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

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VOLUME 22 ISSUE 8 VERSION 1.0

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Volume 22 Issue 41 was originally issued as A8

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

Volume 22 Issue 41
Originally issued as A8

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

Volume 22 Issue 8 (Ver. 1.0)

Open Association of Research Society

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Global Journal of human-social science: a
Arts & Humanities - Psychology
Volume 22 Issue 8 Version 1.0 Year 2022
Type: Double Blind Peer Reviewed International Research Journal
Publisher: Global Journals
Online ISSN: 2249-460x & Print ISSN: 0975-587X

# Catholic Liberalism: An Anti-Populist Proposal

By Prof. Dr. Maciej Bazela

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*GJHSS-A Classification:* *DDC Code: 282.73 LCC Code: BX1406.2*




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# Catholic Liberalism: An Anti-Populist Proposal

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*Abstract-* This paper explores the axiological convergence between classical liberalism and Catholic Social Thought (CST). The paper argues that CST and classical liberals should build on their complementary values to strengthen public support for liberal democracy and a free-market economy among Catholic voters and in society at large. Although populist regimes, in particular far-right conservative nationalists, portray liberalism as an antithesis of Catholicism, this paper shows that there is a broad consensus between the two traditions. Contrary to far-right populist positions, it is possible to maintain Catholic values in a liberal market democracy without denouncing one's religious identity. The paper emphasizes the importance of re-constructing a centrist tradition of Catholic liberal thought to mitigate populist assault on political, economic, andsocial freedoms.

## Introduction

When the Berlin Wall fell in 1989, liberalism seemed to be an uncontested winner of the Cold War (Fukuyama,1992). Liberal democracy spread in waves across Central Europe, Latin America, Asia, and parts of Africa. Structural market reforms - privatization, deregulation, liberalization – have transformed closed non-market systems into attractive emerging markets and ushered in a new phase of globalization. Migration barriers eased which has triggered a new era of mass tourism and international labor. The volume of global trade, as well as direct and indirect investment, havesoared. The world of the 1990s seemed to be the dawn of global economic, political and social convergence.

And yet, no sooner did the 21st century begin, the appeal of liberal market democracy came under question. The invasion of Iraq was a hard blow to the liberal world order. The 2007-2009 financial- cum-economic crisis dented public trust in capitalism. The importance of human rights seemed doubtful in the face of the 2015 refugee crisis, and gruesome wars in Syria and Yemen. Protest movements such as Occupy Wall Street, Black Live Matter, Yellow Vests, and Primera Linea exposed deep pockets of anger and social frustration within mature and emerging democracies alike. Russia's aggression in Ukraine has shown the weakness of mere economic globalization as an anchor of peace and stability regardless of geo-political factors.

In response to these structural problems, several populist leaders and parties have emerged over the last 20 years. Most of them - both on the right and on the left - see liberalism as the main reason for social polarization, political discontent, and economic woes. Right-wing populists tend to see liberalism as a threat to national identities, and religious conservative values. They associate it with moral decadence and foreign control of national economic interests. Left-wing populists perceive liberalism as a synonym for corruption, greed, elitism, and neo-colonialism.

Populists tend to agree about a new development model called "illiberal democracy" to replace theliberal market democracy (Zakaria,1997). In a nutshell, this new model limits the space for political, social, and economic freedoms while maintaining elements of electoral and representative democracy. Nevertheless, international rankings show a profound decline in the standards and quality of democratic institutions and the decline of social and economic freedoms under "illiberaldemocracy" (EIU, 2022).

This paper will argue that classical liberalism and Catholic Social Thought (CST) should build on their complementary values to rebuild public trust in democracy, and free-market economy among Catholics and in society at large. While populist regimes, in particular far-right conservative nationalists, often paint liberalism as the antithesis of Catholicism, this paper aims to show that both traditions have several points of convergence that allow the construction of a social contract in favor of democracy, an open society and a market economy that unites both believers and non-believers. In this sense, this research seeks to provide arguments against the conviction of right- wing conservative populists that liberalism is incompatible with Catholicism.

The first section offers a brief review of the basic principles of classical liberalism to discard stereotapes and misinterpretations. The second section outlines the main points of divergence between classical liberalism and the CST. The third section reviews the main points of convergence between the two traditions. The fourth section presents the political toolkit used by contemporary populist regimes to "correct" the failures of liberalism. The final section emphasizes the importance of re-constructing a centrist tradition of conservative-liberal thought to strengthen public trust in liberal market democracy and to mitigate populist assault on the political, economic,and social institutions of freedom.

## I. Classical Liberalism: An Overview

Classical liberalism is a political philosophy that develops gradually from the 17th century onwards in the context of the religious wars between Catholic and Protestant kingdoms in Europe. Following the English

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Civil War (1642-1651), Thomas Hobbes writes Leviathan, one of the pillarsof modern political philosophy, in which he puts forward the idea of the social contract. The maturation of classical liberalism was pushed further by Anglo-Saxon thinkers such as John Locke, John Stuart Mill, Adam Smith, and James Madison, who builds upon the natural law tradition, especially the idea of inalienable rights.

Classical liberalism is founded on the following six principles:[1]

(1) *Negative freedom*: Freedom is about being able to live a life one wants without undue interference from the state and society. Liberals reject state absolutism, that is, the unlimited scopeof the state's action which annihilates human freedom. A liberal state is like a night watchman or an umpire. It guarantees little else than public order and the rule of law which allow people to make their own choices about the way they want to live. Having provided basic public goods, a liberal state takes a step back to make room for individual freedoms and human agency. In that sense, liberalism recognizes the pre-political rights of each person. In the economic sense, classical liberalism is opposed to excessive state intervention in the natural development of economy which stifles personal freedom and initiative.

(2) *No harm principle*: Individuals are allowed to live as they please as long as they do not harm others in society. Inflicting harm on others equals violating others' right to be free and autonomous in a plural society.

(3) *Social contract*: The state does not have either divine or any other superior authority over individual citizens. The state is a man-made invention that consists of a series of norms, institutions, and agreements. The state is a contract that is established by representative democracy to safeguard negative freedoms The state is established to protect individual freedoms. The state's prerogatives are limited, for the state that violates negative freedoms becomes a null social contract.

(4) *Human rights*: Human rights are seen as non-negotiable, universal human goods that the state recognizes by law. Nevertheless, divisions persist among liberals regarding the basis of human rights. For some, human rights are pre-political, for they are part of human nature. For others, human rights are political, for they are privileges and benefits established by the legislature in thefunction of social expectations that may change over time.

(5) *Pluralism*: Being able to live a life of your own with minimal external interference implies a diversity of lifestyles. Liberals are in favor of pluralistic societies that bring together different world views, races, religions, cultures, and gender. Pluralism is a principal and an expression of liberalism at the same time.

(6) *Ordered liberty*: Responsible moral conduct is *a sine qua non condition* that enables freedom. Liberalism is not about living a careless and predatory lifestyle. On the contrary, from Adam Smith onwards liberals have underlined the importance of responsible conduct. Even Milton Friedman, a much-vilified neoliberal thinker, points out that for-profit business activity is legitimate "so long it stays within the rules of the game, which is to say, engages in open and free competition without deception and fraud"(Friedman, 1970). Just these three simple postulates – free competition, no deception, no fraud – constitute a steep benchmark of business social responsibility. In addition, Friedman underlines the importance of individual responsibility. Whatever companies do or refrain from doing is an outcome of individual responsibility.

Altogether, the classical liberal tradition is the basis of liberal market democracy, a model considered the gold standard of development since the Second World War. As for democracy, this model defines democracy beyond the representative government of the majority. In a liberal democracy, fair and representative elections are a necessary but not sufficient condition for full democratic life. Beyond elections, it also requires impartial rule of law, separation of powers, political checks and balance, and protections of political, social, and economic freedoms that promote social and economic pluralism. Liberal democracy allows for electoral uncertainty, and yet embeds it in a solid institutional framework that defends freedoms of the majority and minorities.[2]

However, illiberal populist regimes question the need to maintain this democratic scaffolding that guarantees majority rule and minority rights. They maintain the relevance of elections and the direct participation of the "people", but question other elements of democratic life. As a consequence, they transform liberal market democracy into illiberal democracy with elements of market economy, as follows (Zakaria, 1997):

[1] (Abbagnano, 1998).
(Law, 2007).
(Garvey and Stangroom, 2012).
(Kelly, 2013).

[2] (Levitzky and Ziblatt, 2019)
(Linz,1996)
(Linz, 2000)



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| Liberal Market Democracy | Illiberal Market Democracy |
|---|---|
| Free, fair, and representative elections | Free, fair, and representative elections |
| Rule of law | Rule by law |
| Separation of powers | Politicization of powers |
| Protection of freedoms & pluralism | Restrictions on freedoms & pluralism |

## II. Points of Divergence between CST & Liberalism

Pope John XXIII reminds Catholics that they are called to assess the validity of ideological solutions to the world's social and economic problems in the light of the Social Teaching of the Church rather than the other way around (Pope John XXIII, 1961). Nevertheless, the Catholic position towards liberalism has evolved substantially since the pope's Gregory XVI Encyclical Letter Mirari vos which rejected freedom of conscience, freedom of opinion, freedom of religion, and freedom of the press as incompatible with the Catholic doctrine (Pope Gregorio XVI, 1832). Nor are liberal values seen today as mere instruments of Freemasonry (Pope Leo XIII, 1884).

In broad terms, CST underlines that freedom is not the absolute value nor the most important social principle. Although freedom is the main expression of human dignity, man's freedom is not absolute. Genuine freedom is the capacity to choose the moral good earmarked by God's natural law (CSDC, 2004: 108; 138; 150-151). Whereas CST acknowledges the relevance of physical freedom from force, terror, and constraint; as well as psychological freedom to pursue the moral good; it sees love as the highest expression of freedom (CSDC, 2004: 143). While liberalism emphasizes freedom *from*, that is, the right to self-determination; the Catholic tradition underlines freedom *to* self-donation and to live by the natural law (CSDC, 2004: 138, 140, 143).

In line with this ontological vision of freedom, a variety of applied arguments have been advanced to show the intrinsic limitations of liberalism and its incompatibility with CST. The following table offers an overview of the most common critics[3]:

| Perspective | Stand Point |
|---|---|
| Social ethics | Liberalism encourages individualism which is corrosive to the family and civil society. It gives little room for charity and solidarity in public life. It may aggravate social and economic polarization by underscoring utilitarian values and market logic permeating all dimensions of social life. It promotes a culture of practical agnosticism by pushingreligion to the public sidelines. It may fuel consumerism and material values at the detriment of spiritual fulfillment. Liberalism may end up in moral emotivism and post-rational hyper-individualism. |
| Political philosophy | Some strains of liberalism may encourage statism because it encourages expansionary social policy as an essential tool of progress. Other strains tend to harm the provision of public services such as education, healthcare, transportation by emphasizing privatization and the individual right to choose. |
| Bioethics | Liberalism supports pro-choice, pro-divorce, pro-abortion, pro-euthanasia, pro-gender, pro- homosexual policies which are incompatible with CST. Liberalism is the main vehicle of "the culture of death", and secular modernization that threaten Christian civilization. |

[3] (Kenneth, 2019).
(Deneen, 2018).
(Sandel, 2013).
(Carter, 1993).
(Marty and Apple by, 1994).
(Schindler, 1996).
(Glenn, 2010).
(New Polity, 2021).



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| | |
|---|---|
| Moral theology | Because of its emphasis on pluralism, diversity, and tolerance, it entrenches moral relativism and agnosticism which go against metaphysical realism and dogmatic theology. By relegating religion to the private sphere, liberalism paves the way to political totalitarianism because it voids politics from transcendent values, and by doing so it inverts the teleological cosmic order. It entrenches an inadequate vision of human freedom which emphasizes the value of individual autonomy over the Catholic values of love, solidarity, and ecclesiological community. |

## III. Points of Convergence between CST & Liberalism

Without denying valid points of divergence, CST and classical liberalism see human liberty as an inalienable human right, which ought to be protected by public authorities. The government is not a "provider" of liberty, but its custodian. Both traditions underline the importance of subsidiarity and decentralization to avoid political oppression (CSDC, 2004: 150-151; 185-186). Freedom is an essential element of the common good and a sine qua non condition of human integral fulfillment.[3]

Freedom is a fundamental principle of social life together with truth, justice, equality, and love (CSDC, 2004: 197). It plays a crucial role in the social life of each society since it is the source of religious, cultural, political, and economic self-expression and participation (CSDC, 2004: 199- 200).

CST and classical liberalism agree on the importance of pluralism as a key element of political and social life, which includes the parents' right to choose education for children (CSDC, 2004: 240-241); freedom of conscience; freedom of economic initiative (CSDC, 2004: 291); religious freedom (CSDC, 2004: 96-97), and freedom of speech (John XXII,1963). Both traditions agree also on "healthy secularity", that is, establishing a lay, autonomous state which is intrinsically superior to any form of the confessional state (Anderson, 2021).

Regarding international relations, they converge on the importance of collaboration and the pursuit of peace, justice, liberty, and environmental stewardship. Both traditions emphasize economic, political, and social tools for building a prosperous and inclusive world order (CSDC 2004: 433, 434-435). Liberalism in international relations emphasizes the importance of international institutions, shared responsibility, universal legal frameworks, and pooled resources. According to that school of thought, systemic problems such as climate change, poverty, hunger and vaccination cannot be addressed effectively on a national basis. They point out that it is a mistake to see nations in isolation from each other. All nations and all people are part of the same "human family" which shares dignity and destiny as "children of God" (CSDC, 2004: 429-431).

The relationship between liberalism and Catholicism has been studied with particular attention in the English-speaking world, particularly in the United States and England. The political and economic culture of both countries has been influenced by Protestantism, Catholicism, and Enlightenment. These three traditions coalesce around the importance of ordered society, reasoned debate, virtuous leadership, civility, mutual respect, and collaboration (Weithman, 1997).[4]

This complimentary is testified by the works of numerous scholars (Michael Novak, Mary Ann Glendon, George Weigel, Daniel K. Finn, Richard Neuhaus), and by the academic activity of various think-tanks, research centers, and foundations that believe in the compatibility between a free society and virtuous behavior. It suffices to mention here the Acton Institute[6], Saint Paul's Institute[7], Centesimus Annus Pro Pontefice Foundation[8], Instytut Tertio Millenio[9], Ethics, and Public Policy Center[10], or Konrad Adenauer Stiftung[11].

Nevertheless, the relationship among different strains of liberalism and CST has grown ever more complex because of fragmentation of the liberal field as well as different social-political perspectives among conservative Catholic thinkers that include traditionalist conservatism, paleoconservatism, cultural or religious-based conservatism, neoconservatism, and libertarian conservatism. These conservative perspectives take different positions regarding the role of the state, the role of the natural law as the basis of the legal order, the right balance between equality and liberty, international relations, social welfare; energy and the environment; civil rights; education; health care; family; immigration; human life issues; defense, and disarmament among others (Krason, 2017).

[4] Compendium of the Social Doctrine of the Church, 19; 199-200; 1730-1748; 388-389

[5] (Weithman, 1997).
(Douglas, 1994).
(Billingham, 2021).

[6] https://www.acton.org/

[7] https://www.stpauls.co.uk/calendar/st-pauls-institute-the-protestant-work-ethic-and-the-future-of-work.

[8] https://www.vatican.va/various/fondazione-centesimus-annus/index_en.htm

[9] https://instytuttertio.pl/

[10] https://eppc.org/

[11] https://www.kas.de/pl/web/polen



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## IV. The Populist Toolkit

Despite the multiple convergences explored in the previous section, there are populist regimes, some of them avowedly Catholic, that see liberalism as an archenemy of Catholicism. They tend to associate freedom with corruption and decadence. Consequently, they assume it has to be granted under strictly delimited restrictions. They see freedom as a concession. They believe that the public sector should be in charge of all aspects of human and social life.

The right-wing populist dichotomy between freedom and Catholicism is particularly surprising in the case of post-Communist countries in Central Europe such as Poland. The Law & Justice Party (PiS) has defenestrated the legacy of John Paul II and has taken distance from other conservative-liberal intellectual icons such as Maciej Zieba, Adam Boniecki, Tadeusz Pieronek, Józef Życiński, and others. A cursory review of PiS's approach to liberal market democracy and the relationship between society and state reveals not only a profound disconnect, but also a de facto rejection of CST.[12]

The table below presents an illustrative selection of public policies and administrative procedures used by PiS and other "illiberal democratic" populists.

| Illiberal Democracy Toolkit | |
|---|---|
| Legislative Engineering | Re-introduction of rejected draft legislation<br>Late night sessions<br>Commissions' sessions convened at the last minute<br>Discrediting the legitimacy of autonomous bodies |
| Propaganda | Use of public TV as pro-government propaganda channel<br>Percentage cap on foreign direct investments in the media<br>Alliances with ultra-conservative media: TV Trwam, Radio Maryja<br>Promotion of conspiracy theories |
| Control of the Judicial | Lowering retirement age for judges<br>Setting up of a disciplinary chamber (DC) for the Supreme Court (SC): the power to suspend members of SC. DC members are nominated by the president.<br>Disciplinary proceedings against judges who adhere to the guidelines of the European Court of Justice<br>Moving judges to provincial courts as a disciplinary measure |
| Directed Economy | Nepotism in public administration and strategic companies<br>Blacklisting of companies |
| | Nepotism and clientelism in public procurement and publicadmnistration<br>Debt conversion from foreign currencies to local currencies |
| Public Morality | "LGBT free zones"<br>Tolerance of ultra-right violence<br>Clampdown on pro-EU and pro-liberal protest<br>Administrative fines for displaying LGBT flags on private property |

Not only does the anti-liberal populist regime in Poland has negative impacts on the quality of democracy, and international positioning of the country, but also has not led to an upturn in religious practices despite PiS's avowed Catholicism.

According to the Institute of Statistics of the Catholic Church, only 36.9% of believers attend Sunday Mass, and only 16.7% take communion in 2021. Both indicators have had a downward tendency since 1990s. Additionally, every year the Catholic Church in Poland registers around 500 official individual apostasies.[13] The same trend is confirmed by CBOS (Centrum Badania Opinii Publicznej) which shows that the percentage of believers who attend Sunday Mess declined from 42% in 2015 to 35% in 2021 (the period of Law & Justice governments) (CBOS, 2022). According to another study by CBOS conducted before the parliamentary elections in Poland in 2019, "almost two-fifths of all respondents (38%) believe that the Catholic Church in Poland was involved on the side of some political party or parties before the last election. They almost unanimously declare that it supported the Law and Justice" (EKAI, 2019).

[12] (Grygiel, 2014).
(Stine, 2021).

[13] (Orlikowski, 2021).
(ISKK, 2021).



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Moreover, various members of the Polish Catholic Episcopate does not shy away from clear support for PiS. The supposed defense of "true" Catholic values and national traditions have led an important part of the Polish Catholic clergy to adopt radical anti-liberal positions. Polish press provide sample evidence regarding bishops and priests promoting radical nationalist ideas with clear messianic overtones, antiliberal messages, and clear support for PiS's government.[14]

The rise of illiberal democracy shows that far-right and far-left regimes have much in common despite being at the opposite ends of the ideological spectrum. Both extremes tend to destroy human freedom. The political proposal of Law & Justice in Poland represents a historical deja vu. PiS brings back a vision of centralizing and omnipotent state typical of the communist past. As the following table shows, the Law & Justice Party offers a nationalist-conservative model focused on protecting society from liberal threats, but that model is a mirror image of the prison society under the communist regime before 1989.

| Left-Wing Social Imprisonment (Communism) | Right-Wing Social Protectionism (Pis) |
|---|---|
| 1. Cult of the leader/idea | 1. Cult of the nation |
| 2. Espionage and censorship | 2. Media, prosecutors, and courts in the hands of "loyalists" |
| 3. "Democratic" uni-party system | 3. Electoral authoritarianism |
| 4. Non-market economy | 4. Selective market economy |
| 5. Official atheism | 5. Preferred (instrumentalized) religion |
| 6. Equality-based welfare | 6. Identity-based welfare |
| 7. Closed borders for citizens | 7. (Semi-)-closed borders for immigrants depending on ethnic criteria |
| 8. Ideological struggle capitalism vs.communism | 8. Ideological struggle liberals vs.conservatives |

## V. Liberal Catholicism: An Antipopulist Proposal

To live in a pluralistic, open society is not equal to giving up Catholic values. A genuine liberal society ought to make room for peaceful and productive co-existence of people from all walks of life including conservative Catholics and atheists. Perhaps one of the main mistakes among liberals in the last 20 years or so has been to allow classical liberalism to be captured by radical progressive movements and agendas that use aggressive public policies.

Classical liberalism is substantially different from progressive liberalism which becomes intolerant, antireligious, and anticonservative. Unlike progressives, liberals do believe in being virtuous, religious, and free.

It is worth asking to what extent the criticisms explored in section 2.0. apply adequately to classical liberalism. Is it not perhaps that liberalism has become a contemporary scapegoat to be blamed for the consequences of libertarianism, hedonism, nihilism, materialism, woke thinking, and progressivism? Is it not perhaps that liberalism has become a populist invective? Do critiques of liberalism correctly distinguish between classical liberalism, progressive liberalism, libertarianism and their respective implications? (Neuhaus, 1997).

It is relevant to explore further whether antiliberal conservative populism has been successful in correcting the alleged flaws of liberalism. This paper has sought to demonstrate that the antiliberal response is erroneous on the theoretical level and the practical level. The theoretical dimension has been explored in Section 3, and the practical one in section 4.

The instrumentalization of the Catholic faith for political purposes by PiS and other populist parties represents a serious risk of worsening the already weak social perception of the Catholic Church. The damage done by illiberal but supposedly conservative parties like Law & Justice may provoke a further decline of Catholic practices and an allergy to Catholic participation in the public debate, similar to what already happened in Western countries in the 1960s and 1970s.

Finally, the section 3 of this paper has shown a substantial axiomatic convergence between CST and liberalism. This convergence can be illustrated by a Ven diagram of two partially overlapping circles. Although the two circles are not juxtaposed, there exists a common zone of normative agreement regarding limited government, pluralism and participation, subsidiarity, responsible freedom, independent self-realization, economic freedoms, and civic society. It would be a stretch to assume that classical liberalism and CST are identical content-wise. However, it is also a stretch to portray classical liberalism and CST as antagonists. The substantial convergence between the two schools of thought constitutes a viable zone of consensus to rebuild a more centrist politics and to avoid populist

[14] (Bartos, 2013).
(Kozłowska, 2016).
(Makowski, 2016).
(Gadek, 2018).



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extremes which thrive on polarization and limitation of freedom.

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Global Journal of human-social science: a
Arts & Humanities - Psychology
Volume 22 Issue 8 Version 1.0 Year 2022
Type: Double Blind Peer Reviewed International Research Journal
Publisher: Global Journals
Online ISSN: 2249-460x & Print ISSN: 0975-587X

# Locating Media in Cultural Theories

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*Abstract-* This paper examines means of facilitating research on media as a critical component of contemporary culture based on assessments of recent publications on media. The primary target is in the fundamentally heuristic value of social theories relative to the topic. Based on semiotics, practice, and, to a much lesser degree, speech act theory, analysts generate constructs wherein media often deviate from the conceptual horizons in respective schemes. Reading Derrida's views on speech act theory suggests that an endeavor to resolve the mismatch demands the decomposition of core concepts of a theory. Just as Anderson's formulation casts a delicate light on the use of semiotics in media research, media prefigured through the lenses of the performative forces us to rethink its presence in everyday occurrence as a problematic unthought. The paper concludes that the application of speech act theory to media is a plausible solution to the problems so far encountered if accompanied by historical perspectives on the formation of illocutionary acts.

*Keywords: media, semiotics, practice, speech act theory, the significance of historical perspective in speech act theory, the iterability of speech acts.*

*GJHSS-A Classification: DDC Code: 813.3 LCC Code: PS2384*




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# Locating Media in Cultural Theories

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## Introduction

Media, as constituting mass-produced vehicles of information, existed long before Benjamin made his proclamation about the end of a cultural epoch.[1] However, media's sphere of influence has never diversified as quickly as in our current period. Media today replicate in unfamiliar ways everyday across the globe,[2] and in versions of the newly emerged media culture, the difficulty of conceptualizing the unthought is no less problematic than in metropolitan counterparts. This occurs because media practices in various cultures acquire individuality, giving shape to a collective sense of the present in a way that is unique to the respective locality. To facilitate research on the formative power of media in a culturally sensitive manner, a method through which one can conceptualize the modus operandi beneath the surface of media practice is needed. What type of analytic strategy should we anticipate? Among debates about the consequences of cultural dynamics over the past few decades, those pertaining to media deserve attention for two contrasting reasons. First, vindication of the domination of technology in daily life arose in an ever more tangible fashion with the integration of the trans-national networks of communications media. Second, embedded in the core instrumentalities for the processing of information available to the masses, media compounds the cultural complexity of the present. From romantic novels to participatory audiences linked via a simple notification service, study of the topics of media, as a disciplinary subject, invariably encompasses emerging fields of empirical research, which show how media connect with diverse social phenomena in a manner so far unidentified.

The task of this paper was to examine means of facilitating research on media as a critical component of contemporary culture. To limit the scope of my discussion, I rely on recent publications about social implications of media, especially works by Andreas Hepp and Nick Couldry. Based on the premise that contemporary life is irrevocably mediated, Hepp argues that a recipient sensitive theory should consist of three mutually related components: culture, communication, and media mediation. The central thesis revolves around what Hepp calls the metaprocess that communications technologies trigger through mediation into social life. Depicting how communication resources contribute to the making of unfamiliar norms characteristic of the present, Hepp argues that our lives are media centered. In doing so, Hepp sheds light on the molding effects of media on culture.[3]

Although my attention is limited to the works of these authors, a cursory examination of recent publications on media revealed that analysts concur on the urgency of coping with the current situation based on interdisciplinary efforts. The use of insights gained through media study is no longer a choice but, rather, a necessity. The disciplinary fusions that arise in response to the contemporary global setting open otherwise imperceptible horizons on the latest phase of modernity. We have seen attempts to build a bridge between this discipline and several other branches of the social sciences, from audience perspectives on media content to the practice theory; multiple foci on media have accelerated debate about culture in the respective fields

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[1] Walter Benjamin, "The Work of Art in the Age of Its Technological Reproducibility: Second Version", in *Walter Benjamin: Selected Writings. Vol 3. 1935–1938*, translated by Edmund Jephcott, Howard Eiland, and others, pp. 101–133, The Belknap Press of Harvard University Press, Cambridge, Massachusetts, and London, 2002.

[2] On media's impact on emotions, Karin Wahl-Jorgensen, *Emotions, Media and Politics*, 2019, Polity Press. Also see Valerie Alia, *The New Media Nation: Indigenous Peoples and Global Communication*, 2010, Berghahn Books, New York, London, and Ashis Nandy, "Introduction: Indian Popular Cinema as Slum's-Eye View of Politics." in *The Secret Politics of Our Desire: Innocence, Culpability and Indian Popular Cinema*, Ed. Ashis Nandy, 1998, pp. 1–18.

[3] Andreas Hepp, *Cultures of mediatization,* Polity, 2012.



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and raised a new set of issues. Although the study of media remains a problem that is not highly congenial to the original training of analysts in certain areas, recent publications on the cultural impacts of media demonstrate the extent to which the attention given to the topic has substantially expanded the research potential.

Another reason for the growing concern about the position of theory in media research arises from the predominantly heuristic status of the analytic constructs on media. From the classic dictum about the centrality of media as the component of message to Hepp's mediatization, media studies have been in search of a methodically viable theory. This need has been partially met with pragmatic, but often short-lived, alliances with socio-cultural theories. While concerned with case studies of media, research is affected by a constant pull from micro-level ethnographic foci. Sensitive to this immanent onus, empirical case studies justify themselves as part of the collective processes within which tasks of the discipline are located. From this perspective, Hepp's mediatization may not be a theory on media practice but, rather, akin to a paradigmatic revision for deduction of a generalized diagnosis about the state of culture. An awareness of the imminent collective inheres in Hepp's views (and to a large extent in Couldry's) on the impact of media on culture, but it leaves little room for the unthought, giving priority to the discovery of normative workings of how culture may transmute through mediatization.

The following discussion relates to the question raised earlier: Why are conventional theoretical frameworks insufficient for media? The effort here is much less than an attempt to seek an alternative: If theories are useful for explaining why media often trigger the unexpected, leading us to unthought of theories, are they not of some use for illuminating the locale of the other in media? I hope that this paradoxical overture to failure, if acceptable, justifies an attempt to delve into theories to capture some of the haunting shadows that elude premeditated schemes of analysis.

The critique of the characteristically relative status of theories mobilized in media analysis supports my postulate. Couldry argues for the need for an inherently iconoclastic stance on theories applied to media analysis. He calls for socially oriented theory in media study. Couldry modifies the importance attached to subjects in conventional media studies, "media considered as objects, texts, apparatuses of perception or production process", and highlights the practice as an alternative. Couldry writes that "a practical approach to media frames its questions, by reference to what people are doing in relation to media".[4] This assumes that media affect the ways that people relate to the world through active reciprocity rather than in isolation as autonomous instruments. The task is to detect the sociological significance of media by reference to its impacts in use. Couldry's claim about the relevance of looking at practice, rather than "audience", seems reasonable for social scientists who approach people as regenerating actors based on their reflexive mediation. First, in the light of the analytic potential that audience research promises, this claim is audacious in the notion that practice presupposes an autonomous formation derived from actions. When applying practice theories, analysts invoke subjects while being forced to contextualize them in a social context that often denies their potential. Couldry's departure from field-level raw reality reflects the post-modernist notion of agency, against the prevailing image of media as the dominant power.

Ethnographic studies of audience in the "non-west" have proven that theories deduced from specialized disciplines are useful for exposing generalized patterns of cultural modernity among those who face media in non-western contexts. But then, why discuss mediatization? The problems, if any, stem from the fundamental axiom to be followed in the execution of the theory in question.

If the metaphor of the subject being entangled by the web of culture à la Geertz applies to the mediatized west, we will see how practice perspectives simultaneously set media research on diverse analytical strategies. But this leads to our second thought about Couldry. As we will see, media practices elude fixated analytic frameworks, instead manifesting in the forms of the collective, which are tendentiously ephemeral. This tendency manifests itself in dialectics of mechanical reproductions of cultural practice and the collective but highly subjective consequences that ensue illogically, often in no premeditated fashion. Indeed, as recent publications on media demonstrate, ethnographic micro-sociology promises viable approaches to media, potentially opening a rich analytic horizon. Nevertheless, by allowing us to examine the consequences of media to the lives of receivers, it generates problems of its own, i.e., the contingent unpremeditated specificities of media culture arising from the field-level investigation of a particular social group or community. One of these concerns the outcomes of social processes triggered by agents that are not easily objectified in sociological terms. If actors generate sociological reality by doing something in relation to media, how do they mutate the consequence of localized perspectives in collective forms? Couldry making reference to the sociology of Durkheim, suggests the symbolic dimension of social facts, and anticipates the use of practice for the exploration of sociologic phenomena in the late modern period. Couldry argues that the practice perspective based on classical sociologic thinking should not be circumscribed in semiotics. Then, what is the

[4] Nick Couldry, *Media, Society, World: Social Theory and Digital Media Practice*, Polity Press, UK, p. 35.



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conceptual basis for the adoption of practice perspective?

In social science, attention to localized practices has been an established methodological procedure. Nevertheless, the fluidity of media practices in the latest phase of transnationality forces us to rethink the validity of the overture to the object of analysis. A question is the status of the practice perspective. Is it still a viable tool to conceptualize processes of contemporary transmutation? If there is a hiatus between the micro-level modus vivendi of media and the macro-level implications, what constitutes an analytic procedure capable of coping with the ethicopolitical dimension of this mediatized state? Is the practice perspective a remnant of the historic past now superseded?

I argue that media practice locates semiotically organized originals in new indexical relationships with their potential receivers and generates a system of mediatization. The significance of what one may refer to as indexical relocation is fundamentally beyond semiotic interpretation because signs in this case do not undergo significant change. Hepp rightly captures this repetitive reproduction as the fundamental basis for the cultural mutation, but I hold that media practices exhibit processes which escape the attention of analysts.

To substantiate the point I begin with a brief discussion about the location of media in the topology of cultural analysis. I propose to map media practice in this topology by reference to the components, or axioms of analytic logic, endowed with instrumentalities linking data with respective perspectives. In doing so, I find it relevant to focus on two major perspectives on signs, i.e., Saussure's semiology and the Peircean theory of sign.

## I. Sign Theories and Media

The term topology predicates uses of premeditated plans, based on some calculus, often for the sake of certain predictions.[5] By locating theories in media research, the task of my discussion does not include disclosing their shortcomings for the sake of criticism. As we will see, the topology of a theory misfits the location where the premeditated scheme tendentiously loses its target and encounters unthought. The task here is to illuminate the nature of theories, not put them on the periphery by means of better theories. Then, what if semiotics, as a type of explanatory framework, comes under this subalternist scrutiny, and what type of problematics hitherto invisible come to the forefront?

In the case of theories on sign, the topology consists of several spheres organized by components for the definition of semantic value. In the classical structuralist perspective, signs are endowed with materiality, but primarily for the realization of referential meaning. The meaning, or the signified, of the signifier is conceptualized as a function of the difference between signs, primarily at the level of the signifiers. In the Peircean model, the semantic components also consist of the sign, but those are divided into three components, i.e., sign, sign data (or object), and interpretant or deduced signified. In contrast to the dyadic Saussurean model, Peirce's triadic model has an advantage because of its capacity of showing how certain semantic components obtain significance in particular use. However, despite the difference in approach to the question of meaning, i.e., the way in which information is conveyed by cultural device, sign theories exhibit weaknesses in capturing certain aspects of media. What causes the problematic relation between media and cultural theories?

The answer lies in the inherent ideology of sign theories as sciences of meaning built on the premise that meaning can be predicated as a positive substance subject to objectification based on methodically determined rules.

I argue that one way to tackle the question of how this premise generates a problematic relation with the media is to focus on the formulated mechanism of signification; whether in structuralism or the Peircean model, how to handle the materiality of the sign is the lynch-pin in determining the correlation of the semiotic function with the given immediacy of a sign. In the Peircean version, the correlation is determined according to the way in which the three components referred to are conjoined with each other. The validity of a sign as a carrier of meaning is assessed by multiple criteria, and the subsequent multivalence is not explicated by reference to materiality, as in the case of the Saussurean dyadic model. In Peirce's triadic scheme, the materiality likewise denotes potentially problematic spheres of autonomy, but this component is analytically domesticated to play the instrumental role of signifying. This is shown in the alternative solution prepared by Peirce. Peirce introduces the "object" to show how an arbitrary sign (or signifier) obtains the status of a sign vis-à-vis the objectivity of its referent. Signs are endowed with power to signify via verification against the concrete evidentiality of the real (object). The three types of sign accrue respective instrumentality according to the difference in the way in which the judgment of verification is made.

Short claims that Peirce's approach to the sign is an ingenious solution to the philosophical exploration

[5] Referring to "the complementarity of causal and quasi-causal forms of analysis", DeLanda claims that the aspects that characterize the topological structure of social theories are "not actual but *virtual mechanisms*", supposedly operating with given empirical phenomena. The term topological is used to remind ourselves of this virtuality. For further comments on the virtual character of social theories, see M. DeLanda, *A New Philosophy of Society: Assemblage Theory and Social Complexity*, Bloomsbury, 2006, p. 31.



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of how the mind operates vis-à-vis the world based on the mediation of signs.[6] Signs in this system are secondary devices to organize general concepts, which are, according to Peirce, given in a cultural community. The task of a sign, whether an icon, index, or symbol, is to place a world object in a test to ensure that it can be aligned with a particular concept. Because of this attention to the mechanism at work, the theory avoids the problems emanating from the Saussurean dyadic semiology, wherein the validity of a concept (or a signified) is indubitable because of the rootedness of signs in empirical phenomena. In Peircean theory, signs rarely assume the concreteness of semiological signs. This difference is attributable to the difference in the fundamental status of the sign in the respective sign theories. While Saussure's sign is arbitrary in relation to the meaning it signifies, and thereby demands an explication of its potency to signify, Peirce requires signs to satisfy a set of demands to achieve respective instrumentalities. As if anticipating the problems emanating from the handling of materiality in Saussurean semiology, Peircean theory presupposes an exercise of cognitive deliverance to fuse the contents of the referent with the actual reality.

Located in the exercise of the mind, signs are released from the burden of semiological materiality. The tangible properties of signs are no longer necessary, being subjected to a transmutation, to an internalized topology of reflection. As mentioned above, this is a consequence of the idealist orientation of Peirce's sign theory; free from the epistemological conundrum of how to demarcate signs in thought process and signs as empirical manifestations of the former, the theory prioritizes generality of the sign as a vehicle of cognitive processes.

However, in media, materiality of signs regains hitherto suppressed autonomy and generates unexpected signifying powers apart from the semioticians' purview. This explains the weariness of media study researchers to be overly reliant on the classical semiotic perspective.

In dealing with media, semiotic theories position their components in the topology where the materiality of media is reduced to instrumentality. In media practices, those semiotic aspects of referentiality are retained, but inscribed in mediating substances; they are subjected to a secondary place of significance. Nevertheless, whether a certain media practice is mass printed for the public, transmitted through the air, or placed on digitalized global networks, the manner in which the original contents replicate affects the status of semantic components. Thus subjecting signs into spheres where the materiality of sign resumes its presence, media pose as the dual faces of semiotic reference and an additional semantic function deduced from the autonomy in the materiality of the medium. The problem is that these two semantic components are not only heterogenous in nature but also mutually exclusive, simply co-existing in an identical instance of media. Although Peircean theory allows multiple components to generate an instance of signification, the autonomy inherent in the materiality of media practices carries the face of subordinated elements put beyond the sphere of mental processes but often in wait to overtake the dominant sign.

## II. Texts and Media

The way in which media affect the status of representation promises an opening of an unexplored milieu by shedding light on the duality of media not fully covered by the conventional notion of referentiality. In media study, analysts have been well aware of the effects that occur when the substance of information is transferred in a medium other than the one originally used. Based on detailed research on readers' reception of the newly printed classical texts at the early phase of the print revolution, E.L. Eisenstein convincingly illuminated the way in which print media changed the attitudes of the contemporary to classical texts.[7] Febvre and Martin provide details on publication in Europe and substantiate the social consequences of print technology.[8] In writing about the correlation of print capitalism to the rise of nationalism, Anderson gives us a graphic picture of the formative power of media (in this case the novel and newspaper):

> I have been arguing that the very possibility of imaging the nation only arose historically when, and where, three fundamental critical conceptions, all of great antiquity, lost their axiomatic grip on men's mind …. No surprise then that

[6] T.L. Short, *Peirce's Theory of Signs*, Cambridge University Press, 2007, p. 18. Defining the difference between Pierce's approach to sign and the approach of Saussure as that of "a semiotic philosophy of mind" versus "a theory of signs that takes mental functions largely for granted" (ibid., p. 16), Short writes, "Saussure made the sign a dead, a two-sided entity. Pierce, on the contrary, made the sign just one relatum of a triadic relation, of which the other two relata are the sign's object and the sign's interpretant. All three items are triadic in the sense that none is what it is – a sign, an object, or an interpretant – except by virtue of its relation to the other two. (ibid., p.18)

[7] E.L. Eisenstein, *The Printing Revolution in Early Modern Europe*, 1979, Cambridge.

[8] Lucien Febvre and Henri-Joan Martin, *The Coming of the Book: The Impact of Printing 1450–1800*, 2010, Verso.



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> the search was on, so to speak, for a new way of linking fraternity, power and time meaningfully together.[9]

If we can conceptualize the "search" as a form of "structure of feeling" that emerged at a phase of print capitalism, we see how the problematic relation between social theories and media practice suggests that "a way of linking fraternity, power and time", or the constriction of new social solidarity based on media, defies methodical explication derived from semiotic imaginations. The approach is effective for elucidating the contingent character of the nation thus imagined through print media; although nation building essentially follows a similar pattern, reflexive subjectivity in the act of imagining a community relies on the innovation of new cultural signs, not on an application of the familiar. Anderson rightly makes an adjustment arguing that the approach to nationalism should be interpretive instead of that of conventional political science; nonetheless, for all his insights into the consequences of mass media, Anderson treats literary work as a type of semiotic sign and relies on the conventional identification of mass media "as objects, texts, apparatus of perception". This methodological approach to media results in a mismatch of the analytic target (imagined communities) and a methodological procedure (focus on texts primarily as a form of referential vehicle).

Let us take Anderson's analysis of novels. In novelistic depictions of social life as collective recognition of common subjective perceptions of reality, temporality is an indispensable precondition for the construction of the imagined nation; depictions of the public in a novel present a social life taken for granted, yet at a certain stage of the literary history of a nation, mundane depiction of the public serves as a type of qualisign against which reality turns into an "object". The qualisign assumes the status of icon. Nevertheless, the signified of the qualisign – simultaneity – is not a direct derivative from the referencing of the qualisign to the real because the novel as a form of duplex sign conjoins the iconic meaning to a reflexive awareness on the part of readers. In Peircean parlance, the secondary layer of signification derives from a form of sinsign for deduction of the self as an object for a synthesis of aggregate readership. However, the validity of this synthesis depends on the knowledge of aggregate readers, with whom the reader presumably shares the literary realism of simultaneity. In so adopting the semiotic interpretation, Anderson risks excessively stretching the indexical role of an iconic sign. The claim that media generate a social condition wherein a reader of a novel generates a synthetic knowledge presupposes an ontic condition of a kind, but a condition that is not easily ascribed to a function of aggregate quantity.

[9] Benedict Anderson, *Imagined Communities: Reflections on the Origin and Spread of Nationalism,* 1991, London, Verso, p. 34.

In Anderson's discussion on nationalism, the formative power of print media constitutes a lynch-pin of his assertion about the mediation of unreflected but decisive elements contributing to the making of modern nations. His work in this sense is an exemplary contribution to media study. However, one's impression is that he falls short of claiming the value of his ingenuity because of the reliance on the notion of print capitalism without substantive evidence. It is facile to ascribe the shortcomings of semiotic theories to this outcome, but it is surely not a far-fetched predicament given Anderson's sophisticated use of semiotic perspectives. Like a double-bladed sword, his use of semiotic insights might cut too well, leaving behind the problematic unthought inherent in media.

Couldry's departure from the semiotic approach to meaning seems relevant in light of the role of actor in interpretation. It helps to explore the more protean practice in analytic terms, but a critique of semiotics from within casts doubt on whether the paradigmatic shift in media makes the matter overly schematic. Numerous published studies show that media studies revitalize practice by stimulating a new set of issues; however, in reading those, one also detects pragmatic use of semiotics in which other related theories on texts, objects, and apparatuses remain indispensable for induction of cultural consequence from practice. As mentioned, actors may activate media (e.g., consumption of a novel), but their actions in aggregate can result in a collective representation that may obtain a semiotic function (e.g., index of an imagined community).

## III. From Semiotics to Practice

Media practices today come with diverse modalities of communicative process. Forms of conventional print media – newspapers sold at stations for commuters, free papers given away in public, books in specialized stores nurtured by devout supporters – though increasingly pressed economically to peripheral spheres of circulation, cling to their shrinking but still substantive market. Such remnants of the pre-digital era are accompanied by the medium-free broadcasts. Radio, television, and satellite transmissions once dictated the correlation of time and information reception. Media in this sphere liberate the receivers of message from the materiality of representation, while also generating a peculiarly cumbersome lifestyle. The ritualistic synchronicity imposed on the audience turned broadcast into semi-theatrical performance. Then, with the advent of new broadcast, everything did not dissipate into the air; it tied the audience to the rigid regime of time, imprisoning them in an authoritarian scheme of media reception.

However, the last few decades have produced a radical transformation in the way media regulate the



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relationship between information and receivers. In an increasing range of genres, digitization has enabled the audience to recall instances of broadcast; for movies, net streaming eliminates the difficulty of acquiring movie contents. By digitization, media is freed from the physical impediments of a recording medium as well as the temporal synchronization imposed on the audiences by the analogue broadcast. Now released from the materiality of media that has hitherto tied culture to a specific topology of time and space, signs in media mark a distinctive mutation in the mode of the recipients' being in the world. With the peripheral placement of signs as objects, print media are no longer effective in generating communities. Media or culture after media affect the composition of the public, mapping recipients into a new network of information with no alibi of materiality attached.

The task of exploring the significance of the transformation in media has been assigned to a series of ethnographic studies on media culture. To narrow the scope of my discussion, I focus on the relation of this development with the theory of practice, primarily with reference to the sociology of Pierre Bourdieu.

Bourdieu places emphasis on the experience of subjects and facilitates a sociological investigation of the implications of their practice to the sustenance of collective cultural systems. Bourdieu arrived at this approach through critique of empiricist perspectives in sign theories. In structuralism, the objective materiality of the sign promises a science of meaning via empirically discernible patterns of representation. Practice theory departs from this endeavor and adopts phenomenological insights into the body. In this shift of focus, the centrality of the sign is replaced by the complex network of sensations accessible by means of rigorous analysis of practice. Just as signs reveal hidden signifieds based on opposition to others, the body technique conveys the inner sense of being (and also becoming), achieving a conceptual transcendence over the physio-psychic duality inherent in structuralism and semiotics. The notion "habitus" extends this premise to the life world of the subject.

The practice theory in this synthesis of post-structuralist imagination compounds ethnography with the body's capacity of both doing something and also tracing the process of internalization so as to restore the meaning of the act; reflective observation enables an actor to retrieve her/his memory, test the validity of the retention, and utilize the memory in the future. The crux of the theory revolves around the social implications of practice seen in the generative perspectives by reference to the sustenance of the life world. Yet, the fundamental question in the practice perspective concerns the way in which the consequence of practice is substantiated. While it can be placed, at least in theory, in reflexive awareness in the bodily mechanism of retention, the process defies analytic overture. If its Durkheimian manifestation, as possibly social facts of a certain kind, obtains a definitive monumentality of its own, it poses a considerable challenge to articulating the subjective microcosm of practice as its part and parcel in constitutive terms. At a purely functional level, actors engage in practice and thereby locate themselves in a given topology of the social world. At the same time, they live in an imagined reality that their positioning substantiates as tangible events.

Although highly synoptic, the generalization, on one hand, helps us recognize the importance of understanding which type of knowledge is at stake in the practice perspectives, and on the other hand, the implications of adopting the practice orientation for ethnographic research. Referring to the status of knowledge retained in a normalized lifestyle, Merleau-Ponty gives us a clue on the first point:

> But if habit is neither a form of knowledge nor an automatic reflex, then what is it? It is a question of a knowledge in our hands, which is only given through a bodily effort and cannot be translated by an objective designation.[10]

To see how practice can be embedded in autonomous structures of time, thereby leading to a knowledge in the body, making reference to tightly coordinated collective acts shared by a group of individuals is useful. Retention of physical sensations from bodily engagements gives rise to a phatic sense of communality. Routinized daily worship in a religious order transmutes the physicality of the acting body into a seat of awareness. Indian culture abounds with practices that prioritize bodily engagement over discourse for acquisition of a spiritual state. In tai-chi, practitioners conceptualize an imperceptible flow of energy and embed the notion within physical motion. Linked with arcane metaphysics, systems of temporarily ordered flow of action defy logocentric designation because they prescribe highly organized disciplines on the body. In such practice, a generative source of reflexive memories assumes a central place. Likewise, the practice perspective that Bourdieu constructed presupposes communities organized by an operational discipline of some kind. This is because of the nature of the knowledge in question; just as the transmission of knowledge in the body requires some form of physical manifestation, the theory necessitates the interpretation of practice without objectified designation. Although the focus on internalized retention of practice prioritizes the subjective terrain, as semiotics does, unlike the latter, the former lacks an objectified marker of the contents. Without a language of its own, practice presupposes co-habitation of actors in a shared life world. In analytic terms, this necessitates empirical markers of knowledge obtained through practice. Practice thus requires practicing communities as empirical evidence to

[10] Maurice Merleau-Ponty, *Phenomenology of Perception*, trans. by Donald A. Landers, Routledge, 2012, p. 144.



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safeguard the purpose and validity of interpretation. This raises the question: How far can this premise be warranted?

*a) Practice and its other*

The theory of practice necessitates metaphysical commitments on the part of agents to substantiate the normalized reciprocity between practice and actors. However, as Mauss has suggested, acquired bodily technique can be activated unconsciously, without necessarily affecting the selfhood of a person; internalized physical routines are stored without apparent mediation (such as referential sign), and this explains why an invocation of certain bodily technique may not be accompanied by reflective consciousness. Although observers engage in translatability of knowledge related to the very possibility of practice theory, actors in practice can operate for other motives. In sociology, the problem of deducing unmediated knowledge is resolved by the claim on the evidentiality of institutional reproduction, i.e., habitus, even though the question remains, regardless whether the empirical alibi offered is sufficient to override this fundamental epistemic gap. The difficulty in establishing access to the consequence of practice in subjective terms constitutes a fundamental weakness of practice theory. Although repetitive routine is indispensable for acquisition of bodily techniques, acquisition itself retains relative autonomy from social institutions. The body preserves an internalized technique of some kind, but that does not necessarily mean subjugation of its possessor to a social structure. Thus, insofar as the practice theory retains the phenomenological concern with knowledge and utilizes ethnographic approaches to explore the social, collective significance of practice, it is destined to face a gap between the practice in subjective terms and its social consequences as observed from objective, analytic perspectives.

In the classical Marxist criticism, the notion of false consciousness epitomizes the aberration of practice as part of an abstract larger system (in this case labor) from the consciousness of the actors (workers). Marx considers the transcendence of his dichotomy as a primary political goal, yet a similar gap between ethnographical findings and a theory by which to frame the practice poses a considerable challenge to researchers. Writing about the readers of romance novels in the Midwest, USA, Radway presents a complex narrative describing the dual positions of an analyst, first as a researcher committed to ethnographical understanding and second as an analyst pulled by the onus of discovering abstract patterns that the subjects she interviews may not possess.

> Given the apparent power of the romance's conservative counter-messages, then, it is tempting to suggest that romantic fiction must be an active agent in the maintenance of the ideological status quo because it ultimately reconciles women to patriarchal society and reintegrates them with its institutions. It appears that it might do so by deflecting and recontaining real protest and by supplying vicariously certain needs that, if presented as demands in the real world, might otherwise lead to the reordering of heterosexual relationships.[11]

As mentioned earlier, practice perspectives derive a set of axiomatic insights from phenomenological reflection about the type of knowledge retained in the body, but in its later development, practice has been increasingly embedded in discussion about its collective, social dimension. The example Radway presents is a case of in-depth research on subjectivity based on ethnographic perspectives that lead to a critical illumination of politics hidden in the mundane. Yet, the case is also a contradiction of the theoretical interpretation arising from the field-level sensitivity required of research on literary consumption.

A decade after Radway, Hills reported similar attempts to embed practice in social theories, but he argued that they provoke complex relations between researchers and fans of popular media, leading to their mutual marginalization.

> It is necessary to reflect on the ways in which media and cultural studies closes its seminar room doors on the figure of the fan as an imagined Other, thereby constructing what is to count as good academic work. Of course, this is only half of the story. It is equally important to consider the place of theorising within fan cultures, and to consider what boundaries are imagined around good fan practices. These boundaries may work to exclude the academic as an imagined other in fan writings and practices, providing the other half of what could be described as a torn social dynamic. Such mutual marginalisation would suggest that fandom and academia are co-produced as exclusive social and cultural positions. The categorical splitting of fan/academic here is not simply a philosophical or theoretical error, but is also produced through the practical logics of self-identified fans and 'academics'.[12]

Citing Cavicchi, who reports fans' own accounts of becoming a fan,[13] Hills substantiates the methodological utility of the practice perspective for

[11] Janice A. Radway, *Reading the Romance; Women, Patriarchy, and Popular Literature*, 1991, University of North California Press, Chapel Hill and London, p .217.

[12] Matt Hills, *Fan Cultures,* Routledge, 2002, p. 2.

[13] Cavicchi suggests that the practice of becoming a fan involves a complex transformation of self-identity, often at the level of habitus. "Becoming a Springsteen fan ... entails a radical, enduring change in orientation. It is not simply a matter of acquiring a new taste but is the development of a complex relationship with Bruce Springsteen through his work, a dramatic opening oneself to another experience. While fans often have trouble articulating exactly why they became fans, in their stories they dramatically portray the process of becoming a fan as a journey from one point to another, they indicate that it is a lasting and profound transition from an 'old' viewpoint … to a 'new' one, filled with energy and insight." (Cavicchi 1998: 59, quoted in Hills, ibid., p. 6)



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analysis of fans, but he acknowledges that the mutual marginalization is no less severe when theorists activate their agenda: "Academic practice – regardless of its favoured theorists and theoretical frameworks – typically transforms fandom into an absolute Other."[14] This mutation takes place because of the theorist's concern to place ethnographic reading of practice in an abstract generalization of the discipline.

> All too often, …. theorists follow their own institutional or theoretical agendas, and use fandom within these theory wars and territorial skirmishes. And of course, if this is to be my argument then I too will have to defend myself from the very same accusations, or make explicit what my own institutional and theoretical agendas might be.[15]

Discussing the humanitarian perspective that underlies cultural studies in the UK, Couldry emphasizes the importance of reflexivity and suggests that the problem of voice persists:

> Cultural studies, however, should involve not only dialogue, but also reflexivity…, including reflection about the means through which all the voices in that dialogue have been formed, and the conditions which underlie the production of the space of cultural studies itself. That means reflecting both on ourselves and on the culture around us: …. Critical reflection on shared culture, of course, carries risks: of being misunderstood as elitist or unconstructive. [16]

In addition to dialogue with actors, Couldry demands theoretical mediations beyond ethnographical research on grassroots practice, but what would "critical reflection on shared culture" be in the post-medium digitized media culture? If the practice perspectives in media research generate risks, why so? Taking the risk of being elitist is not the only solution to avoid being unconstructive in theoretical terms. From the critical reviews of the practice perspectives above, it is clear that one cannot deny the empirical applicability of the theory in a facile fashion; the notion of habitus would be valid to some social conditions in which normative social practice has a general implication as part of a prevailing cultural norm. Actors endowed with certain bodily skill may be incorporated into a social system as an inadvertent constituent. In his/her relative autonomy in relation to the public, the sustenance of habitus would be a necessary pre-condition for the reproduction of the overall structure. In this manner, in practice perspectives, the analytic concern with the social constitutes an important agenda; compared to the ethnomethodology in which practice is considered a methodological basis of research on the subjective dimension of cultural reality, it occupies a central locale in the sociology of Bourdieu. The dual foci on subjective practice and its collective consequence mark the strength of his practice theory, but the need for the co-ordination of one perspective with the other is also a spin-off from the fundamental premise of the body/mind synthesis, not an inevitable entailment in reality.

In his discussion about the assemblage as an alternative to conventional society as a closed system, Delanda clarifies why the choice Couldry refers to is not only unnecessary but irrelevant. The very fact that individuals (fans, for example) do not normally share a holistic concern with the functioning of society warrants the point.

> … we can define social wholes like interpersonal networks or institutional organizations that cannot be reduced to the persons that compose them but that do not totalise them either, fusing them into a seamless whole in which their individuality is lost. …. The property of density, and the capacity to store reputations and enforce norms, are non-reducible properties and capacities of the entire community, but neither involves thinking of it as a seamless totality in which the very personal identity of the members is created by their relations: neighbours can pack their things and move to a different community while keeping their identity intact.[17]

## IV. Media and the Speech Act Theory

In coping with the multivalences of meaning that media generate, we realize that the mind/body synthesis inherent in cognition goes beyond the semantic realm that semiotics predicate. Yet, the question of to what extent the prioritization of practice is warranted becomes pertinent when the social dimension of practice intensifies the aberration between the two spheres. Research on the impact of media on social behavior shows the problematic status of practice in the age of post-medium culture ('after' in the sense of lost materiality): loss of social space not only affects the way in which the very notion of "social" is conceived by actors but also re-constitutes the way media operate. While practice theory takes the primary significance of the body as a given, the theory leaves open the mechanism by which the retention of experience is transformed into a systematic axiom of doing things. Even though the practice perspective prioritizes this invisible internal mechanism, the reference to the mutation of space/time in digitized media culture raises a question about the relevance of an analytic strategy that relies on practice, where we are tendentiously forced to take the collective social process as the reference point of research on media.

In this manner, in media research, theory and ethnography exhibit characteristically volatile modes of articulation between conceptual synthesis and empirical data: the latter reveals unfamiliar facades often in unexpected fashion, demanding a break from prior formulations. I argue that this dialectic is particularly

[14] Hills, ibid., p. 5.
[15] Hills, ibid., p. 2.
[16] Couldry, *Inside Culture: Re-Imagining the Method of Cultural Studies*, Sage Publications, 2000, p. 38.
[17] Delanda, *Assemblage Theory*, Edinburgh University Press, 2016, pp. 10–11.



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acute in dealing with media, primarily because of the duplicity of the topic; it requires a theory to manifest the social implications of media, but in encountering the unexpected in the object of analysis, discourse on media tends to deviate from the analytic horizon that the theory prescribes. The emphasis on the relative autonomy of practice from habitus is an example: the increasing fluidity in the reality of media-saturated society transmutes the social that the notion of practice must presuppose, while imposing the contrastive sense of constitutive power not captured by conventional analytic tools for interpretation of culture.

Yet, media do engage subjects in a particular modality of existence; by intervening into the topology of daily life, media frame a tempo-spatially orchestrated normalcy the constitution of which is not immediately apparent from the particularity of the information conveyed. How should we conceive this engagement? In an attempt to illuminate the social consequences of media, Hepp shifts attention to the impacts of media in his discussion about mediatized cultures. Calling for a systematic reconstruction of media as a complex component that intervenes in the constitution of the life world, Hepp claims that the shift to the holistic vision of media promises a set of sociological insights into the way in which micro-level subjective spheres reciprocate with the macro-level media culture composed of multiple media practices. On the topic of how we can utilize the ensuing conceptual frame mediatization and achieve the task of rectifying the shortcomings of conventional media research, Hepp acknowledges the need for theories based on empirical research to articulate the actual workings of mediatized culture.

Derrida provides a clue helpful for imagining how this task can be achieved by replacing speech with writing, so that the primary importance of voice in speech act theory is modified. Derrida's engagement in the topic is not intended for empirical research in media, but its relevance is sufficiently clear. First, it enables us to situate mediatization as a predictable consequence of advanced communications technology; second, it serves to mobilize the performative perspective as a potential to supplement the theory for mediatization.

One question arises at the outset: Can we apply the performativity of speech acts to types of expression based on media other than speech? J. L. Austin discovered that the task of speech goes well beyond the referential denotation of meaning, reaching the constitutive dimension of doing something[18] Despite its potential implications to media research, where the consequences of message take on tangible sociocultural forms, speech act theory itself proved to be an obstacle for replacing the missing link until Derrida raised doubt about the notion of acting based on speech in media. Derrida suggests the possibility of applying the original thesis to non-speech events other than acts that arise from speech. Derrida's main target is the essentialism inherent in western thought, where the physiological origin, i.e., voice, is considered a primary source of will and thereby the basis of thinking.[19] From this point of view, speech act theory replicates the essentialist tradition because of its prioritization of the voice coming from an actor. In Austin's view, the voice similarly constitutes a critical element for the making of a context predicated for the fulfillment of a speech act. Few have so far responded to the discussion between Derrida and Searle, the principle proponent of Austin, for a potential use for media research, but in extending the notion of performativity to media, Derrida's challenge to speech act theory offers a hint for imaging the act in media from an angle other than the available.

*a) Presence and Absence*

The use of speech act theory for media research is essentially a form of bricolage, a deviant use of the theory for purposes originally unintended. To justify this operation, a brief summary of Derrida's intervention into the Austinian paradigm is appropriate.

Let me begin with the notion of absence. It assumes importance for the deduction of the subterranean movements that predicate communication in a horizon unique to writing. Derrida captures the movements as a form of iterability, which predicates the act of writing, that presupposes the existence of its receiver but often in absence. Because of this duality in the target of the interlocutor, his/her overture to others is positioned in distinctive time and space. The presence, the addressee who is actually absent, is a willed potentiality to which one's message is addressed. Writing in this manner locates our connection with assumed presences in time and space unique to their own; time resists narrative flow and the space therein disobeys the law of extension set by sheer physicality.

> The absence of which Condillac speaks is determined in the most classic manner as a continuous modification and progressive extenuation of presence. Representation regularly *supplants* [*supplée*] presence. …, this operation of supplementation is not exhibited as a break in presence but rather as a continuous and homogeneous reparation and modification of presence in the representation.[20]

Is a speech act in this horizon? The answer is definitively yes, but to confirm the point, we need to

[18] J.L. Austin, *How to Do Things with Words: The William James Lectures delivered at Harvard University in 1955,* Oxford University Press, 2nd ed. 1975.

[19] Referring to the "the inevitable consequences of these nuclear traits of all writing", Derrida writes, "This essential drift … bearing on writing as an iterative structure, cut off from all absolute responsibility, from *consciousness* as the ultimate authority, orphaned and separated at birth from the assistance of its father, is precisely what Plato condemns in the *Phaedrus*." J. Derrida, *Limited Inc.*, Northwestern University Press, Evanston IL., 1988, p. 8.

[20] Derrida, ibid., p. 5.



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clarify that the issue is not that of medium (i.e., whether it is speech), but the way in which the message under question manifests itself so as to generate a shared rule of locution.[21] For those who are accustomed to speech act theory, Derrida's overture to writing contradicts the fundamental premise of the theory. However, the social dimension of space/time, which comes into being through writing, presupposes, according to Derrida, an act, suggesting the potential for a significant theoretical synthesis.

Austin was primarily concerned with speech-based performativity, but he did accept the possibility of other locutionary media with illocutionary effects. Austin thus included gestures and other types of expression as vehicles of performativity. If that means that Austin accepted non-speech-based performatives, what about writing addressed to a person absent at the time of its production? As an example, a "deed" related to the ownership of property may or may not expect the presence of the addressee, insofar as the validity of the terms stipulated in the document is concerned. Nonetheless, the fact that its illocutionary force is no less effective and valid is clearly attributable to the sanction of law with regard to the rule of succession and procedures. A document can thus function as a performative (if not a speech act), thereby casting the notion of contexts as an awkward redundancy. The fact that we do not need an actor performing an act to realize a speech act is apparent because certain performatives can be perfectly coextensive with the non-speech-based performativity or deeds by means of saying other than via speech. It is because letters, wills, and other writings are endorsed with the same effects as those generated via normative speech acts. Such writings are given a force whereby the contents predicate its consequents as denotation of acts to be consummated.

Derrida goes a step further and raises a question about the distinction of writing from speech based on the assertion that both are subject to repetition and thereby accessible to heterogenous addressees, either intended or unintended, and are therefore iterable:

> … a written sign carries with it a force that breaks with its context, that is, with the collectivity of presences organizing the moment of its inscription. This breaking force … is not an accidental predicate but the very structure of the written text. In the case of a so-called "real" context, what I have just asserted is all too evident. This allegedly real context includes a certain "present" of the inscription, the presence of the writer to what he has written, the entire environment and the horizon of his experience, and above all the intention, the wanting-to-say-what-he-means, which animates his inscription at a given moment. But the sign possesses the characteristic of being readable even if the moment of its production is irrevocably lost and even if I do not know what its alleged author-scriptor consciously intended to say at the moment he wrote it, i.e. abandoned it to its essential drift. As far as the internal semiotic context is concerned, the force of the rupture is no less important: by virtue of its essential iterability, a written syntagma can always be detached from the chain in which it is inserted or given without causing it to lose all possibility of functioning, if not all possibility of "communicating" precisely. One can perhaps come to recognize other possibilities in it by inscribing it or *grafting* it onto other chains. No context can entirely enclose it. Nor any code, the code here being both the possibility and impossibility of writing, of its essential iterability (repetition/alterity).[22]

Just as a document exerts an illocutionary force with a comparative consequence to reality, speech is perceived as being devoid of its contexts, to be addressed to someone absent, acquiring a similar transcendence through time and space. Thus, subjecting speech to the scheme of iterability, Derrida proceeds to articulate the significance of what he considers the Austinian paradigm of performativity. Consequently, speech in Derrida's discourses loses the tempo-spatial particularity that Bakhtin describes. As the analysis of voices in literary works reflects socio-linguistic dimensions of speech genres, it appears that the emphasis on iterability of voice appears contradictory in the light of empirical data. Yet, the very fact that speech acquires multiple genres in the novel, literally echoing a social dimension now in writing, suggests an inherent architectonic segmentation at work in speech practice. Although Derrida does not offer empirical data for substantiating his claim on iterability, in his reference to drama, where performatives fulfill their social functions in fiction, he makes it possible to confirm the modality of iterability in action, including the cultural sphere in which media assume the task of grafting writings onto daily life.[23]

Derrida lists four reasons for the placement of the performatives in his paradigm of writing. First, Austin presents locutions from speech practices that normally serve to deliver information in the classical sense and creates a contradiction with the notion of a speech act.

[21] Admitting the possibility of non-verbal performative acts, Austin writes, "In very many cases it is possible to perform an act of exactly the same kind not by uttering words, whether written or spoken, but in some other way." (ibid., p. 8)

[22] Derrida, ibid., p. 9

[23] In this connection, Bakhtin evocatively refers to the transmutation of speech genres as they move from primary speech to complex, written ones. Displacing the notion of context with the relations of speech genres, Bakhtin describes how speech genres enter into complex ones and "lose their immediate connection to actual reality" (p. 62) This implies that Bakhtin supports the notion of iterability, but also emphasizes the importance of looking at the interaction between the primary speech genre and the complex one, in particular, in the historical transformation of the former. Admittedly, it remains to be seen how the Bakhtinian treatment of the grafting helps illuminate the way in which the status of a locution is affected in media. M.M. Bakhtin, "The Problem of Speech Genres", *Speech Genres and Other Late Essays*, University of Texas Press, Austin, 1986.



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Second, the first reason is emphasized by the novelty of the notion, although locutions that act as illocution or perlocution actually prescribe the way in which the communication assumes the role of producing effects. Third, as a form of writing in the general sense of the term, the performative cannot be explicated by reference to any substantive, semantic value, and in this sense, it differs from a constative. Fourth, the difference from the normative role of utterances manifests itself in the need to distance the performative from the question of the truth value, so that the analysis on force is prioritized. With these four reasons, "Austin has shattered the concept of communication as a purely semiotic, linguistic, or symbolic concept."[24]

However, one detects a shortcoming of speech act theory in applying its original insights to media in the absence of methods with which to explore the mechanisms of the force that underlies illocutions. In his discussion about the performatives with relative degrees of subsumption to predetermined rules, Austin suggests the possibility of historic mutation of performatives, but the topic has not been explored sufficiently.[25] Nonetheless, as the history of media reveals, media practices generate illocutionary mediatization as a form of act, influencing the daily practices of recipients. Certain types of performatives are undoubtedly endogenous in media. Although media practices are normally seen as a form of communicative process, the effects of saying something therein are not merely referential. Just as confession in the medieval church involved disclosure of internal self, printing did not simply convey messages; contrary to the tendency in media studies to cling to the message of media, media actually 'mould' (Hepp) the ways in which subjects reflect their way of doing things and interact with others. Indeed, media have affected the way in which imagined communities were conceived. Even though the deeds of print capitalism have been captured in terms of shared contents of media, the actual impacts derived from a mechanism are unique to respective eras, often with considerable forces legitimizing the media's performance. There is a paucity of methodological tools available to illuminate the process that would lead to the performativity of media, but the introduction of performatives into media research provides the promise of liberating our inquiry from the pursuit of referentiality based on the premediated logic of representation.[26]

*b) Detecting the acts of media: How to do things with writing?*

Media studies have not given attention to the speech act theory to face issues that are crucial for understanding the ways in which media influence culture. Lack of interest can be ascribed to the assignment of agency on the role of an actor: in the definition of the concept, an utterance demands the presence of the speaker with no spatial or temporal hiatus, whereas media make the presence of the agent irrelevant for successful emission of a message. Media intervene into speech practice and reformulate the fabric of time/space of a speech event.

Nevertheless, Derrida's argument shows that speech act theory, if recomposed by the notion of writing, promises advantages in methodological terms over the theories proposed by Hepp. The lack of space makes it difficult to substantiate the claim, but I hope that a brief examination of the characteristics of illocutionary acts as Austin defined them will be of some help. A short schematic enumeration involves (1) the non-referential value of speech acts, (2) the autonomy of illocution with regard the intention of an actor, and (3) the historical mutation of illocutions with regard to their perlocutionary force.

(1) *Non-referential aspects of illocutions*

Embedded in media practice, the iterability of a speech act has been given insufficient attention in media studies. This omission arises from the unfortunate outcome of debates on the issue between Derrida and Searle; it has not been taken up as a substantive issue with concrete implications to empirical research. However, in certain media genres, illocutions tendentiously acquire far more potent perlocutionary effects than in the normative settings. If not recited in a written text, a speech act in media can retain the immediacy of the agent, attaining a tempo-spatial transcendence. Media thus abound with performative acts that mutate seemingly innocuous statements in highly regimented institutional orders of things.

Critique of media has tendentiously concerned itself with the contents of media. However, the theory of speech acts is not concerned with the truth value of the contents of the literary locution: this implies the significance of the illocutionary effects apart from the semantic value at the locutionary level. While the non-semiotic approach to media based on practice-oriented reception partially resolved the question of meaning, it had to confront the question of the subjectivity of recipients. As we have seen, the media research that Hepp formulates promises to solve the conundrum, but without any measure to gauge the effects of media practices, the notion of the act of media remains largely metaphoric. When discussed against the relocation of original acts of saying through media, the notion of iterability radicalizes our perception of communications.

[24] Derrida, ibid., p. 13.
[25] Austin, ibid., p. 66.
[26] Karin Wahl-Jorgensen writes, "Research on how emotionality is constructed and embedded in journalistic text has contributed methodological tools and conceptual insights.", in *Emotions, Media and Politics*, 2019, p.14. Needless to say, the performativity of journalistic texts does not have to be limited to emotionality.



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Just as Anderson's print capitalism generated a sense of collectivity, cannot media as a type of writing give rise to a horizon comparable to that of illocutionary acts? If we follow Derrida, in that speech theory brought forward a new perspective on meaning with a potential for further application beyond the notion of speech, we then recognize a range of issues to be explored in further research. I argue that the first step to substantiate the point is to reiterate the non-referential aspects of the speech act.

(2) *The autonomous consequence of the performative*

The consequence of a speech act affects the status of those who are involved in it, either directly or indirectly: some are involved in the act, while others are involved as the receivers of the messages. If conducted in a prescribed manner, the consequence is normally independent of the intention of the participants. Although the emphasis on autonomy seems contradictory to cases of illocutions in the first person singular, once an act is executed, its consequence tends to acquire autonomy irrespective of the will of any person involved.

There is an implicit assumption that media involve a qualitatively different communicative process to that of a speech act: the former concerns the way some mediations intervene into social relations based on newly created communicative processes, and the latter presupposes a primordial style of telling as a form of being. Media transmute speech acts into "recited" versions and replicate the message in totally new referential orders. However, it is true that normative semantics on messages transmitted by means of media may not lead to positive evidence of the performative, constitutive effects of speech acts recited. Just as the statement, "I wager on that" (a speech act) is qualitatively different from "I wagered on that", information in media often revolves around events in the past, as opposed to raw, on-going acts of doing things with words. Yet, media recite speech acts on an unprecedented scale and generate a new linguistic domain in which the immediacy of the agent and speech is intensified. This constitutes a transcendence of time and space normally crucial for the efficacy of a speech act. However, if media can actually operate as a form of writing and generate processes whereby saying is equivalent to doing things, what do media actually do? Austin's contribution lies in the discovery of communicative practices that substantively change the given condition in which a semantic value is transmuted to effects comparable to doing something. The point was arguably made through samples of utterances that trigger change in reality. Derrida in his discussion about the delayed statement written on paper invokes a speech event in which similar performative effects become real.

Media practices that have attained the status of an illocution generate in the receivers of messages impacts comparable to those of perlocutions. Research on popular cultures, i.e., novels, music, and cult movies, has substantiated the point, but these works have tended to treat the recipients' reaction without sufficient reference to the role of communicative mediation into social life. However, if we see that certain media practices are comparable to illocutions that are conducted in daily life, often with autonomous influences on the lives of actors once conducted, foci on actors, in particular, on their subjective preferences as certain symptoms of deviance, may be seen as sources of epistemic deviance. This is the case because the perlocutionary forces tend to operate irrespective of the intention of the participants.

(3) *The need to reformulate research questions*

Derrida was no more concerned with the historic formation of a speech act than Austin himself, and this indicates a conspicuous absence of criticism with regard to the social consequences of speech acts. If we take into consideration (1) and (2) and proceed in empirical research on media practices, the absence implies urgent needs for a critical investigation of their making. Media transplant the original speech act into a manifested iterability and replicate the message in question in totally new referential orders. The transmission of messages by means of media per se does not lead to positive evidence on the formation of indexicality, but if we take the original primary as a type of speech act and detect the illocutionary concatenations, we see that with the transgression comes definitive semantic mutation.

Media recite speech acts on an unprecedented scale and generate a range of new linguistic processes wherein the immediacy of the agent and speech act is intensified. By reciting the original illocutionary act, for example, media give rise to the transcendence of time and space crucial for the efficacy of a speech act. We should anticipate that this transcendence does not rule out the signification of the performative. Media enable recitation of speech acts as writing well after the performance of the original. In fact, the consequence of the tempo-spatial transcendence of a speech act in the media may even manifest itself in an augmented force unique to the historic specificity of the media. It is well known that, in the second phase of Hollywood, cinema created stars unexpectedly. It did so by directing audience attention to particular agents so as to naturalize the media effect (or perlocutionary effect) by means of individual actors. The performative in this case is highly actor-oriented, or so it seemed to the audience of the extensive media network. Media unified the performative with the agent and attempted to personify the capacity of media technology to transmit data instantly across a wider space than known before.



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Media's power to formulate a new modality of performative derives primarily from the necessity to signify. Media's incessant search for the novel predicates media practice irrespective of genre. Media thus justify the self-practice of media, sometimes even for a topic not suitable for such justification. Then, how do the performative effects of speech acts in media recitation (or reproduction) lead to a social reality? Media generate new forms of performativity by transplanting localized speech acts in a new modality of recitations. In doing so, media exhibit a set of problematic aspects in relation to philosophical reflections on the speed act. In one sense, media support the claim that the immediacy of the context of a speech act is not necessarily the ultimate requirement for the realization of a speech act. On the other hand, media also depart from the philosophical arguments about the speech act, leading to questions about the historic formation of performativity and its consequences.

## V. Conclusion

This article addressed recent reformulations, which seem innovative both theoretically and empirically, for alternative explications of media. The primary target in doing so is in the heuristic value of social theories for clarifying their problematic relation with media, a topic that tends to resist prescribed modes of explications. Based on semiotics, practice, and, to a much lesser degree, speech act theory, analysts generate constructs, or generalizations, that often deviate unexpectedly from the conceptual horizons inherent in respective schemes.

The hiatus between the semiotic discussion about the semantic contents of media and the accountability of collectivity is exemplary. The emergence of imagined communities, though an ingenuous formulation that relies on a semiotic perspective, unexpectedly sheds light on the materiality of signs. Benedict Anderson skillfully mobilizes his insights into literary works as a type of media with the power to go beyond textual meaning. In this case, theory and practice in ethnographic research exhibit a characteristically contentious dialectic of conceptual synthesis and revaluation vis-a-vis empirical data. The latter reveals unfamiliar facades in an often unexpected fashion, revealing the shortcomings of prior formulations. The dialectic brings forward an unheeded hiatus in the horizons and also forces amendations to exonerate hasty application of theories. I argue that this dialectic is particularly acute in dealing with media, primarily because the topic has not been endowed with recognition of a problematic in need of a theory for the positivity of meaning.

In a similar vein, the seemingly innocuous question of how media can be appropriated by groups of actors at first sight appears valid with regard to the introduction of practice theory for a new socially oriented approach to media. However, insofar as the theory that Bourdieu offered is concerned, practice necessitates an established social institution or habitus within which acts are embedded. Media can be a constitutive agent independent of stable institutionalizations (such as class) but, as mentioned, this would trigger a problem of accountability. Media tendentiously elude any search for the causality inherent in conventional social theories. Then, how should we conceptualize media as a constitution of social practice if the cultural consequence of practice in this case may be substantiated by reference to an objectified social order? If a reply to the question presupposes dissociation of practice from habitus, what analytic purchase can we expect of the breach?

I argued, on the one hand, that reflection on the question of accountability in practice theory serves to draw attention to the increasing fluidity of reality in media-saturated society and the contrastive sense of constitutive power not captured by conventional analytic tools for interpretation of culture. Media engage subjects in a particular modality of existence. By intervening in the topology of daily life, media frame tempo-spatially orchestrated normalcy with an additional order not immediately apparent from the particularity of the information conveyed. How can we conceive this engagement? If Hepp is right in claiming that media "mould", what is the actual process to materialize the consequence? If the expression predicates some act, what type of action is at issue?

The limitation of space available prevents a summary of case studies on media with a focus on constitutive acts via speech practice grafted in media. However, the paucity of research based on speech act theory suggests that the notion of acts, as applied to media, remains metaphorical. This seems to be a natural consequence if the non-referential aspect of communication is not sufficiently captured. Reading Derrida's views on speech act theory suggests that such an endeavor demands decomposition of core concepts of the theory. Just as Anderson's formulation casts a delicate light on the use of theory in media research, media prefigured through the lenses of the performative force us to rethink the presence of media in everyday occurrence as a problematic unthought.



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Global Journal of Human-Social Science ( A ) Volume XXII Issue VIII Version I Year 2022
22

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Global Journal of human-social science: a
Arts & Humanities - Psychology
Volume 22 Issue 8 Version 1.0 Year 2022
Type: Double Blind Peer Reviewed International Research Journal
Publisher: Global Journals
Online ISSN: 2249-460x & Print ISSN: 0975-587X

# Can the 4th Industrial Revolution be a Solution to the Challenges of Social Aging?

By Maciej Bazela

*Abstract-* This paper explores whether the fourth industrial revolution - robotization, automation, digitalization, and the Internet of Things - may mitigate the social, economic, and labor impacts of an aging society.

The increasing role of advanced technologies in economic and social life has fueled concerns about the risks of such technologies to human labor, social relations, and human dignity. These risks seem particularly tangible in advanced societies which face a shortage of skilled labor and increasing demand for social and care services. By reviewing a variety of business practices in several developed economies, this research seeks to build a case in favor of the use of advanced technologies in aging societies. Taking into account the scale of population aging and the limited effectiveness of social and fiscal reforms in favor of a demographic change, the fourth industrial revolution appears to be a useful tool to tackle social aging. Without dismissing the ethical, social, and other concerns related to the use of advanced technologies, the research shows a wide range of successful solutions and symbiotic collaboration between humans and advanced technologies in socially aging contexts.

*Keywords:* *technology, aging, labor, demographics.*

*GJHSS-A Classification:* *DDC Code: 301.243 LCC Code: HM101*




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The study follows the following structure. First, it describes the scale of aging in developed economies. Second, it provides a selection of examples showing how advanced technologies are used in different sectors to counter the impacts of aging. Third, the paper concludes by outlining certain ethical and political issues that need to be taken into account regarding the implementation of advanced technologies to address social aging.

*Keywords: technology, aging, labor, demographics.*

## Introduction

Social aging has been a major concern for developed economies for quite some time. The 2019 G20 summit held in Fukuoka, Japan underlined that the combination of social aging, low birth rates, and rising life expectancy threatens the sustainability of labor markets, pension systems, and welfare policies. It may also hinder growth prospects, productivity, and competitiveness. Governments have been trying to counteract aging and its effects through various social and fiscal policies such as pro-family subsidies, vouchers, and tax breaks. Some governments have also sought to liberalize immigration policies to encourage demographic rejuvenation. However, the impact of these anti-aging measures has been rather limited so far. Demographic trends are especially worrying in Japan and across the European Union. Because of the limited effectiveness of conventional social policies, it becomes relevant to explore alternative solutions such as harnessing the tools of the fourth industrial revolution. Although advanced technologies alone cannot reverse demographic trends, it is pertinent to explore how such technologies may favor labor and economic inclusion of the elder; and also, how they may stimulate growth, productivity,and competitiveness despite shrinking labor force.

## I. The Scale of Aging in the Developed World

The aging society is "the process by which older individuals become a proportionally larger share of the total population."[1] It is an umbrella term that reflects relative changes in the age distribution within a society which overall increases the share of older generations.[2] This process applies both to developing and developed economies. However, it is more prominent among the developed. According to the UN World Population Prospects, the number of people aged 60 or older is forecasted to double by 2050 and triple by 2100. That age group is projected rise to 2.1 billion in 2050 and 3.1 billion in 2100 worldwide.[3] That would imply that pensioners would represent almost one-third of the global population.[4]

Japan, which has the oldest society in the world, is a strong case in point. According to some estimates, a third of Japan's population will be at least sixty-five years old by 2040.[5] This implies that the labor

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[4] Adriana Scardino, Improvements in life expectancy and sustainability of social security schemes, report for the International Conference of Social Security Actuaries and Statisticians, Ottawa, Canada, 16-18 September 2009.

[5] "EMPLEO: Haciendo frente a los retos del future," Japan Fact Sheet, Ministry of Foreign Affairs of Japan, last modified 2020, https://web-japan.org/factsheet/es/pdf/es39_employment.pdf. ; Jacqueline Banas,



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force will have shrunk by 21%: from sixty-two to forty-nine million.[6] In 2018, Japan's total fertility rate was 1.42.[7] At the same time, Japan's average life expectancy at birth is 81.25 years for males and 87.32 years for females. If the trend continues, Japan risks having 1 child under 15 for 3 pensioners over 65 by 2050.

The situation is alike in the European Union. By 2070, 30% of people living in the EU-27 are projected to be aged 65. People aged 80 may represent 13% of the total population of the bloc. Themedian age is on the rise and is projected to reach 49 by 2070. The working-age population (20- 64) has been shrinking for years, and it is projected to represent 51% of the total population of the EU-27 by 2070. The EU-27 plus Switzerland and the UK are likely to lose 13.5 million working-age population by 2030.[8] In addition, the EU's-27 fertility rate, which has oscillated between 1.25and 1.55 in the last few decades, remains far below the 2.1 threshold to keep the population size constant. Except for very few local regions and municipalities in France and other member states, all EU-27 member states have been shrinking demographically.[9] By 2070 the EU's share in the world's population is projected to decrease to 4% from 12% in 1960, making it the second-smallestslice of the world's population after Oceania, followed by Northern America in the third place.[10]

Although longer life expectancy is a good thing in itself, it has far-reaching implications for the sustainability of public finance, growth prospects, productivity, and intergenerational equity.[11] According to an OECD report, older adults *consume* around 40-50% of the health budget, and the average health care cost per capita for older adults is 3 times higher than for the working population.[12] Before the pandemic of Covid-19, the EU-27 was projected to dedicate 26.6% of its GDP by 2070 to attend to the needs of the 65+ age group.[13]

As the proportion of people over 65 in a society increases, people of productive age (14-64) facegreater fiscal burden and social obligations, which is known as the old-age dependency ratio. "Old- age dependency ratios will rise in all G20 members in the next decades, although at different paces. Japan is experiencing the fastest aging of its population, with 47 people older than 65 per 100 working-age adults in 2015, up from 19 in 1990, and rising to 80 by 2060. Among advanced G20 countries, Italy, Germany, and Korea will also face some of the most significant challenges from aging."[14] This burden can be further aggravated by early retirement, increasing expenditure in the medical sector related to geriatric care, palliative care, and chronic conditions. Additionally, the risks of old-age poverty and inadequate care for persons with disabilities may increase as well.[15]

To address the trilemma of longer life expectancy – rising social spending – shrinking demographics, governments in developed countries have considered a broad variety of measures ranging from raising the retirement age and introducing co-payments for some medical services tore-incorporating retirees into the labor market on a part-time basis; reconciling work and family life; increasing employment opportunity for women; improving labor qualifications of

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[15] Ageing Europe looking at the lives of older people in THE EU 2020 https://ec.europa.eu/eurostat/documents/3217494/11478057/KS-02-20-655-EN-N.pdf/9b09606c-d4e8-4c33-63d2-3b20d5c19c91?t=1604055531000



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people withlow education level; enhancing the design of public pension schemes, and encouraging personal savings.[16] Nevertheless, there has been little progress in implementing these measures, for they challenge the fundamentals of the intergenerational social contract and call into question the acquired social guarantees. As the options for reform in labor and social policy seem rather limited, it may be relevant to look for alternatives that are more politically and socially viable. One such alternative might be the use of advanced technology to mitigate the costs associated with population aging.[17] According to the EU's New Industrial Strategy for Europe, the combination of the digital economy and green economy may be a trigger of new business models, working schemes, and productivity.[18] It may also help modernize health care, social services, transportation; improve productivity; and offer new products and services for the aging society. Section 2.0. will look at some business practices in that regard.

## II. Technology as a Mitigating Measure of Social Aging

*a) Nursing, preventive, rehabilitative, and assistance services*

Health care is one of the sectors most affected by social aging. Not only is the public healthcare expenditure destined to grow, but also the demand for different healthcare services - from specialist consultations to daycare services for the elder population is projected to expand. According to research by Eurofound (European Foundation for the Improvement of Living and Working Conditions), personal care workers are the second most demanded occupation next to information and communication technology (ICT) professionals in the EU. Nevertheless, the study also pointsout that personal care jobs "are not yet strongly impacted by new technology and are not offshorable. They are in the lowest or second-lowest wage quintile."[19]

For example, Germany has around 13,600 home centers for elder citizens which employ around 1million caregivers. However, there still is a shortage of 15,000 geriatric nurses and around 8,500 auxiliary personnel. Although the number of foreign nurses, especially from Asia, has almost doubled for the last decade, qualifying nursing candidates to cover only 1/5 of the demand.[20] It becomes reasonable to ask whether this growing demand for personal care services may be supplemented by advanced technologies considering the shortage of personnel.

Some encouraging examples come from nursing houses in Japan. More than twenty different types of robots—humanoid and non-humanoid—are already used to provide care for the elderly in Japan.[21] SHIN-TOMI Nursing Home is at the forefront of aid robotics, a market that may represent a $3.8 billion opportunity by 2035 in Japan.[22] Among them, there are humanoid robots that lead physical exercises, conversation partners, and even robotic pets.[23] In addition to humanoid robots such as SoftBank's Pepper, nursing homes in Japan use a variety of robotic devices to assist human caregivers. For example, RESYONE is an automated bed that transforms into a wheelchair. TREEis a grab-hold device used in walking rehabilitation. A hybrid Assistive Limb is a robotic lever tohelp caregivers lift patients. In a sector where 80% of caregivers experience back problems, such robotic exoskeletons that can lift and move around patients help to reduce physical strain and injuries among staff.[24]

Sohgo Security Services, known as ALSOK, created thumb-sized electronic devices that can help track dementia patients who are likely to wander from their homes or care facilities.[25] But though robotic

[16] https://ec.europa.eu/info/sites/default/files/demography_report_2020_n.pdf; https://www.oecd.org/economy/ageing-inclusive- growth/; https://www.eurofound.europa.eu/publications/report/2017/working-conditions-of-workers-of-different-ages

[17] https://www.ilo.org/global/WCM_041965/lang--en/index.htm#P27_5453

[18] https://ec.europa.eu/info/sites/default/files/demography_report_2020_n.pdf

[19] https://www.eurofound.europa.eu/publications/blog/current-changes-to-the-labour-market-may-well-define-the-future-of-europe

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nursing solutions are effective, they are not easy to afford without government subsidies; the cost per unit may vary between $4,000 and $9,000, not including maintenance, training, and assistance.

In addition to nursing services, advanced technologies play an important role in preventive and rehabilitative medicine ranging from retinal disease to Alzheimer's predictions, to advanced dentistry, nanorobotic surgeries, and psychological illness risk assessment[26]. Preventive and regenerative solutions based on advanced technology are a subset of a broader universe of services called telecare which "includes technical devices and assistive technology as well as professional health care services to assist, monitor and care for people from a distance. Telecare includes a variety of services such as communication, monitoring, consultation, diagnostics, and training."[27]

Studies show that thanks to telecare elderly people can preserve their autonomy and active life for longer, which has a positive impact on the economy and frees up resources dedicated to social spending. Telecare also helps to reduce the number of injuries, accidents, and hospital admissions.[28] They can also help the elderly avoid the risk of social isolation, especially in the case of people who, due to illness, lack of family members, or natural aging, cannot easily leave their home or residence.[29]

No-Isolation is a Norwegian startup that specializes in developing communication devices easy-to-use for older generations. The company came up with KOMP a device that shares photos, messages and makes video calls. It does not require previous digital skills. The company recognizes that conventional tablets and smartphones are not easy to use for everyone. KOMP features high contrast screens, enhanced audio, and a one-button interface.[30] The diffusion of telecare is closely linked to the development of smart homes and residences equipped with the internet of things, home health monitoring technologies for older adults, personalized interior design, and customized healthcare.

Another interesting example comes from Cyberdyne Inc. a company that specializes in *cybernetics*, which is applied technology solutions at the intersection of human anatomy, robotics,and information technology. The company has developed treatment devices that help regenerate neuro-physical functions. It also manufacturers rescue devices, heavy labor devices, and entertainment equipment. Among its flagship products, there is hybrid assistive limb (HAL), "the world's first cyborg-type robot,"[31] which stimulates brain functions. Cybernic treatments, which rely on HAL, recognize that a healthy nervous system is fundamental to maintain or regain kinetic capabilities. What HAL adds to conventional physiotherapy is the emphasis on regaining the connection loop between the human brain, the nerve system, and muscles. Not only can HAL be used in post-traumatic treatments (i.e., spinal cord injuries), but also in cerebrovascular conditions, degenerative conditions, and even non-medical well-being-oriented treatments oriented towards preserving the autonomy of movement. In addition, the company offers services such as NeuroHealthFit, which are guided rehab sessions with the use of HAL equipment to improve the nerve and muscular functions.[32] Cyberdyne's products and services aim to build a *brighter future* in which the elderly and the disabled can live active lives thanks to *techno-peer support*.[33]

*b) Public transport and mobility services*

Whill, Inc. provides advanced mobility services for last-mile transportation. The company seeks to fill the void regarding near-home mobility for the disabled. While wheelchair-friendly infrastructure is commonplace at airports and railway stations around the globe, people inwheelchairs still tend to face steep mobility challenges running local daily errands. To increase mobility independence within a one-mile radius of the residences of the wheelchair-bound, WhillInc. commercializes highly

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[28] Teleassistance and future ageing http://wp6.pacitaproject.eu/technology-description/ ; How smart monitoring technologies and AI optimise patient safety https://www.healtheuropa.eu/how-smart-monitoring-technologies-and-ai-optimise-patient-safety/107790/;The Future of Remote Patient Monitoring is in Artificial Intelligence https://meddevops.blog/2019/10/09/the-future-of-remote-patient-monitoring-is-in-artificial-intelligence/ ; Transforming healthcare with AI https://eithealth.eu/wp-content/uploads/2020/03/EIT-Health-and-McKinsey_Transforming-Healthcare-with-AI.pdf.

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advanced mobility vehicles equipped with autonomous driving functions and light batteries, among other features. The company has also focused on aesthetics to create a new image for wheelchair mobility.[34] Whill's autonomous vehicles have also been tested at airport terminals in Japan to improve the quality of service to passengers without adding labor costs.[35]

To provide the possibility of an autonomous and mobile life for elderly citizens, public-private projects are run to implement self-driving cars on a mass scale. There is a special need for autonomous vehicles in remote towns and rural regions where public transportation options are limited. For example, in the town of Suzu, at the tip of the Noto Peninsula, the rail station has beenshut down and there are no more than a few bus links during the day.[36] Consequently, elderly citizens rely on private vehicles to get to medical appointments and other obligations. However, older motorists are twice as likely to cause fatal accidents in Japan. According to one study, "drivers and motorcycle riders aged seventy-five or older caused 8.2 fatal accidents per 100,000 licensed road users in 2018, about 2.4 times the number caused by those aged seventy-fours or younger. The number of accidents resulting in death by drivers aged seventy-five and over totaled 460."[37] This is not a minor issue for towns such as Suzu, where over 50% of the 15,000 local population is over sixty-five years old, with many of that number being bus drivers.

*c) Industrial robotics*

Although industrial robotization may look distant from the issues of aging and shrinking labor markets, it has the potential to improve productivity where a skilled labor force is ever- harder to come by. It may decouple economic growth and productivity from demographic trends. Despite shrinking labor markets, companies could stay competitive, generating revenues and tax income which may be used to address the problem of aging. Additionally, advanced technologies may transform various heavy industrial jobs into safer and less arduous work. It would make possible to postpone retirement.

A good example of this comes from a mineral mine in Garpenberg, Sweden which applies 440 persons, 18% of them are women. The mine is of the most technologically advanced in the world. Among other equipment, it deploys perforating machines which are remotely controlled from a monitor room as well as autonomous vehicles to transport the ore from the mine.[38]

While traditional industrial robots used to be programmed meticulously to carry out strictly limitedtasks and movements, the latest generation of industrial robots is versatile and adaptative in terms of movement and tasks.[39] Mira Robotics specializes in patrolling robots that can perform routine surveillance tasks at corporate buildings.[40] They can send voice and image reports to police officers and security guards, becoming a handy substitute for human guards and watchmen. In particular, there has been significant progress in the robotization of repetitive tasks such as product picking, sorting, and palletizing.[41] Thanks to the development of intelligent robot controllers such as Mujin, industrial robots have acquired much greater autonomy.[42]

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## III. Conclusions: Ethical, Political, and Social Challenges

Advanced technologies rather than being a threat can expand the possibilities for attractive and well-paid jobs in high-skilled sectors. In the context of demographic decline and population aging, the service economy cannot be labor-intensive. This applies in particular to health services and social services in advanced economies where the demand for healthcare services is on the rise while the pool of the healthcare workforce is shrinking.[43]

Contrary to widespread concerns about the fourth industrial revolution stifling human labor, there is little evidence among the workforce in Japan and the EU-27 to see technology as direct competition. As a technologically advanced economy, the labor force seems to be more at ease working alongside humanoid and non-humanoid robots and other technologies. On the other hand,further research is needed to examine the reactions of labor unions, consumer associations, families, and society at large. Little evidence exists so far regarding the psychological, sociological, and spiritual responses of advanced societies to the adoption of advanced technologies in different aspects of life, especially among the elderly and the retired.

The deployment of humanoid and non-humanoid robots in nursing homes is a pragmatic response to a shortfall of specialized caregivers which cannot be easily filled by immigrant workers. Although it takes some time to get used to working with and be attended by a robot assistant, robotics in nursing homes has many advantages. Unlike human caregivers, android nurses are consistently patient and well-tempered, which is extremely important in assisting patients with dementia or other degenerative conditions. They are good at memorizing names, dates, and prescription details. Moreover, they are not a source of health risks since they do not get sick.[44]

The mini-cases presented in this paper show that advanced technologies are used to improve the daily freedom of the elderly and to provide assistance when human-mediated care is scarce. However, the study found little evidence of using technology to re-incorporate the elderly into the workforce. A demographic decline as sharp as the one experienced by Japan and the EU-27 may fuel greater interests in substitutive rather than complementary technologies. Thus one may ask whether a stronger effort is needed to come up with complementary technologies to keep the elderly active in the labor force.

Culture seems to play an important role in the public and private management of aging. Because of language and customs barriers, many advanced economies have attracted very few immigrants to fill the growing void of nurses, caregivers, and other professional positions needed in an aging society. Although one could wish for a more human-centric approach, the technological approach may be more attractive for highly homogenous societies where cultural barriers to immigration are high. On the other hand, the technological approach may fall short of fulfilling the human need for meaningful connections and genuine interpersonal relations.

While advanced technologies may help retirees lead more active and independent lives, they can also fuel further social polarization. The cost of high-tech solutions and the skills needed to use them may pose new social barriers. Hence, the use of advanced technologies to manage demographic decline presupposes a substantive agreement between the government, companies, pension funds, and other actors on how to cover costs and train retirees to use those technologies. The technological training of retirees could be a new challenge for corporate social responsibility.

Although several studies show an upward trend in the use of telecare and other advanced technologies, their widespread application in society implies a new agreement between governments, insurers, service providers, and users regarding cost coverage. The large-scale application of telecare also has important implications in terms of continuous training of the personnel involved, technological support, and systemic changes in the structure of the health and welfare system. In addition, there is the challenge of ensuring the security of sensitive personal data, such as patient medical records. In a highly technological environment, there is a risk of a lack of proper safekeeping where data circulates between different devices, clouds, and servers. There is also the challenge of ensuring equitable access so that telecare is not a luxury service forsome.[45]

All in all, the introduction of advanced technologies to mitigate the employment impacts of aging, especially in the health sector, presents benefits,

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but also challenges and public policy dilemmas.[46] What technological solutions should be prioritized? To what extent should technologies be used without depersonalizing services? What is the ethical boundary of what is permissible in terms of the technologization of services? How to cover the costs related to the use of advanced technologies in the health and social services sector? How to avoid the risk of exacerbated social polarization and differences in the quality of service? What roles should technology in the design of public spaces, housing, transportation, and services? How to mitigate the risk of the loss of personal autonomy in a technology-saturated setting?

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Global Journal of human-social science: a
Arts & Humanities - Psychology
Volume 22 Issue 8 Version 1.0 Year 2022
Type: Double Blind Peer Reviewed International Research Journal
Publisher: Global Journals
Online ISSN: 2249-460x & Print ISSN: 0975-587X

# Accessibility of Resources for Effective Implementation of Social Studies Curriculum in Junior Secondary Schools

By Matthew D. Omojemite & Cias T. Tsotetsi

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*Keywords: availability, resources, effective, curriculum, social studies, junior secondary schools.*

*GJHSS-A Classification: DDC Code: 373.127 LCC Code: LB1131*




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# Accessibility of Resources for Effective Implementation of Social Studies Curriculum in Junior Secondary Schools

Matthew D. Omojemite [α] & Cias T. Tsotetsi [σ]

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*Keywords: availability, resources, effective, curriculum, social studies, junior secondary schools.*

## I. Introduction

Social Studies as an organized course (subject) is troubled with different commitments through its put down focuses, to redesign the general population in a given society, by showing in them the right guidelines, values and culture of the said society. It is in this light that the concentrate ought to be adequately ready to be displayed in schools all over the place (Busljeta, 2013). The subject will overall oversee man in his social and genuine environment, basically on how the exercises and in-exercises of man are redirected into controlling his entire environment to suit his perseverance and comfort. It is also troubled with the endeavor of absorbing in understudies the exemplification of excellent occupation as it helps with planning individuals to be useful to the overall population by supporting the turn of events and progression of the overall population in all repercussions (David and Vera, 2017).

Consequently, the need to guarantee this subject is top notch both without even batting an eye in schools and to understudies is an endeavor that ought to be fundamentally dissected and returned again to particular interest by all specialists in the Education region, as an overall population confiscated of balanced tutoring will without a doubt fall, since there would be no honorable more young age to make it prosper. Appearing in schools, as seen all around the planet has all the earmarks of being more like a speculation to most understudies than useful, as they all need to focus on what the teacher needs to say, regardless, when it isn't useful. The result is mindlessness and interference, which lead to nonattendance of support of data impacted, consequently undermining crafted by the instructor as well as beating the point and objectives of the subject for instance Social Studies (Ross, 2001). Considering how any subject being taught or introduced in schools has a particular goal(s) to achieve, the Chinese proverb that says "what I hear I disregard and what I see I recall" rings ringer and makes lots of importance. This burdens the necessity for Social Studies teachers across the world to attempt to make their classes more unique and participatory enough to convey along their understudies all along of each and every model quite far as they would in like manner be huge supporters all through the outline.

This achievement should be achieved with the introduction of training resources, that is showing helps, which can either be individuals or materials to help in the dispersing of the substance in the Social Studies instructive program and moreover to legitimize the establishment or need for the subject being displayed in schools (Sivakumar, 2018). Contingent upon the way that the usage of showing helps can't be

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overemphasized there of brain of instructing and understanding, which is the feasible piece of the dispersal of the substance of the Social Studies instructive program, this paper will in everyday see whether these resources (Teaching helps) are available in Secondary Schools in Ekiti State, Nigeria, for the convincing execution and teaching of Social Studies instructive program content to students generally together accomplish the put down focuses and objectives of the subject being alluded to (Salihu, 2012).

*a) Resources and Resources Availability in Secondary Schools*

All through the long haul, there has been a conversation about the significance and importance of the possibility of resources. This is because the saying "resources" is extensively elaborate inside various settings as typical resources, HR, material resources, financial resources, among others. Yet again the maxim "resources" is gotten from Old French word "resourgere" connoting "to revive, rise again" and from Latin word "resourgere" meaning "to rise". Subsequently, resources etymologically imply anything used to build the assumption for a firm or affiliation.

The possibility of resources was introduced in 1885 by Generch Altshuller as "substance-field Resources", a section in the Algorithm for Inventive Problem Solving (ARIS). Subsequently, the thought was reached out to integrate various kinds of resources like capacities, information, space, time, change, material, workplaces, and the leaders, among others. A basic stage in the formalization of the thought was the development of plans of conventional recourses (both immediately not entirely set in stone) embedded in various affiliation virtual items (Boris and Alla, 2005). In any case, assets alludes to the stockpile of something that a country, an association or an individual has and can utilize particularly to increment riches; something that can be utilized to assist with accomplishing a point, particularly a book, gear, materials, and so on that give data to educators and understudies; individual characteristics, for example, boldness and creative mind that assist an individual with managing tough spots (Hornby, 2010).

In the financial area, assets can be supposed to be the vital variables expected to satisfy a specific errand for example financial or useful factors separately; it can likewise be portrayed as the way participated in to achieve specific goal, objective or point. The principal assets recognized are land, work and capital, while others incorporate exertion, business direction, data, individual magnetism and capacities which are equipped for aiding in any dubious circumstance or unanticipated situation (William, 2013). As per Edem (2005), assets can be by and large alluded to as things in the general (climate) which are utilized during the time spent achieving the set down points and targets of a specific organization.

These assets, as per Edem, incorporate time, material offices, climate, school plant, individuals, finance, etc. Instructive assets are the data sources should have been saddled in the educational system to guarantee the accomplishment of instructive objectives. These assets are as human, material and elusive and they are many times restricted and scant (Ezeuwa, 2005). It is thus, that there ought to be judicious use of accessible assets to guarantee powerful execution of social investigations educational plan. HR comprise human components or individuals working in any authoritative set-up or establishment. HR are the fundamental and important resources or elements required for successful creation. Olatoun (2012) emphatically trusted in the condition of human capacities and abundance of information as the measuring stick for deciding the degree of development and improvement a specific nation would profess to have procured.

Frankie-Dollar (2002) affirmed that HR are the most significant of the measures important to successfully deal with an association. For an association to accomplish its set down points and targets socially, monetarily, strategically and religion, such accomplishment would be enormously affected by the level of the HR directing the issues of the association. The obligations of deciding, that gives scholarly abilities, contributing endeavors and furthermore camaraderie (work) are undeniably done by the labor force for example people which on the long run decides the accomplishment of the objectives of the association. Bozimo and Ikwumelu (2000) characterized HR as instrumental characteristics inside individuals. It is human contribution to school system. They coordinate different assets to accomplish expressed targets. Olatoun (2012) thinks that they incorporate understudies, work force, educators and different heads whose information contributes definitively in instructive turn of events. Mkpa in Nnadi (2004) kept up with that HR are individuals who can show exceptional achievements or specific capacities which are of interest and worth to understudies and who are additionally both capable and able to show, talk about or generally present fulfillment before students. Ugwu (2000) alluded to the resident of a local area, who by righteousness of their direction and involvement with different fields of try have amassed a lot of information and expertise and are viewed as models, as being helpful to the school and have position to influence their insight to the students. Asset people incorporate educators, engineers, investors, clinical work force and others. They are normally welcome to converse with students on their areas of specialization. They can cover assorted regions in Social Studies going from Civic, Geography, Agriculture, History, science and so on.

Material assets allude to any quantifiable materials used to finish a job. They incorporate actual



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offices, gear, convenient materials, educational materials or media and school plants which frequently supplant human info or assets in an association (Miller and Spoolman, 2011). Offices in schools incorporate homeroom, seats, work areas, electrical apparatuses, libraries and research centers. Olatoun (2012) figured out that the scholarly achievement of any educational system still up in the air by the accessibility of fundamental educating and learning materials which might incorporate designs (study halls, staffrooms, research centers and so on), tables and seats, apparatuses, etc. Valuing the significance of offices in educational plan execution, Ehiametalor (2001) believed that, "school offices are the functional contributions of each and every informative program. The school resembles an assembling association where plants and gear should be in a top functional shape to deliver result". In accordance with the perspective on Ehiametalor (2011), for an educational plan to be impeccably doled out or spread, the arrangement of conveniences or designs, showing helps, learning carries out and others should be needs Instructional materials are those materials utilized by educators, either inside the homeroom or outside the study hall, for successful instructing and execution of social examinations educational plan in schools. Toward the day's end, Bozimo and Ikwumelu (2008) trusted that these materials, used for the course of instructive program movement (teaching and learning) in concentrate on lobby include: understanding material, instructive arrangement materials, magazines, journals, papers, reference materials, reference book, periodicals, non-scrutinizing materials, for instance, work and guides, records and tap-recording, motion pictures and film-strips, expected and non-projected materials. This huge number of materials are used in teaching and learning, especially in Social Studies. Ivowi (2004) also showed that instructive materials integrate Information Communication Technology centers and devices. These consolidate PC, web, fax, TV, and frameworks organization which can be used for helpful developing involvement with schools.

Learning climate is a huge calculates guaranteeing quality and the norm of learning, especially in friendly examinations guidance. Learning climate includes frameworks and Facilities that improve learning. They incorporate study halls and furniture, libraries, labs, studios, playfields, school homesteads and gardens, as well as arrangement for water and latrine offices (Modibo, 2004). Learning climate, as indicated by Modibo (2004) likewise covers the relationship/connection between understudies, understudies and instructors, guest plans and understudies' way of behaving. In this manner, learning climate could be physical, material, mental, humanistic and other educational exercises in schools. These conditions should be of the fitting amount, size, and quality, to satisfy the base guidelines for viable execution of social examinations educational plan in schools. Immaterial assets are one more part of assets utilized in each human undertaking. Edvinson and Malone (1997) make sense of that elusive assets are those that have no actual presence except for which are still of significant worth to the organization, association or foundation. The most well-known kinds of these assets are human resources, underlying capital and social capital (Zhousand Fink, 2003; Zambon, 2002). In instructive speech, these assets are significant for accomplishing elite execution.

Human resources envelops assets like information, abilities, capability and schooling of representatives and furthermore amicability of staff. Primary capital emphatically connects with office the board, as it guarantees the usefulness of all that empowers human resources to work for example the authoritative design, showing processes (for example production network the board and backing foundation (Walsh, Enz, and Canina, 2008). Specifically, data and correspondence frameworks are exceptionally significant, for a discretionary running of cycles as well as to accomplish high fulfillment among staff (for example by web arrangement) (Claver-Cortes, Pereira-Molina, Tari, and Molina-Azorin, 2008). Social capital alludes to the relationship an association has with its inner and outer partners. Elusive assets incorporate time, finance, opportunity, social agreement, the board, and showing strategy or procedures which are not recognizable however which apply a lot of impact in institutional development and improvement, critically in the educating and educational experience. One of the indispensable assets for example immaterial assets that cultivate advancement in the schooling area is Capital (finance). Depending on this reality the division burdened with the obligations of strategy making in training (National Policy on Education, 2004) confirmed that training as a section that offers all over types of assistance to humankind should be satisfactorily supported by the three levels of government for it to achieve every one of its targets as expressed in its program cross country; monetary assets are utilized in obtainment of offices, materials, working of school blocks or study halls and the board of offices.

Time is likewise an immaterial asset. At the point when time is changed over and used, it can achieve viability in educating and learning (Olatoun, 2012). Immaterial assets similarly incorporate strategies, for example, reenactment, field trip, conversation, pretend or show, addressing, addressing, exhibition, and so on. The compelling utilization of these techniques in educating and learning of any discipline can assist with accomplishing the goals of the school's educational plan. Whenever the understudies are allowed the opportunity, they learn quicker and more straightforward and can recollect ideas learnt for a more



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extended time frame. The successful conveyance of the topic of social examinations can't be accomplished to the detriment of these assets. These consolidate teachers, resource individuals, material resources, time, the leaders, environment, workplaces, resources techniques and systems of instructing, as well as the instructive program materials, etc. Anyway, the Basic Education Curriculum of Social Studies outlined these resources anyway forgot to determine the issue of time, finance and the quality and measure of Social Studies teachers required and these have affected the execution. Aduwa-Ogiegbaen and Imogie (2005) felt that material resources that can be used for effective execution of Social Studies consolidate sound recording gadget, video recording gadgets, slide projectors, dark projectors, above projectors, really pictures, changed direction, filmstrips, maps, blueprints, outlines and significantly more recommendation different learning experiences independently or in blend in with different teaching and amazing open doors for development in Social Studies.

HR (educators) and other distinguished asset individual are utilized to utilize accessible materials in the educational plan execution cycle of Social Studies. This declaration had being verified by unfamiliar analysts like Bolick, Benson, Coults and Heinecke (2003), Kadzara (2006), Abdo and Semele (2010), Jotia and Mantle (2011). They generally figured out that while a few instructive facilitators are familiar and love to utilize showing supports advancing the educating and educational experience, a few educators actually tracked down it less appealing and waited in the utilization of same for the dispersal of information to students. In any case, to accomplish the set down points and goals of the Social Studies subject as expressed above had posted a serious test in Nigeria schools. Garuba (2003) thought that educators in Nigeria schools complete their obligations in a non-helpful climate where the method involved with educating and learning is remotely done most particularly in the rustic settings. Likewise, just couple of schools in the metropolitan regions are associated with the National matrix while most schools situated in the country regions are not profiting from the arrangement of social conveniences, for example, continuous power supply, drinkable water, great street organization and a lot more which will in general diminish the productivity and complete number of HR (educators) working in the rustic optional schools in Nigeria.

Abilities to undertake have been introduced in the Social Studies instructive arrangement, and this expects that their resources be connected with neighborhood up. Ugwu (2000) suggests the occupants of a neighborhood, by standards of their course and experiences in various field of attempts have amassed a great deal of data and skill and are seen as models as being useful to the school and have the situation to influence their understanding to the understudies. Asset people incorporate; instructors, engineers, financiers, clinical work force, among others. They are normally welcome to converse with understudies on their area of specialization and they could cover different regions, going from business, civics, agribusiness, Mathematics and advances. These individuals can assist with teaching the new regions implanted in Social Studies educational program.

One more significant asset in educating and learning of Social Studies is the library. Okoro (2001) noticed that since the study hall isn't sufficient to affect the understudies with the real factors and abilities they need for their scholarly turn of events, the library administrations become an imperative component in any dynamic schooling system. Educating and Learning materials (assets) to improve the execution of Social Studies educational plan really are different and they are summed up in the table beneath:

*b) Resources for teaching and learning Social Studies in Schools*

*Table 1:* Summary of resources for teaching and learning of social studies was adapted from (Okobia, 2011). It is believed that when these resources are available and utilised, they can connote effective curriculum implementation of Social Studies and as well, help in the achievement of the curriculum objective.

| Social Studies | Resources needed for effective curriculum implementation |
|---|---|
| Human Resources | Teachers, facilitators, asset people, local area people and prepared work force in unambiguous disciplines. |
| Material Resources | Pictures, reading material, guides and map books, models, radio, tapes, news announcements and banners, papers, magazines, blackboards, PCs, video recorders, TVs, globes, film strips, radio sets, above projector, educational plan and so forth. |
| Facilities and Environment | Homerooms, seats, power, generator, meteorological focus, pipe borne water, educators' quarters, library and ICT focus. |
| Intangible Resources | Time, instructors' inspiration, strategies and procedures, oversight, finance, the board, information and favorable climate. |

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## II. Methodology

The arrangement used for this assessment was the hypnotizing plan of the review type which is commonly stressed over portraying an ongoing eccentricity to recognize its significance to a given situation without the control of elements, while the survey engages experts to browse the segments of a huge people from which surmisings would be drawn about the characteristics of the described people. The case of the audit contained 480 junior discretionary educators in government guaranteed schools in Ekiti State, Nigeria, who were picked using multistage testing strategy. The fundamental stage incorporated the usage of direct sporadic testing technique to pick six Local Government Areas out of the sixteen close by government districts in Ekiti State. The ensuing stage incorporated the usage of direct sporadic testing strategy to pick two towns from all of the picked close by government locales. Then, in the third stage, two schools was selected each from the picked towns and the fourth stage incorporated the use of isolated looking at system to pick 10 male teachers and 10 female instructors independently from all of the tried schools, making a total number of 480 respondents for the survey. They were furthermore ensured of their chance of exit and segment over the range of the audit. Data were assembled through the overview named "Availability of Resources for Implementation of Social Studies Curriculum" (ARISC) arranged by the examiner for this audit. The instrument was involved coordinated things on the subject assessed on four point Likert-type rating size of determinedly agree (4), Agree (3), Disagree (2) and Strongly contradict (1), which were appropriated to respondents and were from that point on recuperated. The data accumulated were analyzed utilizing expressive estimations, as the overall request raised was answered using repeat count, rates, mean and standard deviation.

## III. Research Findings/Discussion

*Question 1:* Are Social Studies assets accessible in schools?

*Table 2:* Availability of Social Studies Resources in Schools.

| S/N | ITEMS | A | % | D | % | N |
|---|---|---|---|---|---|---|
| 1 | There are good to go and important reading material for JSS Social Studies which help understudies as they become familiar with the subject | 56 | 11.67 | 424 | 88.33 | 480 |
| 2 | The instructor approaches Social Studies exercise manual for understudies to help their own concentrating on propensity | 83 | 17.74 | 385 | 82.26 | 468 |
| 3 | The understudies' reading material are organized and ready as per the incorporated Social Studies educational program | 102 | 21.25 | 378 | 78.75 | 480 |
| 4 | Social Studies educators approach exercise manual arranged as per the items in the coordinated Social Studies educational program | 87 | 18.13 | 393 | 81.88 | 480 |
| 5 | The study halls are all around ventilated and helpful for learning | 122 | 25.42 | 358 | 74.58 | 480 |
| 6 | The study hall size and guest plans are reasonable and helpful for educating and learning of Social Studies | 110 | 22.92 | 370 | 77.08 | 480 |
| 7 | The educators approach pertinent showing helps which help and improve understudies' learning | 74 | 15.42 | 406 | 84.58 | 480 |
| 8 | Instructors utilize pertinent and sufficient training helps to support their educating | 40 | 8.33 | 440 | 91.67 | 480 |
| 9 | Local area asset people are promptly accessible and are infrequently welcomed during the instructing and learning of a few Social Studies ideas | 193 | 40.21 | 287 | 59.79 | 480 |
| 10 | The instructors ensure the understudies have reading material on Social Studies | 94 | 19.58 | 386 | 80.42 | 480 |

Table 2 above uncovered the wisdom and repeat count of respondents on the availability of social assessments resources in school. On whether there are totally prepared and significant course books for JSS Social Studies which assist students as they with getting to know the subject, only 11.67% of the respondents Agreed while 88.33% conflicted. On whether the teachers approach Social Studies practice manuals for students to help their own focusing on affinity, 17.74% agreed while 82.26% clashed. On whether the students' course books are coordinated and prepared according to the integrated Social Studies instructive program, 21.25% agreed while 78.75% conflicted. Moreover, on whether Social Studies teachers approach practice manuals organized according to the things in the planned Social Studies instructive program, 18.13% agreed while 81.88 clashed. On whether the homerooms are by and large around ventilated and supportive for learning, 25.42% of the respondents agreed while 74.58% conflicted. The solicitation on



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whether homeroom size and visitor plans are proper and great for educating and learning of Social Studies uncovered that 22.92% agreed while 77.08% conflicted. Likewise, on whether the instructors approach significant showing helps which help and upgrade understudies' learning, 15.42% concurred while 84.58% conflicted. On whether educators utilize applicable and satisfactory helping helps to build up their instructing, 8.33% concurred while 91.67% clashed. Besides, the request on whether local area asset people are promptly accessible and are incidentally welcomed during the instructing and learning of a few Social Studies idea uncovered that 40.21% of the respondents concurred while 59.79% clashed. At long last, on whether the educator ensures the understudies have course book on Social Studies, 19.58% concurred while 80.42% conflicted. In synopsis, it was uncovered that social examinations assets are not satisfactorily accessible in that frame of mind as displayed in the table. It additionally uncovered that there are no good to go and significant course books for JSS Social Studies which help understudies as they become familiar with the subject ; the educators don't approach Social Studies exercise manuals for understudies to help their own concentrating on propensity, the understudies' reading material are not organized and ready as per the incorporated Social Studies educational plan. Additionally, Social Studies educators don't approach exercise manuals arranged as per the items in the coordinated Social Studies educational plan; the homerooms are not all around ventilated and favorable for learning, so likewise the homeroom size and guest plans are not appropriate and helpful for educating and learning of Social Studies. Along these lines, the educators don't approach important showing helps which help and upgrade understudies' learning; instructors don't utilize applicable and sufficient training helps to build up their educating, and local area asset people are not promptly accessible and are not sporadically welcomed during the instructing and learning of a few Social Studies idea and the educators don't ensure the understudies have reading material on Social Studies.

The above revelations can be moreover approved by the investigation finished by Okobia (2009), which uncovered the openness and utilization of resources in junior public assistant schools in Edo state in south Nigeria. The arrangement used was outline while review was used as the instrument for data variety. The quantity of occupants in the audit was all of the social assessments teachers in open junior discretionary schools, with 50 for arbitrary reasons picked government supported schools with student/instructor extent of over 100:1. The disclosures of the survey uncovered that fundamental 31 skillfully pre-arranged social assessments teach while materials, or workplaces used by the educators are old.

The concentrate additionally uncovered that the main accessible and habitually utilized educational materials were course books and blackboards and this is so because of instructors' failure to make do. The examination similarly uncovered that not very many educators of Social Studies know about general media, above transparencies, PC and web and these are different strategies for guidance that have been distinguished and demonstrated to animate understudies' advantage in learning. The concentrate additionally shows that educational materials are not accessible in schools. Inaccessibility and absence of educators' capability in utilizing different techniques for guidance will untoldly affect the understudies since there wouldn't be anything new and fascinating to animate the understudies' advantage in learning social examinations. Hence, this present circumstance in the event that not checked and controlled, will sabotage the compelling execution of social examinations educational program in junior optional schools in the nation and especially, in Ekiti State.

In a review completed by Adeyemi (2011) on the basic survey of deficiency and overflows of educators in the optional schools in Ondo State, Nigeria where the engaging plan was embraced containing a populace of 281 schools in the senior auxiliary framework in the express, the example and populace for the review were no different with the end goal of information assortment. Recurrence count and rate were utilized to break down the information gathered where it was reasoned that lack of educator were knowledgeable about the science and language situated subjects contrasted and human expression and sociologies and furthermore it was figured out that there was articulated deficiency of thoroughly prepared instructors in schools situated in the metropolitan regions. Be that as it may, assuming qualified educators are more in metropolitan region, it will prompt hole in scholarly accomplishment of metropolitan and country schools. Thusly, there is need to see whether the circumstance is something similar in Ekiti State for development nearby.

Alimi, Ohi and Adegbemile (2002) finished a focus on the educational creation assessment in discretionary schools in Ondo, Nigeria. The audit took on a connecting with concentrate on plan. Discretionary school bosses drawn with no obvious end goal in mind across the nine preparation zones of the state were the respondents used to assemble relevant data. The concentrate moreover uncovered that Secondary Education in Ondo state is helpful with an info addition of 30% and a yield addition of somewhere in the range of 39% and 139%. The fixation furthermore uncovered that there is a monstrous qualification in the scattering of teachers by capacity. This survey has shown that there are contrasts in the dissemination of qualified teachers among metropolitan and rural schools. This never-endingly will impact the effective spread of the

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instructive arrangement of Social Studies. The assessment revealed plus, that. There is no questionable data on the openness of resources; hence, there is a need to choose the openness of resources for effective execution in discretionary schools.

Joseph and Olatunde (2011) drove an investigation work on workplaces and academic achievement of provincial students in Ondo State in Nigeria. The audit is seen at the course of action of workplaces as they associate with educational execution of students in cultivating science some place in the reach somewhere in the range of 1990 and 1997. Eventually, the examination of Joseph and Olatunde (2011) covered just Ondo State without highlighting the continuous status of resource availability in Ekiti State. This conveyed the need to overview the availability of resources for strong execution of social assessments instructive arrangement in junior discretionary schools in Ekiti State.

The eventual outcomes of the survey revealed that instructive materials meaningfully affected the presence of uncommon young people since they simplify learning for them. Regardless, the shortfall of gadgets, stuff and structure for effective training hence impacts the student's shows. Finally, the difficult issue uncovered by the survey was lacking utilization of two or three open resource materials by the teachers, while current development has made open a lot of materials to the social assessments educator to help him in making the subject more critical, clear and striking in the review corridor. The request stays on how well the Social Studies educator includes these resources for the strong spread of the instructive program of Social Studies. This conveyed the need to assess the level of purpose of resources for fruitful execution of the social assessments instructive arrangement in Ekiti State.

The after effect of the review uncovered that informative materials advance educating and learning, in addition to other things. It additionally uncovered that absence of informative materials frustrates the powerful utilization of showing helps (educational materials). The concentrate additionally uncovered that powerful usage of showing helps could be accomplished by utilizing qualified instructors and preparing them on the utilization of informative materials through course and studios, in addition to other things. These discoveries uncovered that educational materials are vital in the execution of school educational plan yet inaccessible and non-usage of these materials will adversely influence the execution. Thus, there is the need to decide the degree of accessibility of assets for successful execution of Social Studies educational plan in junior optional schools in Ekiti State.

These investigations have shown that regardless of how great or satisfactorily an educational plan might be, in the event that the educators are not trained professional, it will unfavorably affect the execution. Hence, there is an earnest call to investigate the determination of thoroughly prepared educators for successful execution of Social Studies educational plan in Junior Secondary Schools in Ekiti State. Subsequently, there is a requirement for the current review. The concentrate similarly uncovered that educational materials ease of use by educators is reliant upon capability, as instructors who are experts in the branch of knowledge were seen to utilize different showing techniques which stir the interest of understudies to find out more. In this way, on the off chance that educators are not experts in a specific branch of knowledge, it could damage the successful dispersal of the educational program of Social Studies. It becomes needful to investigate the degree of preparing gained by the educators utilized to show Social Studies in junior optional schools, concerning their capability and areas of specialization for development nearby. This is the hole filled in this review.

Pitan, (2012) did an assessment of internal capability in the use of HR for the most part, the pre-arranged teachers in Selected Secondary Schools of Oyo State, Nigeria. The introduction of students in open evaluation revealed that there were stacks of students' mistake in the system, making the structure inefficient. Government is subsequently encouraged to beat any hindrance between the required and available teachers to avoid the over-utilization of the open ones. Additionally, the expert skill of the showing force should be upgraded through classes, studios and in-administration phases of preparation to limit wastage in the auxiliary schools and develop the degree of inward effectiveness of the educational system. In any case, that's what the result is on the off chance that educators are not trained professionals, it will influence the spread of the Social Studies educational program antagonistically. In this way, there is a need to investigate the degree of preparing obtained by educators that are showing Social Studies in junior optional schools in Ekiti State to accomplish improvement nearby.

## IV. Conclusion and Recommendations

Considering the disclosures of this survey, it might be contemplated that bigger piece of the public power guaranteed discretionary schools (junior) in Ekiti State, Nigeria don't have the principal resources for show social assessments and this need appropriately mangles the effective dispersing of the instructive arrangement. The concentrate further uncovers that the HR (teachers) used are not essentially pre-arranged Social Studies trained professionals, which further militates against the strong execution of the put down places and objectives of the subject as put down in the instructive program. It is thus recommended that organization, secret bodies and affiliations should credit help to the schools by giving mind entrancing materials



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that would work on the execution of the Social Studies instructive program as it is the subject troubled with the commitment of showing in understudies the value, security and normal preparation that is prepared for making them OK and significant for their overall population in general.

In like manner, crafted by pre-arranged experts in the field of Social Studies should be made principal during system making to develop fruitful teaching and instructive experience all through the spread of the instructive arrangement content to understudies, other than using just any appropriate teacher to associate with understudies in the subject, and this will overall horribly influence the whole cycle. Even more along these lines, Social Studies teachers in schools arranged in the provincial settlements should manage on the open materials accessible to them to configuration out training assists that with best fitting the particular piece of the instructive program content they ought to present at a particular season of the educating and developing experience.

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Global Journal of human-social science: a
Arts & Humanities - Psychology
Volume 22 Issue 8 Version 1.0 Year 2022
Type: Double Blind Peer Reviewed International Research Journal
Publisher: Global Journals
Online ISSN: 2249-460X & Print ISSN: 0975-587X

# Prospects and Challenges of Journalism in Northern Divisions of Bangladesh: An Exploratory Study

By Abu Hanif Mohammad Sayeduzzaman, Mohammad Shukur Ali, Anisul Ashekeen, Mohammad Faisal Shameem & Mohammad Asaduzzaman Khan

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*Abstract-* *Background:* Journalists are highly respected members of our society usually known as mass media personalities who make important contributions to the promotion of economy, education, safety, security peace, love and overall prosperity of the country. They also up hold public opinions, sufferings as well as all the happenings of every nook and corner of our society through electronic and print media so that the people all over the country as well as the government can know the overall aspects and situation of the country which could help all the organs of government to take proper steps in case of necessary and emergency. However, to obey this professional duties, they have to face socio-economic, political as well as some other challenges in the society when they cannot perform their professionalism fully or can partially perform. The aim of this study was to explore a survey in the northern divisions of Bangladesh to know the prospects and challenges of journalism in the northern divisions of Bangladesh.

*Keywords:* *prospects, challenges, journalism, northern divisions, Bangladesh.*

*GJHSS-A Classification:* *DDC Code: 658 LCC Code: HD31*




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# Prospects and Challenges of Journalism in Northern Divisions of Bangladesh: An Exploratory Study

Abu Hanif Mohammad Sayeduzzaman [α], Mohammad Shukur Ali [σ], Anisul Ashekeen [ρ], Mohammad Faisal Shameem [ω] & Mohammad Asaduzzaman Khan [¥]

*Abstract-* *Background:* Journalists are highly respected members of our society usually known as mass media personalities who make important contributions to the promotion of economy, education, safety, security peace, love and overall prosperity of the country. They also up hold public opinions, sufferings as well as all the happenings of every nook and corner of our society through electronic and print media so that the people all over the country as well as the government can know the overall aspects and situation of the country which could help all the organs of government to take proper steps in case of necessary and emergency. However, to obey this professional duties, they have to face socio-economic, political as well as some other challenges in the society when they cannot perform their professionalism fully or can partially perform. The aim of this study was to explore a survey in the northern divisions of Bangladesh to know the prospects and challenges of journalism in the northern divisions of Bangladesh.

*Methods:* This was a prospective observational, cross-sectional study conducted in Rajshahi and Rangpur divisions of Bangladesh during June, 2021 to June, 2022 and a total of 167 respondents were included in this study. The ethical clearance of this study was obtained from the Institutional Review Board (IRB) of shikkhabarta.com. Informed written consent were taken from all the participants of this study. Data were collected through a face to face interview using a pre structured questionnaire by the researcher. Both qualitative and quantitative (Mix Method) were applied to find out best possible outcome. Purposive computerized randomization sampling method as per inclusion criteria was applied for the study. Samples were selected conveniently according to inclusion and exclusion criteria and availability of cases. The collected data were analyzed using SPSS software, Version-23.0. The results were presented in tables, graphs and pie charts in percentages.

*Results:* Among the respondents 94.01% were male and 5.99% were female. 25.1% were aged (18 -29) years, 37.7% were (30-39) years, and 29.3% were (40-49) years. 71.9% respondents mentioned they were the members of the local press club 31.74% got appointment letters. 20% reported drawing pay, 20% of companies pay regularly. 19.16% of companies provide children education allowance. 12.57% stated their company supplied insurance. 78.4% respondents mentioned, their organization did not provide any festival allowance to them. 38.4% get yearly performance awards. 75% need training, 60% said corporate promotions were late. 23, 3% of firms provide office space. 11.98% of workers have insurance. 32.93% claimed family supports their job; 60% worry about physical safety. 52.7 % were worried about digital security of their documents. 61.68% of participants reported work-related threats.70.7% claimed their working hours were not conducive to them. 69.5% respondents mentioned their organization did not take any initiatives for their stress concealing. 71.9% respondents claimed, their organization did not take any initiative to mitigate risks or challenges while collecting news.71.9% respondents claimed their office did not provide them transports while covering news. 85.6% respondents mentioned, they have no provident found or gratuity facility in their organization. 74.9% respondents mentioned their recruiting authority never provided them with any news covering related electronic devices.38.3% respondents claimed; they experienced the threats of data security like tapping or hacking. 41.32% respondents used security software. 40.7% respondents had data security training. 46.7% respondents were only aware of Digital Security Act.

*Conclusion:* This study identifies challenges affecting the Journalism Profession in northern divisions of Bangladesh, such as work instability, risk, poor facilities, and a lack of an appropriate job policy. Despite its shortcomings, the study recommends encouraging and growing journalism in Bangladesh.

*Keywords: prospects, challenges, journalism, northern divisions, Bangladesh.*

## I. Introduction

Journalism is a prominent career in Bangladesh, and those who work in this noble field contribute significantly to the development of the country's various industries. Despite the fact that journalism is a very significant career, there are no specific requirements for becoming a journalist or a politician in the United States. However, recently, there has been a little improvement in this scenario. A graduate can pursue a career in the media. However, in some circumstances, a bachelor's degree in journalism from an accredited university is a requirement for employment. Recruitment is an important part of every business [1]. In Bangladesh two thousand registered in daily newspapers published around the country, with more than four hundred of them being dailies. It is vital to note that more than two hundred newspapers are printed in the capital every day. Dhaka is the capital of

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Bangladesh [2]. Justice Sultan Hossain Khan, a former head of the Bangladesh Press Council, expressed his opinion that in compared to the country's economic situation, the number of daily newspapers issued is enormous. In addition the statement emphasized that the publication of a newspaper should be seen as a commercial endeavor. The People who are financially well-off should step forward and take the initiative to build a newspaper publication system industry. Furthermore, in order to protect press freedom, the minimal financial soundness of the publication must be maintained. Journalists should be given first priority [3]. However, it is a source of regret that journalists are frequently subjected to this. In Bangladesh, not receiving a salary for months on end is not uncommon [4]. The working conditions of journalists in rural and remote places are not suitable. A significant percentage of the local journalists who work for the newspapers are not properly compensated. In Bangladesh context Journalism, a prestigious job and those who are involved in this noble profession play vital role in different sectors like political, economic, social, science and technology, sports, entertainment and other sectors of this country. As a profession journalism is a very important one but no qualification is specified for becoming journalist likely politician. However, this situation has been slightly changed in last few years. A graduate can join the media organization, but in some cases university degree in journalism is prerequisite condition of the recruitment. The condition of journalists working at local areas is not satisfactory. A good number of the dailies do not provide salary properly to their local journalists. Most of the pressmen of the different dailies published from divisional and district level are drawing less than Taka one thousand per month that is even less than a day labor [1]. According to a study in 1995 on Dhaka city newspapers, about 69% journalists are getting salary as per 4$^{th}$ wage board but they are not enjoying other facilities or incentives stated in 4$^{th}$wageboard. Journalists are blaming the owners' commercial attitude for this sort of deprivation. For this reason most of the journalists are not satisfied with their present jobs. In a study regarding journalism found that 50 percent journalists are not satisfied to their salary and other facilities. That study was based on the interview of Journalists of 67 dailies published from six divisions including Dhaka. That study showed 68% pressmen felt disappointed being connected with journalism profession [5]. Consequently, the researcher has designed this present study. The aim of this study was to explore a survey in the northern divisions of Bangladesh to know the prospects and challenges of Journalism in northern Bangladesh.

*Research Questions:* What are the prospects and challenges of journalism in the northern divisions in Bangladesh?

*Objective*

- To determine the prospects and challenges of the journalists in the northern divisions of Bangladesh.

## II. Methodology

This prospective cross-sectional study was conducted in the northern divisions of Bangladesh during June 2021 to June 2022. The ethical clearance of this study was obtained from the Institutional Review Board (IRB) of Shikkabarta.com. The purpose and benefits of the study was disclosed to the respondents in local language and written informed consent was taken from the respondents of the study. Purposive sampling method as per inclusion criteria was applied for the study. Samples were selected conveniently according to inclusion and exclusion criteria and availability of cases and a total of 167 male and female journalists aged above 18 years from Rajshahi and Rangpur divisions were enrolled in this study. Both qualitative and quantitative data were applied to find out best possible outcome. A pre structured questionnaire was used to collect data from the respondents through face-to-face interview. The collected data were edited, cleaned, entered and analyzed using Statistical Package for Social Science (SPSS) version 23.0. Descriptive analysis such as frequencies and mean were used for this study. The result of this study was presented by using tables graphs and pie charts. The inclusion and exclusion criteria of this study were as follows:

*Inclusion criteria*

a. Age >18 years
b. Male and Female Journalist
c. Physically or mentally able to participate in this study

*Exclusion criteria*

a. Age <18 years
b. Unwilling to participate in this study
c. Physically or mentally unable to participate in this study

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## III. Results

*Table 1:* Socio Demographic Profile of the Respondents (n=167).

| Variables | | Frequency (n) | Percent (%) |
|---|---|---|---|
| Gender | Male | 157 | 94.01 |
| | Female | 10 | 5.99 |
| Age | 18 >29 | 42 | 25.1 |
| | 30>39 | 63 | 37.7 |
| | 40>49 | 49 | 29.3 |
| | 50>59 | 10 | 6.0 |
| | 60>69 | 3 | 1.8 |
| Religion | Islam | 154 | 92.2 |
| | Hindu | 13 | 7.8 |
| Education | S.S.C | 8 | 4.8 |
| | H.S.C | 40 | 24.0 |
| | Under Graduate | 84 | 50.3 |
| | Post Graduate | 35 | 21.0 |
| Marital Status | Married | 139 | 83.2 |
| | Unmarried | 28 | 16.8 |
| Number of children | 0 | 60 | 35.9 |
| | 1 | 28 | 16.8 |
| | 2 | 61 | 36.5 |
| | 3 | 17 | 10.2 |
| | 5 | 1 | .6 |
| Designation | Sub-district Correspondent | 125 | 74.9 |
| | Staff Reporter | 34 | 20.4 |
| | Sub-district Reporter | 4 | 2.4 |
| | Editor& Publisher | 2 | 1.2 |
| | Advertising Manager | 1 | .6 |
| | Publicity Editor | 1 | .6 |

*(Table 1):* Shows the socio-demographic profile of the respondents. Among 167 participants 94.01% were male and 5.99% were female. 25.1% were reported 18 >29 age group, 37.7% were aged 30>39, 29.3% were reported for the age group of 40>49, 6.0% were reported for 50>59 age group and 1.8% were reported 60>69 aged group. According to the religion 92.2% were reported Islam while Hindu were reported 7.8%.According to the education level of the participants S.S.C. was reported 4.8%, H.S.C. was reported 24.0%, Under graduate was reported 50.3% while Post graduate was reported 21.0%.83.2% were reported married while 16.8% were reported unmarried.35.9% had no children, while 16.8% had only one child, 36.5%



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were reported having 2 children, 10.2% were reported having 3 children and 0.6% were reported that they have 5 children. According to the designation 74.9% were reported sub-district correspondent, 20.4% were staff reporter, 2.4% were sub-district reporter, 1.2% were editor & publisher, 0.6% were advertising manager while 0.6% was publicity editor.

*Table 2:* Service Length of the Respondents (n=167).

| Service Length | Frequency (n) | Percent (%) |
|---|---|---|
| 1>5 | 25 | 15.0 |
| 6>10 | 55 | 32.9 |
| 11>15 | 23 | 13.8 |
| 16>20 | 17 | 10.2 |
| 21>25 | 30 | 18.0 |
| 26>30 | 8 | 4.8 |
| 31>35 | 9 | 5.4 |
| Total | 167 | 100.0 |

*(Table 2):* Shows the service length of the respondents. According to the service length 1 to 5 years was reported 15.0%, 6 to 10 years was reported 32.9%, 11 to 15 years was reported 13.8%, 16 to 20 years was reported 10.2%, 21 to 25 years was reported 18.0%, 26 to 30 years was reported 4.8% and 31 to 35 years was reported 5.4%.

*Table 3:* Division Wise Respondents Distribution (n=167).

| Variables | | Frequency (n) | Percent (%) |
|---|---|---|---|
| Division | Rajshahi | 49 | 29.3 |
| | Rangpur | 118 | 70.7 |
| District | Naogaon | 10 | 6.0 |
| | Pabna | 12 | 7.2 |
| | Rangpur | 12 | 7.2 |
| | Kurigram | 19 | 11.4 |
| | Lalmonirhat | 9 | 5.4 |
| | Natore | 28 | 16.8 |
| | Nilphamari | 21 | 12.6 |
| | Thkurgaon | 12 | 7.2 |
| | Gaibandha | 20 | 12.0 |
| | Dinajpur | 11 | 6.6 |
| | Rajshahi | 13 | 7.8 |
| Upazila | Mahadevpur | 10 | 6.0 |
| | Iswardi | 12 | 7.2 |
| | RangpurSadar | 9 | 5.4 |
| | Chilmari | 14 | 8.4 |
| | KurigramSadar | 4 | 2.4 |
| | Ulipur | 1 | .6 |
| | Hatibandha | 7 | 4.2 |
| | Patgram | 1 | .6 |



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| | | | |
|---|---|---|---|
| | Kaligong | 1 | .6 |
| | Natore | 14 | 8.4 |
| | Pirgachha | 3 | 1.8 |
| | Saidpur | 10 | 6.0 |
| | Naldanga | 14 | 8.4 |
| | Thkurgaon | 10 | 6.0 |
| | Baliadangi | 2 | 1.2 |
| | Sadullahpur | 18 | 10.8 |
| | Gaibandha | 2 | 1.2 |
| | Fhulbari | 11 | 6.6 |
| | Godagari | 13 | 7.8 |
| | Nliphamari | 11 | 6.6 |
| | Total | 167 | 100.0 |

*(Table 3):* Shows division wise respondents distribution. 29.3% were reported from Rajshahi division, 70.7% were from Rangpur division. According to the district report Naogaon (6.0%), Pabna (7.2%), Rangpur (7.2%), Kurigram (11.4%), Lalmonirhat (5.4%), Natore (16.8%), Nilphamari (12.6%), Thakurgaon (7.2%), Gaibandha (12.0%), Dinajpur (6.6%), Rajshahi (7.8%).According to the upazila report Mahadevpur (6.0%), Iswardi (7.2%), Rangpur Sadar (2.4%), Chilmari (8.4%), Kurigram Sadar (2.4%), Ulipur (0.6%), Hatibandha (4.2%), Patgram (0.6%), Kaligong (0.6%), Natore (8.4%), Pirgacha (1.8%), Saidpur (6.0%), Naldanga (8.4%), Thakurgaon (6.0%), Baliadangi (1.2%), Sadullahpur (10.8%), Gaibandha (1.2%), Fulbari (6.6%), Godagari and (7.8%) respondents were from Nilphamari district.

*Table 4:* Opinions of the Respondents Regarding their Knowledge, Skills, Practice and Challenges in their Professionalism. (N=167).

| Opinion | | Frequency (n) | Percent (%) |
|---|---|---|---|
| Are you a member of local press club | Yes | 120 | 71.9 |
| | No | 47 | 28.1 |
| Have you received appointment letter from your organization | Yes | 102 | 61.1 |
| | No | 65 | 38.9 |
| Have you drowned salary from your organization? | Yes | 34 | 20.4 |
| | No | 133 | 79.6 |
| Does your organization pay you salary regularly? | Yes | 28 | 16.8 |
| | No | 139 | 83.2 |
| Does organization give you any allowance for the education of your offspring? | Yes | 32 | 19.2 |
| | No | 135 | 80.8 |
| Does your organization provide insurance? | Yes | 21 | 12.6 |
| | No | 146 | 87.4 |
| Does your organization provide festival allowance? | Yes | 36 | 21.6 |
| | No | 131 | 78.4 |
| Does your organization provide with you a conducive working hour? | Yes | 49 | 29.3 |
| | No | 118 | 70.7 |
| Does your organization arrange yearly performance awarded? | Yes | 64 | 38.3 |
| | No | 103 | 61.7 |
| Do you need to have more professional training and workshop? | Yes | 126 | 75.4 |
| | No | 41 | 24.6 |
| Have you received any performance award? | Yes | 63 | 37.7 |
| | No | 104 | 62.3 |
| Does your organization provide relevant training? | Yes | 64 | 38.3 |
| | No | 103 | 61.7 |
| Does your organization provide promotion opportunity in time? | Yes | 67 | 40.1 |



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| | | | |
|---|---|---|---|
| | No | 100 | 59.9 |
| Does your organization provide you stress counseling? | Yes | 51 | 30.5 |
| | No | 116 | 69.5 |
| Does your higher authority recognized risks and undertake specific mitigation strategies? | Yes | 47 | 28.1 |
| | No | 120 | 71.9 |
| Does your office provide you transport at the time of news covering? | Yes | 47 | 28.1 |
| | No | 120 | 71.9 |
| Does your organization provide electronic devices? | Yes | 42 | 25.1 |
| | No | 125 | 74.9 |
| Does your organization provide office? | Yes | 39 | 23.4 |
| | No | 128 | 76.6 |
| Does your organization provide insurance support? | Yes | 20 | 12.0 |
| | No | 147 | 88.0 |
| Does your organization provide provident fund facilities? | Yes | 24 | 14.4 |
| | No | 143 | 85.6 |
| Does your organization provide gratuity facility? | Yes | 34 | 20.4 |
| | No | 133 | 79.6 |
| Does your organization provide leave facility? | Yes | 53 | 31.7 |
| | No | 114 | 68.3 |
| Do your family members are in your support regarding your job? | Yes | 112 | 67.1 |
| | No | 55 | 32.9 |
| Do you fear for your physical security? | Yes | 101 | 60.5 |
| | No | 66 | 39.5 |
| Do you fear for your digital security? | Yes | 88 | 52.7 |
| | No | 79 | 47.3 |
| Have you experienced threats in relation to your work? | Yes | 103 | 61.7 |
| | No | 64 | 38.3 |
| Have you ever experienced tapping/hacking and /or digital security threats? | Yes | 64 | 38.3 |
| | No | 103 | 61.7 |
| Do you use protection in digital communication including appropriate software and other precautionary measures? | Yes | 69 | 41.3 |
| | No | 98 | 58.7 |
| Have you taken any digital safety training to keep your data safe? | Yes | 68 | 40.7 |
| | No | 99 | 59.3 |
| Are you aware of the protection against ICT act? | Yes | 89 | 53.3 |
| | No | 78 | 46.7 |
| | Total | 167 | 100.0 |

*(Table 4):* Shows the Opinions of the Respondents Regarding their Knowledge, Skills, Practice and Challenges in their Professionalism.82.04% participants served for print media while 17.96% for electronic media. 71.86% were local club members while 28.14% were not.31.74% participants reported that their organization provides leave facility while 68.26% reported their organization doesn't. 30.54% participants reported that their organization provides stress counseling facility while 69.46% reported their organization doesn't.31.74% participants reported that they got appointment letter from the organization while 68.26% reported they didn't get. 20.36% participants reported that they drowned salary from their organization while 68.26% reported they didn't do that. 20.36% participants reported that their organization pays their salary regularly while 83.23% reported their organization doesn't. 19.16% participants reported that their organization gives allowance for their offspring while 80.84% reported their organization doesn't. 12.57% participants reported that their organization provides insurance while 87.43% reported their organization doesn't. 21.56% participants reported that their organization provides festival allowance while 78.44% reported their organization doesn't. 29.34% participants reported that their organization provides conducive working hours while 70.66% reported their organization doesn't. 38.32% participants reported that their organization arranges yearly performance award while 61.68% reported their organization doesn't.75.45% participants reported that they need further professional training and workshop while 24.55% reported they doesn't need.37.72% participants reported that they got performance award while 62.28% reported they didn't get yet.38.32% participants reported that their organization provides relevant training while 61.68% reported their organization doesn't. 40.12% participants reported that their organization provides promotion



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opportunity in time while 59.88% reported their organization doesn't.28.14% participants reported that the higher authority of their organization recognizes risks and undertake specific mitigation strategies hours while 71.86% reported their organization doesn't.28.14% participants reported that their organization provides transport at news covering time while 71.86% reported their organization doesn't.25.15% participants reported that their organization provides electronic devices while 74.85% reported their organization doesn't. 23.35% participants reported that their organization provides office while 76.65% reported their organization doesn't. 11.98% participants reported that their organization provides insurance support while 88.02% reported their organization doesn't.14.37% participants reported that their organization provides provident fund facility while 85.63% reported their organization doesn't.20.36% participants reported that their organization provides gratuity facility while 79.64% reported their organization doesn't.32.93% participants reported that their family supports regarding their job while 67.07% reported their family doesn't support.60.48% participants feel fear for their physical security while 39.52% reported they doesn't fear.52.69% participants fear for their digital security while 47.31% reported they doesn't fear at all.61.68% participants reported that they had experienced work-related threats while 61.68% reported they didn't.38.32% participants reported that they had experienced digital security threats while 61.68% reported they didn't.41.32% participants reported that they use proper software for the protection of digital communication system while 58.68% reported they doesn't.40.72% participants reported that they took digital security training to keep data safe while 59.26% reported they didn't take any training.53.29% participants were aware of the protection against ICT act while 46.71% were unaware regarding digital security Act.

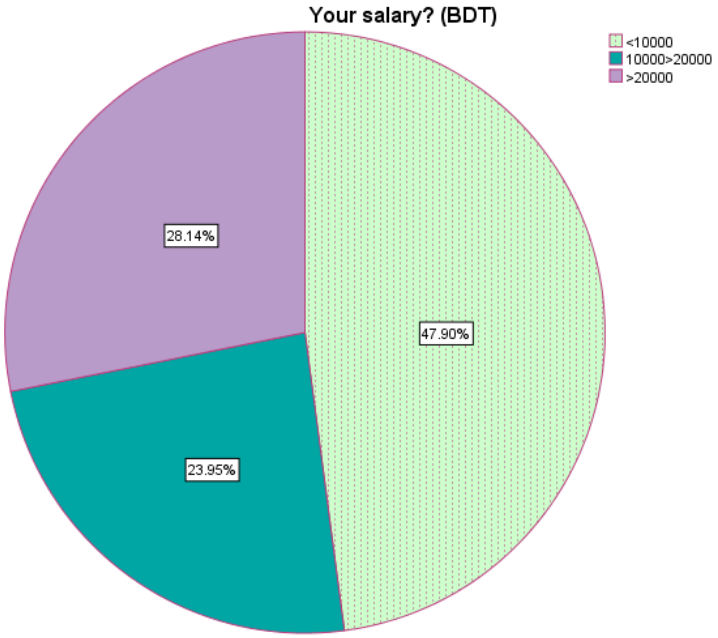



*Figure 1:* Salary range of the respondents

*Figure 1:* Shows the monthly salary range of the respondents. According to the satisfaction level with the salary 2.40% were very satisfied, 43.11% were satisfied, 8.96% were neutral, 33.53% were dissatisfied and 11.96% were very dissatisfied. 47.90% participants' salary were reported below 10 thousand, while 23.95% get a salary between 10 to 20 thousand, 28.14% get more than 20 thousand BDT monthly.



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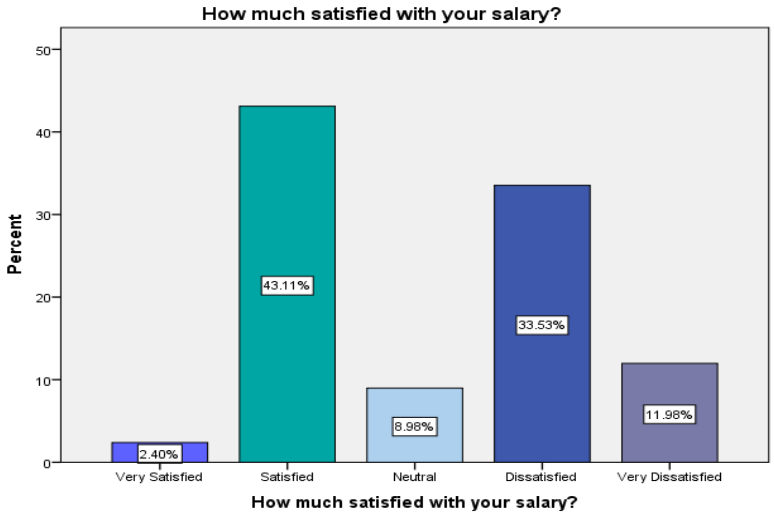



*Figure 2:* Satisfaction level of the respondents towards salary range (n=167).

*Figure 2:* Shows the satisfaction level of the respondents towards salary. Among the respondents, only 2.40% were very satisfied, 43.11% were satisfied, dissatisfied were 33.53%, and very dissatisfied were 11, 90% and only 9.06% respondents remained neutral in giving answer regarding this issue.

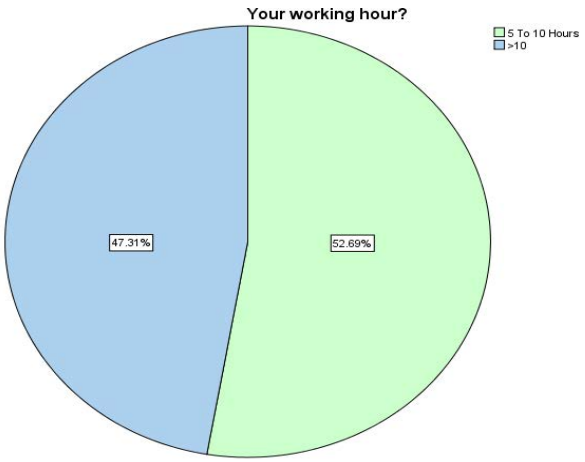



*Figure 3:* Total working hours/day of the respondents (n=167).

*Figure 3:* Shows the total working hours/day of the respondents.52.69% have to work for 5 to 10 hours while 47.31% have to work for more than 10 hours.

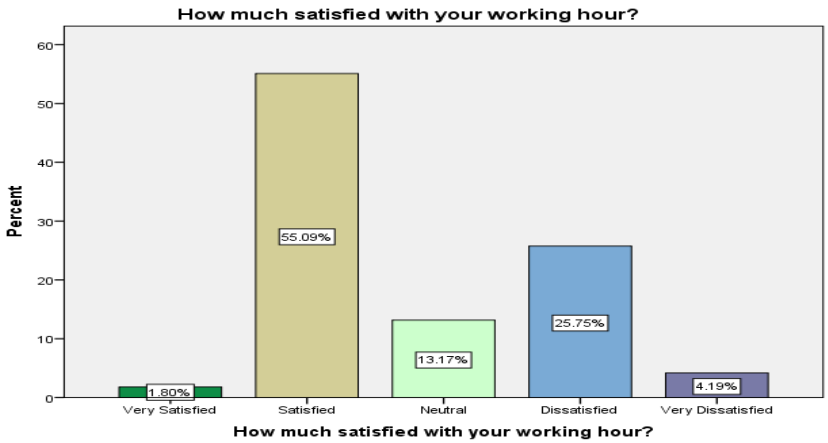



*Figure 4:* Satisfaction level of the respondents regarding working hours (n=167).



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*Figure 4:* Shows the satisfaction level of the respondents regarding working hours. According to the satisfaction level with working hour 1.80% were very satisfied, 55.09% were satisfied, 13.17% were neutral, 25.75% were dissatisfied and 4.19% were very dissatisfied.

Among the respondents 49.10% respondents are satisfied followed b 24.55% are neutral dissatisfied, 3.59% are very dissatisfied and 3.59% are very satisfied.

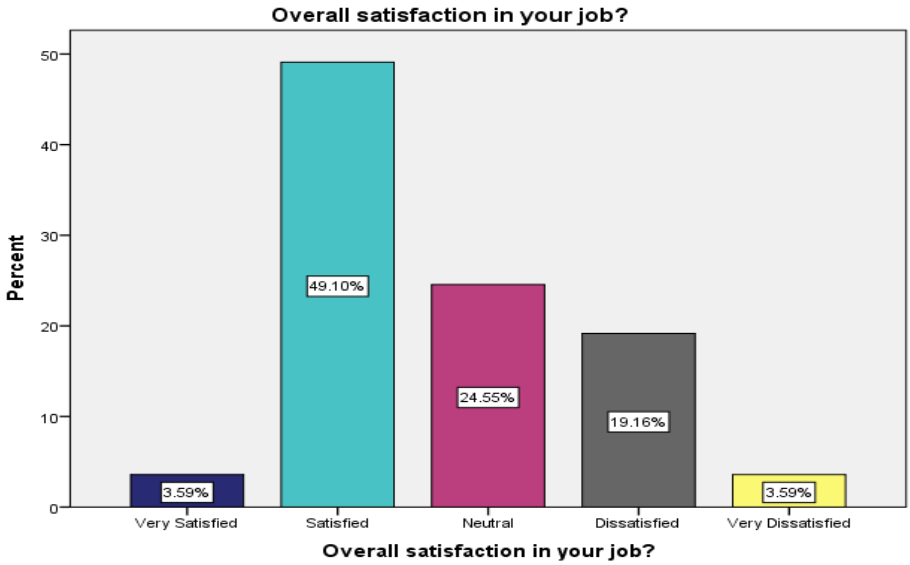



*Figure 5:* Overall satisfaction level of the respondents (n=167).

*Figure 5:* Shows the overall satisfaction level of the respondents. Among the respondents 49.10% respondents are satisfied followed by 24.55% are neutral dissatisfied, 3.59% are very dissatisfied and 3.59% are very satisfied.

## IV. Discussion

Once upon a time, journalism was seen as a calling. The media upholds democracy and rights of mass people in the contemporary globe, and it is regarded as the fourth estate of a state to all [6]. Its significance to the Bangladeshi revolution is immense. On the other hand, things have turned around. This is now the standard practice in the commercial world. The journalists in the northern part of Bangladesh confront a lot of difficulties. Due to a lack of Pressures from owners for marketing and profit-making, coupled with government assistance, financial difficulties, low salaries, feudal rule, and historical precedents for these structures, journalists face nowadays. Journalists often raised the issues of low salaries, financial difficulties, and the absence of government assistance. Journalists aren't compensated fairly, and they don't get overtime pay. According to Riaz's (2015) research on the vernacular press, these are the primary economic concerns of local journalists.[7] The present study found that 31.74% participants reported that they got appointment letter from the organization while 68.26% reported they didn't get. 20.36% participants reported that they drowned salary from their organization while 68.26% reported they didn't do that. 20.36% participants reported that their organization pays their salary regularly while 83.23% reported their organization doesn't. 19.16% participants reported that their organization gives allowance for their offspring while 80.84% reported their organization doesn't. 12.57% participants reported that their organization provides insurance while 87.43% reported their organization doesn't. 21.56% participants reported that their organization provides festival allowance while 78.44% reported their organization doesn't. 29.34% participants reported that their organization provides conducive working hours while 70.66% reported their organization doesn't.38.32% participants reported that their organization arranges yearly performance award while 61.68% reported their organization doesn't.75.45% participants reported that they need further professional training and workshop while 24.55% reported they doesn't need.37.72% participants reported that they got performance award while 62.28% reported they didn't get yet.38.32% participants reported that their organization provides relevant training while 61.68% reported their organization doesn't. 40.12% participants reported that their organization provides promotion opportunity in time while 59.88% reported their organization doesn't.28.14% participants reported that the higher authority of their organization recognizes risks and undertake specific mitigation strategies hours while 71.86% reported their organization doesn't. [8-12] The major focus of the study was to explore the relationships of journalists' economic issues and ethical journalism. Concept of political economy suggests that media has



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become industry and political, economic elites used media for their interests (Baran & Davis, 2010[13]; Boyd-Barrett, 1995; McQuail, 2010). [14]

## V. Limitations of the Study

This study was conducted within a short period of time with limited sample size. So, total scenario of prospects and challenges of journalism in the northern divisions of Bangladesh may not depict. Consequently, further study is recommended on a large scale

## VI. Conclusion

This study identifies challenges affecting the Journalism Profession in northern divisions of Bangladesh, such as work instability, risk, poor facilities, and a lack of an appropriate job policy. Despite its shortcomings, the study recommends encouraging and growing journalism in Bangladesh.

*Disclosure Statement*

None of the authors has any conflicts of interest regarding the content of this article.

## Acknowledgement

All the Presidents and the Secretaries of Local Press Clubs of Rajshahi and Rangpur divisions of Bangladesh.

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g) Suitable statistical data should also be given.
h) All data must have been gathered with attention to numerical detail in the planning stage.

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

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

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

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

## Format Structure

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

All manuscripts submitted to Global Journals should include:

**Title**

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

**Author details**

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

**Abstract**

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

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

**Keywords**

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

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

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

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

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

**Numerical Methods**

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

**Abbreviations**

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

**Formulas and equations**

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

**Tables, Figures, and Figure Legends**

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

**Figures**

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

## Preparation of Eletronic Figures for Publication

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

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

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

## Tips for writing a good quality Social Science Research Paper

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

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

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

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

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

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



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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

.

## Informal Guidelines of Research Paper Writing

***Key points to remember:***

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

**Final points:**

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

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

**The discussion section:**

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

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

**General style:**

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

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



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*Mistakes to avoid:*

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

**Title page:**

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

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

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

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

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

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

**Approach:**

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

**Introduction:**

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

*The following approach can create a valuable beginning:*

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

**Approach:**

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

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

**Procedures (methods and materials):**

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

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

**Materials:**

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

**Methods:**

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

**Approach:**

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

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

**What to keep away from:**

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



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**Results:**

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

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

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

**Content:**

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

**What to stay away from:**

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

**Approach:**

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

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

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

**Figures and tables:**

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

**Discussion:**

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

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

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





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

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

**Approach:**

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

Describe generally acknowledged facts and main beliefs in present tense.

## The Administration Rules

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

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

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

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

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ISSN 975587

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