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The Russian Language Proficiency

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Discovering Thoughts, Inventing Future

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The Heroic Code and the Challenge of Time in *Beowulf*

By Robert Rois

Abstract- In this study we endeavor to explain significance by viewing the hypothetical statements. Recurring syntactic units in a text, such as "if clauses," allow us to decipher meaning by relying on rhetorical semantics. We combine the social, religious and political roles of the Homeric Zeus with basic notions for evaluating behavior in primitive warring societies. The roles of Zeus as protector of guests, suppliants, and those laboring under the sworn word, yield as paradigms the categories of boast, prayer, and oath. Opposing binary structures generate from these categories as challenge, curse, and betrayal respectively. We may classify as a heroic code the combined non-truth conditional statements that define or approximate equivalence to each one of the mentioned categories. Oscillation between positive and negative correspondence leads to character motivation and plot development in Beowulf. The reader is left to interpret conceptually the relevant symbolism, drawn from the hypothetical expressions, which commit the decision to act to a narrative dimension. We close our study with a suggestion that eager attempts to extend the will in time may inevitably fail, even in a predetermined heroic context.

Keywords: betrayal, beowulf, boast, challenge, curse, "if" clauses, non-truth conditional semantics, oath, opposing binary structures.

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The Heroic Code and the Challenge of Time in *Beowulf*

Robert Rois

Abstract- In this study we endeavor to explain significance by viewing the hypothetical statements. Recurring syntactic units in a text, such as "if clauses," allow us to decipher meaning by relying on rhetorical semantics. We combine the social, religious and political roles of the Homeric Zeus with basic notions for evaluating behavior in primitive warring societies. The roles of Zeus as protector of guests, suppliants, and those laboring under the sworn word, yield as paradigms the categories of boast, prayer, and oath. Opposing binary structures generate from these categories as challenge, curse, and betrayal respectively. We may classify as a heroic code the combined non-truth conditional statements that define or approximate equivalence to each one of the mentioned categories. Oscillation between positive and negative correspondence leads to character motivation and plot development in *Beowulf*. The reader is left to interpret conceptually the relevant symbolism, drawn from the hypothetical expressions, which commit the decision to act to a narrative dimension. We close our study with a suggestion that eager attempts to extend the will in time may inevitably fail, even in a predetermined heroic context.

Keywords: betrayal, beowulf, boast, challenge, curse, "if" clauses, non-truth conditional semantics, oath, opposing binary structures.

I. Introduction

The epic poem *Beowulf* begins and ends with a burial scene. The hero is praised at death. Treasures are placed in the ship that bears Scyld Scefing's corpse, as he asked, *swa he selfa baed* [29].[1] Similarly, a great hoard of wealth is piled on Beowulf's funeral pyre. The respect earned is proclaimed at the end of the poem in words which become emblems that recall the memory of a dead hero, kindest, *mildust* [3181], and most eager for praise, *lofgeornost* [3182]. [2] Glory depends on the performance of heroic deeds. The monarch earns the right to govern and counts on support from his indebted vassals. Consequently, governance is aligned to the giving of gifts. The throne is *gifstol* [168], the palace is *gifhealle* [838]; the monarch is a giver of treasures, *beaggyfan*, *sincgyfan, goldgyfan* [1102, 1342, 2652]. Pervasive use of "*gyfan*" compounds stresses the duties of king and subject. The heroic code depends on the combination of rights and corresponding duties. [3] Syntactic structures reflect the lexical expressions. Conceptual semantic analysis of the hypothetical statements reveals that the balance of rights and duties depends on the exercise of social, religious and political intentions. The boast before an antagonist becomes a challenge; a warrior's prayer for victory turns into a curse for the enemy, and an oath of loyalty opens liability for betrayal from other members of a tribal society. Historical and legal implications of this study remain possibilities for further development and research.[4]

At the opening of the poem the poet asks the audience to heed exploits of bygone princes. The glory of the kings, "*Þeodcyninga Þrim*," is the performance of princes, "*hu Þa aeÞelingas ellen fremedon*" [2-3]. Such concern for posterity, imminent from the start, is explored subsequently in the tale of Scyld Scyfing who a) was picked up as castaway [6b-7a], b) found consolation for this misfortune [7b], and c) eventually overcame kingdoms which paid him tribute [9,11]. The warrior prince himself becomes the heroic king. By giving gifts the young prince earns support from men for times of need:

> So should a (young) man, in his father's hold,
> do good by giving splendid gifts,
> so that later in life his men stand by him
> in turn, his people fast by, when war comes.
> By glorious deeds in any tribe a man prospers [20-24].[5]

> *Swa sceal ge(ong) guma gode gewyrcean,*
> *fromun feohgiftum on faeder (bea)rme,*
> *Þaet hine on ylde eft gewunigen*
> *wilgesiÞas, Þonne wig cume,*
> *leode gelaesten; lofdaedum sceal*
> *in maegÞa gehwaere man gebeon.* [20-24a]

From the very beginning of the epic we see that the king, Scyld Scefing, answered the crisis of leaderless anarchy, "*aldorlease*" [15], and, while fulfilling the people's needs, he is justified in expecting support in return. Thus each party has the right to the promise of performance. The magnanimity of the prince who dispenses gifts is dependent on the promise of support by the subjects at a time of need. Since their society subsists among warring pre-feudal tribes, loyalty is

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[1] Quotes from the original text are from *Klaeber's Beowulf*. Fulk 4.

[2] Fred C. Robinson remarks how *lofgeornost*, "most vain glorious,… occurs most often in homiletic discussions of the cardinal sins… the only documentation for the positive sense of the word, 'most eager to deserve praise,' is the last line in *Beowulf*." *Style* 81.

[3] In his *The Cultural World of 'Beowulf'* John M. Hill remarks how "Beowulf's world is one in which gift exchange and feud are central." Hill 85.

[4] M.T. Clanchy remarks in his *From Memory to Written Record* that: "The most difficult problem in the history of literacy is appreciating what preceded it." Clanchy 27. The first *Beowulf* manuscript dates back from the mid-twelfth century. Orchard 12. Albert B. Lord insists that "the technique of formulaic repetition proves that *Beowulf* was composed orally." Lord 198-199. Andy Orchard states that estimates for the poem's origin range actually from the seventh to the eleventh century. Orchard 6-7. We may consolidate all these remarks by allowing for the existence of an oral tradition.

[5] Translations from the original text are mine.

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tested by courage in battle. The phrase which introduces the six lines quoted above is "*Swa sceal ge(ong) guma*," a formula recurring with slight variation:

1172b – when Queen Wealtheow asks Beowulf to give a discourse on friendship, for so should a man do, while she hands him the drinking cup [1169];

1534b – then in the *scop's* description of a Beowulf fearless against Grendel's dam, and ready to trade life for glory, as becomes a man;

2166b – also in Beowulf's speech to Hygelac about Hrothgar's recompense to him before leaving his court, as befits a kinsman;

2708 – evidently, as Wiglaf's assistance proves vital in the final encounter. So a thane should be to a lord in need;

3174 – and, finally, at the end of the epic, in mourning a dead king it is fitting for a man to speak praise.

These scenes of giving and acceptance show that remembrance is meaningful; yet, among our examples, the most gruesome encounters, the Beowulf-Grendel's dam duel and the hero's death in the final battle, show that expectation itself can prove useless because the future is unpredictable.

The oral epics in the Western World at times share parallel schemes of symbolic representation. The prevalent influence over different cultures across geographic borders is Homer.[6] In order to achieve proper interpretation for the plot of *Beowulf* we recall the three roles for the Homeric god which Hugh Lloyd-Jones outlines in his *The Justice of Zeus*. Zeus Xeinios is the protector of guests and hosts; Zeus Hikesios is the god of suppliants, and Zeus Horkios is the lord presiding over oaths.[7] The functions of the divinity are derived from the words for guest, *xenos*, suppliant, *hikete*, and oath, *horkos*. These three categories reveal respectively a social, religious, and political perspective. Since in the oral epic the reader encounters a society of warriors, the three socio-cultural functions for the role of the divinity are manifested in human behavior as boast, prayer and oath. In his *Structural Anthropology* Claude Lévi-Straus has pointed out how opposing binary structures reflect tribal customs in a primitive society.[8] Consequently, we may view the three linguistic categories boast, prayer, and oath, as including their three corresponding adverse counterparts, challenge, curse, and betrayal. The most basic oscillation between the positive and the negative meaning for each thematic role may shift, depending on the speech situation. For instance, a boast at the mead hall remains a boast, but when formulated at a scene of confrontation with an antagonist, the boast becomes a challenge. Likewise, a hero's prayer for victory is a curse for his opponent. Finally, formulating an oath of alliance opens the possibility for breach of trust, or cruel betrayal. In the military context of the oral epic, we perceive that double possibilities within each role expand plot motivation and character development. We refer to the serpentine movement between positive and negative social, religious, and political behavior along the plot of *Beowulf* as the heroic code.

The conditional statement with the *gif* adversative conjunction is found in the hero's first recognition scene. Beowulf, having heard of Grendel's deeds, leaves the fold to secure future alliance for his king. When the coastguard of the Scyldings asks the Geats for identification, in order to grant right of passage, he recognizes the hero as outstanding, unless his countenance belies him, *naefne him his wlite leoge* [250]. The hero, in turn, asks the warrior to judge his knowledge of affairs: "you know if it is, as we truly hear say."[9] The *gif* clause [272b] introduces ravages perpetrated by the "mysterious persecutor," *deogol daedhata* [275]. The actual remedy proffered follows suit:

I may offer Hrothgar,
through boundless spirit, good advice,
how he, old and good, may overcome his enemy,
if reversal should ever come to him,
remedy from evil trouble.

Ic þaes Hroðgar maeg
þurh rumne sefan raed gelaeran,
hu he frod ond god feond overswyðeb –
gyf him edwenden aefre scolde
bealuwa bisigu bot eft cuman – [277b-281]

After asking the coastguard whether report of the crisis is true, the hero alleges that he can advise Hrothgar how change may be brought about if relief is to come. Since Beowulf and his men are strangers, the statement is crucial and daring enough when considered as means for armed men without password, *leafnesword* [245b], to gain safe passage. The noun *edwenden*, reversal, is in apposition to *bot*, remedy; the reversal implied, to be acknowledged as remedy, is the very relief to be attained through projected success of the mission led by Beowulf. Should help be refused, chances are Hrothgar may suffer sad necessity as long as Heorot stands. Although the hero's boast allows for failure, since he does not say that he will surely succeed, the immediate responsibility for the decision to grant safe passage to the troop of sailors rests with the coastguard.

[6] Lord draws a number of parallels between *The Song of Roland*, the *Illiad*, and *Beowulf*. He compares Aeschere to Patroclus, "the friend who is killed before the encounter of the hero with the enemy." Lord 201. About Marsile and Grendel, Lord states that they both suffer similar wounds, the loss of an arm; and "they both seek solace from a female, Grendel from his dam, Marsile from his wife." Lord 206-207. In general form, Lord also compares *Beowulf* to Homer in regards to "repeated assemblies with speeches, repetition of journeying from one place to another, and on the larger canvas the repeated multiform scenes of the slaying of monsters." Lord 198-199.

[7] Lloyd-Jones 5.

[8] Lévi-Strauss 161.

[9] *Þu wast, gif hit is / swa we soþlice secgan hyrdon,* [272b-273]

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The burden on the sentinel is heavy. He responds with an aphorism:

> Each of us both shall
> know a sharp shield bearer,
> from his words and deeds, he who thinks well.
>
> *Aeghwaeþres sceal*
> *scearp scyldwiga gescad witan,*
> *worda ond worca, se þe wel þenceð*. [287b-289]

The phrase *worda ond worca* is a universalizing doublet. This combination of two dissimilar terms which complement each other becomes a metaphor for the decision to maintain the spoken word as a man's intention to perform accordingly. We agree with Stanley B. Greenfield that the maxim discriminates between words and deeds, and does not combine both in the province of heroic prowess, since Beowulf has not yet performed.[10] A coastguard should know the difference between someone who lies, and one who speaks truthfully. Words have strong significance in human action when spoken by a man who keeps them.[11] As an inclusive metaphor with general significance in the poem the principal symbolism of the doublet becomes entwined in context with the development of a boast to vow progression; the latter is heroic consequence of the former. The tendency to insure that words are kept draws in the poem a relation between axiom and experience; provisions must be made for the elements of risk. In his monumental grammar Otto Jespersen defines a conditional statement as "the preparation for a possible contingency."[12] Beowulf's original boast was knowledge of dreadful events and belief that he could remedy the situation at Heorot. Diplomatic tact is the norm when the hero speaks his name to a nobleman, *Beowulf is min nama* [343]. He will help the king if Hrothgar allows the heroes to enter his court: "if he will grant us/that we may greet his kind self."[13] The boast is toned down in order to further his mission inland and reach the crown.

Disorder in the realm remains pervasive even among the ruling class. Unferth, a counselor at Hrothgar's court suggests in a notorious digression that, since Beowulf had lost once a swim match to Breca, he may lose if he seeks an encounter with Grendel:

> I expect from you a worse settlement,
> although you have availed yourself everywhere in battle,
> hard struggle, if you dare wait
> for Grendel close-by all night long.
>
> *Ðonne wene ic to þe wyrsan geþingea,*
> *ðeah þu heaðoraesa gehwaer dohte,*
> *grimre guðe, gif þu Grendles dearst*
> *nihtlongne fyrst nean bidan*. [525-528]

Unferth's challenge suggests that the "attempted settlement with Grendel will be worse than what was dealt to Beowulf in that foolish episode with Breca."[14] The hero justifies his loss to Breca in the swim match by revealing his strife with water monsters along the way. To answer fully the impudent challenge, Beowulf must unveil the root of decadence in the governing body. The hero then proceeds to identify Unferth as killer of his own brother, *þeah ðu þinum brodrum to banan wurde,* [587]; and adds that Grendel would not attack Heorot if the nobleman's military stamina would match his words:

> Never had Grendel caused so much slaughter,
> fiendish monster, to your lord,
> humiliation at Heorot, if your mind were,
> your spirit in battle, as fierce as you suppose.
>
> *þaet naefre Gre[n]del swa fela gryra gefremede,*
> *atol aeglaeca ealdre þinum,*
> *hynðo on Heorote, gif þin hige waere,*
> *sefa swa searogrim, swa þu self talast;* [591-594]

The hero's response to the insult relates the etiology for disorder at Heorot directly to the envious Unferth. [15] In his *Cain and Beowulf* David Williams remarks that: "the prediction of the Fall of Heorot through parricide and the stories, for instance, of Heremod and Unferth extend the image of a socially ever present Cain to the past and future of the Danes, yoking time and space in the universalization of the theme."[16] Grendel as allegorical figure, descendent of Cain, is a projection of a deep rooted social evil which apparently afflicts the royal court. Slaying of a brother is an over-looming symbol for high treason. Beowulf's reproach to Unferth suggests that through decadence at the royal court a counselor's advice may degenerate

[10] Greenfield, "Of Words and Deeds," 49-50.

[11] Beowulf insists that his state of mind is loyal, *holdne hige* [267a]. Discussing meaning of the term, John M. Hill cites D.H. Green, who "has pointed out the reciprocal and even legal nature of the word *hold* as an ethical term within the *comitatus* and as a term for oaths and contracts, where the *huldi* (protection) of the lord is involved as a guarantee for truth of the statement." Hill 71. Safe passage is granted because the troop can be considered a loyal group, *hold weorod*. [290b]

[12] Jespersen 367. Since we have mentioned kennings with the verb *gifan*, and propose to analyze phrases introduced by the *gif* conjunction, a philological note is in order. The adversative adverbial conjunction comes from Old Gothic *jabai*; whereas the verb *gifan* stems from the Indo-European root *ghab*, which gave Latin *capio* and *habere*. Barney 20, 62. There is no morphological connection between *gif* and *gifan;* the "y" is used interchangeably with "i" in the textual script of both terms with no apparent distinction in sense or voicing. Fulk 385, 389.

[13] *gif he us geunnan wile/ þaet we hine swa godne gretan moton*. [346b-347]

[14] Hill 78.

[15] "Envy was seen as pre-eminent in Cain's motive for murder, as it had been in Satan's temptation of Eve, and the hatred borne by Cain for Abel was seen as the envious hatred by the evil of the good simply because they are good." Williams 23. Through borrowed Old Testament symbolism archetypal enemies sprang from Cain. [107-108; 1261-1263]

[16] Williams 41.

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into a curse. Hrothgar's noble thane fails to discern a balance between true words and actual deeds.

We are now in a position to account for the Finn Lay's relevance in the plot of the epic. The story tells how Queen Hildeburh loses her brother, Hnaef, when Frisians battle Danes; Finn himself, the lady's husband, is later inevitably slayed. She was of Danish stock and her spouse was Frisian. Hengest, after taking over command, is persuaded to abide by a treaty whereby Finn's men cannot mention to the Danes their equivocal position. The crisis the treaty purports to solve is the bitter slaughter of kinfolk, *moþorbealo maga* [1079], a most serious offense. The Frisians swear to uphold the peace, *geþingo budon* [1085b]; provided that there is no grudge on either side. Both tribes should receive an equal share of the treasures, *feohgyftum* [1089]. Spanning prohibition, the treaty includes a penalty clause:

> They confirmed by treaty on both sides
> a firm peace, Fin declared to Hengest
> undisputed zeal by oaths,
> that the survivors, by decision of the wise,
> held fast with honor, so that any man
> who would break the truce by word or deed,
> or through enmity ever complain,
> though now they follow their ring giver's murderer,
> deprived of chief, what to them was imposed,
> that if any Frisian by audacious speech
> were to bring remembrance of the murder-hatred,
> then the edge of the sword should settle it.
>
> *Ða hie getruwedon on twa healfa*
> *faeste friođuwaere. Fin Hengeste*
> *elne unflitme ađum benemde;*
> *þaet he þa wealafe weotena dome*
> *arum heolde, þaet đaer aenig mon*
> *wordum ne worcum waere ne braece,*
> *ne þurh inwitsearo aefre gemaenden,*
> *đeah hie hira beaggyfan banan folgedon*
> *đeodenlease, þa him swa geþearfod waes;*
> *gyf þonne Frysna hwylc frecnan spraece*
> *đaes moþorhetes myndgiend waere,*
> *þonne hit swordes ecg syđđan scede.* [1095-1106]

Both sides are bound to the peace compact, *friođuwaere*. Discussing the meaning of *getruwian* in Old English, D.H.Green explains that "the verb can be employed, as in *Beowulf*, to denote the formal conclusion of a treaty between two tribes, or, in strictly legal literature, in the sense of proving one's innocence and clearing oneself from a legal charge."[17] Finn, with a dwindled host, swears by oath, *ađum benemde*, to hold in honor the Danes and kill any man on either side who would break the truce by word or deed, *wordum ne worcum* [1100].[18] But the Danes resent their equivocal position as thanes loyal to the slayer of their leader; and, eventually, Finn, who never reaches a suitable bargaining position, is killed; then Hildeburh, Finn's widow and Hnaef's sister, is taken to Denmark [1057-1059a]. The penalty clause included in the edict does not ameliorate Finn's downfall, rather, it is a sign that disturbance will recur. As Fabienne Michelet notes: "Of course, these fragile arrangements fail."[19] The negative elements of the boast-vow progression, a challenge which, through curse, ends in betrayal, prevail over the penalty clause.[20] In the context of the *Beowulf* epic, the Finn Lay exemplifies the case of an oath which fails to secure permanent loyalty. The slaying of a brother in law is a metaphor for high treason and reminds us of the crisis without peaceful remedy wrought in Heorot by the descendant of Cain, Grendel.[21]

[17] Green 251. The philologist quotes from the compilation of Anglo Saxon laws collected by Felix Liebermann: "If he (a person accused of plotting against his lord) wishes to make himself trustworthy, let him offer the king's *wergild*, payment for his life." Liebermann 50. See also Bosworth: *Gif he hine selfne triowan wille, do đaet be cyninges wergelde*. Bosworth 1014. Green cites a variant for the same characteristic conditional statement, found in legal texts, mentioning that *treowsian* can have a meaning identical to *triowan*: *Gyf he hine sylfne treowsian wille*. Liebermann 51. Evidently, to pledge guarantee is assumed to establish loyalty and attain enduring trust.

[18] The formula *worda ne worca* shows Anglo Saxon legal usage. The phrase appears in the characteristic Colyton oath. The swearer vows to be "loyal and true… and never of one's own will or power, in words or deeds, do anything that to him is hateful," *hold and getriwe… and naefre willes ne gewealdes, wordes ne weorces owiht đom þaes him laþre biþ.*" Hill 71. Liebermann cites the oath as prevalent between 920 and 1050 A.D. Liebermann 396. The use in *Beowulf* reveals that the universalizing doublet existed centuries before in oral culture.

[19] Michelet comments on lines 1099b-1103, the universalizing doublet proves to no avail. We should also note that the present participle, *myndgiend* [1105], "reminding," used with the verb "to be," has a ponderously lasting effect. Frederick Klaeber compares the use here to the effect of Grendel's act of constantly lying in wait, *ehtende* [159b]. Fulk 125, 370, 415. Combined with *frecnan spraece*, the prohibitory clause has a foreboding tone.

[20] The opportunity for ransom in *The Battle of Maldon* is equally insulting. The invaders frame their request for ransom in two *gif* clauses:

> It is not necessary that we destroy each other.
> If you are good for the proper amount,
> we will confirm peace with the gold,
> if you decide who here is most powerful,
> so that you will ransom your people,
> pay seafarers, according to their choice,
> money for peace, and take a truce from us.
>
> *Ne þurfe we us spillan gif ge spedaþ to þam;*
> *we willaþ wiþ þam golde griþ faestnian.*
> *Gif þu þaet geraedest, þe her ricost eart,*
> *þaet þu þine leode liesan wille,*
> *sellan sae-mannum on hira selfra dom*
> *feoh wiþ freode and niman friþ aet us.* [34-39]

Byrthnoth interprets the proposal as a challenge, and addresses the men with the famous line: "they will give to you spears as tribute," *Hie willaþ eow to gafole garas sellan*. [46] Pope 17.

[21] Andrew Barton reminds us that the characters themselves are not aware of Grendel's connection to Cain [1355]. In a poem that provides detailed lineage for its characters, Hrothgar's and Beowulf's ignorance about Grendel's descent makes the fiend appear even more incomprehensibly hideous. Barton 14.

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In contrast, Beowulf exhibits loyalty, courage, and strength. He is so strong that he can afford courtesy. When Beowulf announces his mission to Hrothgar our hero wishes to display, along with valor, the discretion that will endear him to his lord back home, Hygelac. The boast is tempered by caution when he weights the grim balance of war before facing Grendel:

> I expect he will, if he may reach control
> in the wine hall, eat unafraid
> the Geat people, as he oft did
> the glorious host. Never need you
> bury my head, for he will devour
> my slaughtered corpse, if death takes me;
> nor bear away the slain he likes to savor;
> solitary, he eats without mourning,
> stains his moor retreat; never you need
> to sorrow much over my corpse.
> Send to Hygelac, if battle takes me,
> the best of mail shirts which guards my breast.
>
> *Wen' ic þaet he wille, gif he wealdan mot,*
> *in þaem gudsele Geatena leode*
> *etan unforhte, swa he oft dyde,*
> *maegenhreð manna. Na þu mine þearft*
> *hafalan hydan, ac he me habban wile*
> *d[r]eore fahne, gif mec deað nimeð;*
> *byreð blodig wael, byrgean þenceð,*
> *eteð angenga unmurnlice,*
> *mearcað morhopu; no ðu ymb mines ne þearft*
> *lices feorme leng sorgian.*
> *Onsend Higelace, gif mec hild nime,*
> *beaduscruda betst, þaet mine breost wereð,* [442-453]

The repetition of *gif* clauses stresses the stern pessimism of three potential consequences ensuing from Beowulf's hypothetical defeat: a) the monster will continue feeding at Heorot, b) the beast's cannibalism obviates the need for burial, and c) the hero's byrnie should go to Hygelac as Hrothgar's last respects to a dead champion. This triple *gif* clause speech exposes the negative side of the encounter's outcome. The antagonist presents a boast expressing deep regret. Grendel has eaten Danes before; precedent dictates that he may eat Geats too, if he prevails in the encounter. Denial of burial represents the tragic curse of a cruel fate, if death takes the hero. Beowulf then closes the initial boast with the sad final request to honor the alliance between Geats and Danes: his armor should go back to Hygelac if the hero dies in battle. [22] The request includes the hope that the feud against Grendel does not break the Geat-Dane alliance. Submission to an uncontrollable fate funnels choices into a personal decision. Courage is mastered by a subdued but mature will since the speech opens and closes with acceptance of the ineffability of destiny "he shall trust/ the judgment of God, he who death takes" [440b-441b];[23] and then follows the aphorism: "fate always goes as it shall" [455b].[24] The tone of the speech is to let the audience ponder over whether a boast could approximate a prayer by observing the possibility for failure.

In the plot, Hrothgar, rising to the occasion, promises by oath to his guest that if he survives he will lack nothing: "There will be no lack of reward for you/if you survive this courageous deed with life" [660b-661].[25] Before the actual encounter Beowulf proclaims in defiance that he shall fight Grendel without weapons, since the monster scorns them, a boast tempered by honor:

> but we both in the night shall
> forsake swords, if he dares to seek
> war without weapon; and then let wise God
> to whichever side grant the glory,
> as is deemed proper.
>
> *ac wit on niht sculon*
> *secge ofersittan, gif he gesecean dear*
> *wig ofer waepen, ond siþðan witig God*
> *on swa hwaeþere hond halig dryhten*
> *maerðo deme, swa him gemet þince.* [683-687]

We may consider a positive meaning for the hypothesis of unarmed struggle: if the fiend dares to seek battle without weapon they will fight, and the balance of an even match shall be tilted by God alone, a boast well within the prayer framework. [26]

Hope in the wake of a harsh fate is expressed by Wealtheow during celebrations after Grendel's defeat. In a double *gif* clause speech the queen tells Hrothgar that, if the king should die before his own son comes of age, then his younger brother's son, Hrothulf, shall rule the young men with honor [1182b]. The king's nephew should repay prince Hrethric with kindness if he remembers all graces bestowed on him while growing up at court [1185a]. [27] Wealtheow caps her view of fate with the hope that loyalty may keep the kingdom together. Again we sense in the use of the hypothetical phrase a desire to provide hope that a personal decision projected into the future may alter the fatal outcome of an uncontrollable fate. A sincere intention and the

[22] Ursula Schaefer cites lines 452-453a, as an example of a clause that splits "with verb and direct object," reading: "Send to Hygelac (if battle takes me) the best of mail shirts." Schaefer 112. To take the *gif* clause as strictly parenthetical seems to detract from the rhetorical impact, although the syntactical notion Schaefer remarks certainly applies.

[23] *ðaer gelyfan sceal / dryhtnes dome se þe hine deað nimeð*. [440b-441b]

[24] *Gaeð a wyrd swa hio scel!* [455b]

[25] *Ne bið þe wilna gad / gif þu þaet ellenweorc aldre gedigest*. [660b-661]

[26] As it turns out, the hero tears off Grendel's arm and the fatally wounded fiend runs in anguish to his lair [815b-822]. So the subdued challenge to an apparent wrestling match becomes the terrible curse of a slow death for the enemy.

[27] *Ic mine can/ glaedne Hroþulf, þaet he þa geogoðe wile/ arum healdan, gyf þu aer þonne he,/ wine Scildinga, worold oflaetest;/ wene ic þaet he mid gode gyldan wille/ uncran eaferan, gif he þaet eal gemon,/ umborwesendum aer arna gefremedon.* [1180b-1187]

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proper remembrance of past favors meet the challenge of an unknown destiny. [28]

As the plot unravels the Grendel adventure brings temporary success. Although the hero is confident to have restored order in Heorot, nevertheless, Grendel's dam attacks to avenge her son. She wreaks havoc at Heorot. The ravages include the loss of Aeschere, Hrothgar's dear counselor. Vile turmoil at Heorot affects the high echelons of society at the royal court. Subsequently, the *scop* quotes Beowulf in indirect discourse to outline the hero's trusting incredulity of a crisis he believed ended. We are told the hero asks Hrothar, in a presumptuous boast, "if the night had been/agreeable according to his desire" [1319b-1320].[29] The negative response shows Beowulf that, sadly, the relief obtained by heroic prowess does not endure. Hrothgar henceforth exposes on the revenge of Grendel's mother and ends his speech with a request for Beowulf:

seek if you dare!
I shall reward you for this battle with riches,
with ancient treasures as I did before,
twisted gold, if you come back.

sec gif þu dyrre!
Ic þe þa faehðe feo leanige,
ealdgestreonum, swa ic aer dyde,
wundnam golde, gyf þu on weg cymest. [1379b-1382]

The king pleads with the hero, as he did before [660b-661], to risk his life if he dares, and gifts will follow, if he returns alive. Hrothgar's vow again shows the promise of reward for specific performance. Beowulf answers with an equivalent set of double *gif* clauses. The hero repeats his previous request to Hrothgar in parallel contractual fashion:

if I at your service should
lose my life, you be to me,
when dead, in the position of a father.
Be you protector to my young retainers,
close companions, if battle takes me.

gif ic aet þearfe þinre scolde
aldre linnan þaet ðu me a waere
forðgewitenum on faeder staele.
Wes þu mundbora minum magoþegnum,
hondgesellum, gif mec hild nime. [1477-1481]

Half-line 1481b is identical to 452b.[30] The text expresses the recurring echo of a deal struck anew. Starting with the coastguard scene, and on to the scene of departure from Horthgar's court, closure for speeches negotiating promises is provided by a characteristic *gif* clause.

After the successful encounter with Grendel's mother, involving submersion and subsequent rebirth from deep waters, Beowulf prepares to sail. In the hero's farewell speech to Hothgar the non-truth conditional clause solidifies into a semantic framework for an oath of contractual alliance:

If I may earn in any way
on earth your affection further,
Lord of men, than I have yet
with war prowess, I am prepared immediately.
If I hear over the expanse of the waves
that a nearby terror threatens you
as these enemies formerly did,
I shall bring a thousand thanes,
warriors as help. I know from Hygelac,
lord of the Geats, though he be a young
guardian of the people, that he will further me
in words and deeds, since I praise you well,
and I should bear the spear shaft as help for you,
military support, when you need men.
If thence Hrethric to the court of the Geats
should betake himself, as child of princes, he may there
find many friends, distant lands
are better sought by he who is strong himself.

Gif ic þonne on eorþan owihte maeg
þinre modlufan maran tilian,
gumena dryhten, ðonne ic gyt dyde,
guðgeweorca, ic beo gearo sona.
Gif ic þaet gefricge ofer floda begang,
þaet þec ymbsittend egesan þywað,
swa þec hetende hwilum dydon,
ic ðe þusenda þegna bringe,
haeleþa to helpe. Ic on Higelace wat,
Geata dryhten, þeah ðe he geong sy,
folces hyrde, þaet he mec fremman wile
wordum ond worcum þaet ic þe wel herige
ond þe to geoce garholt bere,
maegenes fultum, þaer ðe bið manna þearf.
Gif him þonne Hreþric to hofum Geata
geþinged þeodnes bearn, he maeg þaer fela
freonda findan; feorcyþðe beoð
selran gesohte þaem þe him selfa deah. [1822-1839]

In this leave-taking *gif* clauses head three lines outlining a sealed pact. The first *gif* clause is the hero's pledge of future service, *guðgeweorca* [1825], if he hears about trouble from abroad while at home. The second clause outlines the promise of additional reinforcements from overseas in case of need, the

[28] In a poem with allegorical creatures and mythical heroes we do not expect correspondence to historical truth. However, we note the curious fact that: "From Scandinavian sources it is known that after Hrothgar's death Hrothulf usurped the Danish throne, and killed Hrethric, Hrothgar's son and heir." Wright 120. The Queen's optimistic expectations are betrayed in real time by a cruel fate.

[29] *fraegn gif him waere / aefter neodlaðum niht getaese* [1319b-1320]. This is one of only two occasions in which the *scop* uses the *gif* clause himself in the text of the epic; we consider this instance akin to the character's protracted dialogue since it is a direct reference to Beowulf's thought, not an extrinsic description, as occurs in 2841a. In the second instance the *scop* intrudes on the narrative by assigning to the hero a measure of *hybris* (cf. infra, footnote # 41). Even in the first instance here, there is an implied criticism of excessive naiveté. In retrospect, the *scop's* use of his own unique *gif* clauses contain both times reproaches to Beowulf in indirect statement.

[30] Fulk 17, 51.

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hero's own reliance on his king; Hygelac proffers aid according to his usual pledge by words and deeds, *wordum ond worcum* [1833]. The doublet conferring desert of safe-passage for the troop through conviction of good faith, used in the coastguard scene [289a], expresses reliance on a promise; its use here again represents firm trust on human intention. Beowulf closes the speech with an oath of future alliance and a concern for posterity in the form of an invitation extended to Hrethric to visit Hygelac's court and find support as suppliant in adversity.

Appearing regularly in speeches framing contractual relations, the conditional statements introduced by the *gif* particle represent a character's commitment to the development of events in the plot. Beowulf is a character prominent enough to include a sequence of three consecutive *gif* clauses in two of his speeches [cf. 442b, 447b, 452b & cf. 1822a, 1826a, 1836a]. A notable difference between these two triple "*gif* clause" speeches is that in the first instance all three apodoses precede the protases, outlining a twinge of fatalism which could be interpreted as humility on the part of the hero. Stanley B. Greenfield finds tripartite subsequent responses by Hrothgar to both Grendel adventures:

> "… reward for such favors rendered is obviously implicit in the heroic ethos, and Hrothgar makes it explicit when he finally accepts Beowulf's offer [660-661]. When Beowulf performs as promised, Hrothgar not only wishes to adopt him as a son, but again states that he will give him treasure [946b-950]; and at the banquet that evening he does so, the poet describing the gifts in detail [1020-1049]. The same pattern holds in the Grendel mother's episode: promise before action in 1730-1732, promise after action in 1706b-1707a, and 1783b-1784, and actual giving in 1866-1867."[31]

In plot development, the king answers the boast-vow progression in kind. But, whereas Beowulf's speech preceding the Grendel encounter contains, with ascending pessimism, provisions for valiant death, the later farewell speech strikes a more hopeful note: in the wake of need, Beowulf will come with one thousand men as aid; and Hrethic will find friends at Hygelac's court, if he decides to go, *geþinceð*. [1837]

Hrothgar replies with recognition of the hero's unrivaled integrity. There is no wiser young warrior [1842b-1845a]. Beowulf can bargain with words, *þingian*. The recognition of the hero has progressed considerably. Now he is the mature speaker who can settle disputes. Decorous rhetoric is vital to tribes engaged in constant warfare since an alliance is maintained through the promise of support. Hrothgar seals the Danish farewell to Beowulf acknowledging that an uncontrollable fate should be dealt with through the strong commitment of a personal decision. The King recognizes that the hero's maturity is essential for the Geats:

> I consider the fact
> that, if it happens that the spear take,
> in fierce battle, the son of Hrethel,
> your lord, or either illness or steel,
> guardian of the people, and you are still alive,
> the Seafaring Geats do not have
> any better king to choose, to be
> guardian of treasure for heroes, if you would rule
> the kingdom for kinsmen.
>
> *Wen ic talige,*
> *gif þaet geganged þaet ðe gar nymeð,*
> *hild heorugrimme Hreþles eaferan,*
> *adl oþðe iren ealdor ðinne,*
> *folces hyrde, ond þu þin feorh hafast,*
> *þaet þe Sae-Geatas selran naebben*
> *to geceosenne cyning aenigne,*
> *hordweard haeleþa, gyf þu healdan wylt*
> *maga rice.* [1845b-1853a]

The double *gif* clause speech discloses tension between an unpredictable destiny splayed broadly in future time and an indomitable human will: a) if your king should be killed and you still live, I expect the Geats will choose you king; that is, b) if you decide to rule your people as guardian of wealth for heroes. The first *protasis* postulates the death of Hygelac. Beowulf should be the next king upon death of the monarch. The Geats would certainly choose an appropriate giver of treasure, if Beowulf should undertake the task to rule over their dominion. The second *apodosis* is subdued; the term "king," *cyning* [1851], is in apposition to "guardian of the treasure for heroes," *hordweard haeleþa* [1852]. We may heighten the strength of this suggested *apodosis* with the verb "to be" by viewing *haleþa* as an objective, rather than as a partitive, genitive; since clearly, grammatically, it may be both. Beowulf as king is a guardian for the heroes' wealth, not just a keeper of treasure. Hrothgar presents a hopeful prayer, and seals the course of destiny with the possibility of a pact to assure the hero's future. A cruel fate can be dealt with through a bright prospect. The prowess of Beowulf as hero, and the uncompromising gratitude of Hrothgar as ruler, bring the Geats and Danes to remain reconciled in brotherhood. [1855-1857]

The contractual nature of the conditional statements, oscillating from boast through prayer and on to oath in the speeches of characters, indicates a keen appreciation for human intentions on the part of the poet. However, upon return to Hygelac's court, absence of dramatic dialogue accounts for scant *gif* clauses. Historical narrative in indirect discourse predominates in the last part of the epic. Beowulf's relationship with his king is perfect and needs no further development in confrontational dialogue. A conditional statement, after all, is a pre-empted provision for the future dependent on behavioral contingencies unfulfilled

[31] Gifstol 109.

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in the present. Nevertheless, there is dramatic tension in plot development because in the poem "nothing can stand except in negation," as J. D. Niles says:

> The dominant mood created by this recurrent play of joy against sorrow, creation against dissolution, may strike some readers as fatalistic, and it may well be; but, if so, the poem's fatalism stems from a realistic under-standing of the limits that bound earthly success. The *Beowulf* poet seems to have lived enough of life to appreciate the awful ease with which time and an indifferent fate blot out even the most glorious of human achievements.[32]

We do not know how Beowulf, who reigns for two lines, has trouble after fifty years [2207-2211].[33] The unpredictable quality of human life engulfs Beowulf as an absolute contingency.

Although, as he approaches his last adventure, Beowulf is guiltless, the aged king ransacks his soul to find cause for the dragon crisis: "the wise man believed that he had angered bitterly the eternal creator God, over an old law" [2329-2331a].[34] He, nevertheless, relies on the experience of past exploits to confront the new evil. Yet the hero is now an old man and his boast has weakened. The *scop* tells how the hero speaks boasting words for the last time: *beotwordum spraec / niehstan siđe* [2510b-2511a]. *Beot*, a word often translated as boast, also means promise.[35] Beowulf wishes to draw the dragon from his lair:

> I waged many
> battles in youth, yet I,
> old folk guard, shall seek a fight,
> perform a glorious deed, if this evil ravager
> out of his earth hall attacks me.

> *'Ic genđde fela*
> *guđa on geogođe; gyt ic wille,*
> *frod folces weard faehđe secan,*
> *maerđu fremman, gif mec se mansceađa*
> *of eorđsele ut geseceđ.'* [2511b-2515]

Apparently, old age is not an acceptable justification for inaction; he must perform as before; but there is a melancholic tone in the challenge. We sense that the hero expects that the antagonist may not leave his abode. If the dragon comes out, he shall engage him. The present general condition presents a lamentable probability. The tone of regret deepens as the hero gives up his emblematic grip;

> I would not bear a sword,
> a weapon for a serpent, if I knew how
> to contend with might against this dragon,
> to grapple bravely, as I did formerly with Grendel.

> *'Nolde ic sweord beran,*
> *waepen to wyrme, gif ic wiste hu*
> *wiđ đam aglaecean elles meahte*
> *gylpe wiđgripan, swa ic gio wiđ Grendle dyde;* [2518b-2521]

In this mixed condition the *apodosis* prominently precedes the *protasis*. Curiously enough, Beowulf is sure that he does not know how to grapple boastfully, *gylpe wiđgripan* [2521a]. The result clause is in the optative mood.[36] The statement here seems to be a future less vivid condition which may be interpreted as present contrary to fact: "I would forsake weapons if I knew how to grapple with the monster according to my boast." He does not know how to grapple, so he will not forsake weapons. The great leader is wavering: "I am courageous, so I shall forego boasting against this war flyer" [2527b-2528].[37] By skipping the boast altogether Beowulf trusts destiny. This encounter is his last adventure. The hero commands his warriors to stand back as he claims to be alone the dragon's antagonist. He tells the men in his troop:

> This is not your venture,
> not set for any man, except for me alone
> against this monster, to undertake with strength,
> perform as nobleman.

> *Nis þaet eower siđ,*
> *ne gemet mannes, nefn(e) min anes,*
> *þaet he wiđ aglaecean eofođo daele,*
> *eorlscype efne*. [2532b-2535a]

The exception outlined by the conjunction, *nefne* [2533b], is crucial, for courage is the trademark of Beowulf as warrior king, his uniqueness. Having attained old age in an unforgiving world is a fact which confirms

[32] Niles 932.

[33] Division of the poem is a complex issue. According to the XIXth century view of multiple lays, championed by Karl Müllenhoff, there are four sections: the Grendel adventure (1-836), the Grendel dam encounter (837-1628), Beowulf's homecoming (1629-2199), and the final Dragon episode (2200-3182). Shippey 155. Thomas A. Shippy winds his way through several issues by quoting the views of J.R.R. Tolkien, Adrien Bonjour, and Arthur Brodeur. Tolkien divides the poem into two parts: A (1-2199), the voyage, and B (2200-3182), the return. Both textual critics, Müllenhoff and Tolkien, break the text as Beowulf assumes kingship. Bonjour supports the poem's unity by asserting that the episodes and digressions are signs of a poet working by irony and contrast. Brodeur points out that, if the poet had concentrated on historical heroes over mythical monsters, "we should have gained a kind of English *chanson de geste*, and lost the world's noblest *Heldenleben*." Shippey 163. James Earl suggests that the shift from *hero* to *king* might have been perceived by an audience of "warrior-aristocrats" as a shift from ego to superego, a projection of inner inadequacy. Shippey 173. Regarding the issue of various segments, Lord states: "the fact that these parts *might* or *could* be sung separately would not mitigate against *Beowulf* as a single song." Lord 200. We should consider that a peaceful reign that lasts two lines, with a drastic and sudden political turnover after fifty years, shows the desperate efforts of a *scop* trying to provide closure for an oral story spanning over several centuries.

[34] *wende se wisa, þaet he wealdende / ofer ealde riht ecean dryhtne / bitre gebulge,* [2330-2331]

[35] Klaeber 306.

[36] Klaeber 425. Alain Renoir states that: "The clause *gif ic wiste* gives the utterance an unmistakable tone of hesitancy, and there is a suggestion of nostalgia in the reference to the fight with Grendel." Renoir 247.

[37] *Ic eom on mode from, / þaet ic wiđ þone guđlogan gylp ofersitte*. [2527b-2528]

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the tested strength of his courageous nature, although his stamina may now be deficient. Despite the presumptuous absence of a boast, the sensitive reader may consider the hero's stance boastful enough; we should remark, that, since the confrontation is close at hand, and the dragon is near, the boast is direct enough to be a challenge.

The hero pays dearly for his daring. At the time of most need only one warrior is torn with sorrow. As kinsman, Wiglaf means well, *Þam ðe wel Þenceð* [2601b]. This phrase recalls the coastguard's aphoristic reply, *se Þe wel Þynceð* [289b]. Good intention is the trait of the dependable warrior. The noble retainer reminds the other warriors of the oath sworn:

> I remember the time when we partook of mead,
> when we promised our lord,
> in the great hall, who gave us these rings,
> that we would repay him for this war gear,
> if to him such need arose,
>
> for helmets and hand swords.
> *Ic ðaet mael geman, Þaer we medu Þegun,*
> *Þonne we geheton ussum hlaforde*
> *in biorsele, ðe us ðas beagas geaf,*
> *Þaet we him ða guðgetawa gyldan woldon,*
> *gif him Þyslicu Þearf gelumpe,*
> *helmas ond heard sweord*. [2633-2637]

The optative mood of *gelumpe* and *gyldan woldon* signals a contrary to fact condition: "We swore to help if there were need." [38] The condition precedent to the warriors' promise for performance is no longer hypothetical. The impending circumstances press for the ostensible response – i.e. there is need, so we must help. Since the hero is struck down, aid from his retainers is demanded by the situation, regardless of his previous command for them to stand back [2529]. Wiglaf tries to persuade the men that following specific orders to the letter could become an excuse for disobedience. There is need of courage to face danger by undertaking fulfillment of the promise to act. Although Beowulf thought to do it alone [2643], he needs friends, *maegenes behofað* [2647b]. Circumstances have changed. The issue of desertion becomes semantic when the loyal warrior reminds the others of their duty to perform in case of need. He who gave treasure considered the men worthy of decision-making. The order to remain at bay is not inflexible; nor is it an excuse to ratify cowardice.

Wiglaf stands apart as the exceptional, dutiful thane. The death of the dragon itself is a joint venture between Beowulf and Wiglaf [2706-2708a]. Wiglaf's difference from the deserters is that he answers with courage the call of loyalty at a time of need. He is the proverbial thane at hand in time of need, *Þegn aet ðearfe* [2709a]. Twice he remarks that he would rather die with his gold-giver than live with shame.[39] The deserters' failure to keep their oath of allegiance by performance at a time of need makes them liars as well as cowards, paradigms of treason, "the ten weak traitors together" *tydre treowlogan tyne aetsomne* [2847]. The pronounced alliteration strikes a note of profound chastisement and sticks to the reader's ear and memory. Consequently, a tragic drama develops in the course of the last adventure. After the monster's fatal attack, the dying hero's stance before the dragon's hoard is prefaced by the line, "the old man contemplates in grief the gold" [2793].[40] The *scop*, who has restrained in general from using *gif* clauses himself directly in the narration, presents a delayed *parainesis*:

> Indeed, I have heard said
> that on land there is hardly a man,
> among heroes who are victorious,
> although he were daring in action,
> such as to be able to rush a poison breather,
> or stir with his hands a hoard,
> if he found the guard awake,
> dwelling in the barrow.
>
> *Huru Þaet on land lyt manna ðah*
> *maegenagendra mine gefraege,*
> *Þeah ðe he daeda gehwaes dystig waere,*
> *Þaet he wiþ attorsceaðan oreðe geraesde,*
> *oððe hringsele hondum styrede,*
> *gif he waeccende weard onfunde*
> *buon on beorge.* [2836-2842a]

There is an implication of *hybris* or *démesure* on the part of the hero since he approached the gigantic worm when the creature was awake, whereas the fugitive slave who caused the crisis succeeded in plundering the hoard while the monster was sleeping [2290]. The *scop* uses his own conditional statement for censure. Beowulf's defiant attitude seems reckless.

In a world of uncertainty, the persistent use of conditional statements reflects the belief that judgment should be tailored to different situations with altered consequences. There was need for the coastguard to be persuaded that orders are not binding in all cases, so as to grant Beowulf's troop the right to have safe passage [280]; and this same claim is Wiglaf's implied reproach to the deserters [2637]. We should uphold the spirit and not just the letter of the law. Beowulf had to insist that the seafaring Geats must penetrate Danish territory; Wiglaf had to insist that the troop of men not hang back despite the leader's orders. The former is a subdued boast, the latter scolds the warriors for shameful cowardice. Both poles of attempts at persuasion, the noble boast and the stern rebuke for

[38] Klaeber 369, 425.

[39] Wiglaf says: "It is much better for me that fire/engulf my body along with my gold-giver." *Þaet me is micle leofre, Þaet mine lichaman/ mid minne goldgyfan gled faeðmie* [2651-2652]; and again, later: "Death is better/for every warrior than a shameful life." *Deað biþ sella/eorla gehwylcum Þonne edwitlif!* [2890a-2891]

[40] *gomel on giohðe, gold sceawode*. [2793]

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treason, are, respectively, the first and last passages where the prominent *gif* clause is employed by the characters themselves. Use of the hypothetical statement starts in the epic with a positive boast and winds its way through challenge, prayer, curse, and oath to end in a reprimand for deplorable betrayal. Subsequently, we perceive that the *scop's* second use of the conditional clause in the complete course of the actual narrative suggests that the hero is rash in his old age.[41] Expressed in non-truth conditional semantics, the heroic code allows the sensitive reader to view the complete epic plot of *Beowulf*.

We endeavor to conclude. The conceptual notion of balance and exchange, seen already as part of the semantic structure in the first three quarters of the epic poem, becomes in the last part pervaded with bitter irony. The dragon's hoard, buried by the last living member of an extinct clan, is a legacy to the earth men could not enjoy [2247-2266]. The despairing elegiac tone of the ending broadcasts the theme of waste after generations of splendor, the betrayal of time. Consequently, a monstrous creature guards the hoard which will profit him in no way, *ne byđ him wihte đy sel* [2277b]. The futility of riches is brought into focus because the gold transferred from the dragon's hoard into Beowulf's barrow at his burial will be as useless to others as it was before, *eldum swa unnyt, swa hyt (aero)r waes* [3168]. Yet, poignantly, the hero thanks god before death for the treasure he sought to acquire for his people [2797-2798]. Beowulf had boasted earlier that Hygelac needed to buy, *gecypan* [2496], no better warrior than him to ride point on the war trail. Beowulf paid in war what Hygelac granted him; as he says: *geald aet guđe, swa me gifeđe waes* [2491]. The quest for glorious victory brings anecdotal defeat. The dragon made plunder of the hoard no easy bargain, *yđe ceap* [2415], for anyone. The word *ceap* hardly alters in meaning as used in Beowulf's autobiographical speech [2426-2509].[42] In this context we find that Haethcyn, after his accidental killing of Herebeald, his older brother, ascended to the throne and waged war against neighboring tribes.[43] Haethcyn himself paid for a raid against Swedes with his own life, a high price, *heardan ceap* [2482a]. Mercantile language acquires lugubrious overtones in the text of *Beowulf.* Although wealth is a symbol for honor, the messenger at the end explains in his elegy how all the grimly purchased hoard, *grimme geceapod* [3012b], shall burn and be buried along with Beowulf. The hoard was dearly bought, *deađe forgolden* [2843b], and grimly begotten, as granted by a harsh destiny, *grimme gegongen; waes Þaet gifeđe to swiđ* [3085]. Expressions for trade and commerce define wasteful prowess in the last part of the epic.

The hero takes up his last stand as ultimate liability for lordship over his dominions. His open challenge to the gigantic worm ends any possibility to sue for peace *freode to friclan* [2556]. On the other hand, the uncondemned slave, *unfaege* [2291], plunders under the auspice of fate, not the heroic code. Fleeing a whipping for wrong doing, in need of shelter, the slave steals a cup. The pernicious theft ends Beowulf's reign of fifty years as well as the dragon's rest of three centuries [2278-2279]. Both unforeseen contingencies are introduced by an *ođđaet* clause [cf. 2210b & 2280b]. Beowulf rules "until a monster plunders in the night."[44] The death shadow guards the hoard "until an intruder enraged him."[45] Thus, the chain of causation consists of a dragon usurping the peace after Beowulf's fifty year reign because a fugitive slave steals a cup to give as peace offering to his lord. The irony is sullen and acute. The stolen cup becomes legal restitution, or peace offering, *friođowaere* [2282], which the slave's master accepts as trade for a granted pardon, *bene getiđad* [2284b]. Hence the issue of a private bargain for redemption leads to an accursed end. Neither Beowulf nor the plundering slave can be considered blameworthy. The Grendel episodes epitomize the betrayal of kinsmen which engenders endless feuds; the dragon encounter symbolizes the progress by destruction of a society advanced enough to work metal with fire. Wiglaf explains how Beowulf could not be persuaded to hold back from the fiery dragon by any counsel [3079-3081]. He met fire with steel.[46] Little fault can be found in the hero except adherence to a rigid heroic code even in old age.

Beowulf's sacrifice leads him to attain a new sacred dimension. Wiglaf is the one who reprimands the deserters. We sense that Beowulf's heroic stature does not allow him to descend to the level necessary to address deserters. Fred C. Robinson remarks: "At his death, Beowulf never condemns the cowardly retainers who deserted him in his hour of need; his thoughts are always and exclusively on the survival of his people."[47]

[41] The only other use of the *gif* clause by the *scop* quotes in indirect statement Beowulf's incredulous inquiry after the visit of Grendel's dam [1319b-1320] (cf. supra, footnote # 29).

[42] Fulk 360.

[43] Both, Herebeald and Haethcyn, are sons of Hrethel, Beowulf's maternal grandfather. Stefan Jarisinski argues that *feohleas* [2441], in reference to the accidental slaying of the heir to the throne, "does not mean *without remedy*, but *remedied only by death*." Jarisinski 115. The unintentional nature of the hunting accident draws sympathy from the modern reader. In Late Antiquity, the epic poem's contemporary audience probably felt intense grief at recollection of an event which must have stirred tragic catharsis in a cultural milieu that had "no fully developed legal vocabulary for negligence." Jarisinski 117. Furthermore, in Germanic belief, Odin may insist on avenging slain kin. Jarisinski 144. Therefore, Beowulf's eventual ascension to the throne, after his uncle Haethcyn's death in battle, may have been viewed by the *scop's* audience as residing under cloudy augurs.

[44] *ođđaet an ongan / deorcum nihtum draca ricsian*. [2210b-2211b]

[45] *ođđaet hyne an abealch / mon on mode.*[2280b-2281a]

[46] Beowulf ordered an iron shield made for him, because linden wood could not withstand the dragon's fire. [2337-2341]

[47] *Tomb* 65.

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Robinson insists that Beowulf's nobility goes beyond what is normally assigned to mortals. The textual critic from Yale indicates that the cremation of the dead hero, along with the burial of lavish obsequies alongside his ashes [3137-3148], together with the procession of princes chanting dirges around his gravemound [3169-3182], hint at deification.[48] Robinson mentions further that fallen pagan heroes were often venerated at a *heroön*, a shrine located at the tomb.[49] The funeral of Scyld Scefing at the opening of the poem is not followed by horsemen circling a barrow. Beowulf's funeral rites are more extensive; the monument built around the burial site seems redundant, something like a second funeral [3155-3160].[50] The landmark should serve as a beacon for seafarers sailing the seas, as the hero himself requests at death [2802-2808].[51] Beowulf's burial represents the last rites earned by a dutiful monarch.

The detailed progression of language as a means to reflect proper exchange, seen through the rhetorical use of conditional statements in the first part of the poem, falls away into paradox and adulation in the last part. The ensuing bafflement results in a dramatic tension which must have thrilled the poet's audience. Yet the hero of innate good intentions remains true to his word to the very end; [52] then he meets his judgment day, *domes daeg* [3069]. The language for exchange reveals in its development from logic to ironic paradox hopes which are betrayed eventually by time. The heroic code seeks to overcome social evils by providing expectation of rights for duties among noble thanes. Unfortunately, even when there is great strength of character, an uncertain fate overcomes the exceptional hero. The insistent use of language to express vows for projected heroic action, which drive the leader to a sacrificial death, sounds the plaint of a pagan civilization at the brink of Christianity. The death of Beowulf is the end of an age. We can recapture lost ideals through interpretative analysis of a poem which contains a conceptual transition in the notion of exchange that evolves from a rudimentary social contract on to the promise of specific performance within the sworn word, regardless of the outcome. The *Beowulf* poet strives to conform the vows for display of heroic action to a balance of rights for duties; yet the progress from boast to oath is strained by the equivalence of an analogous opposing binary tension from challenge, through curse, to betrayal because, in the Anglo Saxon society of the *Beowulf* epic, positivist thought is tempered by a fatalistic view of temporal reality.

[48] *Tomb* 11.
[49] *Tomb* 7.
[50] *Tomb* 17.
[51] Robinson suggests that the high monument built as beacon to guide distant sailors discloses a clear connection with Christ: "The noun *becn* [3160] means 'sign, portent, idol,' and it is used in Christian times to refer to the Cross and to Christ's miracles." *Tomb* 17-18.
[52] Beowulf states proudly in his last words that he did not swear falsely, "I did not swear many oaths wrongfully," *ne me swor fela/aða on unrihte* [2738b-2739a]. S.O. Andrews remarks how "*not many* is a frequent litotes for *not at all*." Andrews 95.

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The Current Status of the Examination System for Evaluating the Russian Language Proficiency, the Knowledge of the History as well as the Fundamentals of the Russian Legislation

By Arsenii Parfenov

Abstract- This article focuses on the system of testing the Russian language proficiency, as well as on the knowledge of the history and the legislation basics of the Russian Federation. The subject of this research is the realization by the government bodies, organizations, and other involved actors of the provisions of Paragraph 8, Clause 15.1 of the Federal Law "On the Legal Status of Foreign Citizens in the Russian Federation" (Federal Law #115-FZ of July 25, 2002).

The purpose of this work implies offering an overview of the current practice in terms of implementing the indicated requirements in 85 subjects of the Russian Federation for further development of recommendations regarding its improvement. The article provides a look at research results of one of the components of the system employed for linguisticdidactic testing – the regional system of the Russian language testing, the knowledge of history and basics of the Russian legislation. Through the course of this research, there were over 120 regulatory acts analyzed, with 509 respondents involved, 412 of them being employees of organizations authorized to carry out the test, while 97 persons were officers of the regional branches of the Internal Affairs Ministry.

Keywords: regional authorities, foreign citizens, testing, exam, history of russia, legislation, russian as a foreign language, work permission, cultural integration, migration.

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I. Introduction

This item dwells on the system of evaluating the proficiency of the Russian language, as well as the knowledge of the Russian history and legislation (hereinafter – the Exam). An analysis of the current course and the status of the system for linguistic-didactic testing in general were the focus of another article by this author [1]. This article, in turn, is aimed at presenting the outcomes of a research focusing on one component of the linguistic-didactic test system – a regional system for the Exam. The objects of the study here include the implementation of the provisions of Paragraph 8, Clause 15.1 of the Federal Law "On the Legal Status of Foreign Citizens in the Russian Federation" (Federal Law #115-FZ of July 25, 2002) by public authorities, institutions and other parties involved [2].

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The aim of this study is to describe the current practice of employing the said provisions in 85 subjects of the Russian Federation to develop recommendations for their further improvement.

Subject to Par. 8, Cl. 15.1 of the Federal Law "On the Legal Status of Foreign Citizens in the Russian Federation" (Federal Law #115-FZ of July 25, 2002), foreign citizens applying to obtain a patent can prove their command of the Russian Language, the history and legislation of Russia not only with a certificate yet also with a "document certifying their successful completion of the examination revealing their knowledge of the Russian Language, the history and legislation of the Russian Federation" [2]. During that, the Federal Law states that the requirements for the minimal level of knowledge needed to pass the exam successfully, as well as the respective form of the document are to be approved by "an executive body in charge of developing the public policy and regulations in the area of education" [2]. As the above suggests, the powers on setting the minimal level of knowledge to pass the Exam, as well as on approving the document itself reside in the Ministry of Education and Science of the Russian Federation (similarly to the federal system for arranging comprehensive examinations). However, the right of approving the list of "academic institutions authorized to arrange the examination in order to test the Russian language proficiency, as well as to check the knowledge of the history and the basics of the Russian legislation", as well as the arranging the procedure and the type of hosting such exams has been delegated to the supreme executive bodies of the respective regions of the Russian Federation. This means that the adoption of Federal Law #357- FZ of 24/11/2014 [3] resulted in establishing a separate regional system for certifying foreign nationals' Russian Language proficiency, as well as their knowledge of the Russian history and the legislation basics, whereas such separate system operates along with the federal system for holding comprehensive exams (Par. 1.1, Cl. 15.1, Federal Law #15- FZ of July 25, 2002).

The following methods were employed through this research: analysis of regulatory legal acts, including local ones, as well as samples of standard and other documents; statistical analysis; polls among employees

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of authorized organizations, executive authorities, and foreign citizens.

Over 120 regulatory acts were analyzed during this study, with 509 respondents interviewed, 412 of them representing organizations authorized to conduct the Exam, and another 97 being employees of regional departments of the Ministry of Internal Affairs.

II. Minimal Requirements for the Knowledge Level

Following Par. 8, Cl. 15.1 of the Federal Law "On the Legal Status of Foreign Citizens in the Russian Federation" (Federal Law #115-FZ of July 25, 2002) [2], the requirements for the minimal level of knowledge required to pass the Exam successfully shall be approved by the Ministry of Education of the Russian Federation.

As of now, no regulatory legal act has been issued, which would set the requirements mentioned above. This means that there are no single requirements available concerning testing foreign citizens' level of communication competency during the Exam through the entire territory of the Russian Federation, which results in stratification of language skills, the emergence of regional deviations, and blurred language standards.

Lack of such requirements is nothing but an unacceptable gap in the current legislation, specifically when talking of a situation where the federal system of arranging comprehensive exams has a minimal level of knowledge requirements, as well as the form and procedure for arranging the exam, approved by Order of the Ministry of Education and Science of the Russian Federation (#1156 of August 29, 2014) "On approval of the form, procedure for arranging the exam in Russian as a foreign language, the history of Russia and the basics of the legislation of the Russian Federation, as well as the requirements for the minimal knowledge level required to successfully pass the specified exam".

An analysis of regulatory legal acts effective in various subjects of the Russian Federation shows the following ways available to eliminate this gap at the regional level. 35 out of the 85 Russian subjects, for instance, have no regulatory legal acts concerning the Exam. The respective regulations of 34 subjects (out of the 50 subjects where there have been regulatory legal acts regarding the Exam issued), contain a reference to an act of the Ministry of Education and Science of the Russian Federation, which does not exist (the requirements for the minimum level of knowledge in these subjects, therefore, are also not established, which does not prevent the Exam from being held in 24 of such subjects).

Regulatory acts of the Republic of Karelia [4], the Republic of Sakha [5], the Tomsk Oblast [6] mention no minimal requirements, while the entire regional regulatory base of the Republic of Tatarstan [7] limits itself with nothing more than a list of the authorized organizations (neither the procedure no type of Exam is set). 12 subjects of Russia have regulatory acts that have some reference requirements to the Order #1156 by the Ministry of Education and Science of the Russian Federation "On approval of the form, procedure for holding the exam in Russian as a foreign language, the history of Russia and the basics of the legislation of the Russian Federation, the requirements for the minimum level of knowledge required to successfully pass the specified exam" dated August 29, 2014 [8]. Besides, it is to be noted that the said order was issued subject to Par. 4 of Cl. 15.1 of the Federal Law "On the Legal Status of Foreign Citizens in the Russian Federation" (Federal Law #115-FZ of July 25, 2002) [2] and sets the minimal requirements for the level of knowledge needed to pass the exam within the federal system. These subjects, actually, only try to bridge the gap by just referring to the provisions of the respective federal law.

Following Par. 2, Cl. 3 of the Federal Law "On the general principles of the organization of legislative (representative) and executive bodies of Public Authority in the subjects of the Russian Federation" (Federal Law #184-FZ of October 6, 1999) [9], the subjects of Russia are within their full right of introducing their own legal regulation on issues of joint management of the Russian Federation and its subjects. This right, however, is granted to the Russian subjects only until there are respective federal laws adopted (i.e. until Federal Law #115 of July 25, 2002 was adopted). As a result, the supreme executive bodies of the Russian subjects, by referring, in their regional regulatory acts, the Order by the Ministry of Education and Science of Russia (Order #1156 of August 29, 2014), actually contradict Par. 8 of Cl. 15.1. of Federal Law #115-FZ of July 25, 2002, which, in turn, results in a collision between the federal legislation and that of the administrative subjects of Russia, thus contributing to mismanagement and violation of the legality principles.

III. Form of Document

According Par. 8 of Cl. 15.1 of Federal Law #115-FZ of July 25, 2002, the form of the document issued by respectively authorized organizations is to be approved by the Ministry of Education and Science of the Russian Federation [2]. Unlike the requirements for the minimal level of knowledge, the form of the document was approved by the Ministry of Education and Science of the Russian Federation, subject to the Order "On approval of the form of the document for passing the exam for proficiency in the Russian language, knowledge of the history and fundamentals of the legislation of the Russian Federation" (Order #21 of January 26, 2015) [10].

As of today, in all the subjects of Russia that hold the Exam, the form of the document is similar to

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that approved by the Ministry of Education and Science of the Russian Federation subject to Order #21 of January 26, 2015). However, in 2016, a number of organizations, which belong to the list of those authorized to arrange the Exam, issued documents that did not meet the requirements set within the Order mentioned above, which was a serious violation of the federal law. Mention should be made here that according to the order of the Ministry of Education and Science of the Russian Federation, the document on passing the Exam is not a protected polygraphic product, which means it incorporates no effective anti-counterfeit protection mechanisms. In most organizations, the said document is printed on conventional office paper used for laser printers, copiers and fax machines, with no polygraphic equipment used. Apart from the lack of requirements concerning the degree of protection for the Exam document, there are other gaps in the regulatory legal act issued by the Ministry of Education and Science of the Russian Federation, for instance, total absence of any requirements for the procedure for issuing a document, the area and the term of its validity.

These gaps are cannot be allowed, since as early as when preparing the regulatory legal act, it was obvious that there would be need to have the above requirements approved, and yet it all remained neglected. Another thing worth mentioning is that the Order of the Ministry of Education and Science of the Russian Federation #1154 "On approval of the form, procedure for issuing a certificate of proficiency in the Russian language, knowledge of the history of Russia and the basics of the legislation of the Russian Federation and the respective technical requirements" of August 29, 2014, issued earlier to regulate the federal Examination system [11] featured no such gaps.

The regional regulatory documents, too, have no validity period specified for the document. The validity term of the issued document across the studied regions varies from 1 to 5 years. According to the data obtained through phone surveys carried out among authorized organizations, 9 subjects of the Russian Federation have an indefinite term of validity for the document they issue. The validity term varies both among the subjects of the Russian Federation and within the regions. 6 of the organizations authorized to operate in the Belgorod Oblast, for instance, reported that the document is valid for 1 year, while one organization claimed their document is valid for 5 years, and another 9 organizations issue the document for an indefinite term.

In the Altai Krai, representatives of the Regional state budgetary professional educational institution *Rubtsovsky College of Agriculture and Industry*, and of the Regional state budgetary professional educational institution *Altai College of Industry and Economics* reported through a telephone survey that they were not aware of the validity period for the document they issue. A similar situation is to be observed regarding the period of issue and the area of validity for the document. 11 out of the 50 studied subjects of the Russian Federation, have respective normative legal acts approving the term for issuing the document (the Republic of Altai, the Republic of Dagestan, the Republic of Mordovia, the Republic of Khakassia, the Kamchatka Krai, as well as the Kursk, Irkutsk, Oryol, Penza, Tomsk, and Tyumen Oblasts).

Subject to the decisions by the Governments of the Saratov [12] and Leningrad [13] Oblasts, the term for issuing the document shall be approved by the authorized organization. In the remaining 37 subjects, there is no term set for issuing the document in regulatory legal acts. As the surveys showed, the term for issuing the document in the subjects of the Russian Federation varies from 1 working day to 2 weeks. In the Altai Krai, for instance, as reported by representatives of the Polzunov Altai State Technical University, the document is issued within 10 working days.

The Regional state budgetary professional educational institution *Barnaul State Pedagogic College* issues the document on the day the Exam is passed. Other authorized institutions of the Altai Krai failed to offer a specific answer regarding the term of issuing the document. The area of validity for the document is specified within regulatory acts for the Amur [14] and Arkhangelsk Oblasts only [15]. In the Belgorod Oblast, 4 organizations reported their document is valid all over the Russian Federation; 6 organizations claim their document is valid across the Belgorod Oblast; another 4 organizations state they have no details concerning the area of validity for the document. 35 of the subjects involved into the study have their documents valid exclusively across their respective subject.

Since the issue of certifying the Russian language proficiency, the knowledge of the history of Russia and the basics of the Russian legislation belongs to the joint jurisdiction of the Russian Federation and its subjects, the issue of identifying the area for the document validity appears a complicated one. As a result, the lack of a direct indication of the document validity period in the respective regulatory legal acts of the Ministry of Education of the Russian Federation, as well as in the respective acts of the Russian subjects results in significant uncertainty in terms of legal regulation. Besides, the lack of an indication of the validity period, the term of issue and the validity area expands the discretionary powers enjoyed by the Ministry of Internal Affairs, which is a potential corruption-triggering factor.

Apart from the legal issues, the regional examination system faces another one, which is much more serious – an issue of methodology. Any language testing, for instance, has to follow a key principle – the principle of validity. Validity here mans that the

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respective test results match for the purpose for which the testing was carried out [16].

The fact that there are different validity periods applied to a document that is meant to be used for a single shared purpose (certifying a foreign citizen's command of all types of speech activity, as well as their knowledge of the Russian history and basics of legislation in view of the requirements for the minimum level of knowledge to be allowed a work permit or a patent) is a direct violation of this principle. Besides, the lack of minimal requirements for the knowledge level means we are not within our right of speaking about any concept of validity taken as the match between the test materials and the evaluation purpose, since the evaluation purpose (compliance with the minimum level of knowledge) has not been set. As a result, we can witness the lack of equality guarantees for foreign citizens when they come to take the Exam.

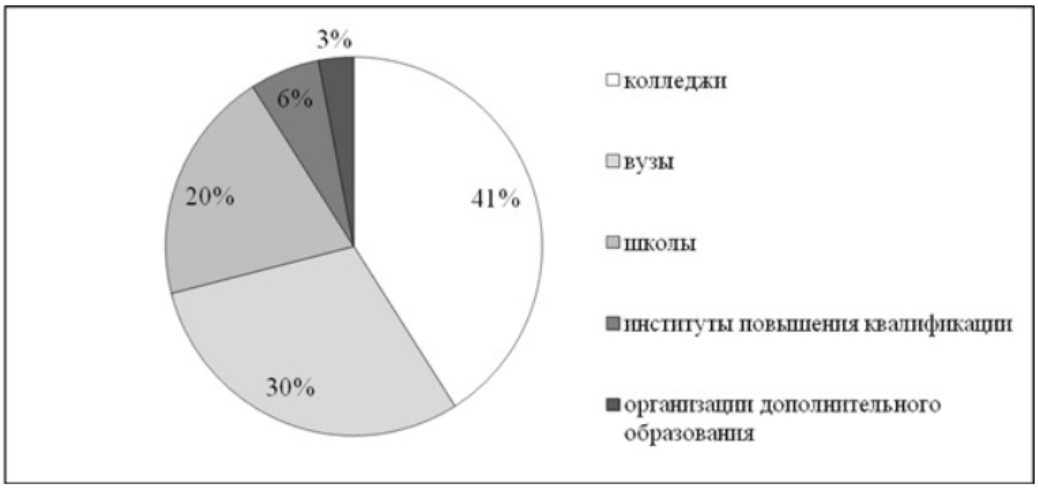
IV. List of Educational Institutions

Unlike the document form and the requirements for the minimal level of knowledge required to pass the Exam, the right to approve the list of "educational organizations entitled to conduct an exam for the Russian language proficiency, the knowledge of the Russian history and the basics of the Russian legislation" shall be granted to the supreme executive bodies of public authority in the respective subjects of the Russian Federation.

The study revealed that the lists of organizations were approved in 50 subjects, yet the Exam is actually held only in 36 subjects of the Russian Federation. All the attempts to obtain information about the Exam in the Republic of Dagestan, as well as in the Republic of Mordovia, failed, because the organizations authorized to hold the Exam replied to neither the phone calls nor to the E-mails sent to them. Nor is there any data about the Exam available on the websites of these organizations. All in all, there are 234 organizations authorized to hold the Exam in 85 regions of Russia.

In the Belgorod Oblast, there are 4 organizations are authorized to hold the Exam for all foreign citizens, while 24 general education schools arrange the Exam for citizens of Ukraine only (these organizations are part of the previously named 234 authorized entities). Such differentiation based on the citizenship principle is not envisaged within federal legislation and contradicts the equality principles. As telephone interviews suggest, only 44% (103) of the organizations do actually hold the Exam.

70% (163 organizations) out of the 234 authorized organizations have no structural units focusing specifically on studying, teaching of the Russian language, Russian as a foreign language. There are Russian Language Departments functioning in 25 (11%) of the authorized organizations only; 57 organizations (24%) have Departments of Russian Language (some organizations run both a Department of Russian Language and a Department of Russian as a foreign language). 41% of the organizations that do actually hold the Exam are professional academic institutions (colleges); 30% are educational organizations of higher education (universities); 20% are general education institutions (schools); 6% are organizations of additional professional education (institutes of advanced training), and another 3% are organizations of additional education (see Fig.1).



Колледжи – colleges
Вузы – universities
Школы – schools
Институты повышения квалификации – institutes of advanced training
Организации дополнительного образования – organizations of additional education

Fig. 1: Distribution of organizations authorized to hold the Exam

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Openly available sources contain no information about the competitive selection process when composing the list of authorized organizations. Unlike the federal system of holding a comprehensive exam, where the application-based procedure is employed to select the list of educational organizations to hold a comprehensive exam subject to the Order #1153 "On approval of the procedure and criteria for putting educational organizations on the list of educational organizations holding the exam in Russian as a foreign language, the history of Russia and the basics of the Russian legislation" of August 29, 2014 [17], the procedure for putting organizations on the regional list is currently regulated at neither the federal nor regional level.

It appears that putting composing the regional list of organizations authorized to hold the Exam should be performed so that those truly intending to hold the above-mentioned exam should have a true opportunity to join the selection. In other words, developing the list of organizations should be subject to offering equal access to all those interested parties. This statement has been proven through other studies. As an article focusing on anti-competitive requirements for the selection of those to provide services on transporting and storing detained vehicles, "judicial and administrative practice revealed negative effects of such legal uncertainty affecting the procedure for the selection of entities to offer respective services" [18]. In particular, the said study offers a view at the stance of Arbitration courts of various subjects of the Russian Federation "on the inadmissibility of free choice of those who will be offered respective services in conditions where equal access is not enjoyed by other members of the market" [Ibid., p. 50].

Given the current situation of lacking a legally set procedure for putting organizations on the regional list, there are also signs of antimonopoly legislation violation to be observed as well. When issuing a regulatory legal act on the list of educational organizations enjoying the right to hold the Exam within a respective Russian subject, by failing to specify the order for putting organizations on this list, the respective public authority's supreme executive body, actually, restricts the choice of organizations for foreigners seeking to take the Exam, and creates a situation of discrimination. Such actions may violate Par. Par. 5 and 8 of Part 1, Cl. 15 of Federal Law #135-FZ "On Protection of Competition" of July 26, 2006 [19].

As a result, officials representing public authorities of the respective subjects of the Russian Federation may be held liable for violating the antimonopoly legislation subject to the provisions of Clause 14.9 of the Russian Code of Administrative Offence [20]. Here mention should also be made concerning the ambiguous qualification of the Exam in view of its legal nature. On the one hand, the Exam is a service offered to foreign citizens and persons with no citizenship, in order to evaluate their level of language proficiency and the degree of communication competency, for their further access to a work permit or patent and getting employment in the Russian Federation. Holding the Exam, therefore, can be attributed to so-called public services (for more details concerning public services, see the studies by E. V. Talapina and Yu. A. Tikhomirov [21], L. K. Tereschenko [22], N. V. Putilo [23]), as the Exam "offers activities of a generally significant orientation", "has an unlimited range of subjects using them", and is also "carried out either by a public and municipal authority or another body" [24].

The issue of defining and distinguishing the concepts of common and public services is rather new both for the theory of law and for legal practice. Research works often operate the concepts of common and public services as synonymous (see, for example, the article by I. N. Bartsits [25]). Another theoretical and scientific approach (L. K. Tereshchenko [26], N. V. Putilo [27]) views public and common services as a part and the whole. According to the latter, for instance, public services bear the same features as common services, the difference being that "public service, first of all, characterizes the subject that offers the service: it is always a public body" [28].

In view of the above, from a theoretical stance, the Exam can be seen as a public service on the one hand, and as a non-governmental service ensuring activities of a generally significant orientation, on the other. As a result, approaches to studying and carrying out legal analysis of the Exam can vary significantly depending on the chosen approach.

An analysis of the current legislation reveals a confusion of the concepts of the public and common services. According to Par. 2 (d) of Clause 1 of the Russian President's Decree #314 "On the System and Structure of Federal Executive Authorities" of March 9, 2004, the functions of offering public services are to be interpreted as "the provision, by federal executive authorities, directly or through federal state institutions or any other organizations that are their subordinate, free of charge or at prices regulated by public authorities, of services to citizens and organizations, pertaining to the field of education, healthcare, social welfare, as well as in other areas as envisaged by federal laws" [29].

Public services, therefore, can be offered by organizations that do not belong to the executive authority bodies. Federal Law #210-FZ "On arranging the provision of public and municipal services" of July 27, 2010, however, defines public services as follows: "a public service offered by a federal executive authority, a body of a public state extra-budget fund, an executive body of a public authority of a certain subject of the Russian Federation, as well as by a local government

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body while exercising certain public powers transferred by federal laws and laws of the subjects of the Russian Federation <…>, - activities on the implementation, respectively, the functions of a federal executive authority, a body of a public state extra-budget fund, an executive body of a public authority of a certain subject of the Russian Federation, as well as by a local government body exercising certain official public powers transferred by federal laws and laws of the subjects of the Russian Federation, <…>, which are carried out upon requests from applicants within the limits of the powers granted to bodies providing public services as set by the regulatory legal acts of the Russian Federation and the regulatory legal acts of the subjects of the Russian Federation" [30].

In other words, as is stated by the Federal Law, no transfer of powers allowing provision of public services, shall be envisaged from public authorities to other organizations. The difference in approaches to the definition of public services in the above regulatory legal acts results in a conflict between the federal law and the Russian President's decree (this was also pointed at in the article by I. A. Rudenko [31]).

As traditionally, in case of a contradiction between a federal law and subordinate legal acts, the federal law prevails, it would be reasonable to discuss further the status and the legal regulation of the Exam as a non-governmental common service. The choice of this approach is also due to practical considerations.

The potential introduction of a public service mode in relation to the Exam implies that the Exam is to be held as part of a public assignment – a document setting requirements for the composition, the quality and the procedure for providing public services. Therefore, the introduction of the public service mode in relation to the Exam should be consistent with the requirements of the Budget Code of the Russian Federation (namely, Clause 69.2, which focuses on the development and content of the public assignment task) [32], as well as the provisions of Federal Law #210-FZ "On arranging the provision of public and municipal services" of July 27, 2010 [30].

One of the inevitable features of a common service is the generally significant orientation of the service. Holding the Exam is definitely an activity of a generally significant orientation. Mandatory test of language integration for foreign citizens arriving in the Russian Federation is a crucial part of foreigners' integration into Russian society, since no adjustment will be possible for newly coming foreigners with no language proficiency and knowledge of the cultural and historical foundations of the host country.

The introduction of requirements implying certification of language command contributes to the implementation of the main public assignment – ensuring public safety. Besides, this measure, as is claimed by A. A. Parfenov in his article, is aimed "at maintaining the national identity of the host society itself and serves to ensure interethnic harmony within the state" [33]. As a result, lack of a set procedure for putting organizations on the list does not allow talking about effective implementation of the public service (holding the Exam), and, consequently, about solving the above-mentioned public assignment; this leads to worsening public security, undermines the national identity foundations, provokes violation of the legality and equality principle, and does not stand any criticism from the stance of legal technique. In reality it results in levelling the Exam process itself, whereas all respective Russian and international standards for language testing are neglected. Now, having established that the criteria and the procedure for putting the organizations on the list are an integral part of the entire Exam system, it is important to have a look at the issue of the content of these criteria and the choice of a certain inclusion procedure for organizations.

Since the right to approve the list resides in the supreme executive bodies of the public authorities of the respective Russian subjects, technically, each of them should be independent in setting the criteria and procedure for approving the list of such organizations. On the other hand, though, the inclusion criteria for organizations should be established based on the requirements for the minimum knowledge level required to pass the Exam (has to be approved by the Ministry of Education and Science of the Russian Federation subject to Par. 8 of Clause 15.1, Federal Law # 115-FZ [2]), based on the capacity of organizations that intend to hold the Exam, as well as based on the needs for holding this Exam in each specific subject of the Russian Federation [34].

It is obvious that the requirements for the minimum knowledge level required to pass the Exam should be the same for all parts of Russia. The application procedure for putting organizations on the list, along with market mechanisms (the Exam service is paid), would allow meeting the needs of each specific region in holding the Exam. From this stance, the criteria to put organizations on the regional list should be the same as well.

Applying different criteria in different parts of the Russian Federation will lead to a difference in the level of testing organizations in the regions in terms of their competence in the field of Russian as a foreign language, and Exam experience, and, therefore, will lead to differences in evaluating the proficiency level demonstrated by foreign citizens in terms of their Russian language command and the degree of their communication competence. This, in turn, will lead to inefficient implementation of the main public assignment, which implies holding the Exam mentioned above.

Approving identical regulatory legal acts on the inclusion criteria in each particular subject of the

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Russian Federation seems impractical due to the load of the regulation-making stress imposed on supreme executive bodies in respective parts of the Russian Federation, as well as due to the subsequent costs related to ensuring control and supervision by the federal executive authorities of the Russian Federation (including legal expert evaluation of regulatory legal acts in the parts of the Russian Federation).

During that, the federal system of holding comprehensive exams incorporates an order by the Ministry of Education and Science of the Russian Federation (#1153 of August 29, 2014 [17], which lists the criteria and the procedure for putting educational organizations on the federal list. These criteria set the minimum qualifications level for educational organizations, which would allow them to hold comprehensive examinations for foreign citizens wishing to obtain a patent or work permit, temporary or permanent residence permit. In this regard, there are several ways to overcome the gap, which is due to the lack of legal norms establishing criteria and procedures to be employed for including organizations in the list.

One of the ways, for instance, could be a direct use of the provisions from the order by the Ministry of Education and Science of the Russian Federation dated (Order #1153 of August 29, 2014) [Ibid.]. As a result, organizations intending to hold the Exam in any subject of the Russian Federation, in order to be included in the list by the supreme executive body of this particular subject will have to meet a set of criteria identical to the set meeting the requirements of the federal system. With this approach, though, regional organizations will have no reason to be included in regional lists, since the criteria for being put on the federal list – which allows holding comprehensive exams throughout Russia – would be basically identical to the criteria to be included in regional lists. During that, a potential reason to reject the idea of being included in the federal list in favor of being put on the regional testing system may be some corruption-related factors at the level of a particular part of the Russian Federation. This means that the elimination of a legislative gap by issuing an order identical to Order #1153 would result in duplicating the functions of the Ministry of Education and Science of the Russian Federation, increase the regulatory burden on the supreme executive bodies of regional public authorities, as well as increase the risk of corruption at the regional level.

The development of criteria for including organizations in the list for the regional system should be performed by competent authorities, in view of the experience of issuing similar regulations. The Order #1153, however, approves the criteria for including organizations in the list of those authorized to hold the Exam for foreign citizens seeking not only to obtain a work permit or a patent, yet also those who want to obtain a temporary stay permit and a residence permit. This means that organizations intending to hold the Exam only for those seeking to obtain a work permit or a patent, could enjoy some softer criteria. Given the lack of experience featured by the supreme executive authorities of the Russian subjects in terms of developing such criteria, such an order should be issued by the Ministry of Education and Science of the Russian Federation. This, in turn, would take amending Par. 8 of Clause 15.1 of Federal Law #115-FZ "On the Legal Status of Foreign Citizens in the Russian Federation" [2], granting the Ministry of Education and Science respective powers.

V. Form and Procedure to Hold the Exam

As far as the form and procedure of the Exam are concerned, the situation is similar to that with the organizations list approval. The right to approve the form and procedure of the Exam is subject to the provisions of Par. 8 of Clause 15.1, Federal Law #115-FZ [2] to the supreme executive bodies of the public authorities in the respective part of the Russian Federation. The form and procedure of the Exam have been established in 49 subjects of the Russian Federation, that is, in all regions of Russia where lists of organizations have been approved, except the Republic of Tatarstan. The regional regulatory basis of the Republic of Tatarstan [7] is limited only to identifying the list of authorized organizations, while the form and the procedure of the Exam have not been set.

In 31 subjects of the Russian Federation, as prescribed by respective regulatory acts, the Exam is held verbally (as an interview) and in writing (as a test), including with computer and remote technologies; in 9 subjects, a similar form has been approved for the Exam, yet with no remote technologies employed; in 3 subjects, a similar form of the Exam has been approved, while without computer and remote technologies (Kirov Oblast [35], Khanty-Mansi Autonomous Okrug – Yugra [36], Tyumen Oblast [37]).

In the Amur [14], Belgorod [38], Bryansk [39] and Oryol [40] Oblasts, as well as in the federal city of Moscow [41] a written test has been approved, including computer and remote technologies; no part of the Exam is held verbally. In the Tula Oblast, the Exam is held both verbally and in writing, while the verbal part is approved as "Listening" [42].

It is to be noted that this form implies testing, above all, listening skills and does not allow any complete assessment of the speech production activity. As could be concluded based on the information obtained in the Moscow Oblast through telephone conversations, the entire Exam includes 20 questions. In 39 out of the 50 subjects of the Russian Federation, the time allocated to complete the tasks is set by the authorized organizations. The regulatory legal acts of

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the Altai Republic [43], the Leningrad [13], Penza [44], Saratov [12], Tomsk [6] Oblasts, as well as of the Republic of Tatarstan [7] offer no details as to the duration of the Exam, as well as about the body in charge of setting this factor. In the Republic of Udmurtia [45], City of Moscow [41], the Oryol [40], Tyumen [37], and the Sakhaliln Oblasts [46] the duration of the Exam is set by the government of these respective subjects.

Further analysis shows that the duration of the Exam varies within the region, even in parts of the Russian Federation where the time offered to complete the tasks is approved by the local supreme executive authority.

In the Tyumen Oblast, for instance, following the Order by the Government of the Tyumen Oblast of April 20, 2015 (Order #136-p "On establishing the procedure and form of holding in the Tyumen Oblast the exam for proficiency in the Russian language, knowledge of the Russian history and the basics of the Russian legislation" [37], the Exam duration is 75 minutes. However, the information obtained during the study of control and measuring materials of the Tyumen State University pointed at the fact that the duration of the Exam is 100 minutes. In the Sakhalin Oblast, representatives of the authorized organization the Sakhalin Technical School of Service reported on the phone that the Exam duration is 30 minutes while 90 minutes are mentioned officially in the regulatory act approved by the Government of the Sakhalin Oblast [46].

When having the Exam duration approved by respectively authorized organizations, the time allowed for the Exam varies across the regions from 60 to 130 minutes. However, this difference could be observed not among regions only yet also with a subject of the Russian Federation. In the Ulyanovsk Oblast, for instance, the Exam time varies from 80 to 130 minutes.

The significant differences in the form and procedure of testing, both among different Russian subjects and within some of them, suggest lack of a unified system for holding the Exam. As a result, when approving the form and procedure for the Exam at the level of each individual subject of the Russian Federation, the situation becomes similar to the approval of the criteria and procedure for authorizing organizations. Differences in the Exam form and procedure in different parts of the Russian Federation imply different approaches to assessing foreigners' level of the Russian language proficiency and the degree of their communication competence. This can result, as noted above, in ineffective completion of the main objective pursued through holding the Exam, in deteriorated public safety, as well as in undermined foundations of the national identity and violated legality and equality principles.

A logical solution to the problem could be having an approved – at the federal level (by the Russian Ministry of Education and Science) – form and procedure for the Exam (this would entail amendments in Par. 8 o Cl. 15.1 of Federal Law #115-FZ [2]), or holding a legal expert evaluation of the regulatory acts in the regions of Russia followed by introducing respective amendments and bringing the Exam form and procedure to a single shared standard in all subjects of Russia. The latter measures might be attributed to the regulatory & methodological responsibilities of the Russian Ministry of Education and Science, and would require extra funding, therefore.

VI. Other Issues Faced by the Regional System for Holding the Exam

Apart from the issues and gaps described above, which are related to Par. 8 of Cl 15.1 of Federal Law #115-FZ [3], the regional examination system also features some other issues of legal nature.

a) Price of the Exam

One of such issues is the procedure for setting the price of the Exam. The regulatory acts of all the subjects of the Russian Federation embraced by the study failed to offer any information concerning the body setting the price of the Exam.

The regulatory acts of 42 subjects out of the 50, for instance, mention nothing regarding the price of the Exam; the regulatory acts of the Belgorod Oblast [38] and of the Zabaikalsky Krai [47] indicate that the price is to be set following the current effective legislation of the Russian Federation; in the Arkhangelsk [15], the Jewish Autonomous [48] Oblasts, as well as in the Republic of Sakha (Yakutia) [5] have the fee for the Exam set by the organization in charge of holding the Exam itself.

In the Oryol Oblast, the price of the Exam is set by the Department of Education of the said subject [40], whereas in the Republic of Udmurtia, the Exam price is calculated by the *Institute for Education Development*, an Autonomous Educational Institution for Additional Professional Education.

23 out of the 50 subjects of the Russian Federation within the study, have the same price of the Exam through the entire region. In the Belgorod Oblast, the price varies from 300 Rubles (Municipal Budgetary Educational Institution Secondary School #2 – Exam for nationals of Ukraine) to 1000 Rubles (the Belgorod State National Research University). In the Kirov Oblast, the Exam price fluctuates between 1500 and 2700 Rubles; in the Ulyanovsk Oblast – from 3500 to 4000 Rubles; in the Nizhny Novgorod Oblast – from 1900 to 2500 Rubles; in the Zabaikalsky Krai – from 1200 Rubles (for citizens of Ukraine) to 4000 Rubles; in the Sakhalin Oblast – from 3200 to 4200 Rubles; in the Altai Krai – from 2000 to 2500 Rubles; in the Irkutsk Oblast – from 2000 to 3500 Rubles; in the Penza Oblast – from 2500 to 3000 Rubles, and in the Tomsk Oblast – from 2500 to 3000 Rubles.

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The minimal price of the Exam for Ukrainian citizens was observed in the Belgorod Oblast, for all foreign citizens – in the Leningrad Oblast (200 Rubles). The maximum Exam price was 6000 Rubles (in the Kamchatka Krai). The average price of the Exam in the 50 subjects of the Russian Federation is 1003 Rubles.

Out of 234 organizations, only 2 organizations (the Chukotka Institute for the Development of Education and Advanced Training; the Khakassia Institute for the Development of Education and Advanced Training) offer the calculation of the Exam price in open access. All the other organizations offer no explanation for the price. The fluctuations in pricing revealed through the study point at different quality in arranging the major and the secondary procedures in the organization as well as in holding the Exam, both in different subjects of the Russian Federation and within the same subject.

According to the provisions of Clause 15 of Federal Law #135-FZ of July 26, 2006 "On Protection of Competition" [19] the supreme executive bodies of the public authorities in the regions of the Russian Federation have no right to take actions and issuing any acts restricting competition. The direct setting of the Exam price, therefore, leads to a violation of the provisions of Clause 15 of Federal Law #135-FZ.

When classifying an Exam as a service that is required and mandatory in terms of the provision of public or municipal services, the procedure for setting the fee for such services is to be established by a regulatory legal act by the supreme executive body of the public authority of the respective subject of the Russian Federation (according to Clause 9 of Federal Law #210-FZ of July 27, 2010 "On arranging the provision of public and municipal services" [30]. The list of services, which are required and mandatory for the provision of public and municipal services is also approved by the regulatory legal act of the respective subject of the Russian Federation. The lack of the Exam in these lists of the Russian subjects does not allow classifying this service as required and mandatory for the provision of public and municipal services.

The document certifying the command of the Russian language, the knowledge of the Russian history and the legislation fundamentals, actually, talking objectively, is not the only one required to apply for a work permit or a patent. The full list of documents confirming the required command knowledge of the Russian language, as well as the knowledge of the history of Russia and the fundamentals of the Russian legislation is set out in Paragraph 1 of Clause 15.1 of Federal Law #115-FZ "On the Legal Status of Foreign Citizens in the Russian Federation" [2]. This list, namely, also includes a certificate of the Russian language proficiency, the knowledge of the Russian history and the basics of the Russian legislation, which is issued after upon successful completion of the comprehensive exam in the federal system.

b) Procedure for control & measuring materials development

Another issue related to holding the Exam in the regions of the Russian Federation is the lack of shared uniform approved requirements for methodological support and control materials (hereinafter – CMM). 29 of the 50 subjects of the Russian Federation studied, do have a procedure set for the development of CMM. 21 parts of the Russian Federation offer no information about the procedure for CMM development. The analysis shows that all the CMM-development procedures can be broken into three types: CMM development by a special commission in charge of ensuring methodological support; CMM development by a specially authorized organization, and CMM development by organizations holding the Exam.

Open sources contain no data regarding the approval of the members of the commissions functioning in all the 29 subjects of the Russian Federation that employ this mechanism for the development of CMM. Nor open sources contain any information about holding the competitive procedures for approving organizations authorized to develop CMM; there are no criteria for selecting such organizations, as well as any other information explaining the respective decision. None of the authorized organizations has any structural unit specializing in the field of linguodidactic testing.

In the regions where the development of CMM lies within the scope of powers of organizations holding the Exam, out of 12 organizations, only 2 have structural units specializing in studying and teaching the Russian language; 1 organization has a structural unit specializing in Russian as a foreign language.

In the Zabaikalsky Kari, the Exam is held by 5 organizations, using 2 tests that differ in their structure [48]. In one of the educational organizations, the test structure does not include such subchapters as Speaking, Writing and Listening. In all subjects there is no information about holding any public discussion while developing CMM.

The above suggests there are no sufficient grounds to believe that all stakeholders were involved in the development of CMM, while there was no comparative analysis of CMM carried out regionally. There were no procedures implemented to ensure compliance of all available test materials with the existing scientific and methodological standards. The above points at discriminatory conditions created through CMM development, and, consequently, a violation of Paragraph 8, Part 1 of Clause 15 of Federal Law #135-FZ "On Protection of Competition" of July 26, 2006 [19].

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Neither the regulatory legal acts effective in the respective subjects of the Russian Federation nor open sources offer information showing whether the development of CMM was carried out on a paid basis. In the event the development of CMM is carried out subject to an order placed by public bodies on a paid basis, then the choice of the contractor organization in charge of developing CMM should be done in view of the provisions of Federal Law #44-FZ of April 05, 2013 "On the contract system in procurement of goods, works, services for public and municipal needs" [49].

The analysis of regulatory legal acts of the Russian regions also allows making judgements regarding potential violations of the legislation on the personal data protection of foreign citizens and stateless persons, copyright. In 21 subjects of the Russian Federation, for instance, the only requirement for personal data storage and transfer implies that such data must be stored in an authorized organization. In 20 subjects of the Russian Federation, the requirements hold it that personal data must be stored in authorized organizations for one year, in the Republic of North Ossetia-Alania [50] – for 3 years, in the Nizhny Novgorod Oblast [51] – for no less than 3 years, in the Altai Republic [43], Vologda [52] and Tomsk Oblasts [6] – for 5 years. In the Kirov Oblast [35] and in the Yamalo-Nenets Autonomous District [53] regulatory acts contain no data regarding the storage of personal data.

No Russian subject has set any requirements concerning the transfer of personal data (including via the Internet). The research has shown that consent to personal data processing is obtained in 11 parts of the Russian Federation out of the 50. In the other subjects, this information could be obtained neither from open sources nor from authorized organizations representatives. In 11 subjects of the Russian Federation, the control and measurement materials used by the respectively authorized organizations contain direct borrowings of the test tasks (more than 400) that have been approved and used as part of the comprehensive examination held within the federal system (control and measurement materials from 21 subjects of the Russian Federation were analyzed within the study).

VII. Conclusion

Given the results of the study, the following conclusions can be made regarding the current status of the regional system of the Exam. The analysis of the regulatory and legal acts has revealed a large number of violations of the Russian legislation, including Federal Law #115-FZ "On the Legal Status of Foreign Citizens in the Russian Federation"; Federal Law #135-FZ "On Protection of Competition" of July 26, 2006. Certain gaps were identified in Cl. 15.1 of Federal Law #115-FZ, legal collisions observed in federal laws and the laws of the legislation of the Russian Federation subjects, as well as a collision between federal laws provisions and Russian President's order. Besides, there have been issues identified and analyzed concerning the status of the activities aimed at holding the Exam, as well as concerning such activities classification within the existing theoretical approaches and in view of the available legal practice. Attempts have been made to resolve the detected conflicts and gaps in legislation.

As a result, conclusion can be made suggesting that the regional Examination system does not currently fulfill its main function – to provide a reliable assessment of the language proficiency and the communication competence demonstrated by foreign citizens and stateless persons, for their further obtaining a work permit or a patent, as well as employment in the Russian Federation.

Different subjects of the Russian Federation hold different exams assessing the Russian language proficiency, the knowledge of the Russian history and the basics of the Russian legislation, while the results of such exams are not comparable, which leads to the stratification of language competencies, disturbed principle of equality, potential corruption factors, which, in turn, leads to deterioration in public security, undermines the foundations of the national identity, and triggers violation of the legality and equality principle.

The above-described attempts aimed at solving each identified issue in the regional system will inevitably increase the amount of regulatory stress, control & supervision activities in both federal executive bodies of public authority and supreme executive bodies in respective subjects of the Russian Federation, which is impossible to be done successfully without extra funding, numerous legal expert evaluations, and events held to arrange public discussion will all the stakeholders focusing on respective changes.

There is a need to amend the legislation not at the level of the Russian Federation subjects alone, yet also at the federal level (namely, amendments to Federal Law # 115-FZ "On the Legal Status of Foreign Citizens in the Russian Federation"). Besides, the regional system for holding the Exam actually "competes with a more efficient and developed federal system of holding the comprehensive exam, and duplicates its functions" [1].

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Inadéquations Éducatives et Transition Vers le Marché du Travail au Cameroun

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Abstract- Along with labor market rigidity and barriers to occupational mobility, educational mismatch is one of the most costly factors in labor markets. The relationship between educational mismatch and the labor market is increasingly a major concern of education and labor economists. This phenomenon, which was once evident in developed countries, is now more evident in developing countries, particularly in Cameroon. It is in light of this disturbing reality that this study seeks to understand the effect of educational mismatches on the transition of graduates to the labor market in Cameroon. Thus, we apply the "Competing risk regression" method to data from the fourth Cameroonian Household Survey (ECAM IV). The general result of this analysis is that mismatch risks increase the duration of unemployment, i.e., they negatively impact the transition of graduates to the labor market. Taking into account the endogeneity of mismatches, the econometric results show that educational mismatch risks increase the duration of unemployment.

Keywords: *labor market, educational mismatch, education, cameroon.*

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Inadéquations Éducatives et Transition Vers le Marché du Travail au Cameroun

Dabo Joseph Doubla [α] & Abessolo Yves André [σ]

Résumé- Avec la rigidité du marché du travail et les obstacles à la mobilité professionnelle, l'inadéquation de l'éducation aux besoins du marché du travail constitue l'un des facteurs les plus coûteux pour les marchés du travail. Les rapports qu'entretiennent l'inadéquation éducative et le marché du travail constituent de plus en plus une préoccupation majeure des économistes de l'éducation et du travail. Ce phénomène autrefois patent dans les pays développés l'est davantage aujourd'hui dans les pays en développement, notamment au Cameroun. C'est à l'aune de cette réalité au demeurant préoccupante que la présente étude vise à saisir l'effet de ces inadéquations éducatives sur la transition des diplômés vers le marché du travail au Cameroun. Ainsi, nous appliquons la méthode de « *Competing risk regression* » sur les données issues de la quatrième Enquête Camerounaise Auprès des Ménages (ECAM IV). De cette analyse, il résulte de manière générale que les risques d'inadéquation augmentent la durée du chômage c'est-à-dire impactent négativement la transition des diplômés vers le marché du travail Les résultats économétriques, en tenant compte l'endogénéité des inadéquations, soulignent que les risques d'inadéquations éducatives augmentent la durée du chômage.

Motsclés: marché du travail, inadéquation éducative, éducation, cameroun.

Abstract- Along with labor market rigidity and barriers to occupational mobility, educational mismatch is one of the most costly factors in labor markets. The relationship between educational mismatch and the labor market is increasingly a major concern of education and labor economists. This phenomenon, which was once evident in developed countries, is now more evident in developing countries, particularly in Cameroon. It is in light of this disturbing reality that this study seeks to understand the effect of educational mismatches on the transition of graduates to the labor market in Cameroon. Thus, we apply the "Competing risk regression" method to data from the fourth Cameroonian Household Survey (ECAM IV). The general result of this analysis is that mismatch risks increase the duration of unemployment, i.e., they negatively impact the transition of graduates to the labor market. Taking into account the endogeneity of mismatches, the econometric results show that educational mismatch risks increase the duration of unemployment.

Keywords: labor market, educational mismatch, education, cameroon.

I. Introduction

Les interrogations de la société sur les relations entre le système éducatif et le système productif se sont profondément renouvelées et ceci depuis les années soixante. En effet, dans les années 60, l'interrogation portait sur la nécessité de développer la scolarisation pour répondre aux besoins de compétences d'une société industrielle en croissance apparemment inépuisable. La question d'une adéquation quantitative entre les besoins de diplômés du système productif et les offres effectives faites par le système d'enseignement se posait alors avec une vigueur particulière, au point que bon nombre de pays développés se sont efforcés d'intégrer l'éducation dans un effort de planification socioéconomique.

La crise et le chômage qui se sont développés et succédés depuis les années soixante-dix ont par la suite centré l'attention sur les difficultés d'insertion professionnelle des jeunes et les problèmes de reconversion des chômeurs écartés par les restructurations économiques du circuit du travail. La question d'une adéquation quantitative se déplace et se reformule en termes de rapports compétences détenues par les travailleurs/compétences requises par leur emploi (Doray et Maroy, 1995). De cette confrontation est née l'expression « inadéquation éducative ».

Par définition, l'inadéquation éducative[1] fait référence à une situation dans laquelle l'éducation des travailleurs ne correspond pas à ce qui est requis par leur emploi (Quintini, 2011). Il existe deux formes d'inadéquation éducative : 1- Une inadéquation entre les niveaux d'éducation, appelée inadéquation verticale et 2- Une inadéquation entre les domaines d'études, appelée inadéquation horizontale. L'inadéquation horizontale implique que les professions des personnes ne correspondent pas à leurs domaines d'études. Par rapport à la suréducation, l'inadéquation horizontale est cependant encore récente dans la littérature, car les chercheurs ne se sont intéressés à cette inadéquation qu'à partir de la publication de Robst (2007) sur l'inadéquation entre la filière universitaire et les professions des diplômés aux États-Unis.

Des études montrent que l'absence de l'appariement entre l'éducation et l'emploi n'est pas sans conséquences sur le fonctionnement du marché du travail aussi bien sous l'angle microéconomique que macroéconomique. Sous l'angle microéconomique, l'inadéquation éducative a des effets potentiellement

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[1] Ce terme dont l'expression angloxason "*educational mismatch*" a été mis en exergue pour la première fois par le chercheur américain Freeman (1976) dans son livre « *The overeducated Americans* »

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négatifs sur la fonction satisfaction de l'employé et celle de l'entreprise. Au niveau de l'employé, elle est susceptible d'affecter la transition vers le marché du travail, les salaires, de réduire la satisfaction au travail et d'augmenter la probabilité de changements fréquents d'emploi (Ueno et Krause, 2018; Mpendulo et Mang'unyi, 2018; Battu et Bender, 2020; Putri et Febriani, 2020). Au niveau de l'entreprise, l'incapacité à trouver des travailleurs détenant des qualifications requises pour effectuer les tâches requises a des répercussions importantes sur le dynamisme, la productivité et les bénéfices des entreprises, la compétitivité, la croissance et, parfois, la survie même de ces entreprises (BAD, 2019). Dans notre étude, nous nous proposons d'évaluer l'effet de ces inadéquations éducatives sur la transition des diplômés vers le marché du travail au Cameroun.

II. Etat Des Lieux Des Inadéquations Educatives au Cameroun

En l'absence d'enquête nationale périodique couvrant tous les aspects liés à l'emploi, il est assez difficile d'apprécier les mutations qui sont intervenues sur le marché du travail. Toutefois, à partir des enquêtes auprès des ménages de 2014 (ECAM IV), il est possible de se faire une idée de l'évolution des questions d'emploi au Cameroun. De cette enquête, il ressortque 63,3% et 27,6% des diplômés sont respectivement suréduqués et inadaptés horizontalement. Certains diplômés peuvent également présenter une double inadéquation. Cette variable indique que 45,95% et 19,77% des diplômés sont respectivement en situation d'inadéquation simple (inadéquation verticale ou horizontale uniquement) et en situation de double inadéquation.

De plus, l'inadéquation éducative au Cameroun varie en fonction du niveau d'études de l'actif. Deux principales remarques se dégagent à cet effet. D'une part, l'inadéquation verticale est plus accentuée; et d'autre part, les actifs titulaires du diplôme du premier cycle de l'enseignement supérieur (Licence) sont ceux qui souffrent davantage de ce déséquilibre entre l'offre et la demande du diplôme sur le marché du travail camerounais. Si près de 45,95% de la population occupée sont en situation d'inadéquation éducative, ce phénomène touche une forte proportion des actifs résidant dans la zone rurale. Environ 44% (respectivement 13%) des actifs vivant dans la zone rurale (respectivement dans la zone urbaine) sont en situation d'inadéquation horizontale. Par ailleurs, environ 20% (respectivement 5%) des actifs vivant dans la zone rurale (respectivement dans la zone urbaine) sont en situation d'inadéquation verticale (ECAM IV).

Ces chiffres, comme on peut le constater, font état de la présence significative du phénomène d'inadéquation éducative qui mettrait en mal le fonctionnement du marché du travail camerounais. L'amélioration de celui-ci passe donc par un diagnostic et une meilleure appréhension des effets de ce phénomène sur le marché du travail.

III. Fondements Théoriques de L'effet Des Inadéquations Educatives Sur la Transitionvers le Marché du Travail

Des chercheurs ont construit des cadres conceptuels à l'intérieur desquels se confrontent plusieurs théories qui envisagent, pour la plupart d'entre elles, d'expliquer l'inadéquation éducative dans l'analyse du marché du travail (1), le fonctionnement du marché du travail (2) et les relations pouvant exister entre les deux (3).

a) Le concept d'inadéquation éducative dans l'analyse du marché du travail

La notion de l'inadéquation éducative fait allusion à la relation ou comparaison entre, d'une part, les travailleurs qui détiennent des qualifications et des compétences et, d'autre part, les emplois qui comportent des exigences en matière de qualifications et de compétences pour réaliser diverses tâches.

De manière générale, l'inadéquation éducative peut être abordée sous deux angles d'analyse: quantitatif ou qualitatif. Le premier renvoie à un écart entre le niveau de scolarité des travailleurs et celui normalement requis par leur emploi. Cette forme d'inadéquation est appelée « Inadéquation verticale ». Il peut s'agir d'une « sous-éducation » lorsque le niveau de scolarité de l'individu est inférieur à celui requis par son emploi ou alors d'une « suréducation » lorsque le niveau de scolarité de l'individu est supérieur à celui requis par son emploi. C'est cette dernière forme d'inadéquation verticale qui retient notre attention dans cette étude. Le second angle d'analyse s'appuie sur la comparaison du contenu des formations à celui des activités. Ainsi, lorsque le contenu de la formation d'un individu ne correspond pas à celui requis par son emploi, il résulte une inadéquation éducative. Cette forme d'inadéquation éducative est appelée « inadéquation horizontale » (Freeman, 1976; Mugijayaniw, 2020).

b) La compréhension du fonctionnement du marché du travail

Dans une économie de marché, les mouvements des travailleurs (propriétaires de leur propre main-d'œuvre par rapport aux emplois) sont médiatisés par le marché du travail. Le marché du travail est l'ensemble de l'offre et de la demande de main-d'œuvre qui permet, grâce à l'interaction de ces deux composantes, de placer la population économiquement active dans les sphères d'activité des entreprises par rapport aux emplois ventilés par secteurs, territoires, démographie et qualifications

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professionnelles. Sur le marché du travail, des relations s'établissent entre les employeurs et les employés embauchés, qui facilitent la combinaison de la main-d'œuvre avec les moyens de production. Les besoins en main-d'œuvre des premiers et en salaires des seconds sont ainsi satisfaits.

Dans ce contexte, l'objectif des travailleurs c'est de chercher en permanence à obtenir des emplois qui leur offrent des meilleures conditions de travail tout en maximisant la rémunération. Les entreprises de leur côté, cherchent toujours à maximiser leur profit. Pour cela, elles chercheront toujours des combinaisons optimales de facteurs de production c'est-à- dire les combinaisons qui leur permettront de maximiser leur profit à moindre coût. Ainsi, elles vont embaucher les salariés les plus efficaces au coût le plus faible possible (Kotlia, 1998). D'où la rencontre entre l'offre de travail et la demande de travail. Il résulte de cette confrontation une relation salariale qui est une relation marchande traduisant l'échange d'un service du travail contre le paiement d'un salaire. Le salaire de chaque individu dépend donc en bonne partie de l'état de l'offre et de la demande pour la profession qu'il occupe, dans l'industrie et la région où il se situe. Il s'ensuit que les différences de salaires observées sur le marché du travail peuvent constituer le reflet direct des conditions de l'offre et de la demande sur les différents sous-marchés du travail.

L'offre et la demande du travail constituent alors les éléments les plus fondamentaux du fonctionnement des marchés du travail. Pour bien comprendre le fonctionnement des marchés du travail, il convient donc de prendre en considération chacun de ces divers éléments, à savoir l'offre de travail, la demande de travail, l'interaction de l'offre et de la demande et l'interaction des marchés.

Généralement, l'analyse économique de la demande de travail consiste à expliquer les déterminants des décisions des entreprises en matière d'emploi et d'horaires de travail. L'entreprise en tant qu'opérateur économique recherche les conditions nécessaires et suffisantes à la maximisation de son profit et ce dans un environnement économique, politique et social qui peut parfois s'avérer hostile. Elle doit donc rechercher la combinaison optimale des ressources et facteurs disponibles dans cet environnement qui puisse lui permettre d'atteindre son objectif. Dans cette perspective, le coût du travail joue un rôle important dans la mesure où les entreprises n'accepteront d'embaucher que des personnes qui leur rapportent plus que ce qu'elles leur coûtent. À cet égard, elles font varier les effectifs de leurs employés en tenant compte du coût relatif du travail (salaire réel corrigé par la productivité) et de la demande qui leur est adressée sur le marché des biens et services (inutile d'embaucher s'il n'y a pas de clients à satisfaire). Ainsi, toute décision de remplacer certains facteurs de production (par exemple le facteur travail) ou d'en ajouter obéit au principe de maximisation du profit ou de minimisation du coût de production de l'entreprise. (Cahuc et Zylberberg, 2003).

L'offre de travail quant à elle correspond à la demande d'emploi. Sur le marché du travail, ce sont les ménages qui offrent leur travail, c'est-à-dire leur force de travail aux entreprises. L'offre de travail est ainsi définie comme le nombre d'heures de travail effectuées en contrepartie d'une rémunération. L'offre de travail est déterminée par les qualifications de la population, par la démographie, par le solde migratoire mais aussi par le salaire qui lui-même détermine l'entrée ou non sur le marché du travail (Cahuc et Zylberberg, 2003). À l'intersection de l'offre et de la demande de travail se définissent un taux de salaire et un niveau d'emploi d'équilibre sur chacun des marchés.

c) Inadéquation éducative et fonctionnement du marché du travail

Les individus acquièrent l'éducation soit pour eux-mêmes soit pour participer au marché du travail. Dans le second cas, ils influencent inéluctablement le fonctionnement du marché du travail en ce sens qu'ils constituent le volet offre du travail. Toutefois, cette participation n'est pas automatique surtout lorsque les compétences et qualifications acquises par ces individus à travers l'éducation ne correspondent pas aux besoins du marché de l'emploi. Cette inadéquation éducative influence alors très souvent leur décision de participation au marché du travail. Ainsi, plusieurs théories ont été élaborées dans le but d'expliquer l'effet des inadéquations éducatives sur le fonctionnement du marché du travail en général et la transition vers le marché du travail en particulier.

- *Inadéquations éducatives et chômage frictionnel: théorie de la recherche d'emploi(Thurow, 1979)*

La théorie économique de l'offre de travail ne prête aucune attention au temps et au coût de la recherche de travail dans l'explication du comportement de l'offre du travail. Laconsommation de "loisirs" (même lorsque ce terme est étendu à la production domestique) reste la seule alternative au travail salarié, et par définition, un agent qui utilise la totalité du temps dont il dispose sous forme de loisirs est qualifié de non-participant au marché du travail. Ainsi, dans cette perspective, il n'y a pas de place pour le chômeur, même si son activité principale revient à chercher du travail. Une telle description du marché du travail suppose implicitement une structure d'information parfaite (Cahuc et *al*., 2014).

Apparue au début des années 60, mais surtout mise à l'épreuve empiriquement dans les années 70, la *théorie de la recherche d'emploi* postule que la recherche d'emploi est une démarche volontaire par laquelle le prospecteur d'emploi tente de trouver un emploi en adéquation avec ses qualifications et

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compétences. Il s'agit donc dans ce cadre d'un processus de « cueillette » d'informations et d'évaluation des offres d'emplois disponibles, ainsi que de leurs caractéristiques. Pour expliquer la décision de participation au marché du travail, les individus comparent leur perspective de satisfaction entre l'inactivité et la recherche d'un emploi. Pour cela, ces individus tiennent compte des ressources monétaires dont ils disposent en étant inactifs (minima sociaux, aides familiales, etc.), mais aussi des ressources (allocation chômage[2]) dont ils peuvent bénéficier en cherchant un emploi adéquat, des coûts de recherche d'un emploi, des perspectives d'emploi, etc. (Buisson-bennet, 2018). À partir de ces différentes informations, les prospecteurs d'emplois procèdent à une sorte de calcul de l'espérance d'utilité associée à chaque situation.

Ainsi, s'il arrive que la satisfaction espérée de la situation d'activité est supérieure à celle qu'ils auraient pu obtenir de la situation d'inactivité, ils accepteront de participer au marché du travail. Dans ce cadre, ceux qui ne pourront plus continuer la recherche de l'emploi du fait de coûts de recherche trop élevés et de perspectives d'emploi trop faibles, vont simplement accepter de travailler pour un emploi inadéquat. Aussi, une dégradation de la conjoncture économique associée à une hausse non maitrisée du chômage rend moins probable et plus coûteux le fait de trouver un emploi et contribue ainsi à la baisse de l'utilité espérée associée à la recherche d'un emploi. Au demeurant, la théorie du *Job search* modélise le comportement de l'offreur de travail confronté à une information imparfaite sur les emplois disponibles et supportant des coûts de recherche (en temps, en argent…). Ces coûts croissent avec la durée de recherche (rien n'empêche d'intégrer la théorie du signal et les coûts que représentent le signal négatif de la durée du chômage). Cette théorie repose sur une hypothèse forte de la présence de l'asymétrie de l'information sur le marché du travail.

- *Inadéquation éducative et concurrence pour l'emploi: la théorie de la file d'attente (Thurow*, 1975).

Comme les individus ont des caractéristiques de base différentes, ils auront des coûts de formation[3] potentiellement différents pour chacune des échelles d'emploi auxquelles ils pourraient accéder. Pour certains emplois, les coûts de formation seront faibles; pour d'autres, ils seront élevés. En raison de l'importance des capacités innées, celles-ci peuvent être infinies dans quelques emplois. En raison de cette différence, chaque personne aura une structure différente de coûts de formation associés. Le problème d'un employeur est de choisir et de former des travailleurs de manière à ce qu'ils puissent générer le produit marginal souhaité de l'emploi en question en investissant le moins possible dans les coûts de formation.

Dans ce contexte, pour minimiser les coûts de formation, les employeurs classent les travailleurs potentiels sur la base de leurs coûts de formation (Thurow, 1975). Cela conduit à la file d'attente des travailleurs. Mais en l'absence d'informations directes sur les coûts de formation de travailleurs spécifiques, les employeurs classent les travailleurs en fonction de leurs caractéristiques de base, qu'ils utilisent comme indicateurs indirects des coûts nécessaires pour produire la performance de travail standard. Pour les nouveaux travailleurs et les emplois de premier échelon, les caractéristiques de base constituent la seule base de sélection. Les travailleurs dont les caractéristiques de base entraînent les coûts de formation les plus bas se voient offrir un emploi en premier. En fonction du taux d'acceptation, l'employeur fait défiler sa liste d'attente jusqu'à ce qu'il remplisse les postes. Pour les travailleurs âgés ayant une expérience professionnelle, les compétences professionnelles existantes (y compris des compétences telles que la fiabilité et la ponctualité) deviennent pertinentes dans le processus de sélection dans la mesure où elles permettent de réduire les coûts de formation.

- *L'inadéquation éducative comme signal des capacités productives des individus: la théorie du signal (Spence, 1973)*

Par extension du modèle d'Akerlof (1970)[4] au marché du travail, la théorie du signal introduite par Spence (1973) met en exergue le rôle informatif de l'éducation. La première discussion sur le rôle de l'information et de la recherche a été initiée par Stigler (1962), qui a examiné de plus près le processus de prise de décision des individus dans le cadre de leur recherche d'emploi en situation d'information imparfaite. Ces idées et d'autres similaires ont été traduites en une notion de « signalisation » par Spence (1973), qui s'est concentré sur le marché du travail et le rôle de la signalisation dans la transmission des caractéristiques

[2] Des allocations trop faibles et trop fortement dégressives dans le temps pousseraient les travailleurs à accepter des offres d'emplois inadaptées compte tenu de leur qualification et de leurs attentes ce qui n'est pas efficace d'un point de vue économique.

[3] Les coûts de formation, tels que le terme est utilisé ici, comprennent les coûts d'inculcation de normes de discipline industrielle, de bonnes habitudes de travail et les coûts d'incertitude associés à l'embauche de travailleurs dont les coûts de formation sont plus variables ou inconnus.

[4] Akerlof a utilisé l'exemple d'un marché de voitures d'occasion et s'est concentré sur une asymétrie d'information clé : le propriétaire d'une voiture d'occasion est mieux informé de sa qualité qu'un acheteur potentiel. En effet, l'acheteur peut être incapable de discerner si la voiture est un "citron" de mauvaise qualité ou une "pêche" de haute qualité.

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personnelles d'un individu. Essentiellement, la partie à une transaction qui dispose d'une information supérieure tentera de faire quelque chose pour indiquer la qualité du bien proposé, par exemple des garanties pour les voitures d'occasion. En termes de marché du travail, il s'ensuit que les "bons" travailleurs pourraient tenter de signaler leur qualité aux entreprises, en espérant, ce faisant, augmenter leurs produits marginaux. C'est sur cette base qu'a été réalisée l'étude de Spence (1973).

Ainsi, la participation effective au marché du travail résultera d'un ajustement par les employeurs du lien entre les signaux et les salaires, auquel réagiront les futurs salariés, jusqu'au moment où par itérations successives, les employeurs découvriront la productivité réelle inscrite dans les salaires (Brown et Sessions, 2004).

- *L'inadéquation éducative comme filtre des caractéristiques des individus: la théorie du crible (Arrow, 1973; Stiglitz, 1975).*

Selon la théorie du crible (Arrow, 1973; Stiglitz, 1975), contrairement à ce que postule la théorie du capital humain, l'intérêt de l'investissement dans l'éducation, du point de vue de l'ensemble de la société, ne serait plus uniquement d'accroître directement la productivité, mais bien de permettre de filtrer et de sélectionner les gens les plus aptes à occuper les postes plus complexes. Cette version « extrême » de la théorie de la « sélection par les titres » suggère que le développement de l'éducation n'aurait pas de conséquence importante sur les capacités de travail ou les écarts de salaire, puisque l'augmentation du nombre de diplômés ne fera qu'accroître les exigences des employeurs pour différents postes. Ainsi, les diplômés de tous les niveaux verraient leur situation se dégrader et les écarts de salaire demeureraient les mêmes.

La théorie du filtre de l'éducation s'inscrit dans une vision plus large de la nature du système économique et de son équilibre. Elle repose sur l'hypothèse que les agents économiques disposent d'une information très imparfaite. En particulier, l'acheteur des services d'un travailleur a une très mauvaise idée de sa productivité.

Dans ce modèle, on suppose plutôt que l'acheteur dispose d'une très bonne information statistique, mais rien de plus. En d'autres termes, il existe certains éléments d'information sur le travailleur, en particulier le fait qu'il ait ou non un diplôme universitaire, que l'employeur peut obtenir sans frais. Il connaît, à partir d'informations générales ou d'expériences antérieures, la distribution statistique des productivités compte tenu des informations dont il dispose, mais n'a aucun moyen de distinguer les productivités des individus sur lesquels il dispose des mêmes informations (Arrow, 1973). Dans un tel cadre, le système formation ne ferait que révéler, filtrer les caractéristiques propres des individus, sans rien n'y ajouter. Le produit du système éducatif serait donc cette capacité de filtrage. Cette insistance sur la fonction sélective exercée par le système éducatif serait jugée pertinente par les employeurs dans leur choix en matière d'embauche, s'il existe une corrélation positive entre la productivité et la probabilité de succès dans le système de formation.

IV. Stratégie Méthodologique

a) Le modèle et méthode d'estimation

Le substrat de l'ensemble de la méthodologie utilisée à cet effet est fourni par les modèles à risques concurrents. Ces méthodes initialement utilisées pour étudier la mortalité ont depuis fait l'objet de plusieurs applications concrètes, notamment, la durée du célibat, du mariage, de l'accession à la propriété, de l'emploi et du chômage. Ce travail rejoint par certains aspects méthodologiques plusieurs recherches américaines et françaises, notamment: celle de Bonnal et Fougère (1990); Bonnal et *al*. (1995); Eckstein et Wolpin (1995). Ces différents auteurs ont retenu l'étude de la durée du chômage comme moyen pour l'analyse du fonctionnement du marché du travail.

Pendant la recherche d'emploi, un diplômé au chômage bénéficie d'un retour, noté b (par exemple, activités de loisirs non rémunérées ou production à domicile). Nous supposons que b est une valeur constante et indépendante des rendements du marché. Un diplômé au chômage subit également un coût constant c_s pour la recherche d'un emploi (Sam, 2018).

Soit U et W désignent la valeur actualisée du revenu escompté du chômage et de l'emploi, respectivement, $\theta q(\theta)$ le taux d'arrivée des offres d'emploi, et $z = b - c_s$. Ainsi, U peut être défini comme:

$$rU = z + \theta_q(\theta)(W - U)$$

Nous supposons que α est la fraction du type R et $(1-\alpha)$ est la fraction du type M (avec $0 < \alpha < \frac{1}{2}$). Le salaire qu'un diplômé est censé gagner est donc égal à : $\alpha w_R + (1-\alpha) w_M$, avec w_j le salaire prévu associé à chaque type d'emploi. Il peut perdre son emploi et devenir chômeur au taux exogène δ. Par conséquent, W peut être défini comme suit :

$$rW = \alpha w_R + (1-\alpha) w_M + \delta(U - W)$$

En utilisant les équations (4) et (5), on peut trouver le salaire de réserve d'un diplômé au chômage, exprimé par:

$$w^* = z + \frac{\theta_q(\theta)\alpha}{r + \delta + \theta_q(\theta)} H(w_R) + \frac{\theta_q(\theta)(1-\alpha)}{r + \delta + \theta_q(\theta)} H(w_M)$$

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$H(w_R)$ et $H(w_M)$ représentent respectivement la distribution des salaires offerts pour chaque type d'emploi, *R* et *M*, qui est supérieure ou au moins égale à *z*.

En considérant $\lambda_R = \theta_q(\theta)\alpha$ le taux d'arrivée des offres d'emploi de type *R*, $\lambda_M = \theta_q(\theta)(1-\alpha)$ le taux d'arrivée des offres d'emploi de type *M*, et $[1 - F_j(w^*)]$ la probabilité que le salaire offert pour chaque type d'emploi soit supérieur ou égal au salaire de réserve, on peut écrire le taux de transition de l'école à l'emploi (φ_j) pour chaque type d'emploi comme ci-dessous :

$$\varphi_R = \lambda_R\left[1-F_R\left(w^*\right)\right]$$

$$\varphi_M = \lambda_M\left[1-F_M(w^*)\right]$$

De ce qui précède il ressort que le taux de transition de l'école à l'emploi est défini comme le produit du taux d'arrivée des offres d'emploi et de la probabilité que le salaire offert soit supérieur ou égal au salaire de réserve. Le taux d'arrivée des offres d'emploi du type *R* est inférieur à celui du type *M* parce qu'il est plus difficile de trouver le type *R*. Néanmoins, la probabilité que le salaire offert par *R* soit supérieur ou égal au salaire d'acceptation est plus élevée que celle du type M parce que l'emploi de type *R* est plus productif et associé à des salaires plus élevés. Dans ce cas, φ_R peut être aussi bien supérieur qu'inférieur à φ_M. Notre modèle conduit donc à une indécision théorique. Le tableau 0.1 ci-après fournit un exercice statique comparatif de φ_R et φ_M selon deux hypothèses différentes.

Tableau 1: Effets éventuels de l'inadéquation éducative sur la transition vers le marchédu travail

Hypothèses	***Taux de sortie***	***Interprétations***
$\frac{\lambda_M}{\lambda_R} > \frac{1-F_R(w^*)}{1-F_M(w^*)}$	$\varphi_M > \varphi_R$	L'inadéquation éducative a un effet positif sur la transition vers le marché du travail.
$\frac{\lambda_M}{\lambda_R} < \frac{1-F_R(w^*)}{1-F_M(w^*)}$	$\varphi_M < \varphi_R$	L'inadéquation éducative a effet négatif sur la transition vers le marché du travail

Source: Auteurs à partir de la théorie économique

b) Description des variables

Le but de cette étude étant d'évaluer l'effet des inadéquations éducatives sur la transition versle marché du travail au Cameroun, la variable expliquée est de ce fait la *transition vers le marché du travail*. Nous mesurons cette variable par la durée du chômage notée « ***durch*** ». Elle indique le temps passé à la recherche de l'emploi actuel si le répondant a un emploi ou la durée de la période de chômage depuis le début du processus de recherche d'emploi si le répondant est au chômage au moment de l'entretien. Cette durée est mesurée en mois.

Par ailleurs, nos variables explicatives sont constituées des variables mesurant les caractéristiques de l'individu, du ménage et des variables mesurant l'accès aux infrastructures de base. Dans ce cadre, variable d'intérêt est l'inadéquation éducative qui peut être verticale ou horizontale. Comme mentionné précédemment, l'inadéquation verticale[5] apparaît lorsque les diplômés occupent des emplois ayant requis un niveau moins élevé que ce qu'ils possèdent. L'inadéquation horizontale, quant à elle est définie dans différents documents comme l'inadéquation entre l'emploi et l'éducation ou entre l'éducation et la profession.

Pour mesurer l'inadéquation verticale ou la suréducation, la littérature distingue trois types de fonctions d'appartenance reposant sur les mesures traditionnelles: l'une subjective et les deux autres objectives (normative et statistique). Aussi, les mesurons l'effet des certaines variables liées aux caractéristiques de l'individu (l'âge, genre, spécialité de son diplôme) et aux caractéristiques du ménage (niveau de scolarisation du chef de ménage, revenu du chef de ménage, sexe du chef de ménage, taille du ménage et milieu de résidence du ménage).

[5] L'inadéquation verticale peut être la sous-éducation lorsque le niveau d'étude de l'employé est inférieur à celui requis par son emploi, ou alors la suréducation dans le cas où le niveau de l'employé est supérieur à celui requis par son emploi. Dans le cadre de cette étude, nous considérons la suréducation en raison du fait le contexte actuel est beaucoup marqué par la présence sur le marché du travail camerounais des gros diplômes non valorisés à leur juste titre.

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Tableau 2: Mesures de l'inadéquation éducative

Mesures	Approches		Méthodes
Mesures objectives	Analyse normative/professionnelle		Analyse d'informations fournies par des analystes professionnels d'emploi: comparaison des titres de poste avec les niveaux d'études réels
	Analyse statistique		Comparaison des niveaux d'éducation avec la moyenne du niveau d'éducation (± écart-type)
Mesures subjectives	Auto- déclaration/ Auto- évaluation	Mesures directes	Demander directement aux répondants s'ils sont suréduqués, sous-éduqués ou appariés.
		Mesures indirectes	Demander aux répondants de donner des informations sur les exigences professionnelles minimales et l'éducation acquise par l'individu

Source: Adaptée de Mugijiyaniw (2020)

V. Présentation des Résultats

a) Analyse descriptive

Les données que nous utilisons comprennent des informations sur la spécialité de chaque diplôme détenu par un actif, ce qui permet de déterminer objectivement la présence d'une inadéquation horizontale. En examinant le programme d'études et les perspectives d'emploi de chaque spécialité offerte par chaque unité de formation, nous comparons ces descriptions avec chaque profession individuelle pour discerner si l'emploi de chaque diplômé correspond à son domaine d'études.

Tableau 3: Durée du chômage et inadéquations éducatives

Variables	Pourcentage	Durée du chômage (en mois)	
		Moyenne	Écart type
Suréducation	63,3 %	42,33	129,74
Inadéquation horizontale	27,6 %	38,23	119,72
Adéquation	31,32%	34,67	102,33
Simple inadéquation	31,74%	33,84	96,37
Double inadéquation	18,47%	45,93	145
Observations	20 499	36,49	109,8

Source: Auteurs à partir des données ECAM IV

D'après le tableau ci dessus, les diplômés ne présentant aucune inadéquation et les diplômés présentant une seule inadéquation ont connu une durée de chômage similaire. Néanmoins, les diplômés présentant une double inadéquation sont ceux qui ont connu la durée de chômage la plus longue en moyenne. Cela peut indiquer qu'il y a des diplômés qui restent plus longtemps au chômage pour rechercher une meilleure qualité d'adéquation avec l'emploi mais qui ne peuvent pas en trouver.

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b) Résultats de l'estimation du modèle

Le tableau ci-après résume l'essentiel des résultats de nos estimations économétriques.

Tableau 4: Récapitulatif des résultats de l'estimation

Variables	Régression de Weibull	Régression des risques concurrents								
	Modèle 1	Modèle 3		Modèle 3		Modèle 4		Modèle 5		
		Adéquation	Inadéquations	Suréducation	Inadéq. Horizont.	Suréducat. Seul	Inadéquat. Horizont. Seul	adéquation	simple inadéquation	double inadéquation
Caractéristiques de l'individu										
Age	0,084** (0,039)	0,045* (0,027)	- 0,022 (0,04)	- 0,104** (0,046)	0,021 (0,05)	- 0,066 (0,082)	0,166 (0,106)	0,045* (0,027)	0,032 (0,061)	- 0,09 (0,06)
Genre	-0,093 (0,067)	0,289*** (0,049)	-0,261*** (0,042)	-0,398*** (0,052)	-0,12** (0,058)	-0,447*** (0,081)	0,162 (0,101)	0,289*** (0,049)	-0,19*** (0,058)	-0,303*** (0,08)
Sciences	0,293** (0,131)	0,216*** (0,80)	-0,214* (0,114)	-0,246 (0,166)	-0,128 (0,120)	-0,987* (0,518)	-0,132 (0,179)	0,216*** (0,080)	-0,274 (0,168)	-0,089 (0,181)
Ingénierie	-0,558*** (0,162)	0,454*** (0,075)	-1,019*** (1,188)	-1,771*** (0,378)	-0,905*** (0,192)	-2,127** (1,012)	-0,419* (0,233)	0,454*** (0,075)	-0,620*** (0,221)	-1,679*** (0,410)
Économie et droit	-0,124 (0,080)	-0,144*** (0,053)	0,105** (0,052)	0,549*** (0,073)	-0,424*** (0,065)	1,453*** (0,158)	-0,918*** (0,115)	-0,144*** (0,053)	0,200*** (0,075)	-0,051 (0,093)
Sciences humaines	0,347*** (0,099	-0,055 (0,068)	0,103 (0,071)	0,151 (0,103)	-0,137 (0,086)	0,991*** (0,191)	0,045 (0,124)	-0,055 (0,068)	0,333*** (0,095)	-0,341** (0,143)
Caractéristiques chef ménage										
Niveau scolarisation	0,148** (0,066)	0,172*** (0,043)	-0,153*** (0,046)	-0,165*** (0,057)	-0,194*** (0,061)	-0,046 (0,087)	-0,094 (0,097)	0,172*** (0,043)	-0,073 (0,062)	-0,266*** (0,088)
Revenu	-0,275*** (0,091)	-0.122** (0,058)	0,067 (0,062)	0,212** (0,084)	-0,0320 0,079	0,278** (0,137)	-0,235** (0,118)	-0,122** (0,058)	0,016 (0,085)	0,152 (0,122)
Sexe	0,092 (0,064)	-0,063 (0,042)	0,078* (0,042)	0,065 (0,052)	0,116** (0,056)	-0,016 (0,083)	0,077 (0,090)	-0,063 (0,042)	0,036 (0,058)	0,134* (0,079)
Caractéristiques ménage										
Milieu résidence	0,278*** (0,087)	0,053 (0,054)	-0,031 (0,053)	-0,040 (0,067)	-0,112 (0,072)	0,096 (0,112)	-0,036 (0,118)	0,053 (0,054)	0,055 (0,077)	-0,174* (0,102)
taille ménage	0,110 (0,208)	0,365*** (0,110)	-0,379*** (0,129)	-0,326* (0,166)	-0,401** (0,184)	-0,321 (0,273)	-0,507* (0,262)	0,365*** (0,110)	-0,367** (0,185)	-0,308 (0,270)

****p<0,01 ; **p<0,05 ; *p<0,1. (Les valeurs entre parenthèses sont des écart-types)*

Source: Auteurs à partir de Stata 14.

Tableau 5: Inadéquation des niveaux d'études et risques de chômage

Inadéquations éducatives	Modèles de durée des risques concurrents
Suréducation	0,246
Inadéq. Horizont	0,311
Adéquation	0,121
simple inadéquation	0,215
double inadéquation	0,540

Source: Calculs des auteurs à partir de Stata 14.0

c) Interprétations des résultats

Grâce aux prévisions des modèles de durée des risques concurrents, nous constatons clairement que les risques de chômage augmentent avec l'inadéquation des études (tableau 5). En d'autres termes, les diplômés qui ne sont pas adaptés à leur niveau d'études restent plus longtemps au chômage, d'où une double pénalité. Ce résultat soutient la deuxième hypothèse de notre modèle théorique ($\varphi M < \varphi R$) du tableau 1 où les diplômés préfèrent attendre un emploi correspondant à leur profil mais ne le trouvent pas. En effet, la probabilité qu'un diplômé en situation de double inadéquation (horizontale et verticale) reste au chômage est de0,54. Alors que celui ne souffrant d'aucune forme d'inadéquation éducative a une probabilité de 0,12 de rester au chômage (tableau 5). Ceci probablement en raison de la faible demande de diplômes de l'enseignement supérieur au Cameroun et de l'inefficacité du système éducatif qui ne parvient pas à développer les compétences professionnelles des étudiants requises par le marché du travail.

Nos résultats montrent également que les déterminants de la durée du chômage sont différents selon les questions. Par exemple, dans le modèle 1 du tableau 4, le genre n'a aucuneinfluence sur la transition de l'école au travail. Néanmoins, lorsque nous distinguons les typesd'emploi, nous pouvons voir que le fait d'être un homme a clairement un avantage pour trouver un emploi correspondant à son niveau et à son domaine d'études, et réduit également le risque d'inadéquation, comme le notent également McGoldrick et Robst (1996). Ces deux effets sont compensés l'un par l'autre dans le modèle 1. Le fait que les femmes ont moins de chances que leurs homologues masculins de trouver un emploi correspondant à leur niveau d'études, peut-être en raison de la tendance des femmes à choisir plutôt des postes de direction et des secteurs connexes qui offrent de moins bonnes perspectives d'emploi au Cameroun.

Comme le notent Dolton et Vignoles (2000) les diplômés des filières plus scientifiques comme l'ingénierie sont moins susceptibles d'être en situation d'inadéquation éducative. En effet, bien que les diplômés en sciences de l'ingénieur restent plus longtemps au chômage en raison, peut-être, de nombreuses crises économiques qui secouent le monde, ce diplôme a un fort impact sur la recherche d'un emploi bien adapté. De ce fait, les diplômés délivrés par les Universités privées, qui sont beaucoup plus professionnelles, semblent être confrontés à une incidence plus élevée d'inadéquation horizontale, mais, étonnamment, cela réduit le risque d'être suréduqué si l'on considère le taux de sortie des diplômés vers la suréducation uniquement.

Nos résultats suggèrent également que l''éducation des parents joue un rôle important pour aider leurs enfants à trouver un emploi plus rapidement et augmente les chances des diplômés de trouver un emploi qui leur convient. Les parents instruits sont probablement mieux informés et partagent davantage de connaissances avec leurs enfants.

En ce qui concerne les préférences des diplômés, nous constatons que les diplômés qui s'attendent à une bonne évolution de carrière courent moins de risques de se retrouver dans undouble emploi inadapté. En effet, les diplômés pourraient croire qu'accepter un emploi qui ne correspond pas à la fois à leur domaine et à leur niveau d'études est un signal négatif fort pour les employeurs, en plus d'être au chômage, et que cela limiterait leur évolution de carrière future, comme le suggèrent McCormick (1990) et Pissarides (1992). Les diplômés qui s'attendent à la sécurité ou à la stabilité de l'emploi se dirigent plutôt vers un emploi bien adapté et ils sont moins surqualifiés. En effet, selon la théorie de la mobilité professionnelle (Sicherman et Galor, 1990), un emploi mal assorti est probablement instable parce que la plupart des personnes qui acceptent ce type d'emploi pourraient le considérer comme un emploi temporaire leur permettant de progresser plus tard. Les diplômés qui espèrent avoir un emploi avec des loisirs ont également tendance à rejeter les emplois inadaptés. Cela indique que travailler dans un emploi qui ne correspond pas à leurs compétences peut être plus ennuyeux, car les compétences acquises à l'école ne peuvent pas être bien utilisées, et ils doivent apprendre de nouvelles compétences. L'attente d'un salaire élevé prolonge effectivement la durée du chômage.

Cette préférence augmente également le risque d'être surqualifié mais diminue le risque d'inadéquation

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horizontale. Les diplômés peuvent considérer que le fait d'accepter un emploi présentant une inadéquation verticale n'est pas un problème sérieux, car après des années, ils peuvent contester leur promotion à un niveau supérieur. D'un autre côté, accepter un emploi présentant une inadéquation horizontale peut être une mauvaise décision car les compétences acquises à l'école dans un domaine particulier risquent de ne pas être réutilisées du tout à l'avenir, ce qui peut fortement limiter leurs perspectives de carrière ou leur future augmentation de salaire. Enfin, les diplômés qui valorisent leur temps pour leur famille ont tendance à être plus doublement dépareillés. Peut-être que leurs tâches familiales les contraignent à avoir une limite de choix professionnels disponibles.

VI. Conclusion

Dans ce papier, il était question de saisir la nature de l'effet des inadéquations éducatives sur la transition vers le marché du travail au Cameroun. Pour cela, nous avons utilisé comme proxy de la variable transition vers le marché du travail, la durée du chômage. Par ailleurs, nous utilisons les données issues de l'enquête ECAM IV, menée sur l'ensemble du territoire camerounais. Cette enquête fournit entre autres des informations précises sur les emplois obtenus par les diplômés au Cameroun et permet de mesurer les inadéquations potentielles entre le niveau d'éducation et les caractéristiques des emplois. Des résultats obtenus, on peut retenir d'une part que 63,3% et 27,6% des diplômés sont respectivement surqualifiés et présentent une inadéquation horizontale. Certains diplômés (18,47%) présentent une double inadéquation. D'autre part, l'inadéquation éducative agit négativement sur la transition des diplômés vers le marché du travail au Cameroun. En effet, la probabilité qu'un diplômé en situation de double inadéquation (horizontale et verticale) reste au chômage est de 0,54. Alors que celui ne souffrant d'aucune forme d'inadéquation éducative a une probabilité de 0,12 de rester au chômage. Ceci suggère que les diplômés préfèrent attendre un travail plus adéquat mais n'arrivent pas à le trouver, probablement en raison du manque d'offre d'emplois qualifies, et de l'inefficacité du système de l'éducation qui ne développe pas bien les compétences professionnelles des diplômés, exigées par le marché du travail.

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The use of Technology in Pre-School Education: Teachers' and Administrators' Views

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Abstract- The aim of this study is to examine the opinions of teachers and administrators about the use of technology in preschool. For this purpose, the opinions of teachers and administrators about the technological tools and equipment they use in their classrooms, the purpose and the activities in which they use the technology, the advantages and disadvantages of the use of technology in preschool education, their competence in the use of technology, and the support they receive regarding the provision and use of technological equipment have been taken. The study group consisted of 20 preschool teachers and 5 administrators, determined by convenience sampling method, who work in public and private preschool education institutions in the TRNC. Qualitative research method was used in the study. Data were collected through an interview form consisting of semi-structured questions. Accordingly, 9 open-ended questions were asked to teachers and 8 open-ended questions were asked to administrators and their opinions were received. Content analysis technique was used in the analysis of the data and interpreted in accordance with the relevant literature.

Keywords: *technology, preschool education, teacher, administrator.*

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The use of Technology in Pre-School Education: Teachers' and Administrators' Views

Elif Ünal Bozcan [α], Münevver Yalçinkaya [σ] & Seral Özturan [ρ]

Abstract- The aim of this study is to examine the opinions of teachers and administrators about the use of technology in preschool. For this purpose, the opinions of teachers and administrators about the technological tools and equipment they use in their classrooms, the purpose and the activities in which they use the technology, the advantages and disadvantages of the use of technology in preschool education, their competence in the use of technology, and the support they receive regarding the provision and use of technological equipment have been taken. The study group consisted of 20 preschool teachers and 5 administrators, determined by convenience sampling method, who work in public and private preschool education institutions in the TRNC. Qualitative research method was used in the study. Data were collected through an interview form consisting of semi-structured questions. Accordingly, 9 open-ended questions were asked to teachers and 8 open-ended questions were asked to administrators and their opinions were received. Content analysis technique was used in the analysis of the data and interpreted in accordance with the relevant literature. As a result of the research findings, it was determined that the opinions of teachers and administrators about the use of technology in preschool education were positive, teachers could get support from their administrators and other teachers at school as they needed, and they look at the technological developments in a positive light. The results of this study are thought to be important in terms of strengthening the belief that including the use of technology in education is one of the necessities of our age. For this reason, it is extremely important that technology can be applied by both teachers and administrators starting from the very early stages of education in line with new developments with an understanding integrated with pre-school education programs.

Keywords: technology, preschool education, teacher, administrator.

I. Introduction

As in many countries around the world, technological developments majorly affect the social life in our country (Karip, 2016). Education is one of the fields where technological tools are preferred for the future of communities. The relation between education and information technology was mainly discussed with regard to the use of technology in education. This approach focuses on the ways of using various audio-visual materials during lessons or how student would use computer (Jonassen, 2000; cited: Güven and Kartal 2006). However; after 1980s, this perspective was evolved to the communication of students with information technologies, that students developed a way of thinking on how they can solve problems via such technologies and that they developed their skills to build and design what they want the computer performs (Papert, 1993). On the other hand, it is possible to say that educational practices still bear the 1980s perspective.

A study on the use of educational technologies (Şimşek, 2005) shows that the problems on educational technologies are not different in other countries. The problems are considered to be perceptual diversity due to the scattered nature in almost every country, insufficiency in practices and developing technological products and lack of momentum in academic literature.

The related literature emphasizes that the communities desiring to be successful in the future should keep up with the developing technologies while using the technologies in the appropriate and effective manner (Robb, 2013; Sayan, 2016; Kılınç, 2015; Küçükoğlu, 2013). Pursuant to researches, the developments occurred due to technology are one of the most significant indicators of development level in a community (UNESCO, 2003).

Students need to develop their skills in safe and efficient use of technology as well as generatesolutions for their daily life problems. Hence; with the developing technologies, the integration of information technologies into lessons from pre-school up to university has become a requirement (UNESCO, 2003).

The educators state that the most suitable time in bringing children with technology and providing early trainings on technology use is during the pre-school education (NAEYC, 1996; Tekcan, 2009; Keengwe and Onchwari, 2009). The appropriate technology models to be determined by early childhood period contribute to the learning of children. While technology is not the solution in the elimination of all educational problems, it is nowadays required to be used in education and training (Erdemir, Bakırcı, Eyduran, 2009; Keengwe and Onchwari, 2009; Bahçekapılı, 2011; Kılınç, 2015; Karaoğlu, 2016).

Student encounter with a student group that have devices like computers, cell phones, tablets in their daily lives. Educational technology promotes the

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curiosity of pre-school children and allows them to learn by living, experimenting and failing while positively affecting the development of problem-solving, planning, reflective thinking, visual thinking, logical thinking, creative and critical thinking skills, and psychomotor abilities and vocabulary and memory developments. Therefore, technology is widely used in various fields of pre-school education. When correctly used, technology has a crucial power in improving the success of students. The use of technological tools from the early ages is noted to influence all development areas (Bahçekapılı, 2011; Keengwe and Onchwari, 2009).

In addition to the studies emphasizing that technology use in pre-school education has a vital role in the education of children (NAEYC, 1996; Demiriz, Karadağ and Ulutaş, 2003; Keengwe and Onchwari, 2009; Sert, Kurtoğlu, Akıncı, Seferoğlu, 2012; Türk, 2012; Yılmaztekin and Olgan, 2013; Gök, Turan, Oyman, 2016), there are also some studies that do not support such view. For instance, the statement of American Academy of Pediatrics – AAP, the Council on Communication and Media on 2011 policies underlined that children under the age of 2 should not be exposed to any media (i.e. TV, computer, tablet), and playtime in early childhood have major structuring effect in developing brain. Moreover, technology use brings developmental (physical, socio-emotional, mental and moral) disorders as well as many other problems even eating disorders (American Academy of Pediatrics Council on Communication and Media, 2011; Cit. Epstein, 2013; Cordes and Miller, 2000; Şen, 2013). Similarly in the year of 2000, an American organization called "Alliance for Children" declared to stop purchasing computers to preschool units except for disabled children (Kartal and Güven, 2006). Besides, the American Academy of Pediatrics Council on Communication and Media mentioned the benefits of technology use under their statements on 2011 policies. They accepted the fact that quality interactive media improves "social skills, language skills and even readiness to school levels" among children with educational benefits (American Academy of Pediatrics Council on Communication and Media, 2011; Cit. Epstein, 2013). Under a publication, the National Association for the Education of Young Children" (NAEYC) emphasized the significant place of technology in child development (NAEYC, 1996). It is also indicated that children start "playing computers" in their early ages and adults believe that "playing computers" contributes to mental development. The authors from various studies reflected that technology assisted teaching significantly supports children in the acquisition of time and space concepts, develops creative thinking skills, makes learning much fun, motivates children positively towards school and allows children to actively participate in learning environment (Demir, 2007; Akpınar, 2005; Arı and Bayhan, 2003; Li & Atkins, 2004; Aksoy, 2006; Fish et.al 2008; Küçükoğlu, 2013; Köroğlu 2014; Kılınç, 2015; Çeliköz and Kol, 2016).

In terms of educational systems, teachers are at the focal point of changes happening in education. As technological tools are increasingly preferred at schools and technology use has become popular, the active use of technology by teachers in education and training environments has become a hot topic. It is crucial that teachers should have the skill to adapt general and inclusive curriculum into his/her conditions and the ability to develop local programs and create content respectively. The competences and skills of teachers designate whether teachers show the flexibility given to them through curriculum.

Considering the previous researches, teachers actively use information and communication technologies music, Turkish and playtime activities. The introduction of technological tools to preschool children at their educational institutions under teacher guidance and the continuation of such guidance even when children are allowed to use technological tools on their own are vital accordingly. Hence, teachers should take the developmental characteristics of children into consideration when they introduce technology use in education and consequently choose the materials that would assist children while being suitable for educational purposes. Technological tools used in education support learning but it is also important to follow technological developments and use the appropriate technological tools in daily life. "Learning with computers" becomes effective in establishing an education environment based on student oriented/ constructivist learning principles and meeting individual needs (Demiriz, Karadağ and Ulutaş, 2003; Keengwe and Onchwari, 2009; Sert, Kurtoğlu, Akıncı, Seferoğlu, 2012; Türk, 2012; Yılmaztekin and Olgan, 2013). Within this context, it is inevitable that teachers should be aware of the benefits of technology in educational environments and utilize such benefits in their fields.

A research by Akarsu and Akbıyık (2012) concluded that teachers have problems in using numerous basic tools, programs and media at schools like word processor and presentation software. The research data showed that technology literacy levels affecting the success in information access is not satisfactory in general. The findings from another similar study (insufficiency of educational technology based practices, inadequate efforts in education design) conducted on educational technologies (Şimşek, 2005) supports this indicators respectively

In addition to teacher competences for technology use at schools, the qualifications and support of administrators are also important. The related technological developments changed the roles and responsibilities of school administrators. This role called "technology leadership" is closely related with the effective use and adoption of technology by

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administrators. Through technology leadership, the administrators become examples for teachers by showing them how to use technology while supporting and giving them advices. In other words, the administrators support teachers in using technology while undertaking the mission to be an example for them, solve the associated problems or provide guidance for solution and follow new developments. The school resources, infrastructure and teachers' perspectives towards technology use are crucial for administrators in providing technological assistance (Akbaba-Altun, 2002; Anderson and Dexter, 2005; Sincar, 2009).

Recently, "coding" courses provided by primary education stand out in the world, Turkey andthe Turkish Republic of Northern Cyprus. "Coding" courses, which are considered as important in terms of showing the levels that the use of technology in education can reach, and have increasingly become significant, have been added to the curricula of many departments at universities (YÖK, 2018). Some of the private school in the Turkish Republic of Northern Cyprus have started to include coding courses in their curricula starting with primary education in accordance with such innovative practices in educational technologies (Halkınsesi Gazetesi, 2018; Kıbrıs Gazetesi, 2018).

Considering the related literature, there are limited number of researchers regarding thesignificance and use of educational technologies in preschool education. This research, which aims to make a realistic assessment on technology use in preschool education and suggest proposals highlighting its importance, is expected to make contributions towards eliminating a major gap in the field.

Therefore, it is important to evaluate the views of teachers and administrators regarding technology use in preschool education. Additionally, this study is also vital since it highlights the significance of sound and correct use of technology in preschool education. Hence, this study aims to reflects the views of educators regarding the significance of technology use in preschool education institutions and their adequacy in their knowledge on such technologies and how to use them. Moreover, another aim of this study is to develop functional proposals for further studies based on the findings.

Within this framework, teachers are administrators were asked to give their views on the definition and significance of educational technology, type of technology used by teachers in their classrooms, their purpose and ways of using technology, advantages and disadvantages of technology use in preschool education, their adequacy in technology use and type of assistance given to them in the provision and use of technological tools.

II. Method

This part of research covers study group, data collection tool, data collection and analysis respectively.

a) Research Model

This study is in general survey model as a descriptive study that analyzed with qualitative research model. Qualitative research covers the use data collection tools such as acquisition of data from observations, interviews, stories, myths, case studies and narratives, and document analysis where a qualitative process is followed to reflect the perceptions and events in a realistic and holistic way. Qualitative researches aims to understand the human behaviors that happen in natural environment. The views of interviewed individuals are dramatically reflected with direct citations in order to present the findings collected under descriptive studies in an edited and interpreted approach (Yıldırım and Şimşek, 2011; Sönmez, Alacapınar, 2014).

b) Study Group

The study group is comprised of 20 preschool teachers and 5 administrators from public and private preschool education institutions in TRNC. Convenience sampling was utilized since teachers and administrators were selected from accessible and suitable units during the study group selection process. Convenience sampling means to select the research population from the most accessible persons and groups (Büyüköztürk, Kılıç Çakmak, Argün, Karadeniz, Demirel, 2009; Sönmez and Alacapınar, 2014).

Considering the demographic characteristics of teachers, majority of teachers (n=8) graduated from preschool department of universities and child development departments of vocational schools (n=6). The majority of them (n=11) also have 6-10 year and 1-5 year-experience (n=8). They are mainly (n=14) teachers at private schools. Almost all of them (n=19) did not get any course or seminar on technology. Similarly almost all of them (n=18) use more than one technological tools in their classrooms. In terms of the technological tools, many of them use laptops, TV, radio, smart phones and electronic toys (n=11). Additionally, teachers use desktop computers, projectors and smart boards (n=7) as well. However, overhead projector (n=2) is a less popular technological tool.

In terms of the demographical characteristics of administrators, three of them graduated from a field that is not related with preschool education, two of which graduated from primary school teaching and the other from the department of literature. Majority of the administrators (n=4) have 6-10 and 11-15-year experience. 2 of them attended to courses or seminars related with technology while 3 of them did not. All of them indicated that more than one technological tools

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are used at their schools. They noted that the most frequently used tools are laptops (n=5), desktop computers (n=5), TV, radio, smart phones and electronic toys (n=4) and projector (n=3). Smart boards (n=2) and overhead projectors (n=1) are used less respectively.

c) Data Collection Tool

For this research, a scale with two parts was developed to collect data accordingly. The first part is comprised of personal information while the second part includes 13-semi-structured interview questions. The related literature and expert opinion were consulted during the development of questions. Three experts in the related literature were consulted to check whether the questionnaire is understandable and viable. The expert feedbacks can be summarized that the question statements are open-ended; the questions were not asked in the way to answer with yes or no; "technology integration" concept might be added, and some modifications in the sentences. The questionnaire were completed upon the amendments based on experts' feedback. Consequently, the questionnaire covers the views on the definition of technology, care to use technology, activities where technology is used, types of technological tools used in classrooms, utilization of technological facilities at schools, assistance provided at schools for technology use, teacher adequacy for technology use, whether administrator were asked for assistance, what type of assistance should be provided by the administrator, administrator adequacy for technology use, preschool education curriculum in TRNC and support of the Ministry of Education towards technology use.

d) Validity and Reliability of Data Collection Tool

Within the scope of qualitative research, the researcher should use additional ways like participant confirmation, peer confirmation in order to interpret the outcomes generated based on the data as much objective as possible. As a peer review, the partial researcher triangulation was also used to check the reliability/validity in this research (Creswell, 2014; Merriam, 2009). Therefore, data generated from all teachers and administrators were analyzedseparately by two researchers. Different methods like getting from experts, participant confirmation and long term interaction for detailed interviews with participants were utilized to ensure internal validity/trustworthiness. Additionally, the findings generated from the collected data were checked for consistency to enhance trustworthiness with the aim ofchecking the compatibility between the theoretical framework as the basis of questionnaire, and findings. Three different researchers attended to the interview process to prevent apotential data loss. The process was described in all details from every dimension so that the external validity, namely transmissibility of research can be ensured respectively. In order to enhance the reliability, namely consistency of research, the generated findings were firstly presented without discussion and interpretation. Moreover, the interview data were individually coded by both researchers and a lecturer experienced in qualitative research field. Then these codes were compared for reliability calculation. With the purpose of improvingthe external reliability or confirmability of research, detailed explanations on the interest of researchers for the subject, their experience, contributions of participants, educational-social environment where the research was held, theoretical framework used for the reference to generated data and methodologies used in analyses were covered as well. Raw data were also stored to be used if needed for different purposes at different times, which aimed to improve the external reliability of research.

e) Data Collection

The questionnaire was applied to a total number of 20 teachers and 5 administrators. It took 15-20 minutes to answer the questions. The open ended questions developed for the research were asked through semi-structured interviews. The interviews were held at the schools that the participants' work on the designated appointment time. The questions were asked to every participant with the same words in the way of giving same meaning. Voice recording and note taking methods were used during the interviews with teachers.

f) Data Analysis

Descriptive analysis and content analysis techniques are used for this research. Descriptive analysis "*is the technique where the generated data are summarized by the designated themes; direct citations are widely used to dramatically reflect interviewee, and the generated data are interpreted in the framework of cause and effect relationship"* (Yıldırım and Şimşek, 2005). Descriptive analysis is comprised of three steps as data reduction, data display and drawing conclusion and verification (Türnüklü, 2000). In data display, the criterion as *"remarkability"* (different view), *"explanatoriness"* (suitability to theme), *"diversity"* and *"extreme examples*" were considered for the selected citations (Ünver, Bümen and Başbay, 2010).

The data generated from interviews were firstly transferred to Office software and coded after being reviewed several times. Afterwards, the related codes were gathered, which determined the themes/categories as the main elements of research findings, and descriptive and content analysis were conducted respectively. The consistency between coders was calculated to identify the reliability of content analysis. After drawing out interview minutes, a coding key was developed based on interview questions. Two interview minutes were selected randomly in order to identify the reliability of interview coding key, and researchers

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reviewed both minutes separately. The evaluation of each researcher was calculated in accordance with "Agreements" and "Disagreements" formula where "same" evaluations from researchers were deemed as agreements while "different" evaluations as disagreements. Lastly, the reliability was calculated with agreement percentage as "Reliability = Number of Agreements/(Number of Agreements + Number of Disagreements) x 100" (Miles and Huberman, 1994). Pursuant to Yıldırım and Şimşek (2005), the agreement percentage of 70% and above is considered as reaching to expected reliability. For this study, the reliability of teacher data was determinedas 82%.

The qualitative answers of teachers and administrators were quantified, which allowed researchers to make comparison between categories and provided a perspective on the identification of emphasis in the answers.

25 pages of data were obtained from the analysis of interview records in voice recording and note taking. Firstly, the breakdown of data was verified through documentation; data was processed based on the certain themes, and the interview records were analyzed respectively. The findings were interpreted through direct citation. The teacher participants were coded as Ö1, …, Ö20 and administrator participants as Y1, …, Y5 for the analysis of answers given to the questionnaire.

III. Findings

The findings generated under this part were analyzed by the aim of research, sub-problems and related literature. The themes and sub-themes on the views of teachers and administrators regarding the significance of technology use in preschool education and their support are given under Table 1.

Table 1: Themes and Sub-Themes Generated from Teachers' Data1.

1. Teachers' views on educational technologies
Tools assisting learning Tools integrated to education
2. Teachers' views on the significance of technology use in education
It is important/it should be used
3. Teachers' views on the purposes of using technologies in the classroom
For cognitive development For emotional development For psychomotor development
4. Teachers' views on the types of activities using educational technologies
Music/art activities Science/nature activities Language/ foreign language activities
5. Teachers' views on the types of technologies used
Visuals Audial Audiovisual tools Toys
6. Teachers' views on the advantages and disadvantages of educational technologies used in classroomAdvantages
They enhance motivation towards school and learning They attract attention They materialize learning They improve memorability They improve creative thinking skills They make learning fun They prepare students for higher-level institutions Disadvantages They prevent cognitive, emotional and motor development They prevent creativity
7. Self-assessment of teachers on technological knowledge, skills and use
Qualified Need for improvement/assistance

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8. Teachers' views on the assistance and support provided to them on the access and use of technological tools
They get support and assistance from administrator
They get support and assistance from other teachers
No support and assistance

Table 1 covers the teachers' views on the significance of technology use in preschool education and the assistance provided to them. Each question under the questionnaire comprises a theme while each view is considered as sub-themes. The related literature was used for the determination of sub-themes. Teachers use technological tools (laptops, desktop computers, projector, smart board, overhead projector, smart phone, electronic toys etc.) and prefer using more than one technological tools in theirclassrooms. It is identified that teachers perceive technology as *"tools assisting learning"* and *"tools integrated to education".* Teachers stated that technology should be used in education to support *"cognitive development, emotional development and psychomotor development".* Teachers noted that they prefer to use educational technologies for *"music/art, science-nature/mathematics and language/ foreign language"* activities. They also indicated that they use *"visual, audial, audiovisual and electronic toys"* as technological tools in their classrooms. All teachers reflected that technologyis important for education and it should be utilized. Pursuant to teachers, the advantages of technology use in classroom as *"they enhance motivation towards school and learning; they attract attention; they materialize learning; they improve memorability; they improve creative thinking skills; they make learning fun; they prepare students for higher-level institutions"* while the disadvantages as *"they prevent cognitive, emotional and motor development; they prevent creativity"*. Teachers reflected that they mainly get support and assistance from administrators and other colleagues with regard totechnological equipment. Teachers stated that the assistance from their administrators for technology use is towards *"provision of educational technology tools (reinforcement of school's technical facilities)* and *support for use (be an example, providing information and guidance, giving advices).* Teachers stated that they *"find themselves qualified"* and *"need to improve/be supported"* on technology use.

Table 2 covers the administrators' views on the significance of technology use in preschool education and the assistance that they provide. Each question under the questionnaire comprises a theme while each view is considered as sub-themes. The related literature was used for the determination of sub- themes.

Table 2: Themes and Sub-Themes Generated from Administrators' Data

1. Administrators' views on educational technologies
Tools assisting learning
Tools integrated to education
2. Administrators' views on the significance of technology use in education
It is important/it should be used
It is not so important/it should not be used otherwise necessary
3. Administrators' views on the purposes of using technologies in the classroom
For cognitive development
For emotional development
For psychomotor development
4. Administrators' views on the types of assistance that they provide at school and classroom on technology use
To provide tools
To provide user support
5. Administrators' views on the provision of technological tools required by school
From school budget
Through donations
6. Self-assessment of administrators on technological information, skills and use
Qualified
Need for improvement/assistance
7. Administrators' view on how they evaluate teachers regarding technological knowledge, skills and use
New graduated/ teachers with undergraduate degree
New generation teachers
Teachers interested in technology

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8. Administrators' views on the technological facilities in their schools
Qualified Need for improvement/support

Table 2 reflected that administrators perceive technology as *"tools assisting learning"* and *"tools integrated to education"*. Administrators stated that technology should be used in education to support *"cognitive development, emotional development and psychomotor development"*. Some of the administrators stated that using technology in education "*is important and should be used while some said it is not that much important and should not be used unless necessary"*. Administrators indicated that they provide "*provision of tools and user support"* in classrooms and school for educational technologies and they supply the required technological tools through *"school budget and donations"*. The administrators considered themselves as *"qualified and need for improvement"*. While they noted that their school teachers are qualified in terms of technological knowledge, skills and use, and particularly *"new graduated teachers / teachers with undergraduate degree, new generation teachers and teachers with interest in technology"* are more qualified in this matter. In terms of technological facilities, they identified their schools as "*qualified and needed to be improved"*.

IV. Results

The following results are generated through the research findings, and they were interpreted within the framework of related literature.

In terms of the findings regarding the perception of teachers about technology, teachers consider it as tools assisting learning and tools integrated to education, and the administrators gave similar answers too. Under the related literature, there are studies compatible with research findings reflecting that technology should education and training activities (Demiriz, Karadağ and Ulutaş, 2003; Keengwe and Onchwari, 2009; Sert, Kurtoğlu, Akıncı, Seferoğlu, 2012; Türk, 2012; Yılmaztekin and Olgan, 2013; Gök, Turan, Oyman, 2016) and there are some studies in parallel with the other finding arguing that technology should be properly integrated to all stages of education (Akbaba-Altun, 2002; UNESCO, 2003; Çavaş, Kışla and Twining, 2004; Altun, 2007). In consideration with such findings, the views of preschool teachers and administrators on the types of educational technologies are parallel with the related literature.

Pursuant to the findings on the significance of technology use in preschool education, all teachers and four out of five administrators indicated that the use of technology in education is important and necessary, while one administrator thinks that it should not be used unless necessary. In terms of the related literature, there are a variety of views on the significance and necessity of using technology in preschool education. While some views emphasize the benefits of using technology (NAEYC, 1996; Demir, 2007; Akpınar, 2005; Arı and Bayhan, 2003; Li & Atkins, 2004; Aksoy, 2006; Fish et.al 2008; Küçükoğlu, 2013; Köroğlu 2014; Kılınç, 2015; Çeliköz and Kol, 2016), some studies underline its disadvantages (Weikart, 1995; Cordes and Miller, 2000; Kartal and Güven, 2006; American Academy of Pediatrics-AAP, 2011; Şen, 2013). The most prominent point under the studies supporting to use technology in preschool education is that it should be used in a "correct" and "effective" way and at "certain" levels, which would bring many educational benefits at early ages. Otherwise, it may cause harms rather than benefits (becoming antisocial, technology addition). Similarly, the researches underline that technology should be suitable for the developmental characteristics of children and be integrated with curriculum. Additionally, it is emphasized that technology cannot substitute one-to-one communication (Sayan, 2016; Halmatov, Akçay, Ekin, 2017). Based on the related studies (Haugland, Wright, 1997; Espinosa, Laffey, Whittaker, Sheng, 2006, Sayan, 2016) and results from this study, the general opinion is that the use of technology in preschool education should be used appropriately where applicable.

Majority of teachers noted that they use technology to support cognitive development, and they mainly use technological tools in science/nature-mathematics activities and secondly in music/arts activities. A few of teachers mentioned that they use technological tools in language/foreign language activities. The related literature includes some views that technology support cognitive development. Korkmaz and Ünsal (2016) concluded that where preschool stage developmental characteristics are taken by the mental development stages, it is important to effectively use teaching materials that are suitable for cognitive, emotional and psychomotor developments of preschool students.

The study by Gök, Turan and Oyman (2016) identified that preschool teachers effectively use the technological tools frequently (%80) in Turkish language activities, reading activities, mathematicsand science activities and concentration activities. A study by Demir (2015) on the information technology levels among preschool teachers concluded that teachers use such technologies for the activities in Turkish, Music, Science and Math lessons at the most.

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Korkmaz and Ünsal (2016) consider preschool materials as significant since they attract the attentionof children; they are dynamic; they stimulate more than one sense in the body; they materialize the topics and make learning more permanent. They also emphasized the necessity to use technological tools in education stage. Similar studies indicate that technology assisted education is effective in the development of different abilities and skills such as mental, language, verbal and non-verbal abilities and conceptual development, problem solving, long term recall etc. (Sayan, 2016; Li & Atkins, 2004, Fish et.al, 2008). Moreover, a holistic approach on the role and significance of using technology in classroom has become important (Sayan, 2006; Kartal and Güven, 2006) since the objective is to support all child development dimensions and that all developmental areas are considered and progress together.

Teachers reflected that they mainly use audial/ visual tools like laptops, desktop computers, TV, radio, electronic toys, projector and smart board together. Even a few, some of them mentioned that they use overhead projectors. Other research findings that support such findings showed that computers, TV, projectors, smart boards are used as classroom tools (Kol, 2012; Demir, 2015, Korkmaz, Ünsal, 2016; Halmatov, Akçay, Ekin, 2017). One the other hand, some studies even note that a number of different tools like cassette-players, radio, overhead projectors, camera, fax, electronic story books and toys are also used (Sayan, 2016, Korkmaz and Ünsal, 2016). Hence, it is possible to say that study findings are in compliance with the related literature. Consequently, it is interesting that some technological tools like overhead projectors, radio, which are behind the high paced technological developments of our time, are still used at schools. Another interesting observation is that some teachers refer to the intensive use of their smart phones in their classrooms, which can be considered that teachers use technology only for the sake of using it without considering its educational value.

Under the related literature, one of the most crucial issues that majority of teachers is the adequacy of teachers in using technology. Pursuant to the literature, it is important that teachers consider themselves as qualifiedin using technology; they have positive attitudes towards technology; they want to learn how to use technological tools frequently and actively, and they have a desire to keep up with the technological developments (Öztürk Yılmaztekin and Olgan, 2013; Demir, 2015; Gök, Turan, Oyman, 2016; Halmatov, Akçay, Ekin, 2017). Within the framework of this study, majority of teachers deem themselves as having sufficient qualification on technology use while they also state that they need improvement as well. The relevant literature also has other research findings that complement findings from this study (Öztürk Yılmaztekin and Olgan, 2013; Demir, 2015; Gök, Turan, Oyman, 2016; Halmatov, Akçay, Ekin, 2017). Considering this study, teachers reflected that they have a positive attitude towards using technology in education and consider themselves as qualified but alsothey have the desire to be up-to-date with the latest developments, which are in parallel with study findings. Thus, the teachers from this study stated that they perceive themselves as qualified on the knowledge, skills and use of technology, and they need improvement on this matter. Additionally, the administrators indicated that the technology qualifications of teachers in their schools vary whether they are "new generation", "undergraduate" and "interested in technology". Institutions such as International Society for Technology in Education (2000), Ministry of National Education (MEB) (2006) reiterate that in order to utilize information technologies efficiently and effectively, teachers must be "technology literate", follow technological developments, open to cooperation for professional sharing, be an appropriate example in using technology and have the awareness for effective use of technology. The significance of pre-service and in-service trainings is underlined in the acquisition of aforementioned qualifications by teachers and utilization of potential advantages of technology (NAEYC, 1996).

Similarly, the administrators also indicate that they perceive themselves as qualified and need for improvement in terms of knowledge, skills and use of technology. There are some studies (Akbaba-Altun, 2002; Ertmer et.al, 2002), which emphasize the improvement in school efficiency with the improvement of technology qualifications among administrators. Hence, it is possible to say that there is a direct effect of technological qualifications among administrators on the technological qualifications of school.

With regard to the advantages of using technological tools in classrooms, teachers stated that such tools materialize learning, enhance memorability, make learning fun, attract attention, improve creative thinking skills and increase positive motivation towards learning. In terms of disadvantages, technology prevents development areas of children and their creativity when it is not used properly and correctly. In consideration with these findings that are in parallel with the related literature (Kacar, 2006; Demir, 2015; Li & Atkins, 2004; Aksoy, 2006; Fish et.al. 2008; Küçükoğlu, 2013; Köroğlu 2014; Kılınç, 2015; Çeliköz and Kol, 2016; Gök, Turan, Oyman, 2016; Weikart, 1995; Cordes and Miller, 2000; Kartal and Güven, 2006; American Academy of Pediatrics-AAP, 2011; Şen, 2013), teachers agree that technology brings mainly advantages in preschool education, and this attitude is also supported by the administrators.

Teachers stated that they frequently get support from their administrators about the provision of

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technological tools and their use. Some teachers mentioned that they get assistance from their colleagues at school or they do not get any support at all. There are some studies that emphasize the support of administrators and other teachers given to the teachers (Akbaba-Altun, 2002; Anderson and Dexter, 2005; Sincar, 2009; Gök, Turan, Oyman, 2016). The related literature consider the support of administrators given to the teachers as important. Pursuant to the literature, the administrators are expected to be examples in using and adopting technology, and supporting teachers accordingly. The technological support of administrators is based on the school resources, infrastructure and perspectives of teachers about using technology. The study findings showed that the answers of administrators are parallel with teachers in terms of supporting teacher in providing technological tools and how to use them. The administrators stated that they supply the technological tools required at their schools from school budget and through donations. MEB (2001, 2003) and the General Directorate of Educational Technologies under the Ministry (2001) reflect some duties for school administrators for effective use of information technologies at schools, one of which is about showing all kinds of efforts towards establishing informatics infrastructure at schools and working towards finding necessary funding. The availability of budget is also required respectively. Considering such findings, it is possible to say that the support of administrators to teachers is vital in using and providing technology at schools.

According to research findings, four administrators mentioned that their school is sufficient in terms of technological equipment while one of the administrators said there should be improvement. The related literature covers some studies showing that the technological facilities at schools are directly correlated with the technological qualification perception of administrators (Akbaba-Altun, 2002; Sincar, 2009). From this perspective, the perception of administrators on technology qualification affect their perception on the technological equipment sufficiency at their schools.

As a result of research findings, the views of teachers and administrators regarding the use of technology in preschool education are positive, and teachers can get support from their administrators and their colleagues at their schools as they need, which is in parallel with the related literature.

V. Recommendations

A number of recommendation that may be proposed in accordance with the research findings can be summarized as follows:

Teachers identified themselves as *"qualified"* about using technology yet they need improvement. Therefore, the deficiencies and associated topics should be determined, and some activities andcourses may be organized to meet such need.

Some of the teachers stated that they use "overhead projectors" and smart phones in their classrooms. For such teachers, some adjustments that would allow them to use more modern and functional tools may be undertaken. Since some teachers argued about disadvantages of using technology in preschool education as it prevents cognitive, emotional and motor development as well as creativity, such teachers may be provided with awareness raising activities that may lead them change their minds. Administrators indicated that some teachers at different statuses require more need about technology. Trainings can be organized for such teachers accordingly. Additionally, the contents of computer applications and technology courses, which are taught to all departments under education faculties of universities may be reviewed per departments and be restructured respectively. Some of the administrators indicated that the use of technology in education is *"important and it should be used while some think the opposite and should not be used unless necessary"*. Different activities can be organized for the administrators, who deny the significance of technology use in pre-school education. The future studies may cover the significance and use of technology in preschool education from different dimensions with different study groups.

In consideration with the significance of innovative practices emerged by the technological developments, "coding" trainings that have recently become popular and reflected in curricula may be ensured to grow more.

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Secuelas de la Violencia 1980-2000 Entre Los Becarios de la Beca REPARED. Un Estudio Cualitativo Sobre Las Secuelas Psicosociales

By Nancy Gabriel Sinche

Abstract- The purpose of this article is to gather information and describe the psychological and social consequences of a group of scholars and scholars of the REPARED scholarship. Through a qualitative methodology, six students from institutions of higher education in Lima were interviewed for the years 2012, 2013 and 2014. The information obtained shows that the psychological consequences of political violence are maintained in the life of the fellows. mood when presenting depressive states, anxiety, suffering, fear and distrust towards the other, with repercussions on their physical health. As for the social consequences, there are problems to socialize, orphanhood, family disintegration, stigmatization, discrimination and economic difficulties.

Keywords: psychological sequels, social sequels, political violence, fellows, REPARED scholarship.

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Secuelas de la Violencia 1980-2000 Entre Los Becarios de la Beca REPARED. Un Estudio Cualitativo Sobre Las Secuelas Psicosociales

Nancy Gabriel Sinche

Resumen- El presente artículo tiene como propósito reunir información y describir las secuelas psicológicas y sociales de un grupo de becarias y becarios de la Beca REPARED. Empleando una metodología cualitativa se entrevistó a seis estudiantes de instituciones educativas superiores de Lima correspondientes a los años 2012, 2013 y 2014. La información obtenida muestra que las secuelas psicológicas de la violencia política se mantienen en la vida de los becarios, conllevando alteraciones en su estado de ánimo al presentar estados depresivos, cuadros de ansiedad, sufrimiento, miedo y desconfianza hacia el otro, con repercusiones en su salud física. Respecto a las secuelas sociales se encontró problemas para socializar, orfandad, la desintegración familiar, estigmatización, la discriminación y dificultades económicas.

Palabras claves: secuelas psicológicas, secuelas sociales, violencia política, becarios, beca REPARED.

Abstract- The purpose of this article is to gather information and describe the psychological and social consequences of a group of scholars and scholars of the REPARED scholarship. Through a qualitative methodology, six students from institutions of higher education in Lima were interviewed for the years 2012, 2013 and 2014. The information obtained shows that the psychological consequences of political violence are maintained in the life of the fellows. mood when presenting depressive states, anxiety, suffering, fear and distrust towards the other, with repercussions on their physical health. As for the social consequences, there are problems to socialize, orphanhood, family disintegration, stigmatization, discrimination and economic difficulties.

Keywords: psychological sequels, social sequels, political violence, fellows, REPARED scholarship.

I. Antecedentes

El Perú, durante los años 1980 a 2000, vivió una época trágica que conllevó a la muerte de compatriotas y la violación de muchos de sus derechos, este periodo produjo serias consecuencias en la población afectada, muchas de ellas aun presentes en ellos (CVR, 2003). Estas secuelas también abarcaron el ámbito educativo, la misma que se relacionan aspectos cognitivos y emocionales. De manera específica se reportaron problemas de aprendizaje, disminución en su atención y concentración; además, de un bajo rendimiento escolar (CVR, 2003a).

Por ello, el interés en desarrollar esta investigación ha sido conocer, desde la perspectiva de las becarias y los becarios de la Beca REPARED, cuales son las secuelas psicológicas y sociales de la violencia política; es decir, describir la afectación física, emocional y social derivada de estos sucesos y su repercusión en el presente, en especial en cuanto a sus consecuencias en su rendimiento académico.

La investigación de Jave y Ayala, (2017) evidenció como uno de sus principales hallazgos las dificultades académicas de los estudiantes, considerando como una de las causas los problemas emocionales como consecuencia de la violencia política.

Paredes (2006) señaló que los países donde la violencia política acaeció, se han registrado secuelas psicológicas y sociales en sus víctimas afectando de manera importante sus vidas, aun en el presente. En nuestro contexto se han desarrollado investigaciones sobre el tema, las cuales han permitido entender la afectación emocional y las repercusiones sociales en las víctimas, identificándose repercusiones a largo plazo.

Estos aportes permiten ampliar nuestro conocimiento en cuanto a esta realidad social, además de motivar a los profesionales (por Ej., psicólogos, sociólogos, educadores, entre otros) el diseño de propuestas de intervención que respondan a las demandas afectivas y sociales que requieran. Igualmente, esta información contribuye a un diseño de iniciativas ajustadas a las características de los participantes.

Siguiendo esta línea, Chávez (2016) desarrolló un estudio con el propósito de analizar la articulación entre las políticas públicas de salud mental posconflicto armado interno en el Perú, con los estándares internacionales y buenas prácticas implementadas para la recuperación de las víctimas. Con este objetivo revisó documentación (por Ej., informes, normas, entre otros) pertinentes al tema de interés concluyendo que el conflicto armado entre los años ochenta y dos mil acarreó secuelas sociopolíticas, económicas y de carácter psicosocial. Al respecto, con un alcance, en cuanto a su afectación, que aún es posible visibilizar entre las víctimas.

El daño psicológico en los afectados se caracteriza por la presencia de miedo, desconfianza, estigmatización asociado a la violencia que vivieron y

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sus repercusiones en su identidad y estado emocional (por Ej., episodios de depresión, ansiedad, estrés postraumático). Al respecto, añade que es importante sumar esfuerzos institucionales para la reparación de este daño, permitiendo construir posibilidades de desarrollo personal y social.

Moyano (2009) desarrolla un estudio de carácter descriptivo para graficar los efectos psicológicos y sociales de la violencia política en tres localidades de Huancavelica (Lircay, Julcamarca y Santo Tomás de Pata). A través de la técnica de análisis de contenido, analizó el testimonio de 149 personas afectadas encontrando la pérdida de bienes materiales y la presencia de problemas de carácter emocional, abandonos, interrupción de sus estudios, malestares físicos y la existencia de un pensamiento intrusivo y reiterativo sobre los eventos traumáticos.

Asimismo, Gutiérrez y Sierra (2007) al investigar sobre las secuelas socio - psicológicas como consecuencia de la violencia política en un grupo de treinta pobladores del Anexo la Esmeralda del distrito de Pichanaki, provincia de Chanchamayo encontró que el daño emocional en la población de estudio permanece latente, con manifestaciones físicas, perjudicando su vida diaria; además, resaltó que existe una profunda afectación moral a las víctimas directas.

Los estudios presentados dan cuenta del impacto de la violencia política en las personas afectadas, estas repercusiones conllevaron a una interrupción de la formación académica y/o escolar (CVR, 2003a).

II. Metodología

El presente estudio sigue una metodología cualitativa con el objetivo de reunir información y describir las secuelas psicológicas y sociales de un grupo de becarios de la Beca REPARED. La selección de los participantes se realizó a través de un muestreo por juicio, la cual consistió en la definición de las variables más importantes a ser consideradas para elegir a los participantes. Para esto se consideró, los siguientes criterios de inclusión: año de ingreso a la institución educativa superior; institutos y universidades ubicadas en el departamento de Lima, edad y género. Respecto a los participantes, sus edades estuvieron comprendidas entre 25 a 30 años, todos ellos estudiantes de instituciones educativas superiores de Lima ingresantes de los años 2012, 2013 y 2014.

Para determinar el número de participantes, se empleó el principio de punto de saturación, Mejía (2000) señala que este principio se cumple cuando los nuevos participantes dejan de aportar información adicional a la ya existente. Por tanto, se realizó entrevistas a profundidad a seis estudiantes a través de un cuestionario diseñado para el logro de los objetivos del estudio. Al respecto, el cuestionario consideró dos apartados, el primero dirigido a indagar sobre la percepción de los participantes acerca de la experiencia de violencia en su niñez; el segundo, exploró el impacto de la violencia política en el ámbito académico actual.

Al final de las seis entrevistas se obtuvo la información necesaria; por tanto, no se requirió continuar con más entrevistas. Según (Cicourel, 1982) esta técnica permite adentrarse en el ámbito privado y personal del otro para obtener información de importancia. Durante este proceso se construye paso a paso la experiencia de los informantes, tal como las articulan con sus propias palabras (Taylor y Bogdan, 1990).

La duración promedio de las entrevistas fue de una hora y media a dos horas aproximadamente.

Tabla 1: Características principales de las becarias y becarios

Características	E. 1	E. 2	E. 3	E. 4	E. 5	E. 6
Edad	30	25	27	25	30	26
Género	M	M	M	F	F	F
Estado Civil	Soltero	Soltero	Soltero	Soltera	Separada	Soltera
Número de hijos	-	-	1	-	2	-
Acreditación de víctimas por el Consejo de Reparaciones	Orfandad	Desplazamiento	Orfandad	Orfandad	Orfandad	Orfandad
Lugar de origen	Ayacucho	Huánuco	Ayacucho	Huánuco	Lima	Junín
Año de ingreso a la universidad o instituto	2012	2014	2013	2014	2014	2013
Estudia en universidad/ instituto	Universidad	Universidad	Universidad	Instituto	Instituto	Universidad
Programa de estudio	Arquitectura	Ingeniería de Software	Ingeniería Empresarial	Administración de Negocios Empresariales	Diseño de modas	Ingeniería Ambiental
Ciclo de estudio	Décimo	Octavo	Décimo	Sexto	Sexto	Décimo

Fuente: Elaboración propia

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III. Hallazgos

Entre el año 2012 y 2015, algunos becarios tuvieron dificultades para continuar estudiando. Una de las razones que podría explicar este suceso se basa en las secuelas psicosociales de la violencia política que vivieron hace algunos años atrás. Esta afectación podría influir negativamente en el desempeño académico de las becarias y becarios. Los hallazgos de esta investigación describen las secuelas psicológicas y sociales que las becarias y los becarios presentan, a pesar de haber transcurrido algunos años, y sus repercusiones en sus estudios.

a) Secuelas psicológicas

La literatura refiere que las secuelas de carácter psicológico, en casos de violencia, pueden persistir por años afectando sus vidas en diferentes ámbitos (Aroni, 2009; Baró, 1990; Beristain, 2010; Chávez, 2016; CVR, 2003a; Espinoza, 2007; Gutiérrez y Sierra, 2007; Moyano, 2009; Paredes, 2006; Reynaga, 2008; Távara, 2008). Tales secuelas, afectan a las personas de manera diferenciada, por lo que debe evitarse una imagen homogeneizadora del impacto, tal como lo señaló Beristain (2010), dependen de la edad, de variables personales, del tipo de agresión y el contexto. Asimismo, CVE (2010) mencionó que las secuelas psicosociales tienen diferentes rostros en las personas afectadas, está sujeta a la intensidad de la violencia o su permanencia en el tiempo, las características personales de las víctimas, o el modo en cómo las violaciones marcaron sus vidas.

Esta expresión de uno de las participantes refleja lo señalado:

> "Sé que ese trauma viene desde la muerte de mi mamá y creo que lo vamos a llevar hasta el día de nuestras muertes" (Entrevistada Nº 5, 30 años).

De acuerdo a la información obtenida de los participantes, las secuelas psicológicas que se mantienen en sus vidas son las siguientes:

> En primer lugar, encontramos la presencia de dolor emocional asociado a un contexto de duelo por la muerte de sus padres y hermanos; asimismo, un estado de tristeza que deviene de los recuerdos de experiencias negativas como las limitaciones económicas, la desintegración familiar, desarraigo, violencia familiar entre otros. Moyano (2009) y Reynaga (2008) evidenciaron en sus investigaciones resultados similares.

Cada una de las narraciones de los participantes estuvo impregnada de dolor, las lágrimas que acompañaban su discurso daban cuenta de ello. Señalan:

> "Desde pequeño siempre pensaba que si mi papá había muerto de algún lugar me estaba mirando, del cielo y a veces lloraba, entonces yo trataba de que mejor no me cuenten, porque me dolía mucho, sufría demasiado con ese tema hasta ahora (…) no puedo evitar pensar que pude haber tenido a mi papá y cada vez que yo veo una escena en la que un padre acoge a su hijo, o se abrazan me pongo triste, siempre me va salir una lagrima" (Entrevistado Nº 1, 30 años).
>
> "Cuando mi mamá murió en un atentado terrorista, creo que ahí es cuando mi familia se desmoronó por completo, a mi papá lo vi sufrir, lo vi como si se le hubiera venido todo el mundo encima, su compañera se había ido para siempre, creo que fue como una nube negra encima de mi familia, ya nunca nada fue igual" (Entrevistada Nº 5, 30 años).

Uno de los eventos que impacta significativamente en la vida de las personas es tener que aprender a vivir en un contexto post duelo por el fallecimiento de seres queridos (Aguilera, 2003). En el caso de las becarias y los becarios, que quedaron huérfanos, la muerte de su padre o madre ha significado mucho sufrimiento, carencias afectivas y económicas. Al respecto, la CVR (2003a) ha manifestado que los huérfanos han sido los más afectados. Esta es la expresión de uno de los participantes:

> "Porque a veces no nos alcanzaba ni para comer (…) no teníamos nada para comer, incluso cómo le dije comíamos en comedor popular y cuando llegaba el fin de mes no teníamos para pagar el cuarto" (Entrevista Nº 1, 30 años).

Para algunos entrevistados y entrevistadas, sus padres no fueron afectuosos ya que las experiencias de violencia que vivieron limitaron su capacidad de brindar afecto. La demanda insatisfecha de afecto repercute en el desarrollo emocional, físico y psicológico de las personas; más aún cuando esta ausencia inicia en la niñez. Contreras (2010) manifiesta que el impacto de esta carencia afectiva se extiende hasta la etapa adulta.

> "Se volvieron fríos, eso es otra cosa que afectó a mi familia desde que murió mi hermano, mi mamá se volvió fría y no nos dio afecto, por eso nosotros somos fríos, hasta los 19 y 20 años, si alguien se acercaba a darnos un abrazo nuestra reacción era alejarnos, era como que nos incomodaba, porque no habíamos recibido afecto directo de mi mamá, ni en palabras (...) hizo todo lo posible pero no nos dio afecto, y para un adolescente eso es muy importante, entonces en cierta forma yo sentía rechazo hacia mi mamá. Y por el tema que viví un tiempo con mi tía y todo eso a veces pensaba que era adoptado, como que no encajaba (…) mi mamá no nos dio afecto y eso repercute (Entrevistado Nº 2, 25 años).

Otro hallazgo de este estudio fue identificar una actitud de desconfianza en los participantes. Para muchos de ellos la base de esta desconfianza se encuentra en las experiencias negativas que vivieron. Igual descripción es destacada en otras investigaciones (Gutiérrez y Sierra, 2007; Reynaga, 2008; Távara, 2008) que señalan este rasgo de desconfianza como una de las secuelas más notorias en víctimas de violencia política. Una característica resaltante de este hallazgo es su carácter permanente, el cual al extenderse a lo largo de los años afecta las nuevas relaciones interpersonales de los becarios. Para construir y mantener relaciones sociales estables se requieren

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lazos de confianza; los mismos que facilitan los procesos de socialización (CVR, 2003a).

Por otro lado, una emoción adquirida en este contexto de violencia fue el miedo. Para Tovar y Bazán (2004) cuando esta emoción no es superada genera parálisis, aislamiento, dependencia y cuestionamientos sobre la propia identidad; asimismo, afirma que el miedo podría generar un comportamiento paranoico, lo cual conlleva a conflictos en sus relaciones con otras personas. Por tanto, el miedo que inicialmente cumplía un papel anticipatorio frente a situaciones amenazantes, en el presente adquiere una condición permanente en la vida de las víctimas (CVR, 2003a).

> "Después que murió mi mamá en un atentado terrorista, yo le tengo miedo, pánico a la muerte, yo sé lo que es que alguien sale de casa y regrese en un ataúd, y pasó con mi mamá (...) escuchó como le dicen a mi papá que mi mamá estaba muerta, y a las horas veo como mi mamá estaba en un ataúd. Hasta el día de hoy, cuando sale mis hijos o el papá de mis hijos, yo siento que tal vez no van a volver, y tengo mucho miedo, me he vuelto muy miedosa (…) y eso no va a cambiar, yo ya he recibido ayuda psicológica" (Entrevistada Nº 5, 30 años).

La presencia de estados de ansiedad, como una secuela de la violencia política, también fue reportada por algunos de los becarios. Aspecto que coincide con investigaciones anteriormente realizadas en contextos similares (Espinoza, 2007; Gutiérrez y Sierra, 2007; Moyano, 2009; Paredes, 2006; Reynaga, 2008; Távara, 2008). Sobre el tema, Real (2016) señala que la ansiedad es una alteración emocional presente en aquellas personas que han vivido situaciones traumáticas y graves presiones. En comparación con el miedo, un estado ansioso no está relacionado con algún estimulo especifico el cual puede ser identificado con precisión; por ello, la persona que experimenta este estado vive muy alerta a los estímulos que la rodean. Además, la respuesta emocional suele ser intensa y desproporcionada afectado su salud (Beristain, 2010).

> "Ansiedad es cuando tal vez pasas por una situación de que se te paraliza una mano o tal vez la mitad de la cara, osea como que no total, pero en cierta forma sí pasé por eso, no sé cómo que te empieza adormecer, te empieza cosquillar (…) no quieres que te vea nadie, tienes miedo de salir y que te pasen cosas malas, de que te critiquen, y empiezas a recordar cosas del pasado, y empiezas a pensar mal, de una simple cosita ya empiezas a pensar mal. Por ejemplo, de que se burlen de ti en el salón, porque hay cierto rechazo a los becarios siempre hay cierta discriminación, para becarios o a los de provincia, y entonces cómo que tienes miedo (…) casi me pongo a llorar en plena clase o afuera, ese tema de la ansiedad es demasiado fregado (…) yo tenía ansiedad desde chibolo porque recuerdo cuando mi papá se fue, por el rechazo de mi papá (Entrevistado Nº 2, 25 años).

> "Hay muchas veces que me siento mal, siento que se me acalambra el brazo y todo, trato de pensar en el proyecto que tengo, trato de salir adelante por mis dos hijos" (Entrevistada Nº 5, 30 años).

Estos testimonios revelan la necesidad de contar con una comunidad educativa que entienda y facilite una convivencia saludable entre los estudiantes. Según Jave y Ayala (2017), las instituciones educativas no están concientizadas respecto al trato con víctimas de violencia política.

Otra secuela emocional identificada en este estudio fue la depresión. Para la OMS, este trastorno del estado del ánimo se caracteriza por la presencia de tristeza, perdida del interés en actividades de disfrute, sentimientos de culpa, disminución de la valía personal, alteraciones del sueño y/o del apetito, fatigabilidad; además, de disminución de la atención y concentración. Este estado puede hacerse crónico o recurrente obstaculizando el cumplimiento de objetivos personales, académicos y laborales. En los casos más graves se requiere tratamiento farmacológico y psicoterapia. La depresión también fue mencionada en la literatura revisada como una secuela de la violencia (Espinoza, 2007; Gutiérrez y Sierra, 2007).

Esta narración respalda lo señalado líneas arriba:

> "Una vez me quedé hasta las 6 de la tarde en mi cama, sin comer, sin poder ir al baño, quería levantarme para ir al baño pero no podía (…) llegué hasta la instancia en la que pasa por tu mente el querer suicidarte, que al final no lo haces porque da miedo, algunos dicen que los que se avientan son cobardes, pero la verdad hacerlo no es nada fácil, se requiere de mucha valentía para aventarse, prácticamente por eso no lo hice (…) la gente confunde tristeza con depresión y hay gente que no me comprende, a veces te dicen tu eres flojo (Entrevistado Nº 2, 25 años).

> "Hace unos años, después de la muerte de mi papá tuve que ir al psiquiatra porque me comenzó a dar unos ataques de pánico y yo no sabía lo que tenía, y las 4 psicólogas que me vieron y el psiquiatra me dijo que eran trastornos que yo ya venía trayendo desde la muerte de mi mamá, si no es que como en ese momento, tal vez mi papá por desconocer, nunca me llevó a tratar, no me prestó atención, yo necesitaba ir a un psicólogo (...) después de que todo el mundo me mandaba al psiquiatra, yo no quería, yo era muy feliz durmiendo, yo lloraba porque sentía que me iba a morir en cualquier momento" (Entrevistada Nº 5, 30 años).

Un factor protector en los participantes fue su capacidad resiliente, la cual fue fortalecida por el apoyo emocional que recibieron de sus familiares durante su proceso educativo. Al respecto, Beristain (2010) señala que las personas más resistentes a la adversidad son aquellas que afrontan los hechos como un reto, desarrollan un compromiso personal o con los otros por superarse o enfrentar los hechos, y que esto depende de factores tanto personales como del grado de apoyo que pueden recibir.

Como ejemplos de lo señalado se hace referencia a dos estudiantes:

> "Pero para serle sincero yo comprendía que no tenía papá, pero que tenía que salir adelante, el hecho de que mi papá haya fallecido, tal vez me haya afectado anteriormente, pero ahora ya no y yo creo que ya estoy bastante preparado,

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para poder afrontar y aprender de esa situación de vivir sin papá. Actualmente tengo mi hijita, yo creo que ha cambiado mi vida radicalmente en ese aspecto, porque mi hijita me ha dado otra perspectiva" (Entrevistado Nº 3, 27 años).

"Creo que me considero una persona resiliente que, a pesar de lo vivido, he podido salir adelante, aunque sí a veces me ponía mal de momento, pero yo misma me daba ánimos" (Entrevistada Nº 4, 25 años).

Asimismo, la afectación emocional que viven los becarios, producto de la violencia política, ha generado en algunos de ellos malestares físicos. En nuestro estudio, el entrevistado Nº 2, señaló que su hermana, quien también fue becaria, perdió este beneficio a consecuencia de la migraña. Los aportes de Moyano (2009) y Távara (2008) señalan como una secuela de la violencia política los frecuentes dolores de cabeza. El siguiente testimonio evidencia lo perjudicial que resulta la migraña, tal es el caso de un becario que desaprobó dos ciclos por este malestar físico.

"En mis sueños siempre me peleaba con mi padrastro, o veía a mi mamá llorar, o nos escapamos, siempre eran esos sueños, despertaba desesperado con dolor de cabeza y a raíz de eso me da la migraña. En el 2010 empiezo con la migraña (…) en el 2013, ahí fue cuando me sacaron la tomografía, todas las resonancias magnéticas y me dijeron que por la tensión las venas se inflamaron y me empezaba a doler la cabeza, entonces ese era el tema y eso fue lo que me llevó a jalar 2 ciclos prácticamente (…) cada vez que tenía una entrega de proyecto o diseño de un edificio, si no me salía en dos o tres días ya me estaba complicando para el siguiente, me empezaba a doler la cabeza y no tenía más ganas de diseñar, entonces eso es lo que me llevó a jalar esos cursos" (Entrevistado Nº 1, 30 años).

Lo señalado pone en evidencia la gran complejidad de problemas de orden psicológico que la violencia política ha dejado en las víctimas, los daños generados son de larga duración o en muchos casos permanente (Baró, 1990; Beristain, 2010).

b) Secuelas sociales

Las consecuencias de la violencia política abarcan también el ámbito social; todo individuo se encuentra inscrito en un contexto de relaciones interpersonales. Existe una relación de interdependencia entre ambos escenarios (GHM, 2013). Las secuelas sociales perjudican la calidad de vida, la pérdida de oportunidades de desarrollo a nivel individual, familiar y comunitario. A continuación, se abordará las secuelas referidas a este contexto.

Una de las primeras secuelas que fue identificada durante la investigación fue la desintegración familiar. La muerte de los familiares, como padres y hermanos generaron situaciones de desconcierto en las personas; además, de la ruptura del soporte y seguridad tanto material como emocional a nivel familiar. Producto de los asesinatos y desapariciones forzadas de algunos miembros del sistema familiar se generó un escenario lamentable de orfandad. Reynaga (2008) evidenció una realidad similar a la encontrada en este estudio.

Para algunos participantes este proceso de duelo aún no ha sido superado, quedando esta experiencia aún vigente.

"Cada vez que veo la cara de Abimael Guzmán, siempre me recuerda eso, no puedo evitar pensar que pude haber tenido a mi papá" (Entrevistado Nº 1, 30 años).

"Nos desunimos porque vivíamos juntos todos en la chacra de mi mamá, cuando pasó todo eso tuvimos que dejar todo y nos desplazamos, salimos de ahí" (Entrevistada Nº 4, 25 años).

"Cuando mi mamá murió en un atentado terrorista, creo que ahí es cuando mi familia se desmoronó por completo (…) creo que fue como una nube negra encima de mi familia, ya nunca nada fue igual" (Entrevistada Nº 5, 30 años).

Siguiendo la temática referida líneas arriba, la desintegración familiar conllevó a un periodo de limitaciones y privaciones económicas. Esta situación también fue reportada en otros estudios que abordan las secuelas sociales de la violencia política (Moyano, 2009; Távara, 2008).

"Faltaba todo, hasta comida, algunos días no comíamos (…) hay una comida que le dicen caldo verde, es con papas y eso nos gustaba a nosotros, mi mamá solía hacerlo sin las papas sólo el caldo (…) en realidad era porque no había comida, era agua con ciertas yerbitas nada más" (Entrevistado Nº 2, 25 años).

"Las carencias se presentaban día a día porque prácticamente mi mamá con seis hermanos, ella se hacía cargo de los seis hermanos y tratábamos de sobrevivir no de vivir" (Entrevistado Nº 3, 27 años).

"Cuando murió mi papá, mi mamá solía decir que necesitaba salir adelante, ella inclusive no comía para que nosotros comiéramos" (Entrevistada Nº 6, 26 años)

Las carencias económicas también repercutieron en el ámbito educativo, específicamente en dificultades para adquirir sus útiles escolares, uniformes, materiales de estudio, tal como se muestra en el siguiente relato:

"Bueno más que nada necesidades, en el colegio los útiles (…), recortaba las páginas blancas de los cuadernos usados y eso utilizábamos, pero a veces era mucha la necesidad que a los 13 años empecé a buscar trabajo (…) sólo me decía mi mamá que no hay, que lo poco que mi hermano le daba, ella hacía magia, porque yo saco mi cuenta y no hay forma de que eso alcance ni siquiera para la comida, pero mi mamá lo hacía alcanzar" (Entrevistado Nº 2, 25 años).

Frente a las necesidades económicas, algunos de los becarios tuvieron que trabajar para aportar dinero en sus hogares. Esta vivencia refleja como las circunstancias sociales, en ocasiones, obliga a los hijos

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a asumir funciones que no le corresponden según su rol en la familia.

> "Tenía 13 años, trabajaba sábados y domingos, no tuve un sábado o domingo en el cual yo pudiese jugar con amigos del colegio, y cuando no funcionaba la máquina donde pelábamos arroz, yo regresaba a casa con miedo porque nos iba a pegar mi padrastro, por no haber traído nada a casa" (Entrevistado Nº 1, 30 años).

Una de las secuelas más relevantes y que afectó directamente la identidad de los becarios fue la estigmatización asociada a su edad. Al respecto, un estigma constituye una marca denigrante y de carácter excluyente la cual es impuesta por un grupo a otro, considerándolo como inferior. Para Goffman (1970) un estigma describe una relación desigual entre los que estigmatizan y estigmatizados, siendo estos últimos tratados con discriminación y exclusión por ser diferentes. Como consecuencia de la estigmatización la persona que es afectada puede desarrollar inseguridad, ansiedad, desconfianza, y por ello asumir una actitud defensiva. Este relato expresa lo señalado en este párrafo:

> "Son los viejos, así decían los de beca ordinaria (…) porque somos personas que ya no tenemos solución, mentira estás acá (…) cuando a mí me preguntaban tú eres de beca ordinaria, yo les decía soy REPARED y ellos se sorprendían y me decían, pero si los de REPARED son viejos" (Entrevistada Nº 6, 26 años).

Esta forma de discriminación por la edad también repercute en las relaciones de los becarios con sus compañeros, algunos comentarios de carácter excluyentes influyen en su seguridad y autoestima. Un ejemplo de ello son los cuestionamientos que, los participantes, refirieron en cuanto a la pertinencia y utilidad de estudiar. A partir de lo mencionado, se identifica la necesidad de contar con acompañamiento psicológico para las becarias y becarios. Esta misma actitud se ha apreciado por parte de algunos profesores. Al respecto mencionaron:

> "Contó que estaba en plena clase y el profesor comenzó a preguntar si es que habían entendido o no, y dijo bueno yo les voy a hacer entender, pero ahora señora como yo le voy a hacer entender a usted y entonces la señora se sintió discriminada, sintió que le habían ofendido y fue un momento en el que ella quiso dejar la beca y nosotras le convencimos que no lo hiciera" (Entrevistada Nº 5, 30 años).

> "La señora Sonia se puso a llorar, porque el profesor de lógica y funciones le había discriminado por lo que ella era mayor" (Entrevistada Nº 6, 26).

Además de la estigmatización por su edad, también refirieron discriminación por ser de provincia. Ambos aspectos afectan su bienestar emocional. Como lo señaló un entrevistado:

> "Hay cierto rechazo a los becarios, siempre hay cierta discriminación, por ser becarios y también a los que son de provincia, y entonces cómo que tienes miedo" (Entrevistado Nº 2, 25 años).

Asimismo, han observado discriminación de parte de algunas instituciones educativas donde estudian.

> "En la universidad hacían como eventos, capacitaciones, a nosotras no nos pasaban la voz, mis compañeras también han sentido discriminación, nosotras nos hemos sentido aisladas y olvidadas" (Entrevistada Nº 6, 26).

También, el representante del PRONABEC, precisó que una universidad asumió una actitud discriminatoria hacia los becarios de Beca REPARED, señaló:

> "En la última convocatoria de la universidad (…), no quiso recibir a la modalidad Beca REPARED, porque dicen que no tienen el rendimiento académico suficiente para los estándares de su universidad, ellos sólo querían a Beca 18, ordinaria" (Entrevista, a PRONABEC).

Un hecho evidente de esta actitud divisoria fue la posición que asumieron algunas instituciones educativas al implementar salones destinados solo a los becarios y otros para el resto del alumnado. Esta disposición generó una postura de segregación o de estigmatización hacia los becarios.

Los participantes refirieron dificultades para socializar, especialmente en aquellos que han sentido desconfianza frente al otro a lo largo de sus vidas. Este sentimiento asienta una actitud poco sociable; además de un comportamiento defensivo. Sobre este punto, la literatura señala que los impactos de la violencia afectan profundamente la vida de los niños y niñas en toda su etapa de socialización y desarrollo extendiendo su impacto hasta una edad adulta (CVE, 2010).

> "Hay personas que llegaron acá, el primer ciclo iniciaron sus estudios, pero todo se fue al tacho, porque no sabían socializar, porque la violencia hizo que fueran muy retraídos, no hablar con nadie" (Entrevistado Nº 2, 25 años).

> "Me volví retraída, yo sé que no era así, yo recuerdo que era una niña muy extrovertida, yo era amiguera, no sé, siento como que, desde ese día cambió todo, algo murió en mí que ya no volví a ser la misma de antes (…) por eso yo he tenido problemas para socializar con la gente, yo tenía vergüenza, me sentía cohibida, sentía que iban a criticarme, que iban a reírse de mí, o sea siempre fue así después de la muerte de mi mamá. Entonces yo, siento que mataron algo en mí en ese mismo día, y ya nunca más volví a ser la misma, por más que yo haya ido al psicólogo, recibí de parte de PRONABEC tutoría por parte de una psicóloga por casi un año, siento que ya no se va a poder revivir algo que ya murió en mí, porque ya pasaron tantos años que ya no creo que sea la misma de antes" (Entrevistada Nº 5, 30 años).

Por último, la violencia en el entorno familiar también fue parte de la experiencia de vida de algunos becarios, estos hechos generaron una mayor afectación emocional, así como repercusiones en sus habilidades sociales y estilo de afrontamiento ante contextos

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estresantes. Ayacucho ha sido una de las regiones donde más ha ocurrido este fenómeno, situación que coincide con el hecho que esta zona fue la más afectada por la violencia política (Calderón, 2009). Los testimonios siguientes ejemplifican lo señalado:

> "Mi mamá paraba con los nervios de punta, no había que comer, no hay nada, ella se iba a la chacra a hacer todo el trabajo y a veces volvía renegando, por alguna cosa y buscaba excusas, por ejemplo nos había encargado hacer algo, pero no habíamos hecho, llegaba renegando ya quería pegarnos, y teníamos que ver la forma de escapar, (…) siempre mi familia predicaba no a la violencia, no al golpe, porque allá todos agarraban y corregían a sus hijos así, era normal, pero para mi familia no era normal, pero igual a veces mi mamá lo hacía y yo le entiendo, porque era difícil, no digo que esté bien, pero le entiendo, por todo lo que ha pasado, ahora le entiendo, antes no" (Entrevistado N° 2, 25 años).

> "Un día mi padrastro empezó a arrastrarla de los cabellos a mi mamá, entonces yo agarré un palo y con eso le di en la espalda (…) de ahí como un mes estuve escondido, iba a la escuela, pero no regresaba a mi casa, me escondía de él (…) por todo eso que estaba pasando con mi padrastro y por la pérdida de sus familiares yo veía que mi mamá sufría mucho, se sumó todo y un día quiso matarse, empezó a buscar veneno y dijo me voy a matar. Entonces yo reuní todos los venenos y me fui solo al monte sin decir nada a mis hermanos a esconderlos (…), eso fue una, la otra fue cuando yo tenía 14 años, ya estaba en secundaria en San Francisco, se peleó con mi padrastro y mi padrastro le pegó y ahí igual quiso lanzarse al río y tomar veneno" (Entrevistado N° 1, 30 años).

Otro efecto importante que surgió posterior a la aceptación de la beca, fue el desarraigo que se dio al trasladarse a Lima. Este distanciamiento de su ciudad natal y sus familiares- siendo alguno de ellos padres de familia- desarrollaron sentimientos de soledad al alejarse de sus hijos y familiares. La siguiente narración, de uno de los becarios que tuvo que dejar a su hija en su ciudad natal, da cuenta de ello:

> "Actualmente tengo mi hijita (…) alejarme de mi familia fue difícil para mí" (Entrevistado N° 3, 27 años).

De acuerdo con la información obtenida, a través de este estudio, se observa que las secuelas de la violencia política, persisten en los becarios y sus familiares; este impacto, psicológico y social, los ha acompañado a lo largo de sus vidas. Para efectos de la investigación, se enfatizaron en las consecuencias tanto en el proceso de adaptación a una nueva cuidad como a sus labores académicas.

IV. Discusión y Conclusiones

La violencia en cualquiera de sus rostros genera consecuencias desfavorables en sus víctimas; sin embargo, aquellas derivadas de la violencia colectiva- violaciones sistemáticas de los derechos humanos, actos de crueldad, asesinatos y torturas- pueden producir daños psicológicos y sociales insuperables. Un grado de afectación significativo que puede acompañar a sus víctimas en el transcurso de sus vidas; además de contar con un impacto transgeneracional.

Las secuelas de la violencia repercuten de manera diferenciada en las personas, por lo que debe evitarse una imagen homogeneizadora del impacto. Sus consecuencias dependen de la edad, de variables individuales, del tipo de hecho y de las circunstancias; asimismo, por la intensidad de la violencia o su permanencia en el tiempo. De ahí que cada persona construye una percepción del daño en base a sus experiencias y el modo como las procesa.

Los eventos de violencia política, marcaron la vida de los becarios estuvo en distintos ámbitos, a nivel económico, educación, salud y familiar (desintegración familiar, violencia familiar, entre otros).

De acuerdo con la información obtenida se concluye que las secuelas psicológicas de la violencia política persisten en la vida de los becarios, siendo esta caracterizada por el dolor y el sufrimiento, tristeza, miedo, desconfianza hacia el otro, ansiedad, carencias afectivas, estados depresivos; además con repercusiones a nivel físico- dolores corporales, dolores de cabeza, y migraña. En cuanto a las secuelas sociales se encontró dificultades para socializar, desintegración familiar por la muerte de algunos miembros, violencia familiar, estigmatización, discriminación y limitaciones económicas.

Otro hallazgo importante de este estudio es lo relacionado al ámbito académico, en el cual se aprecia que en los periodos de mayor estrés se activan estas secuelas. Situación que afecta su rendimiento académico; no obstante, su capacidad resiliente les permite sobresalir y responder a las exigencias académicas.

Los participantes coinciden al indicar que la Beca REPARED se ha convertido en una propuesta acertada- por parte del gobierno- para reparar en las victimas no solo el daño al que fueron expuestas sino principalmente por la oportunidad que les ofrece para reformular su historia y dirigirla hacia un escenario próspero y con alternativas de crecimiento. Esta apuesta por la educación de esta población impacta no solo en los beneficiarios directos (becarios); también conlleva a un crecimiento importante para sus familias. El potencial de la educación como un camino para salir de la pobreza y la exclusión es una creencia compartida por todas las becarias y becarios.

Por último, a partir de los hallazgos de este estudio, es importante considerar la implementación de un sistema de apoyo al estudiante becario el cual se oriente al acompañamiento académico y psicológico. En cuanto a la labor psicológica una meta prioritaria será facilitar la adaptación e inclusión de los beneficiarios a la educación superior. El logro de esta labor permanente garantizará no solo la culminación de

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sus estudios, sino también alcanzar un bienestar emocional necesario para sus vidas.

En el caso de los estudiantes de la Beca REPARED la inclusión de esta medida resulta una prioridad por las características propias de su público beneficiario. Para lograr este propósito es necesario que los beneficiarios sean protagonistas de toda iniciativa que intente reparar los daños cometidos en esta población (Beristain, 2018). Esta inclusión en el diseño de toda intervención brinda una identidad con la cual los beneficiarios pueden identificarse, lo cual contribuye a su rendimiento y bienestar durante el tiempo de estudio.

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Teachers' Effective Strategies for Enhancing In-Class Participation among Passive Learners in Secondary Schools

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Abstract- This study investigated the teachers' effective strategies for enhancing in-class participation among passive learners in secondary schools. It was carried out in Owerri Municipal Council, Imo State. The design of the study is a descriptive survey research design. Two research questions and one null hypothesis were used. The sample size was 210 secondary school teachers randomly composed from seven public secondary schools in the area. The instrument used for data collection was the researchers' self-developed 10-item questionnaire named the Teachers' Effective Strategies Questionnaire (TESQ). It was scored on a four-point rating scale. The data obtained for the study were analyzed using mean ratings and standard deviation to answer the research questions. In contrast, t-tested statistics was used to test the null hypothesis at a 0.05 probability level. The result of data analysis revealed the strategies that can be used in enhancing in-class participation among passive learners.

Keywords: *teachers' effective strategies; in-class participation; passive learners.*

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Teachers' Effective Strategies for Enhancing In-Class Participation among Passive Learners in Secondary Schools

Amaefule, Jude Chukwunyerem

Abstract- This study investigated the teachers' effective strategies for enhancing in-class participation among passive learners in secondary schools. It was carried out in Owerri Municipal Council, Imo State. The design of the study is a descriptive survey research design. Two research questions and one null hypothesis were used. The sample size was 210 secondary school teachers randomly composed from seven public secondary schools in the area. The instrument used for data collection was the researchers' self-developed 10-item questionnaire named the Teachers' Effective Strategies Questionnaire (TESQ). It was scored on a four-point rating scale. The data obtained for the study were analyzed using mean ratings and standard deviation to answer the research questions. In contrast, t-tested statistics was used to test the null hypothesis at a 0.05 probability level. The result of data analysis revealed the strategies that can be used in enhancing in-class participation among passive learners. The researcher recommended that school administrators should organize seminars and workshops for their teachers on how to effectively use the strategies in order to enhance classroom participation among passive learners and consequently improve their academic achievement.

Keywords: teachers' effective strategies; in-class participation; passive learners.

I. Background to the Study

a) Introduction

Teaching and learning is a process that requires the active involvement of both teachers and students if the objectives must be accomplished. The aim of teaching and learning include facilitating a transfer of knowledge from a teacher to a learner and achieving a change in the behavior of the learner. Learning, according to Abdullah et al. (2012), refers to a process that occurs in a social context and involves interaction between students and teachers. On the other hand, Offorma (2006) in Ohanu (2012) defined teaching as a systematic activity deliberately engaged in by somebody to facilitate learning of the intended worthwhile knowledge, skills, and values by another person and getting the necessary feedback. Feedback is very important in teaching and learning. Feedback is usually expected from students through interaction with the teacher in the classroom. Feedback from students gives the teacher an insight as to the extent to which the learning objectives have been achieved.

Teacher-student interaction in the classroom is a medium through which effective teaching and learning occur. This presupposes that effective teaching and learning require the active participation of students in class. Students' in-class participation is an essential ingredient in the teaching and learning process, and therefore should not be neglected. In a class where the teacher does all the talking alone is most likely to be boring and effective learning may hardly occur. Most teachers find it frustrating when their students do not participate actively in class. Most often, it does not encourage teachers to give in their best in class when the students are not participating in class.

Ken (2006) in Li (2015) defined class participation as when students are given opportunities to participate during teaching and learning by allowing them to ask questions as well and be allowed to brainstorm with fellow students in a small group with a specific task in focus. Students are usually expected to listen, contribute in-class activities and ask questions. Students' active participation in class is beneficial to teachers and students. It enables the teacher to know the extent to which the students have understood learning objectives, where possible, do a re-teach when the students are cannot comprehend what they were taught. Participating actively in-class activities is equally beneficial to students. When students ask and answer questions in class, they gain clarity of the concepts that they are exposed to. Having a good understanding of what has been taught in class will enhance the academic achievement of the students.

Researches have shown that students learn best when they are actively involved in the learning process than when they are passive in class. Deslauriers et al. (2019) opined that students learn more when they are actively engaged in the classroom than they do when they do not participate in lecture environment. Classroom participation is vital because learning is not just between the student and the teacher but part of the whole classroom experience (Cimmino, 2007). Cimmino further stated that when students participate in class, they learn from each other and internalize the knowledge better. There may be a strong positive relationship between students' participation in

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class and their academic achievement. Students who are active learners are likely to perform better academically than their counterparts that are passive learners.

Passive learners are the type of learners that merely listen and do not contribute or ask questions in class, even when they do not understand what is being taught in class. According to Edubrite (2021), passive learners always quietly take in new information, but they typically do not engage with it. They do not interact, share their insight or contribute to class activities. Schritter (2021) stated that despite the many benefits of class participation, most students do not regularly contribute to their classes. This attitude of not participating in classroom may affect the students' academic achievement negatively.

There are factors that can make students to be passive in class. Alam and Shakir (2019) found that punishment, scolding, steering, speaking loudly, beating, Burdon of homework and, strictness were considered the major causes of passive attitude among students. Perez-Murphy (2018) equally stated some reasons why students do not participate in class as follows:

1. They are introverts.
2. They do not feel confident in their understanding of the subject.
3. They do not know-how.
4. Physical environment does not encourage participation.
5. They just do not like the class.

Students' passive behavior in class may also relate to teaching methods and strategies used by teachers in giving their instructions. For instance, in a lecture method, the students are usually passive. In a class where the students are not active, it is the responsibility of the teacher to create a learning environment that will arouse the students' interest as well as enhance their participation in class activities through various strategies. Teachers can use certain strategies to enhance students' interest and participation in class. According to BusyTeacher.org (2018), some of the ways to encourage students' participation in class include: ensuring a constructive classroom environment, planning exercises that appeal to different types of learners, using incentives for individual students as well as motivating the students. However, the strategies that are effective for enhancing students' participation in class in the area of study are not clear. This was what informed the interest of the researcher in carrying out this study.

b) Statement of the problem

Students' participation in-class activities is essential in teaching and learning. This is because among other benefits, it provides feedback for teachers as well as helps students to have a clear understanding of what they learn in class. Research has shown that irrespective of the importance of class participation, some students are usually passive in class, which tends to affect their academic achievement adversely. Active learners, according to research, do better academically than passive learners. Students' participation in class has also been observed to link with teaching strategies. In an attempt to enhance students' participation in class and consequently improve their academic achievement, teachers can employ some strategies. However, there is inadequate information regarding the strategies that for enhancing students' participation in class in the area of study.

The problem of this study is: "what are teachers' effective strategies for enhancing in-class participation among passive learners in secondary schools in Owerri Municipal Council, Imo State?"

c) Purpose of the study

The purpose of this study was to investigate teachers' effective strategies for enhancing in-class participation among passive learners in secondary schools. Specifically, the study determined:

1. Teachers' effective strategies for enhancing in-class participation among passive learners in secondary schools.
2. The difference in the mean scores of male and female teachers on effective strategies for enhancing in-class participation among passive learners in secondary schools.

d) Research questions

The following research questions guided the study:

1. What are teachers' effective strategies for enhancing in-class participation among passive learners in secondary schools?
2. What is the difference in the mean scores of the male and female teachers on effective strategies for enhancing in-class participation among passive learners in secondary schools?

e) Research hypothesis

The following null hypothesis was tested at a 0.05 probability level:

Ho_1: there will be no significant difference in the mean scores of the male and female teachers on effective strategies for enhancing in-class participation among passive learners in secondary schools.

II. Methodology

The design of this study is a descriptive survey research design. The study was carried out in Owerri Municipal Council, Imo State. The study included all public secondary school teachers in the area. A simple random sampling technique was used for this study. Thirty teachers (consisting of 15 males and 15 females)

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were randomly drawn from seven public secondary schools in the study area. This brought the sample size to 210. The instrument used for data collection was the researchers' self-developed 10-item questionnaire named Teachers' Effective Strategies Questionnaire (TESQ). It was scored on a four-point rating scale of: strongly agree (4), agree (3), strongly disagree (2), and disagree (1). The instrument was face-validated by experts. The researcher used the direct delivery method in administering and retrieving the questionnaires. The data collected for the study were analyzed using mean ratings and standard deviation to answer the research questions. A mean score of 2.5 was used as a cut-off mark for the research questions. The null hypothesis was tested at a 0.05 probability level using t-test statistics.

III. Presentation of Data

Research question one: what are teachers' effective strategies for enhancing in-class participation among passive learners in secondary schools?

Table 1: Teachers' effective strategies for enhancing in-class participation among passive learners in secondary schools

S/n	Items	N	Mean	Std. Dev.	Remarks
1.	Peer-teaching method will enable students to participate in class activity	210	3.40	0.50	Agree
2.	Giving task to students to do during lessons will make them to be active in class	210	3.80	0.41	Agree
3.	Students will participate more in class when lessons are taught through story telling method	210	2.90	1.12	Agree
4.	A conducive learning environment will enhance students' participation in class.	210	3.75	0.44	Agree
5.	The use of set-induction will help students to participate in class activity.	210	3.25	0.72	Agree
6.	The use of audio-visual technology in teaching will make students active in class	210	3.75	0.44	Agree
7.	Engaging learners in brainstorming in teaching and learning process will enhance their participation in class	210	3.35	0.59	Agree
8.	Pairing learners according to their cognitive ability will help them to participate in class activity.	210	2.95	0.76	Agree
9.	Relating lesson to things around the students will enhance their participation in class.	210	3.50	0.76	Agree
10.	Directing questions to non-participating students will help students to be active in class	210	2.80	1.06	Agree
Grand mean		210	3.35	0.68	Agree

The analysis in table 1 revealed that items 1 to 10 are effective strategies that can be utilized in enhancing classroom participation among passive learners. The mean scores for the items were above the 2.50 cut-off mark. Also, the grand mean (3.55) is above the mean benchmark. This presupposes that the strategies are effective for ensuring in-class participation for passive learners.

Research question two: what is the difference in the mean scores of the male and female teachers on effective strategies for enhancing in-class participation among passive learners in secondary schools?

Table 2: Mean scores of the male and female teachers on effective strategies for enhancing in-class participation among passive learners in secondary schools?

Teachers' Effective Strategies	Teachers	N	Mean	Std. Dev.
	Male	105	3.45	0.31
	Female	105	3.24	0.31

The data analysis in table 2 shows the mean scores of the male and female teachers on effective strategies for enhancing in-class participation among passive learners in secondary schools. The male teachers had a mean score of 3.45 and a standard deviation of 0.31, while the female teachers had a mean score of 3.24 and a standard deviation of 0.31. The male teachers had a higher mean score. The mean scores, however were subjected to t-test analysis below to find out if there was a significant difference in the mean scores of both the male and female teachers.

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Hypothesis one: there will be no significant difference in the mean scores of the male and female teachers on effective strategies for enhancing in-class participation among passive learners in secondary schools.

Table 3: T-test analysis of the mean scores of the male and female teachers

Teachers	N	Mean	Std Dev.	Df.	Sig. value	Remarks
Male	105	3.45	0.31	208	0.143	Not significant
Female	105	3.24	0.31			

The result of the t-test analysis in table 3 revealed a p-value of 0.143. This value is greater than the probability level of 0.05. This means that there is no significant difference in the mean scores of the male and female teachers on effective strategies for enhancing in-class participation among passive learners in secondary schools. The null hypothesis of no significant difference is therefore accepted.

IV. Discussion of Findings

Items 1 to 10 in table 1, according to the respondents, are effective strategies that can be used in enhancing in-class participation among passive learners. The item's mean scores were above the mean cut-off point. In table 2, the mean score of the male teachers (3.45) on effective strategies that can be used in enhancing in-class participation among passive learners was higher than that of the female teachers (3.24). The scores when subjected to t-test analysis in table 3, revealed no significant difference in the mean scores of the male and female teachers. These findings are in line with the strategies outlined by BusyTeacher.org. According to BusyTeacher.org (2018), some of the ways to encourage students' participation in class include: ensuring a constructive classroom environment and planning exercises that appeal to different types of learners.

V. Conclusion

The analysis of data led to the following conclusion:

1. Strategies that can be used in enhancing in-class participation among passive learners include: peer-teaching method, giving tasks to students to do during lessons, teaching with the story-telling, teaching in a conducive environment, use of set-induction, use of audio-visual technology, engaging learners in brainstorming in teaching and learning process, pairing learners according to their cognitive ability, relating the lesson to things around the students and directing questions to non-participating students.
2. There is no significant difference in the responses of the male and female teachers on the effective strategies that can be used in enhancing in-class participation among passive learners.

VI. Recommendation

The findings of this study, revealed effective strategies that can be used in enhancing in-class participation among passive learners. Teachers should take advantage of the findings of this study, by utilizing the strategies for effective teaching and learning. School administrators should equally organize seminars and workshops for their teachers on how to effectively use the methods to enhance classroom participation among passive learners and consequently improve their academic achievement.

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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.

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

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

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

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

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