Online ISSN : 2249-460X
Print ISSN : 0975-587X
DOI : 10.17406/GJHSS

Global Journal

of Human Social Sciences: A

Arts & Humanities

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Highlights

- Ethno-Compositional Materials
- Extent of Awareness on SARS-CoV-2
- Wisdom of Spiritual Liberation
- Indian Residents during SARS-CoV-2

Discovering Thoughts, Inventing Future

VOLUME 20 ISSUE 7 VERSION 1.0

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Volume 20 Issue 31 was originally issued as A7

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

Volume 20 Issue 31
Originally issued as A7

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

Volume 20 Issue 7 (Ver. 1.0)

Open Association of Research Society

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USA Toll Free: +001-888-839-7392
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Offset Typesetting

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Global Journal of human-social science: a
Arts & Humanities - Psychology
Volume 20 Issue 7 Version 1.0 Year 2020
Type: Double Blind Peer Reviewed International Research Journal
Publisher: Global Journals
Online ISSN: 2249-460x & Print ISSN: 0975-587X

The use of E-Cigarettes among Adolescents in the United States

By Dr. Henry O'lawrence, Dr. Linda Martinez, Andre Garcia, Patricia Ramos, Dejay Pequillo & Carina Marquez

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Abstract- Latest research has indicated that e-cigarettes are not safe for all ages, from kids to young adults, and it has been estimated that 99% of the e-cigarettes sold in the U.S. contained nicotine. This study further investigated why the underage smoking of e-cigarettes is increasing, especially among youth in California. Additionally, the study investigated secondary data from California's Health Interview Survey (CHIS, 2017) was used to determine if the health effects caused by e-cigarette smoking, as well as future directions and implications. The research question was to determine whether smoking has increased in teens in the United States due to vaping and e-cigarette devices and whether there is a positive correlation to e-cigarette advertisement and the insufficiency of government regulations The researchers came up with a single hypothesis determine if the lack of information about the negative health effects, regulation, and parental guidance are contributing factors to the increase of adolescent smoking in the United States.

Keywords: e-cigarettes, vaping, adolescent, teens, youth, advertisement, regulation, health effects.

GJHSS-A Classification: FOR Code: 220499



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The use of E-Cigarettes among Adolescents in the United States

Dr. Henry O'lawrence [α], Dr. Linda Martinez [σ], Andre Garcia [ρ], Patricia Ramos [ω], Dejay Pequillo[¥] & Carina Marquez[§]

Abstract- **Latest research has indicated that e-cigarettes are not safe for all ages, from kids to young adults, and it has been estimated that 99% of the e-cigarettes sold in the U.S. contained nicotine. This study further investigated why the underage smoking of e-cigarettes is increasing, especially among youth in California. Additionally, the study investigated secondary data from California's Health Interview Survey (CHIS, 2017) was used to determine if the health effects caused by e-cigarette smoking, as well as future directions and implications. The research question was to determine whether smoking has increased in teens in the United States due to vaping and e-cigarette devices and whether there is a positive correlation to e-cigarette advertisement and the insufficiency of government regulations The researchers came up with a single hypothesis determine if the lack of information about the negative health effects, regulation, and parental guidance are contributing factors to the increase of adolescent smoking in the United States.**

Keywords: e-cigarettes, vaping, adolescent, teens, youth, advertisement, regulation, health effects.

I. Introduction

Scientists are still trying to determine the long-term effects of e-cigarettes, as a result of some of the ingredients in the e-cigarette's aerosols considered to be possibly harmful to the lungs in the long-term. It is disturbing to find that both children and adults smoking e-cigarette are actually been poisoned by swallowing, breathing, or absorbing e-cigarette liquid through their skin or eyes. It is alarming to discover that, approximately 50% of calls to poison control centers for e-cigarettes are for kids 5 years old or younger nationally (CDC, 2020). Since 2007, when e-cigarettes first entered the U.S. marketplace, it is estimated that since 2014, vaping has been the most commonly used tobacco products among U.S. youth. Among the middle and high school students, the rate of usage increased approximately 900% between 2011-2015, before declining slightly for the first time during the 2015-2017 (Office of the Surgeon General, 2016; & Wang, et al., 2017). As of 2018, current e-cigarette usage increased 78% among high school students during the past year, from 11.7% in 2017 to 20.8% in 2018 and more than 3.6 million U.S. youth, including 1 in 5 high school students and 1 in 20 middle school students, currently use e-cigarettes (Cullen, et al., 2018).

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The increase of this new trend is attributed to advertisement and the promise of a healthier alternative. Even though these advertisements were intended to influence smokers in the adult demographic, the youth have actually been affected the most due to the popularity and peer influences. The regulatory body of the FDA to cover e-cigarettes was created at the Federal level in 2016. The newly created Family Smoking Prevention and Tobacco Control Act (FSPTCA) with FDA has the authority to develop regulations that address the manufacturing, marketing and sale of e-cigarettes. However, the FSPTCA does not prevent states and communities from adopting many strategies related to e-cigarettes. Additionally, there are also many strategies that FDA does not have the authority to implement and that states can implement, including the usage of e-cigarettes in smoke-free policies, pricing strategies, and increasing the age of sale for tobacco products to 21 (CDC, 2020). In 2017, approximately 2.1 million teens were using electronic cigarettes and in 2018, more than 3.6 million U.S. middle school students (4.9%) and high school students (20.8%) had used e-cigarettes in the past 30 days, when asked if they have used it recently (CDC, n.d.). However, the penalties of selling to minorities vary from state to state with no federal law governing retailer practices in this area. In the state of California, the local law enforcement agencies have the authority under California Penal Code Section 830.1. to enforce this law and violators are subject to a fine up to $200 for the first violation and; $500 for 2nd violation; and $1000 for 3rd or subsequent violation.

Ever since electronic cigarettes appeared in the market, people believed that this was a healthier alternative to smoking a cigarette because it did not have all that harmful chemicals that a cigarette contains. There was limited data or research back to support that claim and the public believed it because they were told by friends and others that smoking electronic cigarettes was a healthier option. A research study conducted by the FDA (2019) in 2019 indicated a sharp increase of usage due to the high nicotine content; appealing flavors; and the ability to be easily concealed and used discreetly. Due to the popularity of this product, teenagers began to use e-cigarettes because of the different flavors and the overall acceptability of the product. This then led to a growing population of children smoking electronic cigarettes. Due to this

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increase, people started to become concerned for individuals who are smoking electronic cigarettes, such as their friends, relatives, and even their children.

II. Statement of Problem

Recently, e-cigarette usage has been the social trend with young Americans. Because of the increase in exposure and media, cigarette companies appear to be targeting their advertising to include young Americans. According to the Center for Disease Control and Prevention (2017), about 69% of middle and high school students were exposed to e-cigarette advertisements. These corporate promotions appeal to the masses of the young, they are encouraging a misleading impression that smoking is "cool," leading teenagers to believe that smoking is "fun" or "safe." This can lead to a widespread occurrence of peer-pressure between young Americans at a time when popularity and acceptance are thought to be of with great importance (CDC, 2017).

With the increasing epidemic of e-cigarette usage in young Americans and with lack of legal regulations, many American children are unknowingly causing permanent and significant harm to themselves. As of November 13, 2019, there have been 2,172 cases of hospitalization caused by e-cigarette and vaping products with 14% of patients under the age of 18 (CDC, 2019a). Due to the promotion of false and misleading information of e-cigarettes companies, adolescent health has been decreasing and leading to life threatening situations.

III. Purpose of the Study

The use of e-cigarettes among teens has increased rapidly and has been gaining popularity over the years due to the belief that it is a healthier alternative to regular traditional cigarettes; the fact remains however, that there is nicotine contained in these products, which are highly addictive and can affect the human body. Teens are highly influenced through peers and the widespread advertising of the products, via media, for which advertising for conventional tobacco products is prohibited. Advertising, such as on TV, and the low cost as compared to conventional cigarettes has contributed to the increase in e-cigarette usage among youth (CDC, 2020). Youth nicotine exposure is at a high level, causing some serious side effects. One of these side effects is addiction to nicotine.

This type of exposure at a young age causes serious health problems for a teenager. Nicotine consumption has developmental effects on the brain's prefrontal cortex, such as cognition, attention, and mood (CDC, 2016). As teenagers, being exposed to nicotine in vaping, might cause them to smoke traditional cigarettes later on or even consume other forms of drugs that are harmful to the body. Therefore, the purpose of this study was to investigate the health risk factors and popularity of e-cigarette usage in teens in the California. It is a known fact that e-cigarettes are unsafe among young people, as many also reported that using e-cigarettes is due to curiousness of the new products and the belief that the products are less harmful than conventional cigarettes.

IV. Significance of the Study

The use of tobacco is prevalent and a common addiction, mostly recognized in the United States. As technology has grown over the years, e-cigarettes have taken over traditional cigarette usage and infiltrated the minds of young adults. The effects of advertisements amongst adolescents suggests that the effect of warning statements and risk factors are not effective in the decrease of the urge to smoke. Some of these advertisements contain celebrity endorsements, sponsorships from sporting events, and cartoon characters that actually give it positive light and a sign of approval. These entertaining commercials increase the urge for young adults to consume and buy e-cigarette products (Sanders, Schleicher, Fortmann, & Henriksen, 2019). New research shows that mint and menthol e-cigarette use among high school users rose from 16% in 2016 to 57.3% in 2019 (Truth Initiative, 2019).

Although traditional cigarette advertisements have been banned from the United States television, this does not include the promotion of electronic cigarettes. These advertisements are reaching approximately 24 million youths today, not including social media's involvement. These weak regulations of promotion have deemed using e-cigarettes as a positive and socially acceptable norm (Reinhold, Kenne & Fisehbein, 2018). Other studies also indicated that exposure to Electronic Nicotine Delivery Systems (ENDS) visual imagery has not only increased the intent to smoke, but positive feelings about the product (King, Smith, Fridberg, Matthews, McNamara, Dingcai, & Cao, 2016). It is of vital importance that advertisements openly report risk factors, as well as provide all side effects that result from these nicotine-based vapor products.

V. Methodology

In this study, data was retrieved from the 2017 California Health Interview Survey (CHIS). The data investigate the health risk factors and the popularity of electronic cigarettes use in teens in the United States. Observing how teens use electronic cigarettes relates to the family type of the teen, safety in the neighborhood, and parent's involvement in the teen's social and school life. The sample population of teens provided by the 2017 CHIS teen data totaled approximately 448 participants in the study. This secondary data analysis from the California Health Interview Survey (CHIS, 2017) and from additional reliable resources was used for this

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research investigating current teen smoking habits. This study is descriptive in nature and quantitative because the variables were selected from the categorical variables of a secondary data source. The results that are gathered from this study were used further to determining the effects on health from electronic cigarettes in California. Using SPSS (2017), a sample size of 448 applicants that completed the survey, were analyzed and the results showed that 8.9% of adolescents smoked electronic cigarettes.

First, cases were filtered out on the relationship between age and smoking electronic cigarettes, which is represented in Table 1 below. About 40 participants (8.93%) indicated that they have smoked electronic cigarettes, as opposed to a total of 408 (91.07%) who stated no. The age category that has the highest number of electronic smokers is 17-year-olds with 13 participants (20%) who stated that they have smoked electronic cigarettes and the other 52 (80%) who said no. The age category with the lowest percentage who did not smoke electronic cigarettes was the 12-year-olds, and out of 75 participants (100%) said that they did not smoke electronic cigarettes.

a) Survey Design

This study investigated data provided by the California Health Interview Survey (CHIS) and used the Statistical Package for Social Science (SPSS) in its data collection. In addition, reviewed articles and statistics published from government agencies, such as the Center for Disease Control and Preventions (CDC) and the National Institute of Health (NIH) were also used.

b) Data Collection

For this report, teen data from the CHIS 2017 survey was analyzed by using SPSS, a statistical software package used for several types of research in an array of different fields. SPSS frequencies were used to determine if the sample size conveyed association with the literature review findings. CHIS is the largest depository of health surveys of all areas of health including health issues, health behaviors, health patterns, and among other health and non-health related services.

c) Independent Variables

Teens who had smoked an electronic cigarette.

d) Dependent Variables

Dependent categories included the following variables: highlighted parent-involvement, household size, family type (4-levels), and if the adolescent felt safe in their respective neighborhood. The main goal was to determine if there was any correlation or patterns contributing to juvenile e-cigarette usage.

Table 1: Responded to the question of have you ever smoked electronic cigarettes

Age	Yes	No	Total
12	0%	100%	75
13	1.43%	98.57%	70
14	5.26%	94.74%	76
15	17.28%	82.72%	81
16	9.88%	90.12%	81
17	20%	80%	65
Total Percentages (N = 448)	8.93%	91.07%	448

The Chi-squared value for the relationship between age and if the participant smoked electronic cigarettes is $\chi 2 = 30.29$ and the P-value = 0.00. The p-value is less than 0.05 indicating that there is a relationship between age and smoking electronic cigarettes. Table 1 explains that as teenagers reach17-years-old, they tend to smoke electronic cigarettes according to the 2017 CHIS teen data set. As this is significant in California in the year 2017, CDC reported that 11.7% of the total population of teenagers in the United States in 2017 showed that 1 in 4 high school and middle school students smoke or vape electronic cigarettes (LaVito, 2019). As the years progress, age and smoking electronic cigarettes will be greatly affected. In 2017, teenagers in California who used electronic cigarettes was only 9% and in 2018 that percentage increased significantly to 13%.

Another case that was filtered out was the parent's involvement in the teens social and school life. Data collected from the 2017 CHIS data set stated that 39 teens (8.88%) who received notices about absenteeism from the schools, smoked electronic cigarettes. The other 91.12% said that they were noticed, but did not smoke electronic cigarettes. For adults being active in the teenager's life, 9.07% of the teens said that they smoked electronic cigarettes. The other 90.93% said that it was true, but did not smoke a cigarette. Lastly, for the adults believing that the teenager will be a success 8.88% of teens said that they smoked electronic cigarettes. The other 91.12% said that they did not smoke a cigarette.

The Chi-square value for the relationship between adults believing that the teenager will be a success and if the participant smoked electronic cigarettes is $\chi 2 = 12.38$ and the P-value = 0.015. The p-value is less than 0.05 indicating that there is a relationship between adults believing that the teenager will be a success and if the participant smoked

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electronic cigarettes. It appears that when the parents or adults exert pressure on a teenager, then the teenager will most likely smoke electronic cigarettes due to the stress. Although there was no significant relationship between adults noticing teens absent from school and smoking electronic cigarettes and between adults caring about the teen in school and smoking, more research needs to be conducted, but in 2018 and 2019, there is some significance as there is more evidence.

e) Hypotheses Testing

A Chi-square test was performed the using CHIS 2017 teen data to determine if there was a correlation between teens smoking an e-cigarette and whether parental, legal and social factors were contributed. From the p-values given, the level of significance proved that there was a strong correlation to these variables.

The hypothesis predicted that the lack of information about health effects, regulation, and parental guidance are contributing factors to the increase of adolescent smoking in the United States. Based off this data collection and literature review, the study concluded to accept the hypothesis as true. Additionally, CDC and literature review findings also supported the hypothesis claim.

VI. Comparative Analysis CHIS & CDC

Center for Disease Control and Prevention (2019) statistics details that the number of teenage e-cigarettes users has grown from 11.7% in 2017 to 20.8% in 2018, while no other change was found in other tobacco products. CDC further notes that the number of users in the e-cigarette population in youth increased 1.5 million from 2017 to 2018. Compared to the sample size given using 2017 CHIS data, this study can deduce that there is a growing epidemic of e-cigarette users within the United States. The CDC stated that since the introduction and availability of electronic cigarettes to the general public, there has been an ongoing outbreak to lung and cardiovascular injuries associated with electronic cigarettes (Raven, 2019).

This new lung disease identified as EVALI (e-cigarettes or vaping associated lung disease) has caused multiple injury cases and dozens of deaths. An example of one of these cases was popcorn lungs. Popcorn lungs were first introduced to employees that worked in popcorn manufacturers because of the chemical called diacetyl that was within the ingredients to make popcorn. That issue was solved by the FDA, but came back when electronic cigarettes entered the market. The effects of popcorn lungs are caused by the diacetyl chemical, which inflames the bronchioles and alveoli in the lungs. Those who have been injured by vaping for over a period of months or years could experience a deterioration of their health and difficulty of breathing. This particular type of lung disease is severe and is irreversible. Recently, there was a case in the United States where a 17-year-old boy that had vaped for a couple months was hospitalized in intensive care for 47 days due to lung damage. Doctors even considered the possibility that they might need to do a double lung transplant (BBC, 2019). More cases are being studied by the CDC, including the possibility that can affect teenagers mentally, as well as physically.

VII. Conclusion and Recommendations

The use of e-cigarettes among teens has skyrocketed in recent years and e-cigarettes are now the most common use tobacco products, especially among teens. Many young teens have started smoking e-cigarettes between the ages of 15 to 17 years old (CDC, 2018). E-cigarettes are considered to be a healthier alternative to regular traditional cigarettes, but there are still a lot of health risks associated with them. Usage of teens who start smoking e-cigarettes at a young age can lead to issues with brain development creating negative impacts on overall health. When young teens are exposed to nicotine during young adulthood, it can change how the brain works, leading to a lifetime of addiction and in some cases, causing long-lasting mood disorders (CDC, 2018). From 2017 to 2018, the number of middle and high school students who said they had used a tobacco product within the previous 30 days rose by 38.3%, according to the Centers for Disease Control and Prevention (CDC, 2018). This is a cause for concern because tobacco usage is the leading cause of preventable disease and death in the United States and because nearly all tobacco products contain nicotine, which is why teens are now at risk (CDC, 2018).

Many parents from e-cigarette using homes were not fully aware of the health and safety risks of e-cigarettes to user and the individuals around them. Parents viewed e-cigarettes as safer than regular smoking cigarettes (Garbutt et al., 2016). Parental e-cigarette usage increases their children's health risk of nicotine addiction at an early age, through role modeling and normalization. A child who is exposed to cigarette usage by the parent, especially before young adulthood, is more likely to smoke cigarettes (Garbutt et al., 2016). Some parents have reported that they use electronic cigarettes as an alternative to quit smoking regular cigarettes and wanting to reduce the exposure of second-hand smoke to their children. However, the majority of children in e-cigarette using households were also exposed to cigarettes, which is raising concern about the widespread use of e-cigarettes among parents about the safety hazards of children in their home (Garbutt et al., 2016). E-cigarettes may provide some benefits by helping to reduce parental use of regular cigarettes, but exposure to these products can lead to negative outcomes and possible addiction at an

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early age. Parents should not be using e-cigarettes in the house and in front of their children, because that is how many young teens get hooked (Garbutt et al., 2016).

The study did not look into all aspects of the environment around the adolescents' life that may influence their usage of e-cigarettes. The SPSS data also limited data collection because the surveyed population did not report usage of e-cigarettes as highly as our outside sources. Data shows that in today's world, e-cigarettes have substantially substituted for the use of traditional cigarettes. More variables may include socioeconomic status, race, and gender of the population, not discussed within our research. To reduce usage of e-cigarettes in the future, studies should not be limited to certain lifestyles, so the targeted population may be assisted in reducing their consumption.

This research tends to influence the targeted community with information about the negative health effects brought upon adolescents from using e-cigarettes. It is vital that all the factors that influence the youth be brought to the attention of the population and that the government act in order to prevent the continuing growth of e-cigarette sales. The more research done on the harmful effects of e-cigarettes, the more likely the resulting information will further inform teenagers about the grave dangers they are exposed to from the unlawful chemicals used within those products. It is imperative that more attention be shined on the topic because as of today, advertisement of these products is not illegal like it is for traditional cigarettes. Because there has not been much information or research done on the long-term effects of e-cigarettes, it is important that research continues, as new information comes to light over the years. It has only been since 2019 that horror stories of mortalities and irreversible damages to the body have been broadcast across the globe.

VIII. Future Directions

Although there has been a recent decline in the sales of e-cigarettes and electronic tobacco usage due to recent negative headlines, the future of e-cigarettes is still on the rise (Wu, 2019). Many states are now trying to ban flavoring e-cigarettes, as well as regulating them further. With recent long-term health effects coming to light in 2019, regulations among the 50 states have been updated to protect the public. Some huge retail stores have also removed e-cigarettes, such as the popular brand Juul from their shelves. However, although the negative effects of e-cigarettes and flavored vapes are being slowly unraveled, the projected growth of the industry is still quickly rising. In the future, flavoring may be removed altogether to have less appeal for the younger crowd in hopes of decreasing the popularity among adolescents. Advertisement may also take a quick turn and be banned altogether, like the advertising ban on traditional cigarettes. The lack of positive advertisement may diminish the heavy influence placed upon the e-cigarettes by impressionable teenagers, leading to a steady decline in sales amongst them.

IX. Recommendations

The increase in e-cigarette smoking in teens has become a serious issue and lately, it has been gaining a lot of popularity over social media, which is influencing many teens to become addicted on a daily basis. They need to be aware that the chemicals in electronic cigarettes have the same risks as smoking traditional cigarettes. To prevent teens from continuing to use e-cigarettes, there needs to be plans in place to educate them about the dangers of e-cigarettes, so that they will not continue to use the products and stricter tobacco policies must be adopted. Schools should be a tobacco free campus, so that they are not easily influenced by their peers. The household occupants need to be aware of the danger and prohibit tobacco use, especially for the teens in the home. Although, we continue to learn more about e-cigarettes each day, we need to increase awareness of the harmful effects of e-cigarettes among adolescents, so e-cigarette usage does not continue to escalate in the future.

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Global Journal of human-social science: A
Arts & Humanities - Psychology
Volume 20 Issue 7 Version 1.0 Year 2020
Type: Double Blind Peer Reviewed International Research Journal
Publisher: Global Journals
Online ISSN: 2249-460x & Print ISSN: 0975-587X

Hui-neng's Wisdom of Spiritual Liberation

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Abstract- Hui-neng developed the Buddhist thought of liberation and constructed the theory of spiritual liberation with Chinese characteristics. Hui-neng's theory of spiritual liberation is a kind of life wisdom, which aims to make people free from various afflictions and realize the freedom of the spir it. In order to achieve this goal, he explored the causes of afflictions, found the ways to liberate people from afflictions. According to his view, all afflictions (psychological problems) originate from evils and deviations, especially greed(贪：Tan), hatred(嗔：Chen), delusio n(痴：Chi) that are the three poison of consciousness called by Buddhism. Because the roots of evils and deviations are giving r ise to thoughts(动念：Dong-nian) and arising in one's own mind(起心：Qi-xin), the best way to free from any afflictions is no-thought(无念：Wu-nian), no-dwelling(无住：Wu-zhu), no-mark(无相：Wu-xiang), which are able to make people's mind have no impediment so that the spirit will be at easy or lightheartedness.

Keywords: hui-neng; spiritual liberation (moksha); wisdom; fan-nao(烦恼, affliction); e(恶, evile); xie(邪, deviation); du(毒, poison).

GJHSS-A Classification: NLMC Code: 220499



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Hui-neng's Wisdom of Spiritual Liberation

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Grant: 1 "The study of the sixth Patriarch of the Zen lineage under the horizon of cultural psychology", the research project of humanities and social sciences of Chinese Ministry of Education (Grant number: 15YJAZH029); 2"Research on Mental Health Education Based on Huineng Xinxue", Scientific research projects of Guangdong Provincial key disciplines(2019058); 3 "Research on Chinese positive cultural psychology and the cultivation of socialist core values based on Cultural Heritage", Major research project of Zhaoqing Education Development Institute(ZQJYY2019005).

Abstract- **Hui-neng developed the Buddhist thought of liberation and constructed the theory of spiritual liberation with Chinese characteristics. Hui-neng's theory of spiritual liberation is a kind of life wisdom, which aims to make people free from various afflictions and realize the freedom of the spirit. In order to achieve this goal, he explored the causes of afflictions, found the ways to liberate people from afflictions. According to his view, all afflictions (psychological problems) originate from evils and deviations, especially greed(贪：Tan), hatred(嗔：Chen), delusion(痴：Chi) that are the three poison of consciousness called by Buddhism. Because the roots of evils and deviations are giving rise to thoughts(动念：Dong-nian) and arising in one's own mind(起心：Qi-xin), the best way to free from any afflictions is no-thought(无念：Wu-nian), no-dwelling(无住：Wu-zhu), no-mark(无相：Wu-xiang), which are able to make people's mind have no impediment so that the spirit will be at easy or lightheartedness.**

Keywords: hui-neng; spiritual liberation (moksha); wisdom; fan-nao(烦恼, affliction); e(恶, evile); xie(邪, deviation); du(毒, poison).

I. Introduction

The theory of liberation is a very important theory of Buddhism(Li, 2016), which purpose is to free people from the bitter sea of their suffering, find a reasonable reason for people's suffering to comfort people's soul, and make people feel at ease to bear the suffering. Hui-neng integrated Chinese Confucianism and Taoism to sinicize Buddhism's theory of liberation, and constructed the theory of spiritual liberation with Chinese characteristics, which basic goal is to get rid of all afflictions, and the ultimate purpose is to make people's spirit at easy or lightheartedness(Li, Yang, Zhang, 2020). Hui-neng's theory of spiritual liberation is a kind of life wisdom, which has very important practical significance for people to solve psychological problems, cultivate positive psychological quality, improve spiritual realm and meet people's growing yearning for a better life.

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II. Affliction and its Psychological Root

a) The meaning of affliction

By the analysis of the Fan-nao (烦恼, affliction) said by Buddhism, it is able to be found that the affliction is actually the psychological problems people suffer from. "the meaning of Fan (烦, Vexation)" in affliction is disturbance or harassment; "the meaning of Nao (恼, anger)" is disorder or confusion. It can be said that the meaning of Fan-nao (affliction) is Jian-si-huo(见思惑), the confusion of seeing and thinking) to disturb people's inner peace and make people upset. In fact, it is the psychological troubles or problems people encounter today, mainly the emotional troubles such as Kong(恐, fear), Y'ou(忧, worry) and Nu(怒, anger)(Wang, 2014), etc. Kong (恐, fear) refers to panic, scare, terror, anxiety, etc., which is usually the emotional distress when the goal of self-protection is threatened. Y'ou (忧, worry) refers to anxiety, sadness, tension, etc., which is a kind of emotional disturbance when individuals feel that their goals may be difficult to achieve and closely related to fear. Nu (怒, anger) refers to irritation, annoyance, hatred, sullenness, indignation, dissatisfaction, resentment, regret, etc., which is usually the emotional distress when people's goal realization process is frustrated or encounter obstacles (Li, 2016a, 212). These emotional distresses do not work in isolation, but closely related to each other, usually forming a complex of emotional distresses. From this point of view, the liberation from afflictions is actually to solve people's psychological troubles or problems.

b) Fan-nao (烦恼, Affliction) stems from the evil and deviation born in people's mind

According to the view in '*The Sixth Patriarch's Dharma Jewel Platform Sutra*', E(恶, Evile) and Xie(邪, Deviation) born in people's mind is the source of all Fan-nao(afflictions) or troubles. Hui-neng said: "The World Honored One was in Shravasti City……If we discuss its appearance, it is 108,000 miles away, but in immediate terms, it is just beyond the ten evils and the eight deviations within us. ……to get rid of the ten evils first and you will have walked one hundred thousand miles. Next get rid of the eight deviations and you will have gone eight thousand miles. ……merely practice

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the ten wholesome acts; then what need will there be for you to vow to be reborn there? But if you do not rid the mind of the ten evils, what Buddha will come to welcome you? ……'deviant thoughts' are ocean water. 'Afflictions' are the waves. 'Cruelty' is an evil dragon. 'Empty falseness' is ghosts and spirits. 'Defilement' is fish and turtles, 'greed and hatred' are hell, and 'delusion' is animals……Inwardly, it illuminates the self-nature and casts out the three poisons. The hells and all such offenses are destroyed at once. Inwardly and outwardly there is bright penetration.……Merely purify your mind; that is the 'West' of your self-nature." (Huang, 1996, 60-62; Hui-neng, 2001, 182-188; Jia, 2011, 95-96)Here, Hui-neng, the Sixth Patriarch, not only clearly points out that the ten E(恶, evils) and eight Xie(邪, deviations) result in people's Fan-nao (烦恼, afflictions), but also points out that the way to get rid of Fan-nao(烦恼, afflictions) is to understand the mind and see the self-nature so as to get rid of evils and deviations in mind. In this way, Hui-neng organically combines the liberation from Fan-nao(烦恼, afflictions) and the promotion of spiritual realm.

i. *E(恶, Evil)*

There are ten E(恶, evils), including the three evils of the body (killing, stealing, prostitution), the four evils of the mouth (false words, two tongues, evil mouth, Qi language), and the three evils of the consciousness (greed, hatred, delusion), which is the ten evils in the word "ten evils cannot be forgiven". Among them, the three evils of consciousness are the most important evils in Buddhism, which are the three Du(毒, poisons) that result in people's Fan-nao(烦恼, afflictions), that is, the root of afflictions. '*Mahayana Huang*(Da-cheng-yi-zhang)' points out that "these three poisons can generally perturb all the afflictions in the three realms, and all the afflictions can harm all the living beings". They attack the three realms and do great harm like poisonous insects and beasts. Hui-neng believed that once people were poisoned, especially the three poisons of consciousness, their mind would be unbalanced so as to result in psychological disturbances or psychological problems, and their soul would be devastated. Only by eliminating all utilitarianism, without any greed, hatred and delusion, and keeping the inner "purity", would people get rid of their afflictions (Zeng, 2014).

Tan(贪, greed) refers to various desires that people are never satisfied with fame, wealth, etc. In Buddhism, there is the idea that the six roots in contact with the outside world produce six dusts. It is the contact between the two to result in that people have various desires to want to possess, and pursue unremittingly. 'Saddharmapundarika-sutra' points out: "Greed is basic among the causes of all sufferings." There is an old saying in China that "people die for money, birds die for food", which is all about human greed. Nowadays, fraud, cajoling and being cheated are all resulted in by "greed". Attaching importance to having said by Erich Fromm in his book '*To Have or to Be*' is also a form of greed. The people who have the trait of Attaching importance to having or possessive way of survival focus on the possession of things, people, and spirits, regard possession as the purpose of existence or life goal, and the virtue of human being (Peng, 2010). They pursue the possession of people and things instead of living in harmony with others and outside things, which would lead to tension and deterioration of the relationship between human being and nature and between people (Li, 2017, 223). People who take possession of things or others as their life pursuit or existence goal would inevitably lead to their inability to get along with things and others harmoniously and promote each other, so that they would not move towards a state of more freedom, self and thusness, on the contrary, it is easy to slide into the dilemma of general anxiety, depression and crisis (Peng, 2012).

Chen (嗔, Hatred) includes various anger and resentment, etc. Hatred is able to make people fall into Bitter Sea of affliction, be entangled by the troubles suffered by them, cause their mental imbalance, and directly affect their life and enterprise. Hatred and greed are completely opposite. Greed is caused by love, while hatred is anger and other emotions caused by difficulties, which seriously threatens mental health. The harm of mental health problems caused by people's hatred to society and individuals is obvious to all. Such as "Road rage" and "waiting rage", etc., in today's society are typical manifestations of the hatred.

Chi (痴, Delusion) is stupid, which mainly refers to that people do not know what to do, so it is also called Wu-ming(无明, ignorance or darkness). Wu-ming (无明, ignorance or darkness) is linked with the delusion in the mind of all living being, which results in that the brightness of people's mind-nature is covered, making them in stupidity, with black and white reversed. Hui-neng pointed out: "Worldly men, deluded and confused, do not see Prajna. They speak of it with their mouths, but their minds are always deluded."(Huang, 1996, 35; Hui-neng, 2001, 122) "the Prajna wisdom which people of limited faculties possess is fundamentally no different from the Prajna that men of great wisdom possess. Hearing this Dharma, why do they not become enlightened? It is because the obstacle of their deviant views is a formidable one and the root of their afflictions is deep. It is like when thick clouds cover the sun: if the wind does not blow, the sunlight will not be visible. Prajna wisdom is itself neither great nor small. Living beings differ because their own minds are either confused or enlightened. Those of confused mind look outwardly to cultivate in search of the Buddha. Not having awakened to their self-nature yet……When your

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own mind constantly gives rise to right views, afflictions and defilement can never stain you. That is what is meant by seeing your own nature."(Huang, 1996, 37; Hui-neng, 2001, 135) Here, Hui-neng made it clear that Chi(痴, Delusion) makes people not realize their own self-nature or wisdom of Prajna, so that they have evil ideas and infinite troubles in their hearts, which means that ignorance or darkness is able to cause a lot of afflictions and disorder. Accidents and disputes caused by ignorance or darkness would hinder people's cultivation, then give people other more troubles, which would make people trap into them and suffer from them so as difficult to get mental peace.

ii. *Xie(Deviation)*

The Xie(deviation) said by Hui-neng refers to the eight Xie (deviations) in the Buddhism, which respectively are deviational language(邪语, Xie-yu), deviational view(邪见, Xie-jian), deviational thought (邪思, Xie-si), deviational karma(邪业, Xie-ye), deviational life(邪命, Xie-ming), deviational progress (邪精进, Xie-jing-jin)(邪方便, Xie-fang-bian: deviational convenience), deviational idea(邪念, Xie-nian) and deviational meditation(邪定, Xie-ding). They are the opposite of the Noble Eightfold Path (Aryastangika—marga), which seriously hinder the practical way of people's obtainig spiritual harmony.

Deviational language (邪语, Xie-yu) is the wild words, obscene words and bad words from people's mouth, which are easy to hurt others and results in the dissatisfaction of others and the deterioration of interpersonal relationship.

Deviational view (邪见, Xie-jian) is improper notions or even evil ideas, which is called prejudice, bigotry, wrong views and so on today, which may cause people to make a lot of mistakes, suffer setbacks or failures, and be hit by various kinds of blows due to unclear understanding of problems.

Deviational thought (邪思, Xie-si), also called deviational ambition (邪志, Xie-zhi), evil thinking (邪思维, Xie-si-wei), refers to thoughts of desire, sorrow, harm, etc., namely, thinking about something that is bad or should not be thought, or thinking disorder or irrational due to the influence of desire, emotion, scourge, etc. It is easy to make people to behave irrationally, then harm others and themselves, such as being cheated.

Deviational karma (邪业, Xie-ye) refers to killing, taking what belong to someone else without their permission, fornication, and so on. People who do these things often worry about being punished or being done to themselves by others so as to lead to their psychological deviation, as Confucius said, "the villain always has a deep sense of sorrow".

Deviational life (邪命, Xie-ming) refers to not to live according to the current social reality, that is, doing something that violate the law and regulations, which harasses people's inner peace.

There are two meanings of deviational progress (邪精进, Xie-jing-jin). One is that people do not practice according to the correct ways so as to result in their continuous efforts but no progress or even having negative effects, just like gone mad because of improper practice ways; the other is to make continuous efforts to improve in the aspect of doing bad things, such as constantly improving the tricks of deception, etc. The former might make people mental imbalance, and feel more and more upset and annoyed, while the latter might produce the "deep sense of sorrow" mentioned above.

Deviational idea (邪念, Xie-nian) refers to the idea not in accordance with the law or the idea of evil, which is the idea or notion that produces in the mind that violates the law and discipline, infringes upon others, the society and even the country or nation. Deviational ideas usually disturb people's mind, result in their mental problems.

Deviational meditation (邪定, Xie-ding) is not positive, namely negative meditation. If deviational, not meditating may be better than meditation. The more meditating, the worse to make people into the devil way, which is more likely to lead to psychological imbalance, or even just produce complaints.

iii. *The harm of E(恶, evils) and Xie(邪, deviations)*

Hui-neng vividly explain the harm of E (恶, evils) and Xie (邪, deviations). He compares deviational heart to sea water, Fan-nao (烦恼, affliction) to wave, poison to evil dragons. The sea here is the bitter sea, and the deviational heart is the water of the bitter sea. So it may be said that the deviational heart generates the bitter sea that become the source of the mental suffering. In other word, it is the deviational heart to make people sink into the bitter sea. That Fan-nao (烦恼, affliction) is the wave in the bitter sea means that Fan-nao (烦恼, affliction) is the waves raised within people's inner hearts, surfy and rough and turbulent, which make people's hearts unable to be tranquil, disturb people's uneasiness and suffer unspeakably. Since the waves are a form of manifestation of seawater, it is able to be said that deviational heart is more basic or fundamental to Fan-nao (烦恼, affliction), which forms Fan-nao (烦恼, affliction) under the action of a certain force. The reason that the afflicting waves are able to appear is because the poisonous dragon is making waves and brewing storms on rivers and seas. On the basis of the image metaphor of evils and deviations, Hui-neng further compares greed and hatred to hell that is irreversible, and likened stupidity and delusion to brutes, which meaning is that greed and hatred are like a sin or karma that people create by their own mind in order to make them go to hell for punishment. If one's heart is

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occupied and entangled with greed and hatred, he would be tortured into constant state of anxiety, suffering unbearably, just as a person with a lot of evildoers is sent to hell to accept unbearable punishment. Once do anyone get caught up in it, he would become anxious and unbalanced. Folly and delusion make people not distinguish between good and evil, confuse right and wrong, be disgusting, despised and annoying as an idiot or animal who is stupid, silly, vulgar, evil, malicious, greedy, cruel and self-degenerated.

Despite the great harm caused by poison and evil, due to the psychological tendency of drawing on advantages and avoiding disadvantages, common people tend to have the heart of fame and fortune, or lust for money, or infatuate with power, or lust for influence, or beg for the impossible, etc. They are easy to be poisoned by evil and deviation, which sows seeds of calamity suffering from psychological problems. There are also some people understand that the evils and deviations would bring their own Fan-nao (烦恼, affliction), but they are still unable to resist the temptation so as not to eradicate their lust for money, power chasing desire. Based on above analysis, it is people's Fan-nao(烦恼, affliction) caused by their desires and selfish that torment them and make them miserable and difficult to liberate. Taking possession of things or others as their life pursuit or existence goal will inevitably lead to the inability to get along with things and others harmoniously and promote each other. As a result, this kind of person can not move towards a state of more freedom, self and freedom, on the contrary, it is easy to slide into the dilemma of general anxiety, depression and crisis (Peng, 2012). For example, some corrupt officials, knowing that if corrupt, they must be caught – "not to stretch your hand, or else, you would be caught", do suffer from the fear that they would be caught, but driven by a strong desire, they are still corrupt and don't close up their hands, so as to lose all standing and reputation eventually.

c) *E(恶, evils) and Xie(邪, deviations) are born in the heart*

According to Hui-neng' view, all of E(恶, evils) and Xie(邪, deviations) are born in people's own heart(Li, Du, Zhang, 2019). Because people's Fan-nao(烦恼, affliction) come from their E(恶, evils) and Xie(邪, deviations), the root of their Fan-nao(烦恼, affliction) is in their heart. Hui-neng point out: "Bodhi is the original self-nature, Giving rise to a thought is wrong."(Huang, 1996, 46; Hui-neng, 2001, 155) Once giving rise to a thought or arising in the mind the mind, people's desires would come into being, then prayers (including the desire for becoming a Buddha) arise, which would cause fluctuation of the heart (Huang, 2016). Having desire for money, greed would be easy to arise; having desire for emotion or feeling, lust and delusion arise; having desire for discontent, hatred arise. If one cling to his mind or dwell his thought, his soul would always be intertwined, bothered and imprisoned by his desire. Once does one have a prayer, he would be fear, worry, anger, and so on. If one's emotion exceeds the appropriate degree, he would do the extreme behavior of harming others and himself. For example, if one wants to succeed, he would always be afraid of failure and worry about success before he takes action. If failure, he would feel sadness and painful, abominate the causes that result in his frustration, even blame everyone and everything but not himself. According to Hui-neng's view, if one doesn't give rise to any thought or arise in his mind, he would see his original true heart or self-nature, which is the pure, peaceful and happy heart. On the contrary, as long as one has desires, he would want something. It is false for people to ask for anything, which would disturb their heart, make their heart not be calm, then make them fall into a certain amount of pain or Fan-nao (烦恼, affliction).

III. The Wisdom of Liberation

a) *The fundamental way to liberate from afflictions*

According Hui-neng's thought above-mentioned, the purpose and way to liberate from affliction is Ming-xin-jian-xing (understanding one's mind and seeing his nature)(Li, Zhang, 2019), which is Hui-neng's wisdom of spiritual liberation (Li, Du, Zhang, et al,). Hui-neng points out: "Mind is Buddha……When one's preceding thoughts are not produced this is mind and when one's subsequent thoughts are not extinguished this is Buddha. The setting up of marks is mind, and separation from them is Buddha." (Huang, 1996, 106; Hui-neng, 2001, 266) When the thought past, let it really past, not think about it, not regenerate, not cling to and repeatedly tangled in it. If not, the heart would be disturbed and not quiet. "The greatest misfortune in life is not the encounter of misfortune, but to be trapped in the past misfortunes or pains and unable to extricate oneself from them." (Li, 2016b). Life is impermanent, it is always possible to encounter misfortune. How to deal with misfortune encountered? If the unfortunate thing has gone by, but one's heart does not go with it pass, still thinking about it, always adhering to it, he would let the past unfortunate always trouble himself, make himself miserable and vexed. On the other hand, if one lets it really pass away with time, stop thinking about it, generate some new positive ideas, he would see his true heart that is his self-nature or Buddha in all thoughts and in all mark created by his heart, forget all Fan-nao (烦恼, afflictions), reach the blissful realm of Buddhism (Li, Zhang, Ye, et al, 2019).

Hui-neng believes that not only are all thoughts born from the heart, but also destroyed by the heart; not

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only are all marks formed by the heart, but also kept away from them by the heart. So it can be said that the pains, Fan-nao (烦恼, affliction) and so on are all born out of people's own heart, which are the result of giving rise to thoughts (动念：Dong-nian) and arising in their own mind(起心：Qi-xin). Anyone isn't able to end up life and death, come and go freely, until he understand this truth. It is the only way that people can keep their peace of mind, maintain their mental health, improve their spiritual realm.

The above analysis shows that psychological problems such as emotional distress are actually the result of people's own mental effects. Just because of this, Hui-neng told people not to give rise to any thoughts and arise in their own mind. Even if the usual mind and the mind of becoming Buddha do not have (Huang, 2016). Or else, once do people give rise to a thought or arise in their own mind, they would have Fan-nao (烦恼, affliction), unable to become Buddha and get enlightenment, which tell people not to grasp or beg for anything(Wang, 2014). Because the nature of the mind is originally empty, all dharma is originally nothing, even if anyone wants to pray and grasp them, he would get nothing. If one must ask for or grasp, he would only pray or get nothing but Fan-nao (烦恼, affliction) and pains. Praying and grasping is arising in one's mind, arising in one's mind is giving rise to a thought, giving rise to a thought would produce mark, producing mark is wrong or delusive.

b) The way of Ming-xin-jian-xing

The way of Ming-xin-jian-xing (understanding one's mind and seeing his nature) is 3-no that is Wu-nian (无念, no-thought), Wu-xiang (无相, no-mark) and Wu-zhu (无住, no-dwelling), in which Wu-nian is its doctrine, Wu-xiang is its substance, and Wu-zhu is its basis (Feng, 2015). "No-mark means to be apart from marks while in the midst of marks. No-thought means to be without thought while in the midst of thought. No-dwelling is the basic nature of human beings." (Huang, 1996, 74; Hui-neng, 2001, 209).

Wu-nian (无念, no-thought) is "without thought while in the midst of thought"(Huang, 1996, 74; Hui-neng, 2001, 209), "to view all dharmas with a mind undefiled by attachment" (Hui-neng, 2001, 149), which essence is not affected by external things to have the desire or greed that disrupt people's mind. Without any thought, people would recognize their original mind, contemplate and illuminate with the wisdom which brightly penetrates within and without, which is the original liberation (Hui-neng, 2001, 149).

Wu-xiang (无相, no-mark) is apart from marks while in the midst of marks(Huang, 1996, 74; Hui-neng, 2001, 209) or separate from all outward marks that can make people's mind peace and quiet and pure (Hui-neng, 2001, 210).

Wu-zhu (无住, no-dwelling) is not to care about any offence or infringement by others, regard it all as empty, have no thought of revenge. If so, we would not be affected by other, take the path that suits ourselves, which essence is to be a real self. It's like the Buddha said with a smile in the face of the abuse of a infidel: "I am my own master. I do things according to myself, not follow others' reaction." (Li, 2016b, 5) In daily realistic life, everyone's ability will not be reduced by others' depreciation, nor will it be promoted by others' praise. What others say and do is their own thing, therefore, we should not lose ourselves and affect our mood because of what they say and do, really be in charge of our mood and our business by ourselves.

IV. Conclusion

Based on the above discourse, the following conclusions is able to be drawn.

i. Hui-neng's wisdom of spiritual liberation is helpful for people to liberate from their afflictions.
ii. The afflictions suffered by people are born in their mind, it depends on their mind for them to liberate from their afflictions.
iii. People's afflictions originate from their evils and deviations in their mind, therefore, it is necessary for them to abstain the evils and deviations in order to liberate from their afflictions.
iv. The ultimate purpose and way to liberate from affliction is understanding the mind and seeing the self-nature.
v. Understanding the mind and seeing the self-nature is the fundamental way for people to purify their soul and elevate people's mental realm.

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Global Journal of human-social science: a
Arts & Humanities - Psychology
Volume 20 Issue 7 Version 1.0 Year 2020
Type: Double Blind Peer Reviewed International Research Journal
Publisher: Global Journals
Online ISSN: 2249-460x & Print ISSN: 0975-587X

How Doctors Care for Others: Caring, Being with and Making the Difference

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Abstract- Although more frequent and intense on infancy, the attachment system can be triggered across the lifespan, from "the cradle to the grave." In adulthood, whenever the individual's internal working model does not have enough resources to sustain his/her insecurity, one seeks support from an attachment figure. Illness may trigger the attachment system, obliging the individual to pursue the proximity of an attachment figure. In our research on how the doctor's attachment style affects the doctor-patient relationship (Barstad-Castro Neves, 2018), we assessed the doctor's attachment style and correlated with a semi-structured interview script. One of the categories highlighted in our research was how physicians cared for their patients. The present article aims to explore, expand, and clarify the category mentioned. It is essential to discuss how the car ing and concerning doctor acts towards his/her patient, and how the caregiving system, from the lens of attachment theory, has a functio n in that matter. Our research may contribute to the discussion of strategies to improve the doctor-patient relationship, therefore refining patient adherence and compliance to treatment. Besides, it can also shed light on how to give support to medical professionals, starting from medical school.

Keywords: *attachment theory, doctors, bedside manners, caregiving system.*

GJHSS-A Classification: *FOR Code: 170199*



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How Doctors Care for Others: Caring, Being with and Making the Difference

Mariana Barstad Castro Neves [α], Rafaela Oliveira Grillo [σ] & Flavia Sollero-De-Campos [ρ]

Abstract- Although more frequent and intense on infancy, the attachment system can be triggered across the lifespan, from "the cradle to the grave." In adulthood, whenever the individual's internal working model does not have enough resources to sustain his/her insecurity, one seeks support from an attachment figure. Illness may trigger the attachment system, obliging the individual to pursue the proximity of an attachment figure. In our research on how the doctor's attachment style affects the doctor-patient relationship (Barstad-Castro Neves, 2018), we assessed the doctor's attachment style and correlated with a semi-structured interview script. One of the categories highlighted in our research was how physicians cared for their patients. The present article aims to explore, expand, and clarify the category mentioned. It is essential to discuss how the caring and concerning doctor acts towards his/her patient, and how the caregiving system, from the lens of attachment theory, has a function in that matter. Our research may contribute to the discussion of strategies to improve the doctor-patient relationship, therefore refining patient adherence and compliance to treatment. Besides, it can also shed light on how to give support to medical professionals, starting from medical school.

Keywords: attachment theory, doctors, bedside manners, caregiving system.

I. Introduction

Attachment theory states that human beings are all wired to survive and thrive. In that stance, when danger is perceived, one seeks proximity to someone stronger and wiser – the attachment figure - for protection and security. The attachment figure is also connected, available, and responsive to the other, perceiving the signals of danger and the need to proximity, acting on it. It is the caregiving system.

Although more frequent and intense on infancy, the attachment system can be triggered across the lifespan. The maturity of the pre-frontal cortex and other parts of the nervous system allows the individual to construct internal working models. These models are internalized scripts of the relationship with others (and the environment), which helps the individual to predict, regulate, and respond to others. In that manner, one can build autonomy and security.

In adulthood, whenever the individual's internal working model does not have enough resources to sustain his/her insecurity (when one gets ill, for example), one seeks support from an attachment figure. The internal working model reflects the patterns of relationships that one has with the environment. If a secure base builds a relationship, with a responsive and available attachment figure, one will have a positive model of self and positive model of others, with low anxiety and low avoidance traits, denominated secure attachment style. If there is a negative model of self and a positive model of others, reflecting an inconsistent environment (with high anxiety level and low avoidance level), it results in a preoccupied attachment style. When a caregiver is unresponsive and inconsistent, elevating the avoidance dimension and with a low anxiety dimension, one could construct a positive model of self and a negative model of others, also known as dismissing attachment style. Finally, if one has a negative model of self and a negative model of others, resulting from sacrificing the self to adapt to the caregiver (with high anxiety and high avoidance), one will be assessed as a fearful attachment (Mikulincer & Shaver, 2007).

Illness may trigger the attachment system, obliging the individual to seek the proximity of an attachment figure. If this figure is responsive and available, then the attachment system is deactivated, and one may feel safe to deal with his (or her) health issues. However, if the attachment figure is unavailable and unresponsive, one may need to activate secondary attachment strategies accordingly with its internal working model (Strauss & Benk-Franz, 2016).

Healthcare professionals deal with numerous challenges: healthcare system overload, difficulty in population's accessibility to clinics and hospitals, pressure for reducing costs (sometimes in detriment to the quality of care), among others. Those issues can result in an array of different professional caring for one patient or patient access being restrict to different clinics and hospitals (without a specific physician, for example), which can mitigate the effects of the doctor-patient relationship (Hunter & Maunder, 2016).

However, the healthcare system is built based on relationships. At any time, there will be at least two individuals involved. The distress of illness and the support provided at this moment occurs between two people in relation (Hunter & Maunder, 2016).

> "Because healthcare is inevitably and inescapably relational, understanding how relationships develop and how that development sets a precedent for later

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relationships, including those between a patient and a healthcare professional, illuminates many of our healthcare dilemmas and holds a promise of improving care" (Hunter & Maunder, 2016, p. 05).

How the individual constructs his/her relationships with others, embodied as internal working models, can influence one's health conditions, including how he/she utilizes the healthcare system. Research shows that individuals with preoccupied attachment styles are more prone to report more physical symptoms and utilize more the healthcare system. However, this does not mean a higher collaboration with treatment. On the other hand, dismissing and fearful attachment styles have less utilization of the system, albeit fearful individuals report more physical symptoms (Ciechanowski et al., 2002; Ciechanowski et al., 2006).

Attachment patterns of security and insecurity may shed light on comprehending the doctor-patient relationship. They can help predict how the patient may react to a new diagnosis or change in treatment, allowing the physician to build communication strategies so the patient can be less resistant (Hunter & Maunder, 2016; Strauss & Benk-Franz, 2016).

In our research on how the doctor's attachment style affects the doctor-patient relationship (Barstad-Castro Neves, 2018), we assessed the doctor's attachment style and correlated with a semi-structured interview script. The purpose of our study was to analyze how the caregiving system, as a concept of Attachment Theory, is inserted in the doctor-patient relationship.

One of the categories highlighted in our research was how physicians cared for their patients. The present article aims to explore, expand, and clarify the category mentioned. It is essential to discuss how the caring and concerning doctor acts towards his/her patient, and how the caregiving system, from the lens of attachment theory, has a function in that matter.

II. The Doctor's Attachment Styles Assessing the Caregiving System

Many studies relate to patient satisfaction with the doctor's communication skills and his/her emotional regulation. According to attachment theory, how an attachment figure communicates his/her responsiveness and availability engender the security felt sense in an individual (Kafetsios *et* al., 2015; Fletcher, McCallum & Peters, 2016; Wallin, 2007).

In 2018, we conducted qualitative research aiming at the doctor's caregiving system and how it can have an impact on the doctor-patient relationship. Eleven physicians, specialized in hematology, from Rio de Janeiro and São Paulo, working in the Brazilian public healthcare system (*SUS – Sistema Único de Saúde),* were assessed and interviewed. We assessed the doctor's attachment style using the Adult Attachment Scale-Revised (AAS-R) (Abreu, 2005; Canavarro, Dias, & Lima, 2006). This instrument is a self-report questionnaire built to evaluate one's attachment style. At the time this study was conducted, there was not a Brazilian translation for the AAS-R, so the option was the Portuguese version. Besides, we conducted a semi-structured script interview to assess the relation of the doctor's care ability with his/her patient. Although the study could be conducted with an array of healthcare professionals, we chose physicians as our subjects to diminish our variable, given the uniqueness of each occupation. It is essential to say that the research was conducted compliant with ethic's conduct and that the names presented here are fictional, preserving the subjects' identities.

We assessed the attachment styles of all the eleven doctors. Using the Portuguese version of the Adult Attachment Scale-Revised (*AAS-R*) (Canavarro, 1995), at first, we found that all the doctors were classified as having a secure attachment. However, when we conducted a cluster analysis, which presents an overview of each category (anxiety, comfort with closeness, confidence in others), some features were highlighted (Table 1). Besides, an *analysis of the professionals' pattern of discourse* was conducted, correlating with the cluster analysis.

Table 1: Adult Attachment Scale-Revised results

Subject	Anxiety (mean 3,0)	Comfort with closeness (mean 3,0)	Confidence in others (mean 3,0)	Comfort/Confidence (mean 3,0)	Attachment Style
Maria	1,5	4,5	3,33	3,92	Secure
Barbara	1,17	4,5	4,3	4,42	Secure
Carolina	2,50	4,00	3,83	3,92	Secure
Isabela	2,50	3,67	3,5	3,58	Secure
Fabíola	1,83	4,17	4,17	4,70	Secure
Alexandre	2,00	4,5	3,67	4,08	Secute
Julia	2,30	3,80	3,20	3,50	Secure
Paula	2,33	3,33	3,00	3,17	Secure
Antonio	2,33	3,33	3,00	3,17	Secure
Claudio	2,17	4,83	3,33	4,08	Secure
Laura	2,00	3,67	2,67	3,16	Secure

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In the anxiety cluster, all subjects presented scores above the mean index. At the comfort with closeness cluster, Antonio and Paula presented score discretely higher than mean (both 3,33), which can relate with struggle with closeness and intimacy in the relationship. Laura had the lowest score (2,67) at the confidence with other cluster; with Antonio and Paulo scoring on the mean index (3,0), which can also be considered low. We can infer that this result is related to difficulties in confiding in others while relating and being able to depend on this other.

In his discourse, Antonio states how meaningful is his relationship with his patients, seeing them as a whole and appreciating working with a team of different professionals. However, his pattern of a narrative is vague and distanced. Besides, he also admits a hardship with patients who need more coping mechanisms, labeling them as "pessimists" (SIC). He can cope better with patients who are more "optimists" (SIC), who "did not throw in the towel" (SIC).

Laura presents herself as a guide to her patients, stating how valuable is her relationship with them. At the same time, she reveals an avoidance in affectivity in her way of relating. From the pattern of the discourse of Antonio and Laura, it could mean a tendency to a dismissing attachment with higher avoidance traits. Both demonstrate distancing from their patients and having trouble dealing with the patient's issues in their process of coping with their illnesses (Mikulincer & Shaver, 2007).

Paula shows a vague, non-objective, wordy, and contradictory pattern of discourse. Anxiety in taking care of others is present, with many moments without demonstrating self-care. She states when addressing how she chose hematology:

> "I like hematology so much for two reasons. Like, the first one is something like… there were not many specialists that I used to see [in the healthcare system], and I could tell that sometimes it was something… I felt bad for the patient because they didn't have [hematology department]. Many towns didn't even have this specialty, you know. And even in a big city, it was tough. And there was a patient when I was a clinical intern, that was diagnosed with multiple myeloma. He was young, and it was exceedingly hard at the hospital where I worked, to be able to transfer him to another hospital with that specialty so that I can get a consult".

She also admits her fear of hurting people and how difficult it is to depend on someone (and how, when it happens, she pushes them away). From all of this, her pattern of discourse has fearful attachment style elements, demonstrating high anxiety and not being able to explore the environment (or the relationships). At the same time, there is a high avoidance, which is presented as avoidance of intimate and close relationships and focusing on her work (Bartholomew & Shaver, 1998; Mikulincer & Shaver, 2007).

Paula and Antonio scored the same in all clusters. However, each pattern of discourse is different and how they demonstrate to relate with their patients. While Paula tends to a fearful attachment style, Antonio's narrative tends to a dismissing attachment style, compatible with some authors who differentiate both patterns. Individuals with fearful attachment styles do not get close to the other because of their fear of being hurt or feeling rejected. On the other hand, individuals with a dismissing attachment style avoid relationships because they long for independence and self-sufficiency (Collins, 1996; Mikulincer & Shaver, 2007).

Isabela appears, from the perspective of her cluster analysis, to have a secure attachment style. She scored 2,5 on the anxiety cluster (equivalent to low anxiety); 3,67 on the comfort with closeness item and 3,5 on the confidence in others (equivalent to low avoidance). In most of her narrative, she presents a coherent and cohesive speech. She is very objective and direct in her answers. However, she also demonstrates some distancing from the other. It is hard to differentiate if the distancing is a characteristic of her relationship with her patients, or from being interviewed because all her answers were affective distanced, no matter the topic. She manifests empathic abilities towards the patient, acknowledging the hardships of being ill. On the other hand, she describes her challenges in dealing with patients who demand more from the doctor or seek the doctor's aid with issues that are not hematologic. In that sense, one can inquire Isabela's AAS-R result when correlated with her pattern of discourse.

Maria's narrative is ingrained by welcoming the patient's needs, mainly since she specialized in Palliative Care. She highlights the relationship with the patient, stating that it is more important than the technique. At the same time, she gets frustrated when the patient does not receive her welcomingly, imagining that she "is not doing enough" (SIC) for him/her or that "anyone could do what she is doing" (SIC). She also rebounds her "desperation" after losing a patient, with high anxiety in that matter. With all this, we can state that Maria has some features of a preoccupied attachment style (Mikulincer & Shaver, 2007).

Julia, Fabiola, and Claudio present elements in their narratives compatible with a secure attachment: clarity, affectivity, cohesion, openness. We can say the same about Carolina and Barbara.

III. Caring for Others: Caring, Being with and Making a Difference

In the attachment theory's view, the caregiving system is present in the relationship with the other. It is activated whenever a threat is perceived, either by the

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individual or by the other being cared for. The attachment system is activated by this other, who needs a stronger and wiser figure (Barstad, 2013; Feeney & Woodhouse, 2016). In the case of the doctor, this caregiving system is activated in the relationship with the patient.

The eleven physicians pointed to concern and care (one of the outcomes of the research) for their patients. Care and concern are shown by investing in the patient, harboring the patient's needs, and even when the doctor is distancing himself (or herself) from the patient (and his or her family) as a way of protecting oneself.

Investing in the patient means being available to all the possibilities, and "always having a card up the sleeve" (SIC), as stated by Paula, 35 years old:

> "... I already try to go with another strategy. First I am going to find in medicine what else I can do, so I can't throw the sheet [she meant towel], say anything more, and when I am going to give this news, which is the worst moment, to tell the patient that the standard treatment did not work, I go with a card up my sleeve".
>
> (Paula, 35 years)

However, the doctor can feel confused and identified with his or her patient for some reason, going beyond empathy and becoming an obstacle to the treatment itself.

> "We feel enmeshed, you know. It is a very intense relationship. I treat leukemia, so there are prolonged admissions to the hospital, and you get frustrated by their history and even become friends with them. Moreover, it is even difficult to separate what is his/her issue from what is a professional issue. Because they also enmeshed things and we do the same. Anyhow, I can't do differently".
>
> (Laura, 38 years old)

When Claudio talks about his relationship with his patient, he is very adamant that he is "all in" (SIC) in doing everything he can for his patient. He says:

> "... I am kind of defiant. I go all the way with my sick patient. Like, I go all the way with my sick patient. It has... it already caused me a lot of trouble, you know, but I do not regret it. I don't go halfway. It's my personality.
>
> (Claudio, 28 years old)

Paula, Laura, and Claudio show how doctors can be affected by their patients. It is an activation of their caregiving system – observing, evaluating, and eliminating a menace towards someone who needs to be cared for (the patient). Sometimes, on doing that can be very exhausting, or even can make the professional go over their emotional limits. When the caregiving system is activated, one reacts as his/her internal working model was built.

The internal working model, from the attachment theory's perspective, is the vision of one's relationship with the emotional environment (especially the first caregivers). Every behavior, response, and feelings of the attachment figure are internalized and organized as scripts. It provides predictability for the individual. When one assumes the role of an attachment figure, with an activated caregiving system, he/she fosters his/her behavior based on their internal working model, that is, their vision of self and others (the environment) (Bretherton & Munholland, 2016; Mikulincer & Shaver, 2007).

Another aspect of the doctor's care and concern is how he or she harbors the patient's needs, in the sense of how the physicians welcome all the facets of the patient's illness and healing, building a working alliance with trust. Our subjects on the research described this feature in different aspects, such as seeing the patient beyond his or her illness, or even how the doctor conducts the treatment. As we observe:

> "When I think about what guides me, I think it is always harboring [the patient] ... Because of there is a bad diagnosis of healthy people. (...) So, what I think that guides every conduct I have is this harboring. Thankfully, we have many protocols; we have well-defined treatment guidelines, well-defined treatment conductions, but it is all in books. You know, we have to harbor that person's reality".
>
> (Maria, 35 years old)
>
> "So, I am always looking to observe what the patient brings. Not only what is he/she telling me, but also what is behind all of this. Moreover, this view, for the whole, with a lot of respect, is what mainly guides me. So, I am not the kind of person, for example, to have a sick person... I do not know... with leukemia, and he/she must take medicine. Sometimes we must fit the treatment to the person... to that. So, I look a lot to the person, to the patient, and not to the disease".
>
> (Alexandre, 52 years old)
>
> "Well, I think that we have to act with the patient in the best way possible, as you were in the patient's shoes, you know? So, I always try to do the best for him, as if it was for me, or for my family, you know? So, you have to put yourself in the patient's shoes; you have to see what he has been through, sometimes it's a harrowing situation. And you put yourself in his; in his shoes, and his family too, and try to do your best, you know?"
>
> (Antonio, 38 years old)
>
> "Well, I have a thinking process... we learn to have a kind of logical thinking process. So, you go to your patient; you go already. Like, I like people, so I have a good relationship with my patients. I like to talk. I like to know more about his or her life. So, I ask about it, because I think that when we talk, the patient's clinical

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history comes out easier. If I have a good talk, and I ask him/ her about his/her life, and all about this, things are easier. Of course, we have a thinking process, and during the conversation, I already have a diagnosis hypothesis. We have a thinking process, and maybe for some time, I am beginning to learn how to have a thinking process, not only from the disease but also from the patient as a whole".

(Julia, 40 years old)

Finally, another behavior observed by the doctors was related to placing the patients at a distance. Often, the physician acts out with much irritation due to the difficulty of the patient (or the family) in dealing with the disease, distancing themselves, rationalizing, or being very incisive in how he/she relates to the patient-family binomial. At times, the physician demonstrates his/her role in the treatment to the patient, meaning that dealing with diseases, and its emotional aspects, can be challenging. When the doctor puts the malady as something "the patient can learn from" (SIC), it can also be referenced as a defense mechanism.

"The easiest [patients] are the ones who understand better the objective, like the disease and the treatment phases. So, the ones who adhere more [to the treatment], or who don't disappear in the middle of the treatment, for example. Moreover, the ones who understand, who don't get too rebellious, like who understands that the disease happened because there is a learning experience from it. I have many patients who deal in this way, and it gets easier for us".

(Laura, 38 years old, *talking about patients that are easier to deal with*)

Dealing with families can be challenging by itself. Most of the doctors stated that the relationship with the families is intense. Some deal with it by making the family members his/her ally, understanding that most times, the family is part of the treatment, and their support is needed. Others prefer to be "pessimist" (SIC), so the family can comprehend the dimension of the disease or "put the family member in their place" (SIC):

"You call them [the family members], you put it in perspective, but truthfully. It is quite common for you to tell the patient what he/she has, and then they find you outside the room and ask. 'Doctor, you can tell us the truth.' I take the person's hand and say 'listen; I don't think your family member understood. Let's talk to him/her again". To show that I always speak. What I say to one person, I say it to everybody because I don't hide things. I don't like to hide things".

(Alexandre, 52 years old)

Patients being responsible for their treatment means being able to decide, along with the doctor, what is the best path for their treatment and health. However, some professionals can use this responsibility as a defense mechanism against emotional engagement. Others realize it is vital to feeling engaged with the patient, but it is also essential to know how to protect themselves from getting too involved. Otherwise, they are going to suffer.

"[When the patient is resistant,] I try to give them a nudge. I even argue with the sick patient. When a patient comes here, I always say that we are establishing a 50-50 contract. I bring in with my wisdom, with my knowledge and my art of treating and healing, and he/she brings in with the will to be cured, his/her will to be treated. If he/she doesn't have the will to be treated, then you are wasting your time. Right? I sometimes say that; on rare occasions, I say that".

(Alexandre, 52 years old)

"We have to have this connection, this relationship with the patient, even for you to have adherence to the treatment, to have the patient in your hand. Of course, if you suffer along with the patient, you are going to suffer all your professional life as a hematologist, right? Of course, you become more attached to some patients; you feel more, you know? But you got to build a kind of protection for yourself, you know? So you don't end up with a hint of sadness because there are patients who end up dying".

(Antonio, 38 years old, on how to connect to the patient and, at the same time, protect yourself)

Ofri (2013) states that medical education reinforces the stereotype of the doctor as a detached, emotionally disengaged persona, with the argument that emotions cloud judgment. Groopman (2007) declares that although the emotionally distant doctor is desired in some medical fields, the professional's moods and temperaments influence his/her medical judgment.

The desire to care, to be with, and to make a difference in the patient's life was reported in one way or another by all respondents. For example, Laura describes, with some distancing, the most uncomplicated patients to deal with are those who understand the goal. On the other hand, harboring the patient was a theme present in the reports, with doctors trying to see the patient and not just the disease. This response can often be confused with investing too much on the patient. The professional end up going beyond his/her limit so that the patient can feel comforted. However, the emotional cost for the professional is high, and he/she may even show extreme behaviors, always taking care of the other and not taking care of him/herself.

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IV. Doctor's Attachment Style and Caring for Others: Clinical Applications

Our research showed that, even though they were assessed with secure attachment styles, some characteristics demonstrate insecure attachment in some subjects. The need to care for their patients is present in all subjects, in different ways. At the same time, some use defense mechanisms to deal with their patients and to talk about them.

Harboring patient's needs is essential. It is critical to understand that, in this challenging moment, the patient will have demands for his/her doctors. Especially for hematologic diseases, which usually embodies long treatments and admissions into the hospital. Since the patient may feel overwhelmed, fearing for his/her life or preoccupied about losing his/her routine, his/her income, his/her role in the family (Botega, 2006).

Withal, even though acknowledging how important it is to be welcoming and understanding, some doctors can get frustrated when the patients do not meet their expectations accepting the welcoming or, at least, not showing it. Others feel as if the patient should take more responsibility for his/her treatment, even "giving a nudge" (SIC) on the patient or being more comfortable with patients who are more "optimistic" (SIC) or more objective. Yet, there are the ones who have mixed feelings towards the patients and project their fears and frustrations on them, and this includes making an effort to have all the answers before giving a diagnosis or treatment plan to the patient.

Groopman (2007) states that many patients want to feel seen, unique, and loved by their physician, focusing on who they are, not on the disease. However, medical education – and medical professionals – do not discuss the influence of affects in the physicians' emotions, judgments, and actions.

> "There are reported observations of doctors avoiding discussion of the emotional and social impact of patients' problems because it distressed them when they could not handle these issues, or they did not have the time to do so adequately. This situation negatively affected doctors emotionally and tended to increase patients' distress".
>
> (Ha, Anat & Longnecker, 2010)

Studies (Ha, Andat & Longnecker, 2010; Groopman, 2007) state that how the doctor is affected by his/her patient – if he/she stressed or if he/she has some preconceived beliefs towards the patient – it influences the doctor-patient relationship, even the professional's actions and the patient's responses to his/her treatment. When the patient feels safe enough, the outcomes may be better.

Good communication is also a key element in the doctor-patient relationship. When that dyad is embedded in an engaged, respectful, affective relationship, there is better patient satisfaction, higher adherence to the treatment, and refined coping skills on the part of the patient (Ha, Anat & Longnecker, 2010).

> "The three main goals of current doctor-patient communication are creating a good interpersonal relationship, facilitating the exchange of information, and including patients in decision making. Effective doctor-patient communication is determined by the doctors' 'bedside manner,' which patients judge as a major indicator of their doctors' general competence".
>
> (Ha, Anat & Longnecker, 2010, p. 38)

Physicians need to be more sensitive to their patients' reality, listening to their demands, and building a partnership with them (Caprara & Rodrigues, 2011).

From an attachment perspective, when one feels ill, it will trigger his/her attachment system, leading him/her to seek a stronger and wiser attachment figure: the doctor. By definition, these professionals can contribute as a secure base, from which the patient can make the most of mentally, emotionally, and physically (Frederiksen, Kragstrup & Dehlholm-Lambertsen, 2010; Kafetsios et al., 2015).

Individuals with more sense of security can show more confidence in dealing with stress (Mikulincer & Shaver, 2019). Many studies (Cherry et al., 2014; Fletcher, McCallum & Peters, 2016) point to how medical education should certainly include improving doctor-patient relationship skills in the curriculum, especially among those with insecure attachment.

It suffices to say that, when facing illness, the proximity of the physician does have an impact on the sense of security, with attachment styles guiding how to manage this proximity. Research (Maunder et al., 2006) asserts that the doctors' perceptions of patient's difficulty are related to patient's attachment styles, especially insecure patterns.

Most studies centers on the patient's attachment style and their relations to the doctor. Costello (2013) stresses that, mostly, we care the same way we were cared for. So, it is safe to say that how the medical professional has been cared for influences the conduct that he/she is going to have with his/her patients.

Cluster analysis showed the avoidant and preoccupied aspects presented in the discourse of the interviewed doctors. When we correlated cluster analysis with discourse analysis, we could see that some subjects had a more distanced narrative, not having much patience or understanding for the patient's needs, labeling them as needing a nudge, or being pessimistic. Others showed anxiety in their narratives, sometimes going beyond their boundaries to be available and

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responsive to the patient. It is vital to highlight that insecure attachment is not a synonym of pathology for itself but shows vulnerability to managing stress and distress (Adshead & Guthrie, 2015).

In our research, the doctors were very invested in caring for their patients. They tried to find answers to diminish their suffering and to understand and welcome the patients' needs. However, at times this behavior triggers affect dysregulation. It ends up in disengagement, frustration, or feeling enmeshed with the patient. When the emotional component enters medical education, doctors will be able to develop better strategies to cope with suffering without needing rigid defense mechanisms and feeling open to seeking support from their peers.

> "The high levels of stress in medicine may reflect the fact that medicine involves professionals in constant exposure to attachment relationships. The attachment demands of the work situation interact with the individual's psychological make-up. Personality traits that may be functional at certain times might become ineffective and dysfunctional only under certain situational conditions, such as increased caring demands at home or work. Such a risky interaction may result in concerns about professional performance by doctors at work."
>
> (Adshead, 2010)

Frederiksen et al. (2010) stated that an attachment bond to the practitioners is a valuable trait from the patient's perspective. The authors showed that, although they do not mind seeing an unfamiliar physician when needed, the patients preferred interpersonal in the relationship with the doctor. Patients with non-urgent symptoms or unworried tended not to mind seeing a different doctor. Although not dissatisfied with the new doctor, when asked, they prefer their regular doctor. "When individuals feel vulnerable in the face of major threats, they seek attachment figures to help them feel safe. When the threat is an illness, it is the doctor who is in the position to be an attachment figure" (p. 188).

One of the aspects that help the doctor-patient relationship is communication. Excellent communication between that dyad may regulate emotions, promote a better understanding of medical information, and provide a better perspective from patient's needs, perceptions, and expectations, generating better satisfaction with care (Ha, Anat & Longnecker, 2010).

The physician's recognition and acknowledgment of the patient's emotional cues of distress may have essential outcomes, such as improvement in patient's health, increased patient satisfaction, and even the doctor's better decision making. Provider's attachment styles can facilitate communication with the patient, influencing how he/she responds to patients' needs. Doctors with high attachment avoidance may struggle with their communication skills, interpersonal competence, expressivity, and flexibility, and interpersonal sensitivity, among other characteristics (Cherry, Fletcher & O'Sullivan, 2013). "The empathic responsiveness of clinicians specific to attachment needs and fears may influence the success of the therapeutic relationship that develops" (Tan, Zimmermann & Rodin, 2005, p. 144).

Our research may contribute to the discussion of strategies to improve the doctor-patient relationship, therefore refining patient adherence and compliance to treatment. If one understands the strategies patients use to deal with illness and the accompanied needs for care and closeness, we can help alleviate the suffering that physical illness promotes (Hunter & Maunder, 2001).

Another clinical implication of the research conducted (Barstad-Castro Neves, 2018) is to reinforce the need to have more discussions about the healthcare professional relationship with his/her patient in medical education. Several studies (Adshead, 2010; Ciechanowski et al., 2004; Fletcher, McCallum & Peters, 2016; Ofri, 2013; Groopman, 2007) offer evidence on how the professional leaves medical school with poor communication and coping skills with the patient, focusing more on symptoms.

The medical professional, considered as the one with health-related knowledge, expects to heal the patient – making him/her survive. At many times it is challenging to deal with limitations related to healthcare, especially when it is emotionally demanding for the doctor. Campos (2007) states that the healthcare professional is a caregiver under constant tension since he is always surrounded by suffering, vulnerability, and distress. The patients demand from the professional and put all their expectations and frustration on that figure. In turn, doctors can be reminded that they are vulnerable. So, this research can also be an opportunity for interventions with physicians. It will allow us to give support and care for those professionals that can be overlooked in their needs.

Although attachment processes do not define individuals in all their complexity, they can shed some light on how one interacts with his/her environment, especially responses to distress in medical illness (Thompson & Ciechanowski, 2002). Finally, more studies are needed in this detrimental issue, leading the way for a more emotional and fruitful therapeutic alliance.

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Global Journal of human-social science: a
Arts & Humanities - Psychology
Volume 20 Issue 7 Version 1.0 Year 2020
Type: Double Blind Peer Reviewed International Research Journal
Publisher: Global Journals
Online ISSN: 2249-460x & Print ISSN: 0975-587X

Participation, Suivi et Implicationdes Parents dans la Scolarité de Leurs Filles en République Démocratique du Congo: Analyse Diagnostique de Disparités Scolaires

By Philippe Bila Menda
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Résumé- L'étude est partie du constat selon lequel, l'éducation de la jeune-fille est devenue, de plus en plus, un casse-tête pour les acteurs de l'éducation. De ce fait, éduquer une fille nécessite le concours de tous ces acteurs, particulièrement les parents de l'élève. La participation des parents dans la vie scolaire de leur fille apporte de bénéfice, quant à son adaptation à l'école comme à la maison. La jeune-filleméritedonc soutienet appui. De ce fait, cette étude a tenté de cerner la perception que les filles ont sur la participation de leurs parents dans le processus éducatif dont elles sont impliquées. L'étude a, à l'aide d'un questionnaire administré auprès de 225 élèves congolaises dont 39,6% des humanités (1ère, 2ème,3ème et 4ème), 37,8% de l'Education de base (7ème et 8ème)et 22,7% de primaire, abouti aux résultats selon lesquels, 54% des parents ne passent jamais visiter l'école de leurs enfants après leur inscription. 57%des parents, aident parfois leurs filles à faire leurs devoirs à domicile. 47,6% des parents ne participent pas dans les réunions de l'école de leur fille (réunions de parents, proclamation, etc.). Enfin, 64% de parents ne consultent jamais les cahiers de communication et de résumé de leurs filles

Mots clés : *participation, scolarisation, jeune-fille, abandon scolaire, suivi scolaire.*

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Mots clés : participation, scolarisation, jeune-fille, abandon scolaire, suivi scolaire.

I. Introduction

L'éducation des filles est l'un des problèmes qui préoccupent actuellement l'humanité toute entière. Son importance a été prouvée à maintes reprises. A cet effet, la conférence mondiale sur l'Éducation Pour Tous (EPT), tenue du 5 au 9 mars 1990 à Jomtien (Thaïlande), a reconnu comme priorité des priorités, l'accès et l'amélioration de la qualité de l'éducation des filles ainsi que l'élimination des préjugés défavorables à leur égard. De ce fait, de l'école primaire à l'école secondaire, les parents ont la mission d'accompagner leurs enfants pour leur garantir la réussite. *Une école primaire mal réalisée constitue un venin contre une bonne poursuite des études au secondaire et une école secondaire mal réalisée n'offre pas de garantie de réussite à l'enseignement supérieur et universitaire.* C'est pour dire que les fondations solidement bâties dans un cycle d'études, sont favorables à chaque enfant quittant une classe ou une filière d'études à une autre. La fille comme le garçon doivent bénéficier des mêmes faveurs dans leur scolarisation. C'est un engagement que l'on exige aux parents de prendre avec responsabilité. Ainsi, l'Education Pour Tous (EPT) prévoit que la participation à la scolarisation des filles et des garçons soit d'une manière permanente. Cependant, pire est de constater que en RD Congo, il y a une forte participation des garçons et une maigre participation des filles à l'école. Or, l'éducation est avant tout un droit humain élémentaire prévu par l'engagement international tel que la convention relative au droit de l'enfant et sur le plan régional, la charte africaine des droits et du bien-être de l'enfant.

Il est largement reconnu que la scolarisation des filles est l'un de moyens, le plus sûr et garantissant, non seulement pour la fille elle-même, mais également pour les communautés au sens plus large. Une meilleur scolarisation de la fille, garantie une meilleure santé maternelle, réduit la mortalité infantile, améliore la qualité de la nutrition au sein de la famille, et renforce la main d'œuvre potentielle, ainsi que la croissance économique. Il sied de constater que la culture *Bantu* inféode l'éducation de la jeune-fille et porte souvent préjudice à la scolarisation de celle-ci. Cependant, il faut souligner que la jeune-fille mérite accompagnement de ses parents pour réussir sa vie scolaire. Les parents doivent suivre le progrès de leur enfant de près. Certains parents brillent par des absences dans la vie de leur enfant, sous-prétexte d'être trop chargé ou occupé.

C'est dans ce sens que Yawidi (2013) souligne que « *le faible rendement de l'enfant dans une école doit interpeller le parent à mobiliser ses efforts pour identifier ce qui l'empêche ou l'a empêché de donner le meilleur de lui-même ou à réussir sa scolarité. Quel que soit le degré de son inadaptation, l'enfant qui ne réussit pas en classe a le droit d'être accompagné pour qu'il affronte ses difficultés scolaires de manière à les surmonter* ».

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Cette étude porte une attention particulière sur la scolarisation des filles en générale, et particulièrement de celle qui fréquentent l'école secondaire en répondant aux préoccupations suivantes : (i) les parents sont-ils à l'écoute de problèmes de scolarité de leurs filles ? (ii) se préoccupent-ils à y apporter des solutions ? (iii) accordent-ils de l'importance à la réussite scolaire de leur jeune-fille ?

II. Fondements Théoriques

Ce point est consacré à l'élucidation des concepts fondamentaux de notre étude notamment : la scolarisation, la participation parentale, abandon scolaire et le suivi scolaire.

a) Participation parentale et ses contours

Dans le domaine scolaire, la Participation parentale est l'ensemble de comportement qui implique : la préparation de l'enfant pour l'école et l'accueil à son retour, la supervision, le suivi et l'engagement actif dans les travaux scolaires, la contribution à la motivation de l'enfant, les interactions avec l'école, le bénévolat à l'école et la participation à des comités de parents, des réunions et assemblées générales. Il faut donc distinguer deux types de participation parentale, à savoir : *(1) Participation à domicile :* ce type de participation est retrouvé à la maison car la famille est le premier secteur d'apprentissage de l'enfant et par conséquent son premier cadre de référence. C'est dans son milieu familial que l'enfant a acquis ses premières connaissances et développé ses premières habiletés. Les parents ont donc intérêt à : (i) connaître l'enfant, découvrir ses goûts et ses champs d'intérêt ; (ii) cibler les interventions qui favorisent le plein potentiel de l'enfant ; (iii) élaborer des activités éducatives et de projets éducatifs qui intéresseront l'enfant et qui le feront progresser etc. *(2) Participation à l'école :* L'école faisant partie du quotidien de l'élève, les parents doivent être impliqués dans tout l'activités d'apprentissage à l'instar de : (i) recueillir des informations auprès de leurs professeurs ; (ii) participer aux activités de l'école ; (iii) se présenter à l'école à chaque convocation ou de leur initiative ; (iv) participer et coopérer activement aux activités extra-scolaires ; (v) inciter l'élève à fréquenter la bibliothèque de l'école ; (vi) lui inculquer le respect du travail, des horaires, des professeurs et de la discipline à l'école et (vii) veiller à ce qu'il soit assidu et ponctuel aux cours.

En abordant les aspects pédagogiques de la famille Nogueira (1998) explique que *« la participation des parents à la vie de leurs enfants, peut influencer leur développement scolaire ».* En participant activement à la vie de l'école, les parents seront mieux informés sur la vie scolaire de leurs enfants et les encouragent à se sentir plus responsables. Amundson K. (1998) soutient encore que les parents qui y participent développent plus d'attitude positive envers l'école et le personnel de l'école. Pour l'école, la participation parentale permet : (i) un échange d'informations ; (ii) une meilleure idée des valeurs et des préférences des parents, de façon à prendre les meilleures décisions possibles, (iv) le rapprochement entre les groupes d'intérêt qui interviennent dans l'école ; (v) par le dialogue et la compréhension mutuelle, les divers agents de l'éducation peuvent parvenir à un véritable partenariat, et c'est toujours au profit des écoles.

En somme, les parents qui s'impliquent dans les structures de participation exercent un pouvoir d'influence important dont les premiers bénéficiaires sont les enfants. Deslandes, (1999) soutient que *la participation parentale influe négativement ou positivement sur les résultats de l'enfant à l'école*. Toutefois, il faut rappeler que certains facteurs limitent la participation des parents dans la scolarité de leurs enfants : (i) la pauvreté ; (ii) une mauvaise santé (iii) la malnutrition ; (iv) les migrations ; (v) les difficultés d'ordre géographique ; (vi) les facteurs culturels et (vii) les situations de fragilité et de conflit.

b) Du concept « suivi scolaire »

Dans le cadre de cette étude, le concept suivi scolaire se rapporte au soutien scolaire. La notion de soutien scolaire proprement dit, concerne l'aide dispensée à l'école sur le temps scolaire, par les équipes éducatives. Au sens large, le terme est également utilisé pour désigner l'accompagnement à la scolarité ; l'aide dispensée en dehors de l'école, sur le temps périscolaire, par des intervenants variés. Le soutien scolaire peut consister en une simple aide aux devoirs ou aller jusqu'à une véritable remise à niveau si nécessaire. Chaque parent a l'obligation de suivre le parcours scolaire de son enfant. Dans cette optique, dès lors que les élèves apportent régulièrement leurs productions à la maison (cahiers de devoirs, d'exercices, d'interrogations, cahiers de communication, etc.), le parent doit se saisir pour signer et passer en revue tous ces documents. Ce fonctionnement permet de suivre l'évolution scolaire de l'élève.

C'est dans cet ordre d'idée que Yawidi (2008) précise que, *si les parents ne lisent pas régulièrement le cahier de communication et le journal de classe de leur enfant, ils manqueraient certaines informations utiles pour son suivi*. A titre d'exemple, un parent dont l'enfant est frappé d'exclusion temporaire à l'école, est notifié par la direction de l'établissement via un communiqué, accouché dans le cahier de communication de l'élève. Si le parent n'a pas l'habitude et la souplesse de consulter, à chaque fois les documents de l'enfant, il laisserait sortir l'enfant à l'heure habituelle, oubliant qu'il l'expose au danger qu'il fasse l'école buissonnière.

Abondant dans le même sens, Yawidi (2008) poursuit en notant qu' « *Un parent qui ne se sent pas*

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concerné par la conduite de son enfant à l'école comme en famille n'aide en rien ce dernier à évoluer. Au contraire, une telle indifférence amène l'enfant à tout oser, personne ne s'occupe de lui indiquer le chemin à suivre, l'enfant use et abuse de cette liberté pour basculer dans direction qu'il veut ». L'indifférence se manifeste par l'abandon total du contrôle de la vie de l'enfant et de tout ce qui touche à sa scolarité. Le parent se contente juste de procurer à l'enfant les frais et les fournitures exigés par l'école et pense avoir accompli son ultime devoir. Pour le reste, aucun souci n'est ressenti à aucune situation relative à l'école.

Allant dans le même sens, Lalonde (cité par Yawidi, 2008) soutient encore que ; si l'apprentissage scolaire n'est aucunement valorisé par le milieu familial ou encore si le soutien apporté à l'enfant est à peu près nul, incohérent ou habituellement conflictuel, on ne doit pas s'attendre à ce que l'enfant s'oriente seul vers la performance scolaire. *Un parent qui ne s'intéresse pas à lire le cahier de communication, le journal de classe, à contrôler les cahiers de son enfant, témoigne par là d'une attitude de négligence ou d'indifférence au travail scolaire de ce dernier.* L'enfant qui se rend compte que ses parents n'accordent aucun intérêt à ce qu'il fait à l'école, à ses devoirs à domiciles, ne serait pas aussi intéressé à prendre au sérieux ses études. De la négligence des parents, on aboutit aussi à la négligence de l'enfant. L'indifférence des parents peut révolter la paresse de la part de l'enfant. La négligence et la paresse de ce dernier ne peuvent l'amener qu'à l'échec scolaire. L'enfant peut arriver à désobéir l'ordre de son enseignant concernant la lecture à domicile, la signature de son cahier de communication par ses parents parce qu'il ne voit pas ces derniers lui tenir rigueur. Et ceci ne contribue pas à renforcer l'efficacité de l'écolier ou de l'élève à l'école. Aider son enfant à réussir à l'école signifie principalement : (i) l'accompagner de façon attentive, c'est-à-dire l'écouter au retour de l'école, l'aider dans ses travaux scolaires, porter attention à ses divers apprentissages, vérifier s'il réussit bien, entrer en contact s'il y a lieu avec la personnel de l'école ; (ii) s'informer sur son cheminement, se donner les moyens de suivre ce qui se passe à l'école et connaître les récents développements survenus dans le monde scolaire ; (iii) être présent à l'école au moment des rencontres avec les enseignants, des réunions nécessaires pour l'établissement d'un plan d'intervention si l'enfant rencontre des difficultés ; enfin, agir comme véritable partenaire dans le développement de cet enfant que les parents connaissent plus que quiconque.

Par ailleurs, dans son livre intitulé, *Le cri de détresse de l'enfant congolais en milieu scolaire,* Yawidi (2018) expose les doléances d'un jeune congolais qui se plaint de sa situation et de son contexte scolaire, en ce terme : *« chers parents, depuis que vous m'avez inscrits à l'école, vous ne faites aucun cas de mon évolution scolaire. Vous ne participer nullement aux réunions des parents organisées à votre intention à l'école. Ignorez-vous complètement vos responsabilités ? J'obtienne de bons résultats scolaires. Pourrai-je les obtenir sans vous ? Mon école est pourtant votre école. Papa, maman, pensez à mon avenir »,* ainsi, pour répondre à ce cri de détresse, les parents doivent prendre en main leurs responsabilités en s'intéressant à l'école de leurs enfants et ne ménager aucun effort pour créer une bonne ambiance au sein de la famille avec votre enfant.

Cependant, l'école n'attend pas seulement de parents, le paiement ou la régularisation des frais d'études, la signature des bulletins de leur enfant, mais elle veut voir ses efforts d'encadrement des élèves soutenus par leurs parents. Quel que soit leur emploi de temps, ces derniers doivent témoigner d'un double attention et d'un double intérêt. D'un côté, à l'école de l'enfant, montrer qu'ils se préoccupent de la scolarité de leur enfant. De l'autre côté, à l'égard de l'enfant, attester qu'ils n'ignorent rien de ce qui le concerne à l'école. *Un enfant est content de voir son père ou sa mère se rendre à l'école où il étudie.* Mais lorsque les parents se font représenter à l'école par des tiers, qui souvent n'ont pas de responsabilité directe sur l'enfant, le résultat que l'on en tire est toujours en deçà de ce qu'ils peuvent récolter. Les pleurs de l'enfant en absence des parents lors de la remise des bulletins ou autres manifestations importantes de l'école, traduisent le ressentiment de l'élève.

c) *Concept « Parents d'élèves », ses sortes et ses caractéristiques*

D'après Philos (2000), un parent est celui, celle qui présente des traits communs avec quelqu'un d'autre, qui a un comportement semblable ou des liens étroits. Dans le cadre de notre travail, le parent c'est avant tout le père ou la mère d'une personne, d'un enfant. Quant à l'acceptation, *Parent d'élève,* elle est utilisée en analyse transactionnelle dans les états du Moi, il désigne un ensemble de comportements. Les parents d'élèves (de par leurs représentants élus) participent de droit aux conseils d'école (Conseil de Gestion), conseils d'administration et conseils de classe. Les parents d'élèves sont considérés comme des intervenants bénévoles pouvant intervenir en classe après autorisation du directeur d'école. Les droits des parents d'élèves à assurer leur rôle éducatif sont reconnus à travers : un droit d'information sur le suivi de la scolarité et du comportement scolaire de leurs enfants, un droit de réunion s'exerçant dans le cadre de réunions collectives ou de rencontres individuelles, un droit de participation par leurs représentants, membres ou non d'une association, élus ou désignés pour siéger dans les instances des écoles et des établissements scolaires.

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Ainsi, relativement à la catégorie des parents d'élèves, il faut distinguer plusieurs catégories de parents, dont nous allons en citer les plus récurrentes. Cette opération donnera à chaque parent l'opportunité de se reconnaître dans tel ou tel autre catégorie. (*1) Le parent sévère ou autoritaire :* Ce parent est géant et attache beaucoup plus d'importance aux résultats qu'aux sentiments de l'enfant. Ici, de nombreuses règles sont établies pour maintenir un certain ordre, souvent sans aucune explication. L'enfant n'était pas apte à savoir ce qui est bon pour lui ou il n'a pas son mot à dire et doit seulement obéir. (2) *Le parent permissif, ou laxité :* Le parent souhaitant le meilleur pour son enfant en lui donnant tous les soins nécessaires sans jamais le contraindre. Ce parent ne veut pas s'opposer à son enfant, soit parce qu'il a peur que son enfant l'aime plus, soit parce qu'il est contre toute forme d'autorité et confond fermeté avec oppression. Il y a également certains parents qui préfèrent jouer le rôle d'amis plutôt que celui de parent aux yeux de leurs enfants ; il veut être leur confident, etc. (3) *Le parent abusif :*ce parent peut être abusif des différents domaines, nous en citons quatre. Soit le parent est surprotecteur, soit il projette sur son enfant son propre idéal, soit il est complètement absent, soit il est violent. Dans le premier cas, le parent met l'accent sur la protection à outrance, imaginant les pires scénarios, et fait souvent les choses à la place de son enfant. Dans le deuxième cas, le parent est obsédé par la performance de son enfant ou lui impose ses propres valeurs : le parent exige que son enfant soit un reflet de ses propres désirs. Dans le troisième cas, il s'agit d'un abus au sens de détourner de son usage, dans le sens où le parent, ne s'investit pas dans l'éducation de son enfant, n'assume pas son rôle de parent. Enfin, le parent peut également ignorer tous les besoins de son enfant, et l'enfant devient alors victime. (4) *Le parent équilibré ou parent coach :* En anglais, le terme utilisé est « authoritative », il y a donc bien la notion d'autorité, mais celle-ci est équilibrée. La communication est positive, les règles établies sont comprises et acceptées, et on donne à l'enfant les moyens d'être autonome. Le parent est ferme, mais fait preuve d'affection et d'amour.

A son tour, Nogueira (1998) soutient que dans le monde scolaire, il existe de nombreux types de parents dont il en cite deux : (i) *Les parents omniprésents, attentifs et préoccupés* : qui vont régulièrement à l'école, qui participent aux réunions de parents d'élève et aux activités de l'école. (ii) *Les parents « absents » totalement désintéressés par leurs enfants*, qui ignorent ce qui se passe à l'école, et il y a encore ces parents qui ne se sentent concernés que lorsqu'ils reçoivent chez eux une plainte à propos de leur enfant à laquelle ils répondent en jetant la faute sur l'école et non sur eux-mêmes.

En abordant la question des typologies de parents d'élèves, Luboya (2019) catégorise 4 types de parents qui fréquentent l'école. Et ce, par rapport à leur implication dans l'instruction de leurs enfants. Il en cite : (1) *Les parents favorables et participation active* : ce sont ceux-là qui soutiennent leurs enfants à la maison, sont très activement impliqués dans les activités de l'école, peuvent même servir dans les organes de gestion. (2) *Les parents défavorables mais participation active :* ces parents sont difficiles à identifier, ils peuvent assister aux réunions des parents, peuvent aussi assister à certaines activités de l'école mais ne donnent pas du soutien à leurs enfants à la maison (frais scolaires). (3) *Les parents favorables mais participation inactive* : ce sont des parents qui soutiennent leurs enfants à la maison mais ne sont pas activement impliqués dans les activités de l'école. (4) *Les parents défavorables et participation inactive* : ce sont ceux qui ne soutiennent pas leurs enfants à la maison, ne participent pas aux activités de l'école, ne sont pas impliqués et sont difficiles à atteindre.

d) De la scolarisation de la jeune-fille en R.D Congo

i. *Ce que la scolarisation est*

La scolarisation se conçoit comme étant le fait de poursuivre des enseignements jusqu'à la fin de la dernière année de l'étape dans laquelle il est inscrit. Elle est aussi une action consistant à acquérir ou à faire acquérir une certaine instruction en utilisant l'école comme moyen. Selon Lafon (1973), la scolarisation est *« le fait de scolariser, de donner une éducation scolaire ou une instruction d'un enfant, aussi bien par ses parents que par ses maîtres ».* Compte tenu de différentes définitions données par les auteurs concernant le terme scolarisation, pour cette étude, nous disons que l'enfant qui entre à l'école et termine sa formation est appelé « *scolarisé* » tandis que celui qui n'a pas été à l'école depuis sa naissance ou l'a abandonné trop tôt, est dit « *déscolarisé* ». Cet enfant déscolarisé ou sans scolarité est généralement dit « défavorisé » parce qu'il n'a pas bénéficié ou n'a pas suffisamment de possibilités culturelles ou de formation de société qui pourrait l'épanouir et l'aider à se découvrir dans l'ensemble de ses potentialités et envisager son avenir de façon réfléchie, en s'interrogeant sur son orientation. La scolarisation de l'enfant ne tient ni compte de son sexe, ni de ses situations sociales.

ii. *Comment la scolarisation des filles a évolué*

Vers le début 20ème siècle, les jeunes-filles étaient éduquées pour les travaux ménagers, la cuisine, le ménage, apprendre à s'occuper d'un nourrisson....Tout cela en vue uniquement de les marier pour qu'elles forment de « parfaites ménagères ». Elles apprenaient la vie pratique et utilitaire. L'enseignement dispensé n'avait aucun lien avec le savoir intellectuel. Les écoles de la première moitié du 19ème siècle formaient donc les jeunes filles pour devenir des femmes chrétiennes, des épouses aimables, des mères

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tendres, des économes attentives dans la plus grande tradition de la France du 19ème siècle. La Révolution de 1789 ne semble pas avoir laissé de traces car elle fut avant tout une histoire d'hommes et de bourgeois en particulier qui considéraient la femme comme avant tout, une mère et une épouse. Après 1850, l'enseignement secondaire des filles devient l'affaire de débats politiques. La nature des écoles changent, les rares établissements laïcs sont financièrement plus fragiles et cèdent la place aux pensions religieuses dans les années 1880.

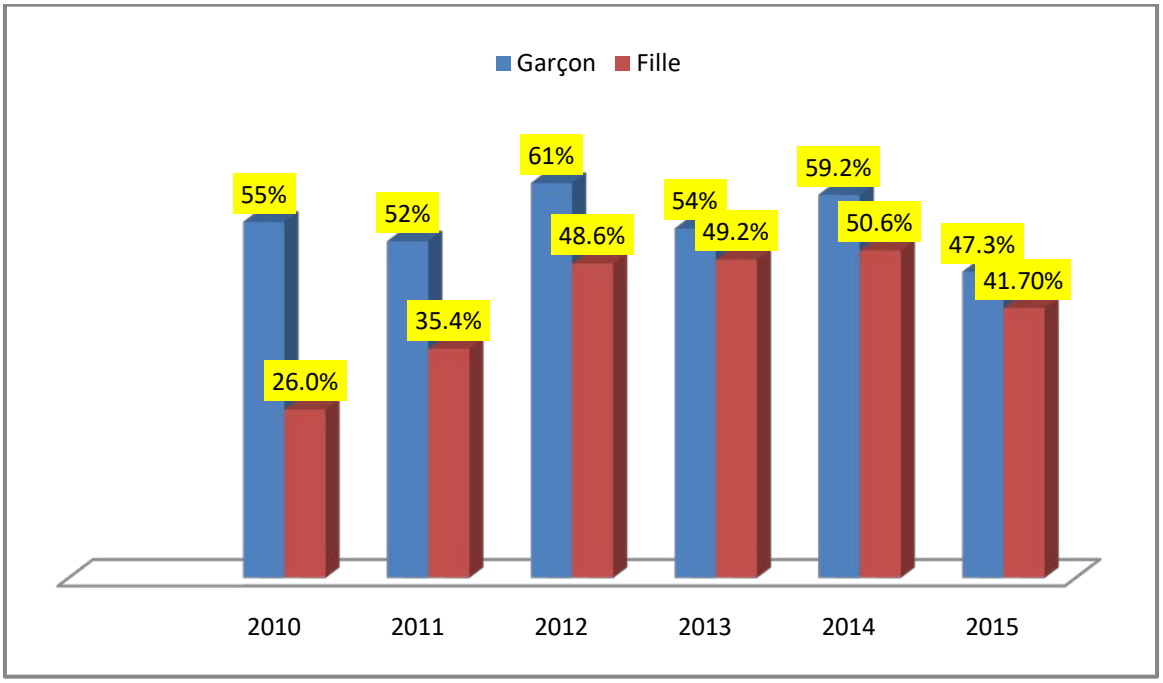
Il faut rappeler que l'accès à l'éducation des filles est un combat est l'un des principaux défis du 21ème Siècle. Non seulement, parce que la tâche est immense, avec 32 millions de filles qui ne sont pas scolarisées à travers le monde. Mais aussi parce que les discriminations dont sont encore victimes les petites filles, les adolescentes et les femmes sont encore très profondément ancrées dans de nombreuses régions du globe. En deux décennies d'immenses progrès ont été faits et la fracture entre filles et garçons en matière d'éducation primaire s'est réduite. Les petites filles n'ont jamais été aussi nombreuses qu'à l'heure actuelle à aller à l'école. A l'échelle mondiale, la part des filles parmi l'ensemble des enfants non scolarisés des pays en développement a considérablement diminué, passant de 58 à 53%. Mais ces avancées, considérées dans leur globalité, cachent de grandes disparités et ne portent pas satisfaction. Dans certains pays d'Afrique subsaharienne ou d'Asie, où plus de la moitié des filles n'achèvent pas le cycle d'enseignement primaire. Dans certaines régions de l'Afghanistan ou de la Guinée, moins de 20% des filles en âge d'être scolarisées vont à l'école. Passerle primaire, les filles ont encore bien plus de risques que les garçons de pouvoir stopper leur scolarité à l'entrée du secondaire, pour assurer les travaux ménagers ou agricoles, pour apporter un complément de revenu à leur famille, ou encore pour être livrées trop tôt à un mariage qu'elles n'ont pas choisi.

iii. *La scolarisation des filles aujourd'hui*

Les filles, aujourd'hui, ne sont pas libres de leurs choix et ne peuvent décider de leur propre avenir et subissent violences et exclusion. *A une certaine époque, les parents préféraient une formation technique ou scientifique pour leurs garçons et envisageaient un niveau d'études globalement plus élevé pour leurs fils que pour leurs filles*. Ce constat est toujours vrai actuellement. Les parents sont plus ambitieux concernant l'avenir de leurs garçons. Les ambitions scolaires des parents sont inégalement liées à la réussite scolaire selon qu'il s'agit d'une fille ou d'un garçon. Les filles sont moins poussées vers la filière scientifique lorsqu'elles sont bonnes élèves. Par ailleurs, alors que la taille de la fratrie n'est jamais discriminante pour les garçons, elle influe significativement sur les orientations souhaitées pour les filles. Ainsi, c'est parmi les parents les plus diplômés que les projets scolaires se sont révélé les plus homogènes entre les sexes. Ces ambitions différenciées pour les filles et les garçons ne se sont pas traduites à première vue dans le comportement des parents en termes de suivi et d'implication dans la scolarité de leurs enfants. Cependant, si les parents aident en moyenne autant les filles que les garçons dans leur travail scolaire, ils seraient, plutôt moins investis dans la scolarité de leurs filles que dans celle de leurs fils. Si l'on prend en compte, outre le suivi des devoirs, le contrôle actif du travail scolaire ou la participation au choix des options et au processus d'orientation. Toutefois, lorsque les parents sont plus disponibles, le comportement vis-à-vis des filles se rapproche de celui adopté vis-à-vis des garçons. C'est dans cette optique que Yawidi (2008) note que : « *l'action d'apprentissage de l'enfant à l'école doit être soutenue par les parents au niveau de la maison. L'école comme l'enfant ont chacun besoin de voir les parents s'impliquer positivement à remplir leur devoir de parents. Ils doivent faire de l'école de leur enfant leur école* ». Il s'agirait donc moins d'un modèle d'éducation différent selon le sexe de l'enfant que d'un arbitrage fait au profit des garçons en comptant sur l'autonomie des filles.

Selon les sources du Ministère de l'Enseignement Primaire, Secondaire et Technique, le nombre de filles à l'école s'approche progressivement de celui de garçons à travers le pays. Pour ce ministère, ce nombre est passé de moins de 30% des filles à l'école en 2010, à 41,7% des filles contre 47,30% pour les garçons fin 2015. Cette augmentation de nombre de filles à l'école est le fruit de plusieurs efforts menés par le gouvernement de la RDC et ses partenaires du secteur.

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Graphique 2.1: Taux de participation de la fille et du garçon à l'école

Cependant, plusieurs raisons sont à l'origine du faible taux de scolarisation de la fille en RD Congo. Il s'agit notamment du revenu modeste de beaucoup de familles congolaises et aussi de nombreuses pesanteurs socioculturelles. *Pour certains parents, scolariser une fille constitue un énorme gaspillage de temps et de ressources financiers. D'autant plus qu'à cause du mariage de celle-ci, la famille ne pourrait jouir totalement de sa production*. C'est ainsi que de nombreuses filles abandonnent les études à cause de l'attitude des parents qui privilégient les garçons par rapport aux filles.

En RD Congo, les hommes et les femmes pensent que la femme a plus d'estime dans les sociétés africaines lorsqu'elle est prise en mariage. « *Elle peut ou ne pas étudier, l'essentiel pour elle, est de se trouver un mari avec qui, elle va fonder son foyer pour être respectée par tous* ». *Dans la société congolaise, une femme mariée a plus de considération dans la société même si, elle n'a pas étudié. Par contre, est moins considérée dans la société, celle qui a étudiée et qui est sans mari*. Ces convictions qui datent de la société traditionnelle sont difficilement adaptées à la société actuelle, dite moderne. Une société qui prône l'égalité entre les hommes et les femmes. Cependant, il existe aussi des parents qui tiennent à changer la tendance déjà encrée dans la culture de la population depuis des siècles. Ne pas scolariser les filles est synonyme de les livrer à une vie indigne. *La plupart des quartiers du pays où la scolarisation des filles est faible, le taux de débauche bat son plein. On y signale plusieurs cas des prostitutions, d'avortements, des grossesses prématurées, des filles mères et autres maux qui rongent la jeunesse féminine congolaise.*

iv. *Pourquoi scolariser la jeune-fille*

L'éducation est un droit fondamental dont doit jouir tous les enfants, y compris les filles, car l'éducation met les femmes sur la voie de l'émancipation économique et sociale. *Les femmes instruites se marient généralement plus tard, mettent moins d'enfants au monde, elles ont de meilleures chances de savoir ce qu'il faut faire pour se protéger et protéger leurs familles contre les aléas de la vie.* La privation d'instruction expose les filles puis l'adolescente et la femme qu'elles seront dans la vulnérabilité la plus extrême, face à la maladie, au VIH SIDA, aux violences sexuelles, aux mariages forcés, aux grossesses précoces et à la pauvreté. A l'inverse, l'accès à l'éducation présente des avantages qui vont bien au-delà des jeunes élèves elles-mêmes. *Un enfant né d'une mère qui a eu accès à l'école élémentaire a beaucoup plus de chances de vivre au-delà de son cinquième anniversaire que celui né d'une mère privée d'éducation élémentaire*. Abordant dans le même sens, l'UNICEF (2010) souligne que : *chaque année supplémentaire de scolarité dans la vie d'une fille réduit de 10% le risque de décès de son futur bébé.* Les statistiques de l'Institut National de Statistique (2012) prouve à suffisance que les taux de réussite au secondaire est inférieur à celui des garçons. Les causes en sont, certes multiples mais ici nous voulons dégager la responsabilité parentale.

L'éducation permet également aux femmes de mieux s'informer sur la manière d'éviter l'infection et les maladies. Elle leur donne les moyens de se défendre

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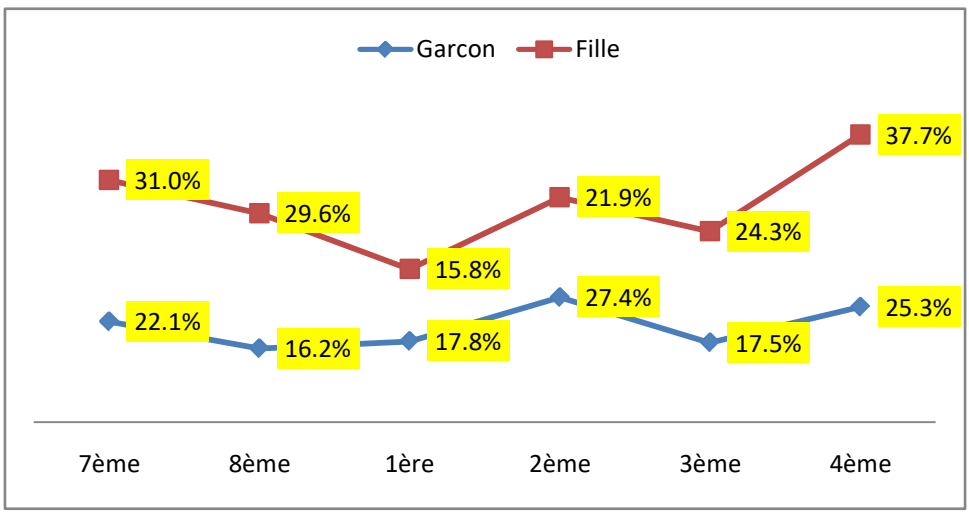
dans des situations qui pourraient s'avérer dangereuses. *Une mère instruite saura mieux protéger son enfant contre les maladies évitables en se rendant régulièrement aux consultations médicales, en surveillant la croissance de l'enfant et en lui donnant des aliments nutritifs.* L'école peut être non seulement un havre pour les filles, mais elle peut également leur inculquer un sentiment de force personnelle et d'espoir pour l'avenir. Dans ce même ordre d'idée, Koffi Annan, alors Secrétaire General de l'Organisation des Nations Unis, a précisé que*« tant que les filles n'auraient pas accès à l'éducation de base, de finalité qu'elles méritent et qu'elles n'occuperaient pas la place qui leur revient en tant que partenaire du développement sur le même pied d'égalité que les garçons, aucune transformation importante n'interviendrait dans les sociétés ».* Une fille non scolarisé ne sera pas susceptible de s'intégrer à la population active, d'obtenir des emplois salariés, de groupe d'avantages pour leurs familles au cours de leur existence et de ne pas avoir des enfants en meilleure santé et scolarisés plus long temps.

v. *Ce qui bloque la scolarisation de la jeune fille en R.D Congo*

Les obstacles à la scolarisation de la jeune-fille, en République Démocratique du Congo, se présentent comme la combinaison de logiques de *demande* et d'*offre* d'éducation au sein d'un contexte pour former un processus d'exclusion et d'inclusion scolaire. Du côté de la *demande*, les difficultés économiques associées aux problèmes familiaux (pauvreté, divorce entre les parents, décès d'un tuteur, etc.), aux problèmes de santé de l'enfant (maladies, troubles psycho-physiologiques), aux facteurs culturels (grossesse précoce, phénomène fille-mère, travail d'enfant) et à une faible valorisation des études expliquent une partie du phénomène de l'exclusion scolaire de la fille dans l'école congolaise. Du côté de l'*offre*, le coût direct et indirect des études (les études très coutées), l'insuffisance d'écoles, d'enseignants pédagogiques et la violence à l'école ont pour conséquence une faible qualité des acquis scolaires et expliquent une part importance du phénomène d'exclusion scolaire.

e) Abandon scolaire, ses causes et ses conséquences

L'éducation des filles est l'un des problèmes qui préoccupent actuellement l'humanité toute entière et que son importance a été prouvée à maintes reprises. La République Démocratique du Congo (RDC), s'inscrit sur la voie qui prône la scolarisation des filles et l'élimination des disparités de scolarisation entre celles-ci et les garçons. C'est pourquoi, depuis le forum de Dakar, la RDC s'est engagée à améliorer la scolarisation des filles particulièrement avec l'appui de l'UNICEF. Une étude récente menée sur l'abandon scolaire des filles, s'est mis à démontrer, par un dépouillement de palmarès des années scolaires 2015-2016, que les effectifs des inscrits et des abandons du sexe féminin ne faisaient accroitre en RD Congo. Les rapports entre les effectifs d'abandons et ceux des inscrits ont révélé que les taux d'abandon scolaire des filles sont plus élevés que ceux des garçons à tous les niveaux d'études. En considérant les années scolaires, les filles ont abandonné les études plus que les garçons pendant toute la période de l'étude. La conception traditionnelle, non absente en milieu urbain, qui ne perçoit pas l'importance de la scolarisation des filles passe comme l'un des facteurs à la base de cette situation. Pour certains parents, scolariser une fille constitue une énorme perte. Un pareil préjugé défavorable à l'égard des filles ne fait qu'accroître la disparité entre les deux sexes en matière de scolarisation. C'est ainsi que de nombreuses filles abandonnent les études à cause de la « prime » payée par les parents, car ces derniers préfèrent privilégier les garçons.



Graphique 2.2: Taux d'abandon par rapport aux années d'études

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Par ailleurs, les taux d'abandon scolaires des filles sont plus prononcés au niveau de 8ème année (2ème C.O). Cet état de chose est lié au développement physiologique de la jeune fille. En effet, la puberté, avec toutes ses conséquences, se manifeste assez tôt chez les filles (entre 9 et 14 ans). Pendant cette période, les filles sont animées par l'instinct de curiosité, de la découverte, surtout sexuel. Il faut signaler que cette envie de découverte, mal orientée, les amène facilement à des grossesses prématurées et mariages précoces. Si en 4ème année (6ème H), les abandons scolaires des filles ont augmenté, cela s'explique par les échecs aux examens d'État qui constituent la source de démotivation de certaines. En plus des facteurs généraux évoqués, expliquant les abandons scolaires, les difficultés liées au paiement aux grossesses, le décès des parents et le mariage font également partie de facteurs qui les conditionnent à interrompre leur scolarité.

Ainsi, soulignons que certaines fillessont pourtant pour *la reprise des études afin de décrocher un diplôme qui leur permettrait d'obtenir un emploi plus intéressant que le petit commerce des denrées alimentaires qu'elles exercent et qui ne subvient même pas à leurs besoins fondamentaux*. Pour l'amélioration de la scolarisation des filles, actuellement des actions assez timides sont posées, notamment par l'UNICEF qui a, depuis l'année 2004, lancé le slogan « *Toutes les filles à l'école* » et qui appuie la scolarisation des filles de quelques écoles ciblées de la ville de Kinshasa. Cet appui est essentiellement axé sur : (i) le paiement des frais d'études pour les filles inscrites en première année primaire ; (ii) la distribution gratuite des fournitures scolaires aux filles des écoles précitées ; (iii) le plaidoyer auprès des parents et responsables scolaires. De telles actions devraient cependant être intensifiées et impliquer tous les partenaires de l'éducation. En effet, *en analysant le programme scolaire congolais surtout aux niveaux primaire et secondaire, très peu de place est réservée à l'éducation sexuelle.* Ainsi, compte tenu de la précocité de la période de la puberté chez les filles, il serait tout indiqué, d'approfondir les notions de la sexualité dans le programme scolaire.

Pour les filles ayant abandonné l'école et qui optent pour la reprise des études, il serait souhaitable que l'État, les Organisations Non Gouvernementales et les responsables scolaires leur viennent en aide car leurs problèmes sont essentiellement d'ordre financier. En effet, *la plupart des filles ayant abandonné à cause de la grossesse ou du mariage précoce (qui ont aujourd'hui divorcés ou ne vivent plus avec leur partenaire) sont rejetées par les parents et les autres membres de famille alors qu'elles manifestent le désir de reprendre les études.* La constitution de la R.D. Congo, met l'accent sur la parité entre les deux sexes, pourra aussi contribuer à l'amélioration de la scolarisation des filles. Enfin, l'État congolais doit prendre ses responsabilités en main en instaurant un enseignement obligatoire et gratuit tel que le préconise la loi-cadre de la République Démocratique du Congo.

III. Méthodologie

Ce point concerne la méthodologie de recherche. Il met un accent sur la démarche employée pour atteindre les objectifs que s'est assigné l'étude. Nous y décrivons la méthode et les techniques utilisées tout en présentant les caractéristiques des enquêtés. Une étude plus exhaustive obligerait de mener l'enquête auprès de toutes les jeunes-filles de la RD Congo, constituent notre population, mais faute de moyens matériels et financiers suffisants et l'indisponibilité de certains enquêtés, il nous a été pratiquement impossible de les atteindre tous, d'où la nécessité de procéder par un échantillonnage. Cependant, la détermination de la démarche méthodologique pour une étude s'avère indispensable. Ainsi, pour cette étude, nous avons utilisé la méthode d'enquête soutenue par les techniques de collecte des données (questionnaire, documentaire, entretien) et de traitement de traitement des données (pourcentage). Il est important de signaler que cette enquête est menée auprès de 225 élèves des écoles de la République Démocratique du Congo. Ces élèves sont tirés dans trois différentes provinces (Kwilu, Kongo-Central et Kinshasa), en raison de 75 filles par provinces, soit 33,3%. Ainsi, les caractéristiques des enquêtées se présentent comme suit :

Tableau 3.1: Caractéristiques des enquêtés

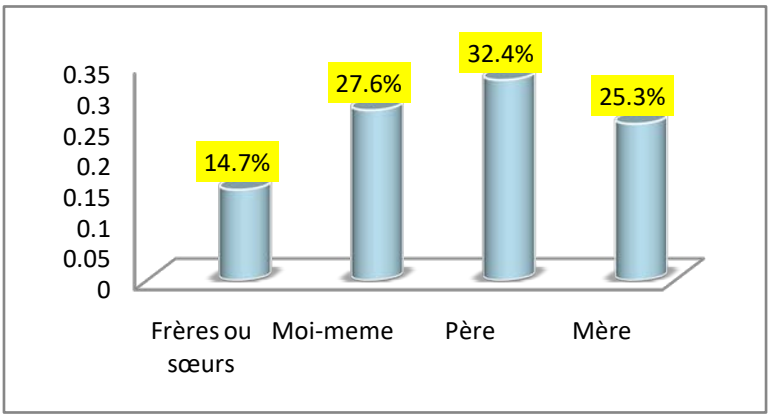
Caractéristiques	Description	ni	%
Niveau d'études	Humanité	89	39,6
	Secondaire général	85	37,8
	Primaire	51	22,7
Nombre de filles scolarisées dans le ménage	8 ans et plus	21	9,3
	de 7 à 8	11	4,9
	de 5 à 6	21	9,3
	de 3 à 4	97	43,1
	de 1 à 2	75	33,3
Ages	19 et plus	17	7,6
	16 à 18 ans	130	57,8
	13 à15 ans	69	30,7
	10 à 12 ans	9	4,0

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Ce tableau renseigne sur les caractéristiques des enquêtées. Il y ressort le constat selon lequel, la majorité (39,6%) des filles sur qui l'enquête a porté, est du niveau humanitaire (3ème, 4ème, 5ème et 6ème H). par contre 37,8% sont du secondaire général et 22,7% sont issus de la primaire (particulièrement 5ème et 6ème).Quant au nombre des filles scolarisées dans le ménage, notons que 43,1% sont entre 3 à 4 filles, 33,3% sont entre 1 à 2 filles, ensuite 9,3% sont entre 8 filles et plus, enfin, 4,9% sont entre 7 à 8 filles. Concernant l'âge des enquêtées, 57,8% des enquêtés ont l'âge compris entre 16 et 18 ans ; suivi de 30,7% de celles qui ont l'âge qui varie entre 13 et 15 ans ; ensuite 7,6% ont un âge variant entre 19 ans et plus ; enfin, 4,0% des enquêtées dont l'âge varie entre 10 et12 ans.

IV. Résultats

Dans ce point, il est question de présenter les résultats de cette étude. Ceux-ci sont présentés selon la logique de succession des questions du questionnaire qui a servi de récolter les données. En République Démocratique du Congo, plusieurs enfants se voient abandonner quant à leur scolarisation. Parmi la victime, la plus touchée, on note la jeune-fille. Sur ce, il a été question d'interroger cette dernière sur la partcipation de ses parents dans sa vie scolaire. Ainsi, lesrésultats suivants ont été trouvés :



Graphique 4.1: Personne ayant inscrit l'élève à l'école

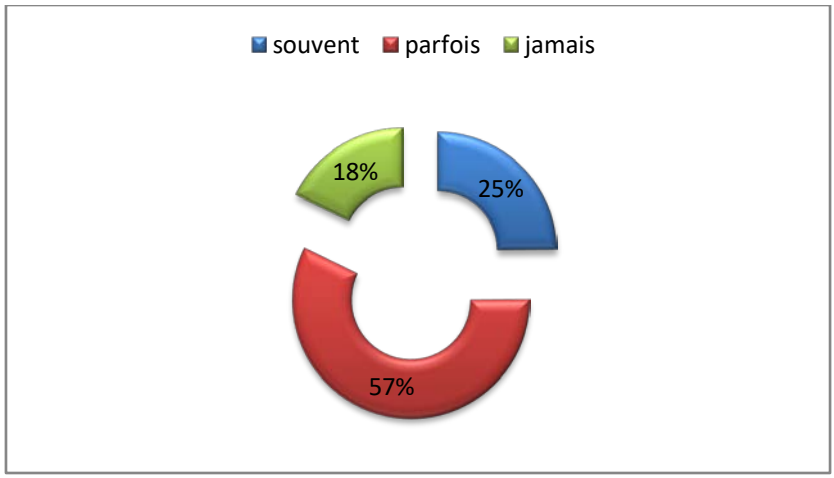
Il ressort des résultats contenus dans ce tableau le constat selon lequel, les filles ont pu identifier les personnes qui exercent une influence sur leur inscription dans une école. C'est-à-dire les personnes les ayant inscrit dans l'école où elles étudient. Parmi ces personnes, les pères représentent (32,4%). Cette situation est souvent dû, du fait que, certains pères exercent une influence absolue sur l'éducation de leurs filles. Ils préfèrent s'impliquer personnellement dans la scolarité de leurs filles dès leur inscription à l'école. Les résultats démontrent également que 27,6% déclarent que le choix d'une école est opéré par elles-mêmes. Cette réalité est souvent fréquente en RD Congo, où, quand un enfant voit qui a échoué ou a réalisé des mauvais points dans une école, à la fin de l'année se dirige dans une autre école, sans tuteur pour solliciter une nouvelle inscription. Cette situation est même à l'origine de la déconnexion des parents dans le processus scolaire de leur enfant. En dehors, de ces deux personnes, les mères (25,3%) et les frères et sœurs de la fille (14,7%) influencent tant soit peu le choix de l'école où doit étudier leur enfant ou sœur.

Tableau 4.1: Participation dans la vie scolaire

Activités de participation	Souvent		Parfois		Jamais	
	ni	%	ni	%	ni	%
Visite des parents à l'école après inscription de leur fille	33	14,7	70	31,1	122	54,2
Participation des parents dans les travaux à domicile	56	24,9	129	57,3	40	17,8
Participation des parents dans les réunions de l'école	48	21,3	70	31,1	107	47,6
Vérification des cahiers de communication et de résumé des élèves	34	15,1	48	21,3	143	63,6

Les résultats de ce tableau démontrent qu'après inscription de la fille à l'école, 54,2% des parents ne passent jamais visiter l'école de leurs enfants, et ce, suite à plusieurs raisons d'ordre social et professionnel. Les observations faites sur terrain démontrent que certains de ces parents ne connaissent même pas l'adresse où se situe l'école que leur fille fréquente. 31,1% des parents arrivent parfois à faire un petit tour aux établissements scolaires de leurs enfants pendant que 14,7% viennent souvent à l'école.Par ailleurs, l'éducation intellectuelle donnée à l'école se poursuit parfois jusqu'à la maison. L'école occupe les élèves à la maison par une série de travaux à domicile.

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Graphique 4.1: Participation des parents dans les travaux à domicile

A la question de savoir si les parents aident leurs filles à faire leurs devoirs à domicile, les résultats ont démontré que la majorité (57,3%) aide parfois leurs filles à faire leurs devoirs à domicile. Cette situation se justifie du fait que certains parents ont l'air fatigué et trop occupé dans d'autres choses et ne trouvent pas assez de temps pour faire ensemble avec leurs enfants le devoir à domicile et ne le font que si l'occasion se présente. 56% de parents aident souvent les filles à faire leurs devoirs à domicile. Ces parents sont à l'écoute et sont impliqués totalement dans la vie scolaire de l'élève, ils suivent de près l'évolution et le progrès de la fille. Souvent, ils ne passent pas une journée sans demander à la fille si elle n'a pas un devoir à faire. Ils interpellent l'enfant quand il joue pour qu'il aille faire son devoir à domicile. Ils interviennent au cas où l'élève éprouve des difficultés à résoudre son devoir. Par contre, 17,8% de parents ne font jamais le devoir à domicile avec leur enfant. L'enfant est abandonné à son triste sort et ne sait plus à qui se confier.

Il ressort des données contenues dans le tableau 4.1, le constat selon lequel, les élèves se sont prononcés sur la question de la participation de leurs parents aux réunions de l'école. Les résultats dégagent que 47,6% de parents ne participent jamais dans les réunions de l'école de leur fille. Rappelons que l'éducation étant un processus, nécessite le concours de tout le monde. Tous agents de l'éducation sont donc tenus de collaborer pour un bon acheminement de l'acte éducatif. Les parents qui ne prennent pas part aux réunions des parents ou à toute autre forme de réunion de l'école, n'aident pas leurs enfants à réussir leur scolarité. Par contre, il y a de ceux-là qui participent parfois (31,1%) et d'autres souvent (21,3%) aux réunions de l'école.

Par ailleurs, en exploitant le tableau 4.1, il sied de constater que les parents ne consultent jamais (64%) les cahiers de communication et de résumé de leurs filles. Pourtant, le cahier de communication demeure le seul moyen par lequel l'école interagit d'une manière permanente avec la famille. C'est grâce au cahier de communication et au journal, qu'un parent saura si sa fille a été bel et bien à l'école ou pas. Si elle a été puni ou pas. Toutefois, certains parents consultent parfois (21%) les cahiers de leurs enfants et d'autres les consultent souvent (15%).

V. Discussion

Dans cette partie, il est question de discuter les résultats auxquels nous avons abouti dans cette étude avec ceux des autres auteurs. Plusieurs auteurs se sont déjà intéressé comme nous à la question de la participation des parents à la scolarisation des leurs filles. Leurs études a abouti à l'élaboration des théories de base et à la contribution du savoir scientifique. A l'issue de cette étude, nous avons abouti aux résultats selon lesquels, les filles sont inscrites, en majorité, par leurs pères (32,4%). Par contre, la mère, les frères et sœurs voire la fille elle-même peut solliciter une inscription librement dans une école.

Les résultats ont démontré, en outre que 54% des parents ne passent jamais visiter l'école de leurs enfants, 31% arrivent à faire un petit tour aux établissements scolaires de leurs enfants pendant que 15% viennent souvent à l'école. Ceci rencontre les idées de Yawidi (2018) dans son ouvrage intitulé, *le cri de détresse,* qui a exposé les doléances d'un jeune congolais qui se plaint de sa situation scolaire, en ce terme : *« chers parents, depuis que vous m'avez inscrits à l'école, vous ne faites aucun cas de mon évolution scolaire. Vous ne participer nullement aux réunions des parents organisées à votre intention à l'école. Ignorez-vous complètement vos responsabilités ? J'obtienne de bons résultats scolaires. Pourrai-je les obtenir sans vous ? Mon école est pourtant votre école. Papa, maman, pensez à mon avenir »*

Quant à la participation des parents aux travaux à domicile des filles, les résultats ont renseigné que la majorité (57,3%) de parents aident parfois mais pas régulièrement leurs enfants à faire leur devoir à

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domicile.56% de parents aident souvent les filles à faire leurs devoirs à domicile. Par contre, 17,8% de parents ne font jamais le devoir à domicile avec leur enfant. L'enfant est abandonné à son triste sort et ne sait plus à qui se confier. Ce résultat corrobore avec celui de Yawidi (2008), quand il souligne que « *l'action d'apprentissage de l'enfant à l'école doit être soutenue par les parents au niveau de la maison. L'école comme l'enfant ont chacun besoin de voir les parents s'impliquer positivement à remplir leur devoir de parents. Ils doivent faire de l'école de leur enfant leur école* ».En poursuivant, les résultats ont démontré que la majorité (56%) aide parfois leurs filles à faire leurs devoirs à domicile. 47,6% des parents ne participent pas dans les réunions de l'école de leur fille. 64% ne consultent jamais les cahiers de communication et de résumé de leurs filles. Ce résultat est similaire à ce que souligne Yawidi (2008) lorqu'il dit : « *si les parents ne lisent pas régulièrement le cahier de communication et le journal de classe de leur enfant, ils manqueraient certaines informations utiles pour son suivi*. A titre d'exemple, un enfant qui est frappé d'exclusion temporaire. L'école prend soin de le mentionner dans le cahier de communication ou dans le journal de classe de l'enfant. Si le parent n'a pas consulté ces deux documents, il laisserait sortir l'enfant à l'heure habituelle, oubliant qu'il l'expose aux dangers de l'école buissonnière.

VI. Conclusion

Avant 1870, les jeunes filles, avaient peu de droits, n'avaient pas accès à l'enseignement scolaire. Elles ne savaient donc ni lire, ni écrire, ni compter. Actuellement, avec le changement des temps, les jeunes filles sont toujours considérées comme inferieures, elles obtiennent cependant des droits, en particulier le droit à la scolarité. Leurs vies vont donc être bouleversées grâce à des lois qui petit à petit changent leur histoire.

Cette étude a apporté la lumière sur la définition des concepts se rapportant à l'implication des parents à la scolarité de leurs enfants. Elle a démontré les avantages et les bienfondés du suivi de la scolarisation des enfants par les parents. La participation parentale est perçue comme l'implication des parents dans les activités scolaires des enfants. Elle inclut les activités réalisées à la maison et à l'école. A la maison, elle se traduit par le contrôle de cahier de communication des élèves, de cahiers de résumés, de cahiers de devoir ; bref de toutes les fournitures de l'enfant. A l'école, elle implique, le fait de prendre part à toutes les activités organisées par l'école notamment, les réunions de parents, la proclamation de points, la réunion du comité des parents. Par ailleurs, les parents congolais participent et font de suivi scolaire beaucoup plus pour leurs garçons que leurs filles, cette état de chose est issue de plusieurs facteurs socio-culturels notamment la déconsidération de la fille dans la société congolaise, qui était voué à l'époque à la maternité ou aux travaux champêtres. La société congolaise considérait plus la fille qui s'est mariée que celle qui a étudié sous prétexte que la finalité pour une fille demeure le mariage. Considérées comme inférieures comme on peut le lire dans les manuels d'éducation féminine, elles sont confinées dans un rôle traditionnel : "tout est fait pour conforter la petite fille dans sa faiblesse. Elle sort peu, on lui interdit les jeux dit de garçons, elle joue avec une balle en laine filée moins lourde et moins dangereuse car les exercices violents sont incompatibles avec les natures délicates".

La pauvreté, l'incapacité économique des parents le poussent parfois à donner d'abord privilège à la scolarisation des garçons et négliger celle des filles. La jeune-fille congolaise est ainsi délaissé à son triste sort. Cet état de choses est à la base de certaines antivaleurs qu'on observe dans les coins du pays en occurrence, les grossesses précoces, le phénomène de fille-mère, la débauche. En République démocratique du Congo, le Gouvernement milite pour que toutes les filles soient à l'école. Aussi, avons-nous voulu approché les parents congolais pour nous enquérir de la manière dont ils s'y prennent. L'on retiendra que l'éducation des filles constitue, dans une certaine mesure, un outil le plus efficace contre la propagation du VIH/SIDA. Elle ralentit et limite la propagation de la maladie en contribuant à l'indépendance économique des femmes, en retardant l'âge du mariage et en permettant de comprendre la maladie et les moyens de la combattre. Par ailleurs, la scolarisation de la jeune-fille est un bouclier solide contre certaines antivaleurs qui gangrènent la vie sociale en R.D Congo. Elle élimine le taux de mortalité, de grossesse précoce, du phénomène de fille-mère. Les résultats obtenus dans notre étude révèlent que les parents ne font pas seulement de la scolarisation de leurs garçons priorité des priorités, mais aussi celle de leurs filles. Car, ils s'investissent à payer les frais d'études de celles-ci tout en négligeant certains aspects liés au contrôle et suivi scolaire. Cependant, quelques-uns parmi eux se révèlent irresponsables quant au suivi de la scolarité de leurs filles. Il nous semble que cette irresponsabilité est manifeste vis-à-vis des enfants du sexe féminin. Ainsi pour un bon suivi de la scolarité de leurs filles, les parents doivent participer aux activités scolaires de l'enfant que ce soit à la maison (devoir, communiqué de l'école) qu'à l'école (réunion de parents, proclamation).

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Global Journal of human-social science: a
Arts & Humanities - Psychology
Volume 20 Issue 7 Version 1.0 Year 2020
Type: Double Blind Peer Reviewed International Research Journal
Publisher: Global Journals
Online ISSN: 2249-460x & Print ISSN: 0975-587X

A Christian View of Genetic Engineering

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Abstract- There has been an age long conflict between religion and science. Thus many scientific breakthroughs have literally faulted some religious claims. In spite o f this, the symbiotic relationship between the duo cannot be overlooked. In other words, there is a recurring scholarly intercourse and intellectual romance between science and religion as established by scholars. This paper examines genetic engineer ing from a Chr istian perspective with emphasis on the prospect and burden of the innovation. It is premised on Barbour's model for the study of the interaction between Religion and Science, and Artigas' Complementary Theory which emphasizes the harmonizing and dialoguing roles between science and religion. Using content analysis, this work delineates the blessing and woes of genetic engineer ing in the Christian context. Christianity for instance balances respect for human life and dignity of the human person on the one hand and the blessings of science in human development on the other hand. Whereas Christianity appreciates the fact of human creativity in genetic engineer ing as it leads to improved plant and animal lives, increased food production and therapeutic functions, it equally considers broad implications of this breakthrough on the human person, future and his environment.

Keywords: *christianity, human person, plant and animal, science, DNA.*

GJHSS-A Classification: *FOR Code: 270805, 220315*



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A Christian View of Genetic Engineering

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Abstract- There has been an age long conflict between religion and science. Thus many scientific breakthroughs have literally faulted some religious claims. In spite of this, the symbiotic relationship between the duo cannot be overlooked. In other words, there is a recurring scholarly intercourse and intellectual romance between science and religion as established by scholars. This paper examines genetic engineering from a Christian perspective with emphasis on the prospect and burden of the innovation. It is premised on Barbour's model for the study of the interaction between Religion and Science, and Artigas' Complementary Theory which emphasizes the harmonizing and dialoguing roles between science and religion. Using content analysis, this work delineates the blessing and woes of genetic engineering in the Christian context. Christianity for instance balances respect for human life and dignity of the human person on the one hand and the blessings of science in human development on the other hand. Whereas Christianity appreciates the fact of human creativity in genetic engineering as it leads to improved plant and animal lives, increased food production and therapeutic functions, it equally considers broad implications of this breakthrough on the human person, future and his environment. It is recommended that man must not lose his dignity nor should genetic engineers arrogate to themselves 'the *Creator's right',* that is, to determine 'what' kind of human that should live or die. Moreover, religion as part of her oversight and prophetic function must be more proactive than reactive to current scientific progress in genetic engineering in order to guide and guard science from falling into the mash of conceited and self-destructive breakthroughs.

Keywords: christianity, human person, plant and animal, science, DNA.

I. Introduction

In an article originally published in the 1990s, Joseph Coates et.al (2008) had predicted that genetics will be a key enabling technology of the twenty-first century, rivaling information technology, materials technology and energy technology in importance. Isaac Asimov added that the advance of genetic engineering makes it quite conceivable that we will begin to design our own evolutionary progress (Asimov, 1977). Accordingly, the effects of all of these enabling technologies will be far-reaching across business and society. Breakthroughs in genetics in particular will be fundamental to many science and technology areas and societal functions, including health and medicine, food and agriculture, nanotechnology and manufacturing. Despite all the controversy surrounding it, genetic engineering is here to stay and progress as biomedical engineering technologies become smarter and more sophisticated.

To a convincing extent, we can agree with Coates and others that genetic engineering has become a fundamental technology of the 21st century and there is more to expect from it in future. Nevertheless, from a holistic and pragmatic analysis, there is need to raise religious and moral concerns arising from genetic engineering and issues associated with this technological advancement. It could be said that there is no technology without accompanying challenges provoking moral questions and necessitating ethical considerations. Every novel breakthrough in science requires cross-disciplinary debate and discussion lest man becomes a victim of his own creations.

II. Theoretical Context

Expectedly, past and recent discussions on the relationship between religion and science have been both contentious and inherently distorted. Many have portrayed religion and science as independent, incompatible, and therefore unable to and should not collaborate (Drapper, 1874). Many others have dwelt on the supremacy of one over the other; trying to pitch religion over science and vice versa. Barbour identifies a four-fold model for the study of the interaction between Religion and Science. These include: Conflict, Independence, Dialogue and Integration (Ian, 2000). For Artigas, the models are those of Convergence, conflict, complementarity and refusal of the articulation (2001).

Barbour's Dialogue model and Artigas' Complementarity Approach both affirm that rather than try to pitch science and religion against each other or present them as separate and mutually exclusive realms of human thoughts, both can enter into an intellectual dialogue and complement each other. John Paul II affirmed that science can purify religion from errors and superstitions; religion can purify science from idolatry and false absolutes. Each can draw the other into a wider world, a world in which both can flourish" (1988).

While Dialogue or Complementarity approach may not be a perfect model, it can promote a healthy relationship between science and religion; as observed by Alister McGrath (2010):

- Neither discipline can give a complete account of reality, regardless of the claims of several representatives on either side; when both voices are heard, a better understanding can be obtained.
- Both disciplines are concerned with explaining the world, although science can be said to focus on the

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how (the mechanisms) while religion addresses the *why* (a search for meaning), thus, complementing each other.

- Science not only successfully answers most of its own questions, but it also raises other question which is not equipped to answer without stepping over its own so-jealously-guarded limits.

All three reasons stated above revolve around the issue of incompleteness of and the need for complementarity. This therefore serves as a framework for religio-scientific discourse on genetic engineering.

Ming Zheng (2003) confirms that the characteristics of genetic engineering possess both vast promise and potential threat to human kind. Owing to its potential to give humanity unprecedented power over life itself, the research and application of genetic engineering has generated much debate and controversy. As this technology unleashes its power to impact our daily life, it will also bring challenges to our ethical system and core religious beliefs.

III. Genetic Engineering: A Scientific Analysis

Encyclopedia Britannica defines genetic engineering as 'the artificial manipulation, modification, and recombination of DNA or other nucleic acid molecules in order to modify an organism or population of organisms' (Last Updated: Jan 31, 2019). Coates et.al gives what we may call a functional definition of genetic engineering to mean 'the alteration of an organism's hereditary material, commonly used to increase plant and animal food production, diagnose diseases, and improve medical treatment'(2008). Genetic Engineering therefore, embraces the deliberate adaptation of an organism's genetic or hereditary material to eliminate undesirable characteristics or to produce desirable new ones. The technology under consideration may be known also as, 'biotechnology,' 'bioengineering,' 'recombinant DNA technology', etc.

Historically, the term genetic engineering initially referred to various techniques used for the modification or manipulation of organisms through the processes of heredity and reproduction. It is argued that Mother Nature has been carrying out genetic manipulations all this time, since way long before the primate ancestors of humans were even introduced on Earth as distinct species. This argument is used to explain the phenomena of evolution, natural selection and selective breeding.

Scholars also date back genetic modification to ancient times, when humans influenced genetics by selectively breeding organisms (Ranchel et.al, 2019). When repeated over several generations, this process led to dramatic changes in the species. Accordingly, dogs were likely the first animals to be purposefully genetically modified, with the beginnings of that effort dating back about 32,000 years. People started breeding dogs with different desired personality and physical traits, eventually leading to the wide variety of dogs we see today. Rangel (2019) affirms also that the earliest known genetically modified plant is wheat. The continued selective breeding of wheat resulted in the thousands of varieties that are grown today. Thus we can settle that modern bio-technology has made it easier and faster to target a specific gene for more-precise alteration of the organism through genetic engineering.

Genetic engineering embraces both artificial selection and all the interventions of biomedical techniques, among them are: artificial insemination, in vitro fertilization (e.g. "test-tube" babies), cloning and gene manipulation. In the latter part of the 20th century however, the term came to refer more specifically to methods of recombinant DNA technology or gene cloning, in which DNA molecules from two or more sources are combined either within cells or in vitro, and are then inserted into host organisms in which they are able to propagate (Encyclopædia Britannica, Last Updated: Jan 31, 2019).

Genetic engineering in this work covers three main categories:

1. *Genetic engineering of humans:* Medical procedures which can save and prolong human life, enhance the quality of human life, or otherwise modify human features.
2. *Genetic engineering of animals:* Procedures which can modify the characteristics of animals to allow greater productivity, improved nutrient content, increased disease resistance, and enhanced aesthetic qualities.
3. *Genetic engineering of plants:* Procedures which can modify the characteristics of plants to allow greater productivity, improved nutrient content, increased resistance to diseases, pests or pesticides, and enhanced aesthetic qualities.

a) Types

Broadly speaking, three types of gene therapy exist. They are: Germ-line therapy, Enhancement gene therapy and Somatic gene therapy. Somatic cell engineering[1] and germ-line engineering[2] are, at present, the most significant types of genetic engineering in humans and both are used in gene therapy for

[1] By way of explaining, somatic cell engineering changes fixes or replaces genes in just one person. The targeted cells are the only ones affected; the changes are not passed on to that person's offspring.

[2] Germline genetic modification is a form of genetic engineering which involves changing genes in eggs, sperm, or very early embryos. This type of engineering is inheritable, meaning that the modified genes would appear not only in any children that resulted from the procedure, but in all succeeding generations. Germline engineering is controversial because of its potential for human enhancement.

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correcting defective genes and for preventing the transmission of hereditary defects or diseases from one generation to subsequent generations.

However, Ishani Shukla (n.d) identifies three types which can better be seen or classified as three levels of genetic engineering, namely:

Analytical Genetic Engineering: This is the research branch of genetic engineering in which virtual genetic models are created using computer software. Various computer programs are used to theoretically study the implications of various genetic engineering activities if they are to be carried out in practice.

Chemical Genetic Engineering: In practice, this is the grass root level of applied genetic engineering as it deals with separating, classifying and graphing genes to prepare them for applied genetic engineering activities and experiments. It includes genetic mapping, studying genetic interaction and genetic coding.

Applied Genetic Engineering: This type or level pertains to practical application of genetic engineering tools to manipulate the genes of living organisms for making genetic copies of them or to introduce certain different characteristics in them.

b) Applications

Genetically Modified Organisms (GMOs) are essentially plants and animals that have had their genetic material (DNA) altered in a way that does not occur naturally. Genetic Engineering (GE) has several medical, agricultural (including plant and animal food production) and industrial applications. It is projected that in future, GE would make serious contributions in information technology especially in the use of DNA to trace criminals.

Joseph Coates et.al identifies agricultural application of genetic engineering in production thus:

- *Designer animals:* This is where genetic programs are used to enhance animals used for food production, recreation and even pets. Genetic engineering can be used to increase growth, shorten gestation and enhance nutritional value. So far, fish like salmon have been genetically engineered and modified for faster growth and more resistant to infection by a blood virus. Equally, transgenic animals, sharing the genes of two or more species, may be created to withstand rough environments.
- *Pest control:* Genetically engineered plants are created to resist pests in some ways possible.
- *Boosting plants:* Genetically modified plants are expected to give higher yields and be more resistant to disease, frost, drought, and stress. They will have higher protein, lower oil and more efficient photosynthesis rates than ever before. Natural processes such as ripening can also be enhanced and controlled.

c) Industrial Application of Genetic Engineering

Industrially, genetically altered bacteria can be used to decompose many forms of garbage and to break down petroleum products. Some bacteria eat toxic substances, such as gasoline or industrial chemicals that are common pollutants. These bacteria can be cloned to make legions of bacteria with the ability to clean up environmental contamination. This would be an efficient intervention in cleaning up oil wastes in Nigeria's Niger Delta region.

d) Genetics and Human Health

Health professionals can now detect, treat and prevent 4,000 or more genetic diseases that humans are vulnerable to. Somatic cell engineering and germ-line engineering are used in gene therapy for correcting defective genes and for preventing the transmission of hereditary defects or diseases from one generation to subsequent generations. Science has also made possible the production of genetically engineered drugs and vaccines against very specific diseases (Encarta, 2008).

e) Human Enhancement

Genetic engineering makes it possible to use human growth hormone for more than its original intent as a treatment for dwarfism. It is believed that genetics may also be used for mental enhancement. For instance, 'Parents deficient in math skills may literally shop for genes that predispose their bearer to mathematical excellence and have these genes inserted prenatally or postnatal into their children. Other parents may select traits such as artistic ability, musical talent, charm, honesty or athletic prowess for their children' (Coates et.al, 2008). It is that good! To a very large extent, science and technology appear to have possessed answers to our health questions. The hope of human enhancement and selective breeding however is not without its social horrors and moral concerns.

f) Genetic Engineering – Cloning

Apart from Gene splicing (direct altering of genetic material to form recombinant DNA), another technique in genetic engineering that produces recombinant DNA is known as cloning. Cloning creates a copy of living matter, such as a cell or organism. The copies produced through cloning have identical genetic makeup and are known as clones.

Scientists have combined genetic engineering with cloning to quickly and economically produce thousands of plants with preferred qualities. Cloning techniques have also been applied to animals. A quick example is the famous Dolly in 1996. One advantage of this practice is that animals with new traits, such as the ability to resist disease, can be cloned and it could as well help booster populations of endangered species by cloning members from existing populations. 'Someday', according to Ian Wilmut, 'scientists may

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even resurrect extinct species by cloning cells from preserved specimens' (1998).

Reproductive cloning is a deliberate production of genetically identical individuals. Each newly produced individual is a clone of the original. Thus, cells from two clones have the same DNA and the same genes in their nuclei. In principle, infertile couples and other individuals who wish to have a child that is genetically identical with one of them, or with another nucleus donor might wish to produce children through human reproductive cloning. A parent who lost a child might clone another child that looks like the deceased just to help them bear the loss.

Nevertheless, some essential moral questions must be considered. If scientists can clone plants and animals for numerous beneficial purposes, can they clone humans? Even if they are unable to do this successfully at this experimental stage, should they be encouraged or ignored or completely discouraged from such scientific audacity?

g) Genetic Engineering – Medical Transplantation

Medical transplantation is the transfer of a living tissue or organ[3] to an injured or ill person to restore health or reduce disability. The transfer could be from one part of the body to another (as in the case of skin transfer) or from a living donor to an injured or ill person. The first successful transplant in 1954 served as a breakthrough for greater strides in medical transplantation. Today, many different organs and tissues can now be successfully transplanted into patients who can then expect to survive for years or even decades.

Most transplanted organs are from people who have died recently, particularly people involved in accidents injuring the head. Once all brain activity stops in a patient, the person is considered legally dead (Maugh II et.al, 2008). His organs can be harvested and given to the living. But consent must be sought and obtained from relevant parties. Living donors can provide other organs, including a kidney or a portion of their liver. But as demand for organs from living donors grew and eventually exceeded the supply, this gave way to efforts to use wholly or partially artificial organs made of plastic, metal and other synthetic materials.

Another technique that holds promise for medical transplants is the ability to regenerate tissues or organs in the laboratory from a patient's own cells and then transplant the laboratory-grown organ into the patient. Because the regenerated organ consists of the patient's own cells, the patient's immune system does not recognize the transplanted organ as foreign and so does not reject the new organ. The first laboratory grown organ to be transplanted was a bladder (Maugh II et.al, 2008). With less success rate, some surgeons considered using animals as donors. This is known as Xenotransplantation.

h) Xenotransplantation

Xenogeneic materials have the potentials to constitute alternative material of human origin and bridge the shortfall in human material for transplantation. Efforts to use chimpanzee's kidneys and Baboon's hearts for human beings were successful but patients did not live long. In these two cases, it was discovered that their sizes were too small for human beings. Pigs have organs that are the right size for human use, they have large litters, and they mature quickly so there is a ready supply of donating animals.

It is common knowledge that the immune system attacks transplanted tissues that have different antigens from those found in the rest of the body. To avoid organ rejection by the immune system of the patients, physician invented drugs to suppress the immune system. Some drugs suppressed the entire immune system and left the recipient vulnerable to a host of infections. But Cyclosporine for instance suppresses the part of the immune system involved in organ rejection with less severe impact on other parts of the immune system (Maugh II et.al, 2008). Scientists have used genetic engineering techniques to breed pigs whose blood vessels contain the marker antigens found in human blood vessels. This will ease compatibility when transplanted into human.

However, xenogeneic transplantation carries its own risks and obvious moral implications. We risk transmission of known or as yet unrecognized xenogeneic infectious agents from animals to human beings and from recipients of xenogeneic transplants to their contacts and the public at large. Maugh II et.al, (2008), reports that in 1997, scientists showed that pig viruses could infect humans with unpredictable results. This seriously calls for caution.

i) General Criticisms

Several works have been done on genetic engineering with major focus on its importance ranging from increasing plant and animal food production, diagnosing disease condition, medical treatment, improvement, as well as production of vaccines and other useful drugs. Introduced in 1996, the genetic engineering of plants and animals today looms as one of the greatest achievements of the 21st Century. With promises of making more and supposedly "better" food, this new technology - also known as Genetically Modified Organisms (GMOs) has received widespread acceptance and application. In the United States alone, it is reported that more than 154 million acres of GMO crops were planted in 2008, up from 143 million acres in 2007(Fernandez-Cornejo et.al., 2014). GMO crops

[3] Organs often transplanted are kidney, heart, lung, liver, intestines.

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grown in the U.S. are corn, cotton, canola and soybeans, etc.

Soybeans and cotton that are genetically engineered with herbicide-tolerant traits have been the most widely and rapidly adopted genetically engineered crops in the U.S, followed by insect-resistant cotton and corn (Fernandez-Cornejo et.al., 2014).According to *Down To Earth Organic Website and Natural* (2019),through genetic manipulation, bioengineers have engineered potatoes with bacteria genes, "super" pigs with human growth genes, fish with cattle growth genes and thousands of other plants, animals and insects.

Where there are no laws mandating that these crops or animals must be labeled as genetically modified, vegetarians and meat-eaters are most likely unconsciously consuming genetically modified ingredients, whether they want to or not. Some risks of Genetic Engineering as identified by Charles Hagedorn (2000), Professor and Biotechnology Specialist are as follows:

- Potential harms to health which include:
- New allergens in the food supply
- Antibiotic resistance
- Production of new toxins
- Concentration of toxic metals - some of the new genes being added to crops can remove heavy metals like mercury from the soil and concentrate them in the plant tissue
- Enhancement of the environment for toxic fungi
- Unknown harms to health

Potential environmental harms which are not limited to but include the following:

- Cross contamination
- Increased weediness
- Gene transfer to wild or weedy relatives
- Change in herbicide use patterns
- Squandering of valuable pest susceptibility genes
- Poisoned wildlife
- Creation of new or worse viruses

New organisms created by genetic engineering could present an ecological problem. One cannot predict the changes that a genetically engineered species would make on the environment. 'An accident in engineering the genetics of a virus or bacteria for example could result in a stronger type, which could cause a serious epidemic when released. This could be fatal in human genetic engineering creating problems ranging from minor medical problems to death (Mercer et.al, 1999).

j) For Animals

Proponents of the technology assert that transgenic animals (animals that have been genetically altered through the introduction of another plant's or animal's genes), may one day help solve many of our modern day problems in life, from starvation and ill health[4], to environmental degradation and the modern extinction crisis. With regard to the agricultural industry, transgenic farm animals can be created, that are better able to resist disease, grow faster, and more efficiently reproduce than current species of animals. Various other diseases, from hypertension to AIDS, Down's syndrome, Alzheimers' disease, high cholesterol, anemia and hepatitis B, are likewise being studied through the use of genetically engineered animal models (Walter, 1998). Transgenic animals have made research of such diseases more accurate, less expensive and faster.

Animal rights groups have argued that the production of transgenic animals is harmful to other animals (Encarta, 2008). It threatens and weakens the genetic diversity of the herd and thereby makes them more susceptible to new strains of infectious disease. A particular disease or virus may wipe off the whole herd sharing the same genetic characteristics. Others argue that transgenic farm animals are far more likely to endure greater suffering than what is already experienced on factory farms.

When human growth hormone was implanted into a pig, the unfortunate result was pigs that ended up with bowlegs, cross-eyes, arthritis, and dysfunctional immune systems that made them susceptible to pneumonia. Likewise, dairy cows which are commonly injected with bovine growth hormone to increase their rate of milk production, are much more likely to suffer from udder disease (Comstock, 1992), and it also makes cows more susceptible to infertility and lameness. The basic is to respect species integrity, the idea that every animal, whether owned by humans or not, has a natural right to have its genetic code left intact and untouched.

k) Humans

Today, genetic engineering is used in fighting problems such as cystic fibrosis, diabetes, and several other diseases. Another deadly disease now being treated with genetic engineering is the "bubble boy" disease (Severe Combined Immunodeficiency). This is a clear indication that genetic engineering has the potential to improve the quality of life and allow for longer life span and even transmit quality to successive generations. With germline engineering mentioned earlier, scientists would assist parents decide their children's capabilities, eye colours, heights or even genders before birth. But there is a concern that

[4] It is alleged that transgenic animals, like goats, sheep, and cattle engineered to produce large amounts of complex human proteins in their milk is very useful in the creation of therapeutic drugs. By engineering these animals to release these and other proteins in their milk, the mass production of high quality therapeutic drugs is made less costly, easier to manufacture, and at the expense of fewer animal lives than what was formerly the case. Moreover, scientists could clone a large number of animals that suffer from a human disease, such as arthritis, to study the disease's progression and potential treatments

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pregnant women eating genetically modified products may endanger their offspring by harming normal fetal development and altering gene expression.

Apart from the use of embryos and the health effects from transgenic agricultural products, another frightening scenario is the destructive use of genetic engineering by terrorist groups or armies. A biological weapon that is resistant to medicines, or even targeted at people who carry certain genes would wreck colossal havoc on mankind. Genetically engineered organisms used for biological weapons might also reproduce faster, which would create larger quantities in shorter periods of time, increasing the level of devastation (Sayler, 2000).

IV. A Christian Response

There is a fresh perception that religion 'remains an influential force in human society, despite the secularization brought about by scientific progress, bureaucratic rationalization, and economic growth' (Bainbridge, 2003). Religion still acts as a sure ethical guide to the use of scientific knowledge. Thus, religion is among the most powerful factors shaping attitudes toward gene manipulation. This is because science itself does not have the mechanism to determine what is moral, nor should we expect value judgment from her. Soon after the cloning of the first human embryos, there has been widespread condemnation from several Christian quarters. Theologians view some aspects of genetic engineering like cloning as a thorny issue, an example of the ongoing tension between faith and science. While some have advocated for a total ban on human cloning, others appreciate the development as an extension of God's blessing upon humanity.

Apart from arguments based on known and yet unknown risks of genetic engineering, *playing God* has become the strongest argument against genetic engineering. But in what sense is man playing God? Is there anything *Christianly* wrong in the genetic insertion of human genes into tomatoes and peppers to make them grow faster, or in eating pork with human genes? What would Jesus have said about rats genetically engineered to produce human sperm?

According to Ray Bohlin (2000), for some Christians, however, the notion of playing God carries a pietistic view of God's realm of activity versus that of the human race. In this context, playing God means performing tasks that are reserved for God and God alone. If this is what genetic technology does, then the concerns about playing God are justified. But what if God's intention was to transmit his creative sparks into man in order that man might become co-creators with the divine? If this is accepted, at what point can we say man has voyaged beyond his borderline into the realm of the divine? If concerns about 'playing God' are legitimate, are they meant to protect man from self-destruction or a sympathetic crusade to prevent human usurpation of God's glory?

But as cited in Epstein (1998),

> Why is it any more plausible to imagine God erecting electric fences around certain areas of knowledge than to imagine God watching with delight and parental pride as human beings use their divinely designed brains to decipher the code of life? What's wrong with envisioning god perching on the side of a Petri dish, eager to have us correct some copyists' errors which have crept into the three billion words in the past 600 million years?

However we choose to answer these questions, the Christian believer strongly believes that the while there may not be a '*no trespassing*' sign to limit man's voracious creativity, man must work within the ambits of his limited knowledge, rather than meddle into issues he is yet to fully grasps. It is therefore likely that this 'playing God' thing is more of saving man from his arrogance rather than saving God from losing his reserved-creator-status.

a) Humans and Nonhuman Organism Sharing Genes

The intercourse between human genes and nonhuman organisms seem to be taken too far even when there may be beneficial outcomes. Obsession with breakthroughs in gene manipulation could lead to a blurred relationship between animals and human beings. With the same genetic makeup, humans now have a deeper relationship with animals on the basis of shared genes. For if pigs are genetically engineered to produce human sperm, very weird experiments with humans may be suggested. Every scientific attempt that downgrades the image of God in man to the level of brute beast is an aberration. For man is more than just a being with blood and tissues, but a soul as well.

It is difficult to conclude that eating meat that are genetically modified or that carry human genes is a form of cannibalism, for it is possible to argue that the humanness of man is more than the genes. Bohlin argues that since one gene does not completely define a species. Therefore, transferring one gene from one organism to another does not create a hybrid in the traditional sense. What is different is that with genetic engineering, we have added something to a cell or organism that will change the composition of that cell or organism, possibly for as long as it lives, and is potentially passed on to future generations. What percentage of human genes does an organism have to contain before it is considered human?

But this presumptuous bravery may have very serious self-destructive outcomes that science cannot predict today. Thus, religious people on the basis of value of human life argue against unnecessary genetic intercourse with lower animals and plants. As more human genes are being used in non-human organisms

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to create new forms of life that are genetically partly human, new ethical questions arise. It is either we are trying to raise animal and plant lives to the level of man or we are lowering ours to the level of non-human species. For every abuse of God's gift, there are grave repercussions. Doubtless, there is a risk to manipulating plants and animals because we are entering into territory that is still, for the most part, experimental.

b) Gene Therapy and Gene Enhancement

There is need to distinguish between genetic engineering as therapy and genetic engineering as enhancement procedure. Many human diseases, such as cystic fibrosis, Downs syndrome, fragile X syndrome, Huntington's disease, muscular dystrophy, sickle-cell anemia, Tay-Sachs disease, etc are inherited. They can be treated with genetic engineering. Broadly speaking, three types of gene therapy exist for treatment of genetic diseases namely: germ line therapy, enhancement gene therapy and somatic gene therapy. Whereas Somatic gene therapy is intended to introduce functional gene(s) to body cells, which enable the body to perform normal functions thus providing temporary correction for genetic abnormalities (Zheng, 2003), the germ line therapy involves the introduction of novel genes into germ cells such as egg or early embryoso that it would be passed on to future generations. The enhancement gene therapy is designed to literally enhance human potential by augmenting or introducing some desired traits and deleting undesirable ones. The end product is a super human or designer's human.

Somatic and germline enhancement or treatments are technically genetic engineering, but they have different intent and very different outcomes. Somatic gene therapy seeks to cure disease. Part of the Christian mission has always been to alleviate suffering where possible. The healing ministry of Jesus was not a show of power but to alleviate numerous kinds of human suffering, and genetic engineering has the potential to relieve the suffering from, if not even cure, genetic diseases (Bohlin, 2000).

In Catholic Church's *Donum Vitae* (1987), it is clearly stated that:

> A strictly therapeutic intervention whose explicit objective is the healing of various maladies such as those stemming from chromosomal defects will, in principle, be considered desirable, provided it is directed to the true promotion of the personal well-being of the individual without doing harm to his integrity or worsening his conditions of life. Such an intervention would indeed fall within the logic of the Christian moral tradition.

Genetic enhancement and human cloning seek to change the very nature of man; to make him "super-human"; man designed according to the engineer's specification or fancy of a few rich individuals. This is the real act of 'playing God'. Thus, the deliberate germline genetic engineering in humans where the DNA changes will be inherited by successive generations is by far the biggest and most profound risk in genetic engineering. Once humans begin cloning and genetically engineering their children for desired traits we would have crossed a threshold of no return. Imagine a world, a future where components like health, appearance, personality, cognitive ability, sensory capacity and life span of our children all become artifacts of genetic modification. This is exactly what the Church is referring to as manipulating the the human genetic patrimony.

Again the *Donun Vitae* (1987), cited in Taylor (2012) explains:

> On the other hand, interventions which are not directly curative, the purpose of which is 'the production of human beings selected according to sex or other predetermined qualities,' which change the genotype of the individual and of the human species, 'are contrary to the personal dignity of the human being, to his integrity and to his identity. Therefore they can be in no way justified on the pretext that they will produce some beneficial results for humanity in the future,' 'no social or scientific usefulness and no ideological purpose could ever justify an intervention on the human genome unless it be therapeutic, that is, its finality must be the natural development of the human being.

c) The Burden of Artificial Dichotomy

The expensive nature of germline and enhancement therapy needs to be considered from a religious angle too. There is no assurance that this therapy could be available to all. A molecular biologist Lee Silver of Princeton University confirms that the costs of these technologies will limit their widespread adoption, so that over time, society will segregate into the 'GenRich' and the 'Naturals.' In Silver's vision of future America, he writes:

> The GenRich - who account for 10 percent of the American population - all carry synthetic genes. All aspects of the economy, the media, the entertainment industry, and the knowledge industry are controlled by members of the GenRich class....Naturals work as low-paid service providers or as laborers.... [Eventually] the GenRich class and the Natural class will become entirely separate species with no ability to cross-breed, and with as much romantic interest in each other as a current human would have for a chimpanzee (1997).

The Jesus who bridged the gap between the poor and the rich would certainly see this dichotomy as a disturbing contradiction and insult to the Maker. This artificial caste system would in principle and practice contradict principles of fairness, justice and human equality.

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d) The Burden of Embryo Destruction

Religious people are divided over the status of the embryo. At what point should an embryo be considered human and deserving of the *dignitatem persona*? Some Christians believe that the principle of the sanctity of life covers all human life from the embryo stage. We have Christians who think that an embryo before fourteen (14) days does not have full human status thus embryos at this stage can be used in procedures aimed at resolving serious genetic conditions or diseases. Life begins at conception and there is no justification to use embryos even if the research leads to medical breakthroughs.

In this religious parlance, research cloning, where embryos are destroyed is unethical. In experiments to create the first cloned rabbits in 2001, scientists implanted (371) embryos into surrogate mothers, but only six cloned rabbits were born (Ian, 1998). It is possible that in IVF and other cloning procedures, human embryos are cloned and destroyed at the end of experimentation, such as the ones used to harvest stem cells. The Roman Catholic Church in *Dignitas Personae* teaches that, 'to create embryos with the intention of destroying them, even with the intention of helping the sick, is completely incompatible with human dignity'.

Again, what happens to embryos with very serious genetic disorders caused by chromosomal abnormalities? Prenatal diagnosis can detect the defect in a fetus with great precision. The question then becomes, should the foetus be aborted if the screening result is positive? Is this one instance that the lesser of two evils should be chosen?

e) The Burden of Medical Transplantation

The positions taken by the various religious organizations range from those that strongly support and view organ donation as "an act of charity, fraternal love, and self-sacrifice, to those that are strictly against such donations". The chief emphasis seems to be the consent of individual donor or family. Amongst Christians, The Amish consent to donation if they know it is for the health and welfare of the transplant recipient; the Catholics hold that organ and tissue donation is considered an act of charity and love, and transplants are morally and ethically acceptable to the Vatican; The 70th General Convention of the Episcopal Church recommends and urges "all members of this Church to consider seriously the opportunity to donate organs after death that others may live; Jehovah's Witnesses are often assumed to be opposed to organ donation because of their belief against blood transfusion. However, *Finger Lakes Donor Recovery Network* (n.d) remarks that this merely means that all blood must be removed from the organs and tissues before being transplanted. The list could go on to include the position of other religions like Islam[5], Judaism, Buddhism, etc.

Those who oppose medical transplantation do so on the basis of some misunderstood Christian teachings. They believe our bodies as God's temple ought not to be desecrated in transplants. And the body has to be preserved for reunion with God at resurrection. One may ask, does organ transplants actually defile the temple of God and denies one access to heaven? Organ transplants do not defile the Temple of God, as the resurrection body in Pauline thought is an immortal body (cf. 1 Corinthians 15:35-49). It therefore means that the believer would not be denied access into heaven because he has one kidney.

However, the acceptance of medical transplantation seems to be on human organs alone, not from lower animals. Religious people still trust the efficacy of prayer in the age of science. In an event where there is no divine healing and a human organ is difficult to procure, should Christians not accept organs from pigs, baboons and chimpanzees? The real question should be, to what extent should we go to save our lost ones? Organ donation and transplant while ethically permissible cannot be afforded by everyone and those who can afford need not go to an extraordinary length to preserve life. For it is known that some patients may require transplants more than twice. The Bible does not prohibit prolonging life through the medical procedures of organ transplantation. But we should thus prevent unnecessarily prolonging life. Who and what determines how long and how well a person may live after organ transplant? The need to save this physical life must not be allowed to erode the eternal value of life after death which is part of the religious belief system. St. Paul says, 'For me to live is Christ and to die is gain' (Philippians 1:21).

The theology of sanctity of life suggests the permissibility of transplants to maintain life. Transplanting should then be carried out in a way that maintains the dignity of donors and the recipients. To clone human beings with same genetic makeup in order to provide compatible spare parts for its owner or twin (saviour sibling concept) is grossly monstrous and insulting to the dignity of the human person and the image of God in man.

Therefore, 'when retrieving organs, one must use honorable means. Any action manipulating a person's situation for another's personal gain violates the spirit of the eighth commandment and should be strictly avoided' (Rooker, 2010; Graham, 2014). An example of such behaviour is taking advantage of one

[5] The Qur'an accepts removal of organs only as a way of treating the ailment; the success of the transplantation must be highly probable; the donor or the family must have consented to it; and if possible transplantation must be between Muslims only. Cf. Slabbert, M., Mnyongani, F. and Goolam, N. 2011. Law, religion and organ transplants. *Koers*76: 261-82.

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dying or poor person to harvest organs for another person in need of a transplant. This gives the rich unfair advantage to procure as many as they would need. Any organ procurement taking place against or irrespective to the donor's wishes violates his dignity. Apart from being an act of love, our role as stewards applies to organ transplants because organs are a resource. It is commendable if organs are used to give life back to the dying rather than left to rot in a grave.

What about cadaveric transplantation? The current standard for cadaveric transplantation is retrieval from heart beating donors. A heart beating donor is brain dead with circulation artificially maintained by a ventilator (Erica, 2014). It is permissible to harvest organs from newly-dead people upon the consent of the family of the deceased. Respect for cadavers is still required because respect for the body is irrevocably tied to respect for the life of the entire person. The sanctity of life is an immovable standard established by God in the sixth commandment (Exo.20:13). Maintaining sanctity of life in the process of cadaveric transplants consists of preventing premature declarations of death, ensuring adherence to a strict definition of death, ensuring a humane death and not unnecessarily prolonging life sustaining treatments.

While not defending the rights of animals whose organs are harvested with impunity, recorded cases of xenotransplantation reveals most patients do not live long. Animal organs are not compatible with human organs leading to underperformance and rejection by the patient's defense system. To force the body to accept foreign organs, doctors administer immunosuppressive drugs which turn out to put patients at greater risks for sickness and tumors in the future. Again, there are cases of infections. It appears what is achieved is less than what is spent on medical transplantation. Improper and ungodly motives and attitudes, allowing a living person to donate vital organs resulting in virtual suicide, and the marketing and improper allocation of the organs and tissues (Bobby, 1998) is unjust.

V. Recommendations

- Christian scholars, theologians and legislators must not sit complacently as this technology rapidly changes the moral fabric of our existence from the inside out. This calls for the formation of educated opinions and inspiring legislative regulation. They must not wait and see what the effects would be before reacting to them.
- Christians should accept scientific progress provided it does not violate or diminish the sacred value of bodily life. Medical interests of procuring organs must never be allowed to negatively affect the respect, dignity, and care of a person.
- The exploration of God's created order for the good of humankind is one of the joy and privileges of being a scientist. However, Christians must accept that human knowledge tainted with sin can be very destructive. Christians will therefore be suspicious of arrogant or naively optimistic attitudes towards the exploitation of the natural world.
- Simply because society can pursue a particular medical, reproductive or genetic procedure does not mandate that it must. Especially in the area of genetics, "can" does not mandate "ought".
- Christian scholars in third world countries like Nigeria should keep in step with current scientific issue in order to delineate areas of collaboration with science and implications that threaten humanity in general and the abused classes in particular.
- What should be kept in mind, apart from the loss of human dignity is, to consistently ask if these therapies will finally exclude the disadvantaged and exacerbate already existing domestic and global socio-economic inequalities, especially in very corrupt nations like Nigeria.

VI. Conclusion

There is no doubt that genetic engineering, as with many other technologies, have great potential for misuse in the hands and minds of man. As Denis Alexander (1997) observes, 'Humanistic science has not been immune from arrogance in its Utopian ambitions', and this cannot be denied. Some sociologists had anticipated that secularization would eventually lead to the extinction of faith, except perhaps in cultural backwaters or among neurotics. But much empirical evidence about the enduring strength of religion weighs against this view. But religion has to prove itself as a relevant conserving force to reckon with today. There is no doubt that genetic engineering of plants and animals will continue well into the future. With the newfound breakthroughs in cloning, the capabilities of changing human characteristics are unpredictable. Man can then anticipate intense cross-disciplinary debate and discussion as new life forms are emanating through science and medicine. (Powledge, 2002).

The desire for man to play or be God and recreate man in his own mold is just the ultimate extension of man wanting to be like God in the Garden of Eden (cf. Gen.3:4-5) and at the Tower of Babel (cf.Gen.11:1-9). If human beings are not content with what they were created to be, they will suffer the consequences again. Christians persistently need to draw attention to this fact. Genetic engineering can make a significant contribution to the prevention and cure of human disease, and to the feeding of a hungry world. The contemporary trends that reduce our total nature solely to genetic information not as spiritual

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beings as well is deeply sickening and *infra dignitatem persona*. The moral cost cannot be justified, no matter how noble the goal.

Bainbridge's conclusion on cloning has both hope and caution thus;

> At some time in the future, cloning may be a relatively reliable human reproductive technology, and a well-accepted industry for producing biological products including human organs for transplantation. But at the present time, the technology is very poorly worked out, and methods that have been somewhat successful with other animals appear to be unsuited for human beings. Thus, it is quite reasonable to predict that human reproductive cloning will face a difficult period of technical development, in which the danger of deformed, short-lived, and suffering clones would be increased by impatience (2003).

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Global Journal of human-social science: a
Arts & Humanities - Psychology
Volume 20 Issue 7 Version 1.0 Year 2020
Type: Double Blind Peer Reviewed International Research Journal
Publisher: Global Journals
Online ISSN: 2249-460x & Print ISSN: 0975-587X

Using Ethno-Compositional Materials for Contemporary Music Composition: '*Ovie*' E Flat Alto Saxophone and Piano Accompaniment as Musical Example

By Okafor, Justina Enoh

Abstract- The search for musico-cultural identity and nationalism in Africa as well as in Nigeria gave rise to the evolution of new compositional innovations which stemmed from the use of ethno-compositional materials drawn from such cultures for compositional purposes which are contemporary in structure, culturally oriented and globally relevant. In response to this search, Nigerian Contemporary musicians and Art musicians/composers went back as it were to their 'root' giving birth to many contemporary compositions by various contemporary musicians and art musicians in Nigeria and Afr ica including other cultural clime. One of such contemporary composition is the musical example titled 'Ovie' for E flat Alto Saxophone and Piano accompaniment. In the musicological presentation of 'Ovie' for E flat Alto Saxophone and Piano accompaniment, the melodic structure/passage of the song texts 'ovie' was used as thematic mater ial to compose an entire work of 173 bars/measures. Presentation of information pertaining to its pre-compositional consideration and compositional techniques employed in the composition titled 'ovie' was discussed. Also literatures were reviewed to buttress facts where necessary.

Keywords: *ethno, compositional materials, musicocultural.*

GJHSS-A Classification: *FOR Code: 190409*



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Keywords: ethno, compositional materials, musico-cultural.

I. Introduction

The Contemporary African Art musicians have been faced with the task of providing the relevance of African characteristics and backgrounds and practices to their numerous audiences through authentic art idiom (Agu, 2009:50). In response to this task, Contemporary African and Nigeria musicians/Art music composers as well as musicians went back to existing cultural musical archives and musical heritage for inspirations and techniques which is evident in the titles of their compositions, the use of African/Nigerian texts, setting of traditional melodies and elements such as tonality and tonal constructs, melodic configuration, pentatonic modes, antiphony, ostinato, instrumentation and instrumental ensemble formats (orchestration), harmonic principles, voice leading techniques, cadential formulae, to mention but a few.

In Africa/Nigeria, indigenous traditional music and or folk tunes including repertoires of traditional ensembles (vocal and instrumental or both) as ethno-compositional materials of various cultural milieus have been used to compose enormous stylistic pedigree by contemporary musicians (those without formal academic training) and art composers/musicians (those who have received formal/academic training in both African and western music idioms) who can express themselves in terms of music logically and structurally either consciously or unconsciously bearing in mind all the intricacies associated with the process of composition such as the melodic contour, rhythmic pattern, motifs, textual/tone colour, performance media, style and so on.

Composition usually involves individual's innovative potentials which in turn involve contact and exposure to a wide spectrum/gamut of meaningful information on musical concepts and contents, coherent organization of ideas, synthesis and analysis of the compositional process. On the other hand, compositional works communicates certain ideas, thoughts, content, meaning or claim to which the composer is predisposed to and influenced normally based on prevailing theories of tonality, thematic structures, form, rhythmic patterns, tempo and use of musical instruments. Different ethno-compositional materials represent and reflect the culture of a people. Idolor (2002) stated that, compositional techniques such as statement of themes and their developments with sequences, repetitions, tonal shifts, orchestration, dynamic shadings, part singing, text, texture, rhythm and cadential formulae are all representative of a culture. The culture of a people represents the people. Therefore, the discourse, using ethno-compositional materials for contemporary composition: 'Ovie' (E flat Saxophone and Piano Accompaniment as a musical example) would not be complete without first, relating it to its ethnographic location. This study is situated in *Oghara* community, one of the ethnic groups in Urhobo clan. *Oghara* community is made up of Urhobo

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speaking people, geographically located with Edo State to the North and East, Koko North Local Government Area to the East and Jesse clan to the South.

'Ovie' is the title of the song text in a series of a traditional choral-dance style known as 'Ekha re Abere'. It was performed by the KingsWay Cultural Group of Oghareki, Oghara in Ethiope West Local Government Area of Delta State, Nigeria. It is essentially a social music associated with coronation ceremony performed solely for the 'Ovie' (king) during an ordination ceremony of a king. As an indigenous music, it is one of a series of performances performed mainly for entertainment purposes.

For the actualization of ethno-compositional theory, thematic materials were drawn from the transcription of the melodic configurations of the traditional song titled 'Ovie' and the rhythmic configurations of the 'agogo' (metal gong) from the instrumental ensemble of 'Ekha Re Abere'- these formed the source material for the new composition titled 'Ovie' E flat Alto Saxophone and Piano Accompaniment; thus emerging a new stylistic idiom. Focal point was on the pre-compositional considerations and compositional techniques used in the composition.

II. Pre-Compositional Considerations and Analysis of 'OVIE' E Flat Alto Saxophone and Piano Accompaniment

Pre-compositional considerations are simply guide lines akin to compass or chart which a composer bear in mind during the process of music composition. Pre-compositional considerations help and guide the composer in making informed choices from the embryonic stages of a composition to its completion. These include but not limited to the following: title of composition, form, melodic and harmonic structure of the composition, text(s), key(s) to be used, texture/tone colour/mood, motif of the composition, meter/signature, scale, rhythmic configuration(s), length, dynamics – tempo/timbre, tonic/tonality, vocal/instrumental typology, performance guide, sonic sound and targeted audience. The following pre-compositional considerations were employed for the purpose of this discourse. These include title of composition, medium, instrumentation, style, form, meter/signature, tempo, length, tonality, mood, and performance guide.

a) Title

It is a prefix or suffix added to a name or position. In Africa and Nigeria in particular titles became important when there was a need to fashion an alcove and national idealism in a bid to preserving the musicality and uniqueness of the people. Through the century to the present contemporary times, titles and names have been affixed to a particular composition by composers of various nationalities which are used to identify such composition, the composer, epoch and cultural affiliation. Instances are titles such as 'Iyere'siri', 'Krisimasi Ede Ra'ghogho' 'Asiko', 'Igirigi Hermon', 'Ore-ofe Jesu Kristi', 'Zidata Mo Nso Gi', 'Otu Nkwu', 'Eje Ka Jumo Gbagbo o', 'Orin Ijosin 54', 'Akinla', 'Ekpri Ekanem for Flute Solo and Piano Accompaniment', 'Ikemefuna', 'Ahudiya', 'Wian', 'Oyoma for String Trio', 'Sanu dezuwa' to mention a few. The above explanation informed the choice of the title used as musical example of the discourse 'Ovie' E flat Alto Saxophone and Piano Accompaniment. 'Ovie' whose syllabic structure is written and pronounced o/vi/ea/ is an Urhobo word meaning (king). In Urhobo culture, the king is the symbolic head and traditional head presiding over matters concerning the culture and traditions of a nomenclature within the State.

b) Instrumentation/Medium/Accompaniment

Instrumentation here is referred to the use or adaptation of an instrument other than the primary source as a medium of musical and artistic expression. Akpabot (1986:79, 80) opined that;

> 'African instrumental melody in many instances derives from, and makes use of folk tunes… many African folk tunes grow out of the melody formed by the speech inflection which corresponds to the high, low and sometimes medium tones of African languages, and the stress placed on certain words in sentence, controls the interval of the notes of a melody and dictate its rhythm'.

Though contextually, Akpabot was referring to African musical instruments' construction, function and performance capabilities, the first two lines of the above assertion 'African instrumental melody in many instances derives from, and makes use of folk tune' is applicable and is in direct consonance with the adopted melodic structure of 'ovie' traditional song used for the composition of an instrumental idiom.

Primarily, the artistic medium for the performance of the traditional music titled 'ovie' is both vocal and instrumental, however, for stylistic preference, the E flat Alto Saxophone was employed by the composer. Another reason the composer opted for one of the Saxophone family is that saxophones are now employed in contemporary orchestral settings. The E flat Alto Saxophone is a transposing instrument classified sometimes under woodwinds and sometimes classified under the brass wind normally placed between the woodwinds and brass wind instruments on the orchestral page. The piano on the other hand, is sometimes classified under the string and percussion (because of its percussive function) - these were adapted by the composer.

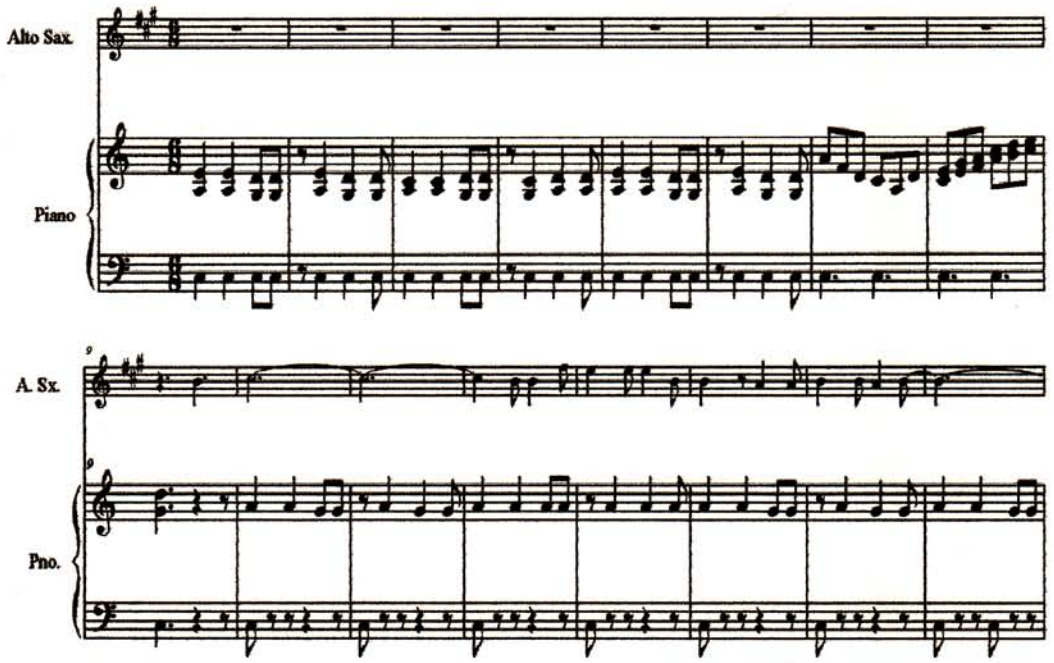
These instruments (E flat alto saxophone and pianoforte) functioned as principal and subordinate function to one another. While the E flat alto saxophone

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served as the principal (solo) supplying the melodic contrast, the piano accompaniment served mainly as subordinate, background and contrasting instrument supplying harmonic and rhythmic contrast to the principal instrument. This is vividly captioned by Randel (2001) when he explained that;

> Accompaniment is used in somewhat two different ways, one referring to the manner of performance, the other to texture. The first is appropriate when the performers of a musical work are divided into two components of contrasting and complimentary function: a principal part in which musical interest and the listener's attention are mainly centered and the accompaniment, subordinate to it, whose main purpose is somewhat supportive. The principal part may be one or more Solo performer(s), vocal or instrumental, or a group of performers, such as chorus. The relation between accompaniment and principal part can vary from a completely and unobtrusively subordinate role for the accompaniment, like that of guitar chord strummed with a song or that of the church organist in congregational singing, to what is called *obligato* accompaniment, found in more complex music, where the accompaniment is an essential part of the texture.

See musical example:



c) Style

In this context 'style', referred to a manner, the summation of (external and internal) features such as tonal center which may be tonal or atonal, monophonic, dyad, homophonic, polyphonic/contrapuntal etc in which the composition was presented or made up of. The composition 'ovie' E flat alto saxophone and piano accompaniment is in polyphonic style.

d) Form

The structural design adopted for the composition of 'ovie' E flat alto saxophone and piano accompaniment is a quasi-sonata format comprising A - (prelude and statement of theme), B – (exposition 1), C – (exposition 2) and A^1 – (restatement of theme and climax). It also featured the use of call and response form which is characteristics of African/Nigerian music.

e) Meter/Time signature/Tempo

Rhythmic fragments equaled to the proportion of segmented mille-units to each bar, made up the entire composition of 'ovie' E flat alto saxophone and piano accompaniment. It is in six eight time; an example of the compound duple time signature derivation commonly used in African/ Nigerian music compositions. On the other hand, the tempo signifying the dynamics for speed assigned to the composition for performance purposes is in *Allegreto* (meaning rather fast and lively). Note: '*Allegreto*' it is neither an African nor a Nigerian term.

f) Mood/Length

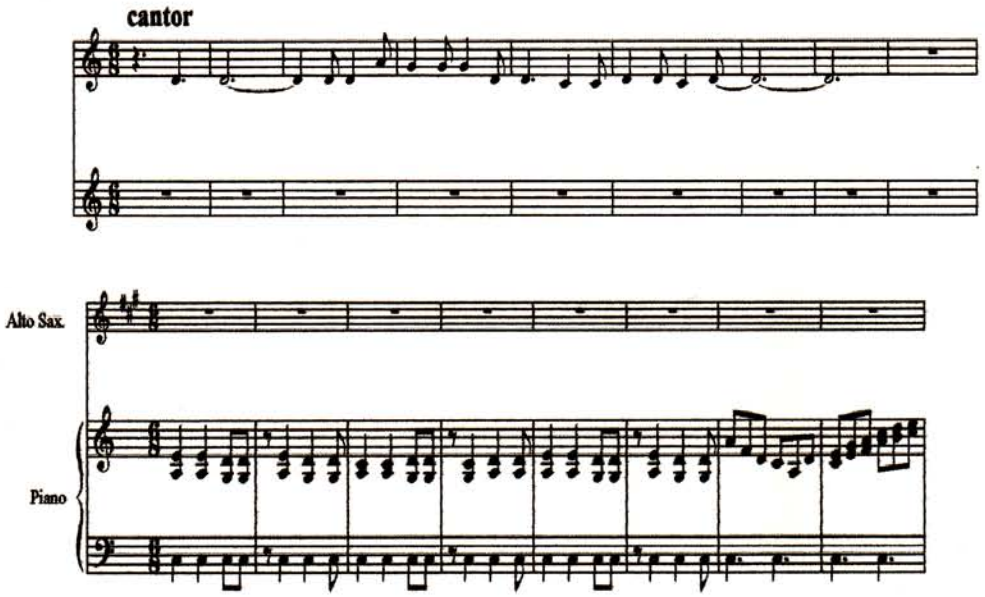
As the term entailed, the mood of a composition is derived from the summation of the internal and external artistic components such as melodic structure, texture, key, tempo, rhythm and tonality of a composition therefore the suggested mood for the composition 'ovie' E flat alto saxophone and piano accompaniment is Gaily (meaning merrily). While the length consisted of 173 bars comprising of 8+9+1+9+1+23+3+14+4+15+2+25+19+6+25+9.

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g) Tonality

From observations, determining the exact tonal center of a given African/Nigerian music or ensemble performance have been ambiguous reasons being that in African/Nigerian musical tradition, tonal centers often fluctuate even within a given musical composition depending on the fluctuations in performance-situation and other non-musical factors. Therefore, for the avoidance of ambiguity and establishing a tonal center for the purpose of clarity for the transcription of the melodic lines of song title 'ovie' and the composition of instrumental music titled 'ovie' E flat alto saxophone and piano accompaniment these keys were used – C major and A major. See musical example.

Below is the excerpt of the transcribed vocal example of song title 'ovie' and excerpt of instrumental music of the music title 'ovie' E flat alto saxophone and piano accompaniment respectively.

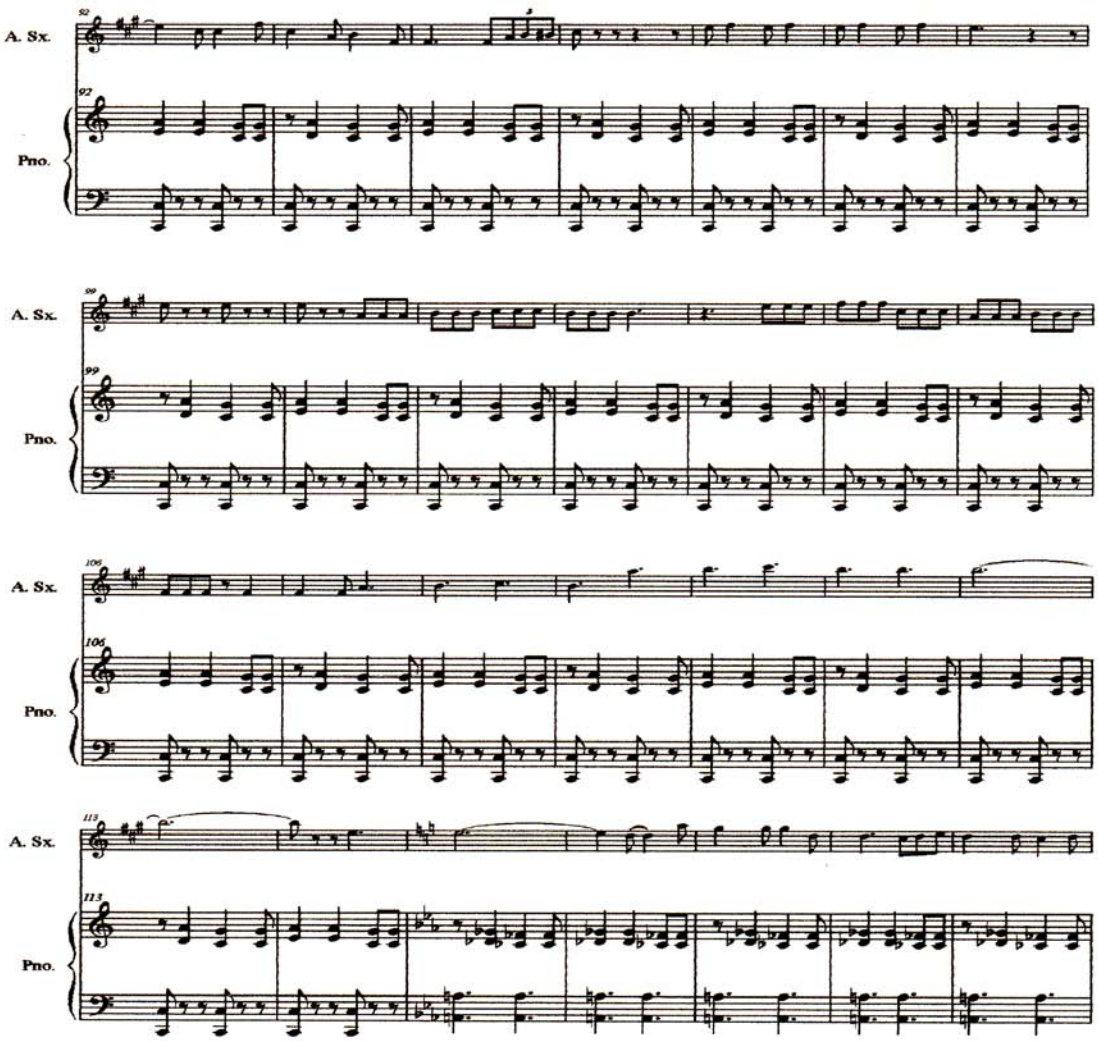


h) Climax

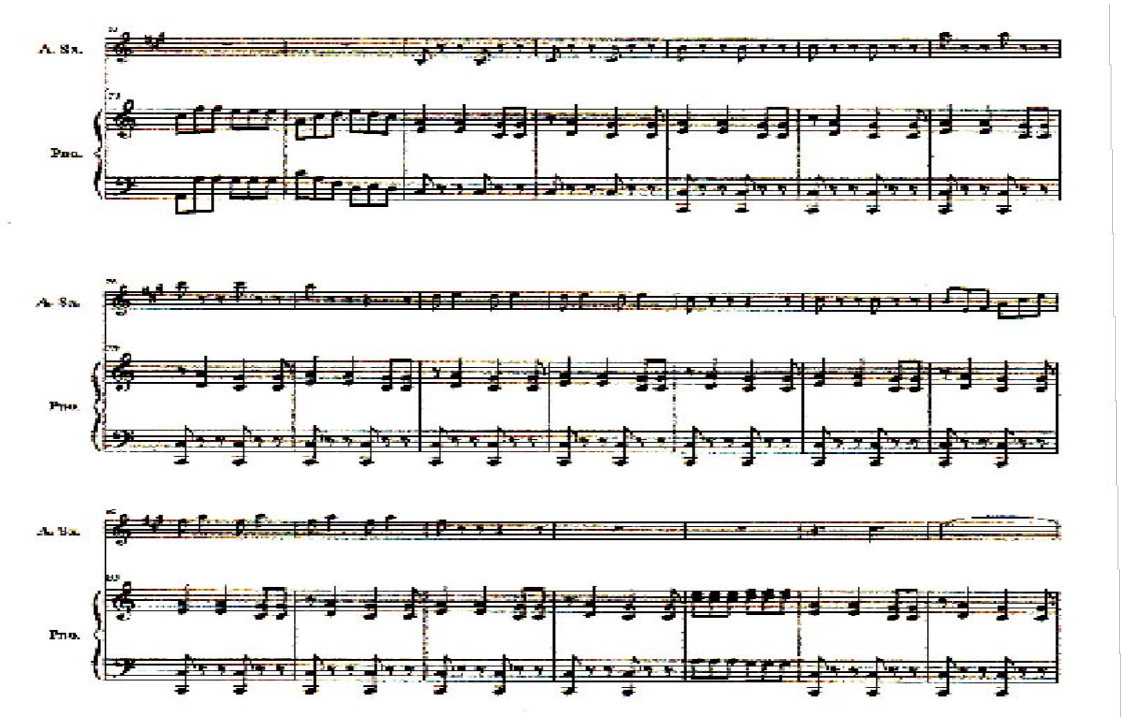
The climax which is generally viewed as the point of greatest intensity, where the highest note is sounded in the composition or the exciting points where the audience either encores a repeat of performance or a striking portion that intrigues the memory of the listeners is found between bars 71-87, 96-113 and 156-157 of the work. See musical examples (a), (b) and (c).

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(a)

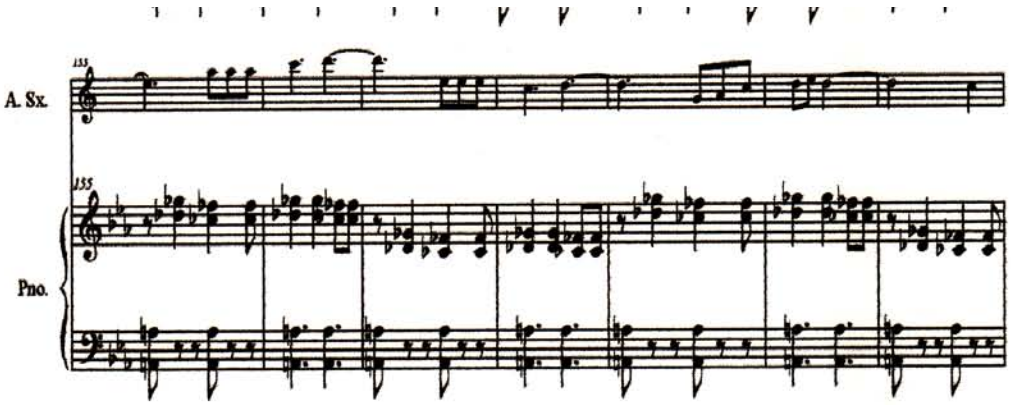


(b)



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(c)



i) Targeted Audience

The target audience is the composer's end expectations where the composer intend his/her composed work to be performed. Hence, the targeted audience for the performance of the composition titled 'Ovie' E flat Alto Saxophone and Piano Accompaniment include schools, music conservatory, and social gatherings, television and radio houses, and concert hall.

j) Performance Guide

The composition is purely instrumental written for the E flat alto saxophone and the pianoforte. The music should be performed on the E flat alto saxophone and the pianoforte in place of the voice. The saxophonist should note that the E flat alto saxophonlays principal or leading role in the performance of the composition, as such, care should be taken in proper cueing in of each entry points. Since the piano accompaniment acts as the subordinate or contrasting role to the principal role of the E flat alto saxophone (both complimenting each other), the pianist or accompanist, should note necessary entry points in order to maintain smooth flow of rhythm. The pianist should also take particular cognizance of the bell rhythm of both left and right hand; therefore, effort should be made to interpret correctly and to maintain the harmonic flow.

III. Compositional Techniques Employed

For the realization of the composition, the following devices were employed – these include solo and refrain pattern, iambic, trochaic and spondee rhythmic fragmentations, diminution and argumentation, leaps, ostinato, sequences, scaly passages, arpeggios, modulation and chromatic alterations, intervals of seconds, thirds, sixths, fourths and octave, linear motions, similar and contrary motions.

The composition began with a piano prelude from measures 1 – 9, introducing the opening theme with a dotted crochet note on the second beat on measure 9 after a dotted crochet rest note with the E flat alto saxophone. This was followed by piano interlude from measures 52 – 54. Exposition 1 commenced from measures 55 – 68 after a dotted crochet rest note on measure 55, followed by another piano interlude from measures 69 – 72. Exposition 2, began on measures 73 – 87 with a short piano interlude from measures 88 – 89 while the restatesment of subject (theme) followed with a dotted crochet note after a dotted crochet rest note from measures 90 – 173. Modulation occurred between measures 113 – 114, which was maintained to the end of the piece – concert key C major to E flat major for the pianoforte and A major to C major for the E flat alto saxophone instrument.

Summarily, the structure of the work is as follows;

Style	-	Polyphonic
Form	-	Quasi-sonata
Tonal center	-	C major concert key
Length	-	173 bars

Division of measure(s)

A: Mm 1-54 (prelude and statement of theme)

B: Mm 55-72 (exposition 1)

C: Mm 73-89 (exposition 2)

A1: Mm 90-173 (restatement of theme and climax)

IV. Conclusion

Having being faced with the tasks of providing relevance to the African characteristics in their compositions, contemporary musicians and art music composers/musicians turned to their musical heritage for inspirations and techniques which had been evidenced in their compositions. By using ethno-compositional materials and musical elements in their artistic expressions contemporary composers have produced varied repertoires of musical compositions. The composition titled 'Ovie' E flat alto saxophone and piano accompaniment was a vivid musical example of the use of ethno-compositional materials as source(s)

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for contemporary composition and in retrospect, attempt have been made to provide appropriate musical examples where necessary and explanations made on the composition. From the transcription of the melodic structure of the vocal text of 'ovie' and through careful study, it was observed that the song was in the pentatonic mode.

Furthermore, over the years it is noteworthy that through the untiring effort of African/Nigerian contemporary musicians and art music composers/musicians, a wide spectrum of African/Nigerian music types which are distinguished on stylistic basis, a masterpiece which can stand on their own have evolved in this 21st century. Conclusively, while this is commendable and applaud-able, it is highly recommended that contemporary musicians and art music composers/musicians in Africa and Nigeria should continue and not relent in their endeavors to making meaningful musical contributions to our economy and rapidly advancing global world.

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Preparing your Manuscript

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

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

Manuscript Style Instruction (Optional)

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

Structure and Format of Manuscript

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

A research paper must include:

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

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

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

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

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

Format Structure

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

All manuscripts submitted to Global Journals should include:

Title

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

Author details

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

Abstract

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

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

Keywords

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

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

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

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

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

Numerical Methods

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

Abbreviations

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

Formulas and equations

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

Tables, Figures, and Figure Legends

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

Figures

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

Preparation of Eletronic Figures for Publication

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

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

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

Tips for writing a good quality Social Science Research Paper

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

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

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

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

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

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



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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

.

Informal Guidelines of Research Paper Writing

Key points to remember:

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

Final points:

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

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

The discussion section:

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

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

General style:

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

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



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Mistakes to avoid:

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

Title page:

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

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

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

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

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

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

Approach:

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

Introduction:

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

The following approach can create a valuable beginning:

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

Approach:

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

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

Procedures (methods and materials):

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

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

Materials:

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

Methods:

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

Approach:

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

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

What to keep away from:

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



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Results:

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

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

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

Content:

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

What to stay away from:

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

Approach:

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

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

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

Figures and tables:

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

Discussion:

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

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

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



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

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

Approach:

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

Describe generally acknowledged facts and main beliefs in present tense.

The Administration Rules

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

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

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

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

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

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

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ISSN 975587

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