicians to obtain patient consent before displaying information anywhere, including public and restricted networks. However, individual information regarding Covid-19 has remained a topic of discussion on social media.

Legal Issues: The widespread information on Covid-19 on social media in the country needs an urgent introduction of a new legal framework. Although several constitutional rights can be applied to the use of social media, such as freedom of speech, freedom from search, and seizure and the right to privacy; however, these rights can be successfully challenged. For example, in 2009, a U.S. District Court upheld the expulsion of a nursing student for violating the school's honor code by making obscene remarks about the race, sex, and religion of patients under her care. The court concluded that the school's honor code and confidentiality agreement signed by each nursing student-governed the standards of acceptable behavior, dismissing the student's claim that her right to freedom of speech had been violated. A similar ruling was made in a case in which a student posted pictures of herself as a drunken pirate on MySpace.

Therefore, physicians and other healthcare providers should not discuss patients' illnesses, medical conditions, or personal information online without the patients' permission. The permission when obtained should be clearly stated in the post. Use a disclaimer to state that the posted opinions represent your views, not those of your employer. Legal cases should never be discussed on social media because most current case law dictates that such information is discoverable, however, this may depend on the purpose for, which the information is sought (Singh et al., 2016). Therefore, the proceedings literature examined in this study are significant and serve as a framework for the current study.

V. Theoretical Framework

The study is guided on the theoretical lens of Visual Rhetoric which is an art of effective communication through images typography, and texts. Visual rhetoric encompasses the skill of visual literacy and the ability to analyze images for their form and meaning. Drawing from the theoretical lens of rhetorical analysis, visual rhetoric examines the structure of an image, and the consequent persuasive effects on an audience. Visual rhetoric implicates the use of images. Using images is apparent to visual rhetoric because these visuals or images help in forming the case or arguing the point that the writer formulates. Similarly visual rhetoric encompasses how people arrange segments of visual text on social media. Visual rhetoric also involves the selection of different fonts, contrastive colors, and graphs, among other elements, to shape visual rhetoric text. One of the ideas one can apply, when analyzing a visual text is to look for its significant meaning.

In the application of visual rhetoric, scholars like Msughter (2018) and Gwandu (2019) are of the view that the meaning should be deeper than the literal sense that a visual text holds. In this perspective, there is a need to dissect a visual text to understand the meaning behind the image or text. Analyzing a text that includes a photo, painting, or even cartoon of the bold eagle with additional written words, would bring to minds the conceptions of strength and freedom rather than merely a conception of a bird.

This, including an understanding of the semiotics creative and rhetorical choices made with coloring, shaping, and object placement. Visual rhetoric view images as sensory expressions of cultural and contextual meaning, as opposed to purely aesthetic consideration. Visual rhetoric has been approached and applied in a variety of academic fields including art history, linguistics, semiotics, cultural studies, business, and technical communication, speech communication, and classical rhetoric. Visual rhetoric seeks to develop rhetorical theory in a way that is more comprehensive and inclusive about images and their interpretations. Within this context, there is a nexus between the theory and the study as people used social media platforms globally to respond to the threat posed by the coronavirus pandemic. Citizens were engaged in using social media during the period to create awareness and sensitize people as well as calling on the government to help prevent the spread of the virus while others were also using Internet memes to attack the government.

VI. Research Method

Using Semiotic and Qualitative Content Analysis approach, the study seeks to critically examine internet meme as a campaign tool to the fight against Covid-19

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in Nigeria. Semiotic analysis, which studies the signs in images, was used in this study in order to answer the research question based on the signs and photographic image of the internet meme. As Rose (2001) explained, semiotics "offers a very full box of analytical tools for taking an image apart and tracing how it works in relation to broader systems of meaning" (p. 69). The major strength of semiotics is that it is a sophisticated analytical tool for explaining how signs make sense (Rose, 2001). In conducting the semiotic analysis, the study interpreted the photos by looking at the colors, angles, background settings, eyes contact, dressing, and gestures poses in the photos.

Besides the photos, the study looked at the captions accompanying the photos to read the dominant, preferred ideology of the photos. Because images can be polysemic and therefore open to interpretations, considering captions along with the photos can help a researcher to find out which signs to read, and which signs are privileged. As Barthes (1977) had argued, captions are like anchors; they help the readers to choose the correct level of perception.

Therefore, with the aid of qualitative content analysis, the study looked at the text to determine the dominant, preferred meaning of the photo. The study discusses purposively selected sample units of analysis of internet memes that were used to create awareness on Covid-19 in Nigeria. What makes the sampling purposive is the fact that there were many social media platforms that were used to campaign against Covid-19. However, Facebook seems to be used predominantly by the citizens and most of the pictures or cartoons on Covid-19 were found on Facebook pages. The content categories of the study are similar to the proposition of Buchel (2012) that Internet memes are used as attack tools, a platform for sharing sensitive ideas, a tool for responding to incidents or previous posts, pulling a prank, and derailing a topic.

VII. Findings and Discussions

Internet Memes were used in Nigeria to campaign or create awareness on Covid-19 in the following ways:

a) Internet Meme as an Attack Tool

Internet memes have been used to attack or attract the attention of other social media users. This is because getting attention is the first step to any meaningful campaign. Numerous Internet memes were used to portray the love for money, and the Governor of Kano State, Abdullahi Ganduje, has been used in this direction. For instance, an internet meme on Facebook 28 of April 2020 shows how excited the Governor was when the President promised to render the necessary assistant needed in the state to fight Covid-19.



Based on the intended message, the internet meme must have been produced by the member(s) of the opposition of the government. It was meant to depict the climax of how the Governor loved collecting money in dollars. It shows how the Governor is ready to siphon the money or to put it in his *babanriga* or *agbada* (big clothe) rather than using the money to fight Covid-19 in the state. The implication is that most of the citizens are of the view that the Nigerian government is using Covid-19 as an avenue to generate money.

Other memes in this category is those showing how incompetent the Nigerian government is in the fight against Covid-19 in the country. The picture shows how *Almajiri* are using the already used sachet of pure water to make face mask to protect themselves from Covid-19 in the country.

Another internet meme in this category shows how the *Almajiri* carries food in polyethylene bags and are begging from door-to-door to feed themselves. This is an indication that the Nigerian government is

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incapable of providing food for the commoners in the country during the Covid-19 lockdown.

The picture is indirectly showing how people from the grassroots are suffering due to the negligence of the government. The more reason why these children cannot afford face mask rather, they are using waste bags of pure water to construct face masks to protect themselves from Covid-19.



Another internet meme under this category was the one that shows how President Muhammadu Buhari and Vice President Yemi Osinbajo are making jest of Lagos State amidst the Covid-19 pandemic.

This shows that Lagos area boys were complaining over the first two weeks lockdown in the state without knowing that an extra two months will soon be added. The response of the President shows that Lagos State will be shocked when extra two months will be added instead of two weeks. The implication is that instead of the President and the Vice to feel remorseful over the plight of Lagosians, they are busy making a caricature of them.



b) Internet Meme as Platform for Sharing Sensitive Ideas

Social Media users find the Internet memes handy in the dissemination of awkward ideas. Because of the humorous nature of memes and lack of attribution to most of the Internet members, citizens find the Internet memes as a veritable campaign tool for the spread of nasty ideas that may warrant societal detest. For instance, Internet memes were used to show how other countries are releasing a huge amount of money to fight Covid-19 while countries like Nigeria is simply advising people to stay at home and wash their hands.

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Internet meme was used in this perspective to show how police officials were chasing Nigerian citizens who flout the stay at home order. This depict scenario or paint a picture of a lack of appropriate measure in handling the Covid-19 pandemic in Nigeria. It is apparent in the picture that, instead of the Nigerian government to provide palliative just the way other countries are doing to fight the virus, the government is busy using uniform men to force people to stay at home.

Another Internet meme shows how the citizens are making an effort to adhere to the guidelines that were put forward by the Nigeria Centre for Disease Control (NCDC) in the country. This is apparent as some of the citizens are doing everything possible to maintain social distancing. For example, the picture shows how some bike men are trying to maintain distance by creating space between them and the passengers.



Internet Meme on Facebook March, 2020

The picture shows that Nigerian citizens are law-abiding as far as the fight against the Covid-19 pandemic is a concern. That was why the bike man sat on the tank of the motorcycle and allowed the woman to sit on the passenger's sit while leaving his normal sit to create two meters distance as approved by NCDC.

In another internet meme, the real danger of coronavirus was shown how people could potentially die from the economic impact of Covid-19. It is apparent in the literature that more than 300 people who died since March 19, 2020, mostly during the first two phases of the coronavirus lockdown, lost their lives to hunger, financial distress, and the inability to get timely medical attention. Nigerian government claims its system is robust and capable of providing support to vulnerable people. However, ECOWAS warned that the impact of the coronavirus pandemic could increase the number of people at risk of food insecurity and malnutrition from 17 million to 50 million people between June and August 2020. The findings by the ECOWAS coincided with the

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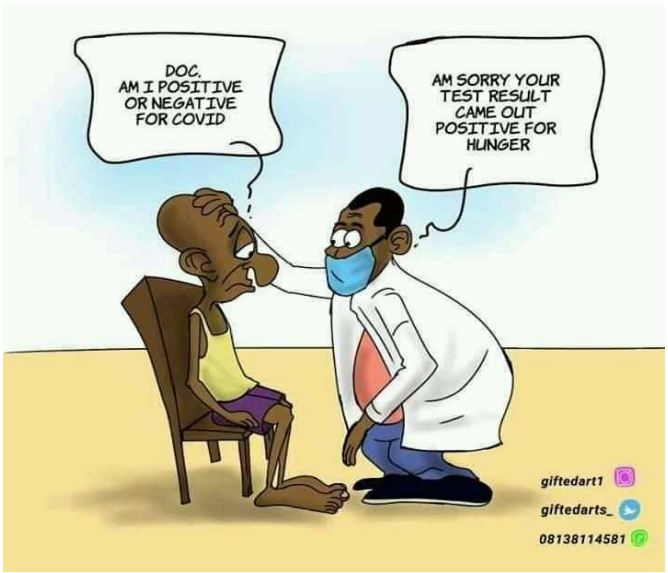
category that shows how the *Almajiri* are begging from door-to-door to feed themselves. Evidence in the meme shows how the doctor remarks that, someone's test result came out positive for hunger instead of Covid-19.



c) Pull a Prank

Internet memes were shown ridiculing the evil of Covid-19, showing how God will defeat and shame the devil. People believe that coronavirus will not succeed in Nigeria just the way Ebola was completely defeated. Many people also believe that the virus was created, which is an evil act to destroy or shake other countries' economies. Some people also see it from the political point of view, that the government is only increasing the figure of Covid-19 in the country to enrich themselves.



Internet Meme on Facebook March, 2020

Another Internet meme also shows how Abuja and Lagos were under lockdown for weeks. Going by the statement made by the President that the lockdown will be eased in Abuja and Lagos on 4th May 2020, there was a meme demonstrating how people in these places will be celebrating the good time after being under lockdown for weeks. The creature in the form of a devil carrying a sharp object indicates an evil ploy by the devil to spread more of the Virus on Nigerians.

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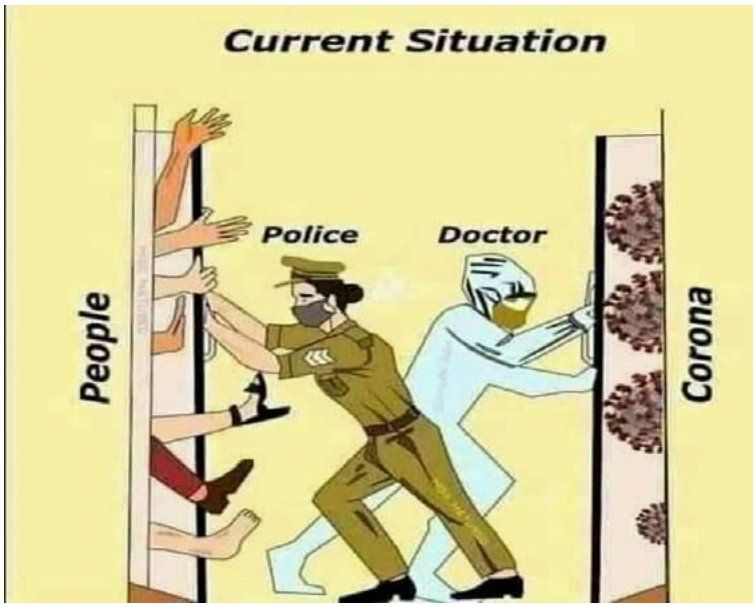
Another example of such meme is the one that shows how the Nigerian doctors are trying to stop Covi-19 in the country. This is apparent in the meme as the doctor is pushing the door so hard to prevent the coronavirus from coming out. This shows that the doctors in the country are working hard to curtail the spread of the virus. On the other hand, the police are also doing their job to ensure that people are in-door. This is evidence in the meme as the police person is trying to push people inside. It also means that force can be apply to people that want to go contrary to the instruction. Therefore, the current situation in Nigeria is how both the police and the doctors are doing their best to ease the wide spread of Cvid-19 in the country as shown in the meme.



d) Derail a Topic

It was on record that Chinese doctors visited Nigeria about the Covid-19 pandemic. However, the decision to welcome the Chinese doctors prompted a backlash from the Nigerian Medical Association, who argued that Nigeria does not need external intervention to manage the ongoing pandemic. But top government officials, including the Health Minister, defended the deployment stressing that the Chinese team will help advise local authorities on handling the pandemic.

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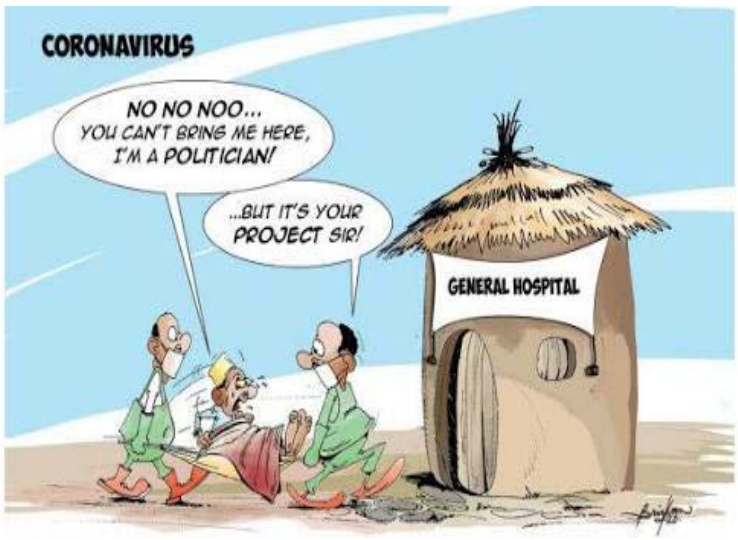
Internet Meme on Facebook April, 2020

Internet meme was used to ridicule Nigerian doctors of incompetence in handling Covid-19 cases in the country. The importation of the Chinese doctors into Nigeria is a big slap to Nigerian doctors. Some lamented that Nigerian citizens are also in China, but why can't Nigerian doctors be sent to China to take care of Nigerian citizens that are affected with Covid-19. Within this context, Internet meme was used to ridicule the Nigerian government, while some said the decision is purely based on politics and not to protect the lives of Nigerians.

Internet meme was also used to demonstrate how Nigerian politicians are not putting in place good hospitals in the country; rather, they prefer to go abroad for treatment. Others were of the view that rich people especially politicians do not believe in Nigerian doctors and that could be the reason why they are always traveling abroad to seek medical attention. Still, now that Covid-19 is here in Nigeria, and there is no way for them to travel out, they will attend the same local hospitals that the commoners or poor people are attending. Internet meme was used to portray this where a politician was taken in a local hospital and when he complained, he was told that it is his project.



Another internet meme was used to show how Kaduna tightens lockdown on Eid especially the trucks that were coming from Kano to Kaduna. It is on record that most of the Coivd-19 patients tested positive in the state were the *Almajiris* (Islamic pupils) repatriated from Kano to Kaduna as well as other people from Kano coming into the state. The meme shows that the youth, traveling from Kano to Kaduna were hiding inside a truck loaded with cattle, as most states in Nigeria have banned people and vehicles from entering their states as a measure to halt the spread of the novel coronavirus.

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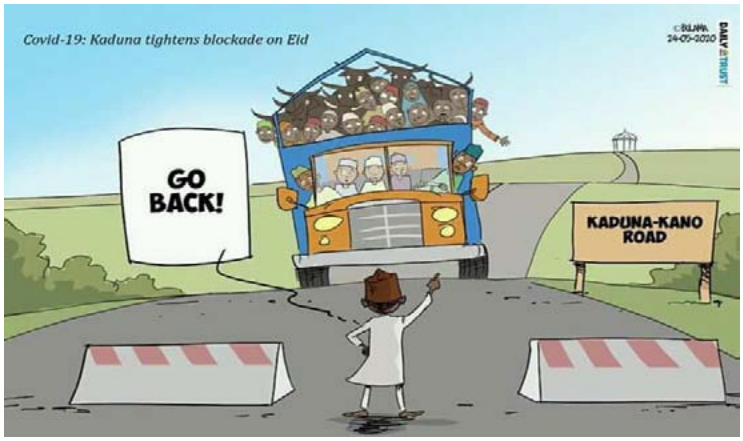

Internet Meme on Facebook May, 2020

VIII. Conclusion

The findings of the study indicate that social media serves as an avenue to campaign against Covid-19 in Nigeria. Social media has remarkably contributed to citizen engagement to the fight against Covid-19. The study captures and highlights how the social networking sites served as an avenue that contributed to the citizen engagement as well as the application of unhindered freedom of expression, via the use of photographs, vanishing of authorship about the creation, distribution, and consumption of internet memes to create awareness on Covid-19. Empirical evidence from the study shows that Internet memes were used as a tool for conveying messages to the general public. As a tool for the fight against Covid-19, the study found that Internet memes were used to attack, share sensitive information, pull a prank, and derail a topic. The paper articulates that internet memes serve as an avenue for direct communication, which contributes to creating awareness on Covid-19 in Nigeria.

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We accept the manuscript submissions in any standard (generic) format.

We typeset manuscripts using advanced typesetting tools like Adobe In Design, CorelDraw, TeXnicCenter, and TeXStudio. We usually recommend authors submit their research using any standard format they are comfortable with, and let Global Journals do the rest.

Alternatively, you can download our basic template from https://globaljournals.org/Template.zip

Authors should submit their complete paper/article, including text illustrations, graphics, conclusions, artwork, and tables. Authors who are not able to submit manuscript using the form above can email the manuscript department at submit@globaljournals.org or get in touch with chiefeditor@globaljournals.org if they wish to send the abstract before submission.

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3. Ensure corresponding author's email address and postal address are accurate and reachable.
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.
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7. Manuscript submitted *must not have been submitted or published elsewhere* and all authors must be aware of the submission.

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

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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.

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

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

Manuscript Style Instruction (Optional)

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

Structure and Format of Manuscript

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

A research paper must include:

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

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

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

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

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

Format Structure

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

All manuscripts submitted to Global Journals should include:

Title

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

Author details

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

Abstract

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

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

Keywords

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

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

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

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

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

Numerical Methods

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

Abbreviations

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

Formulas and equations

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

Tables, Figures, and Figure Legends

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

Figures

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

Preparation of Eletronic Figures for Publication

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

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

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

Tips for writing a good quality Social Science Research Paper

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

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

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

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

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

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



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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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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:

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



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- 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.

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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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